

UNIT

2

1777–1800

A New Nation

Chapter 5 Forming a Government

Chapter 6 Citizenship and the Constitution

Chapter 7 Launching the Nation



What You Will Learn . . .

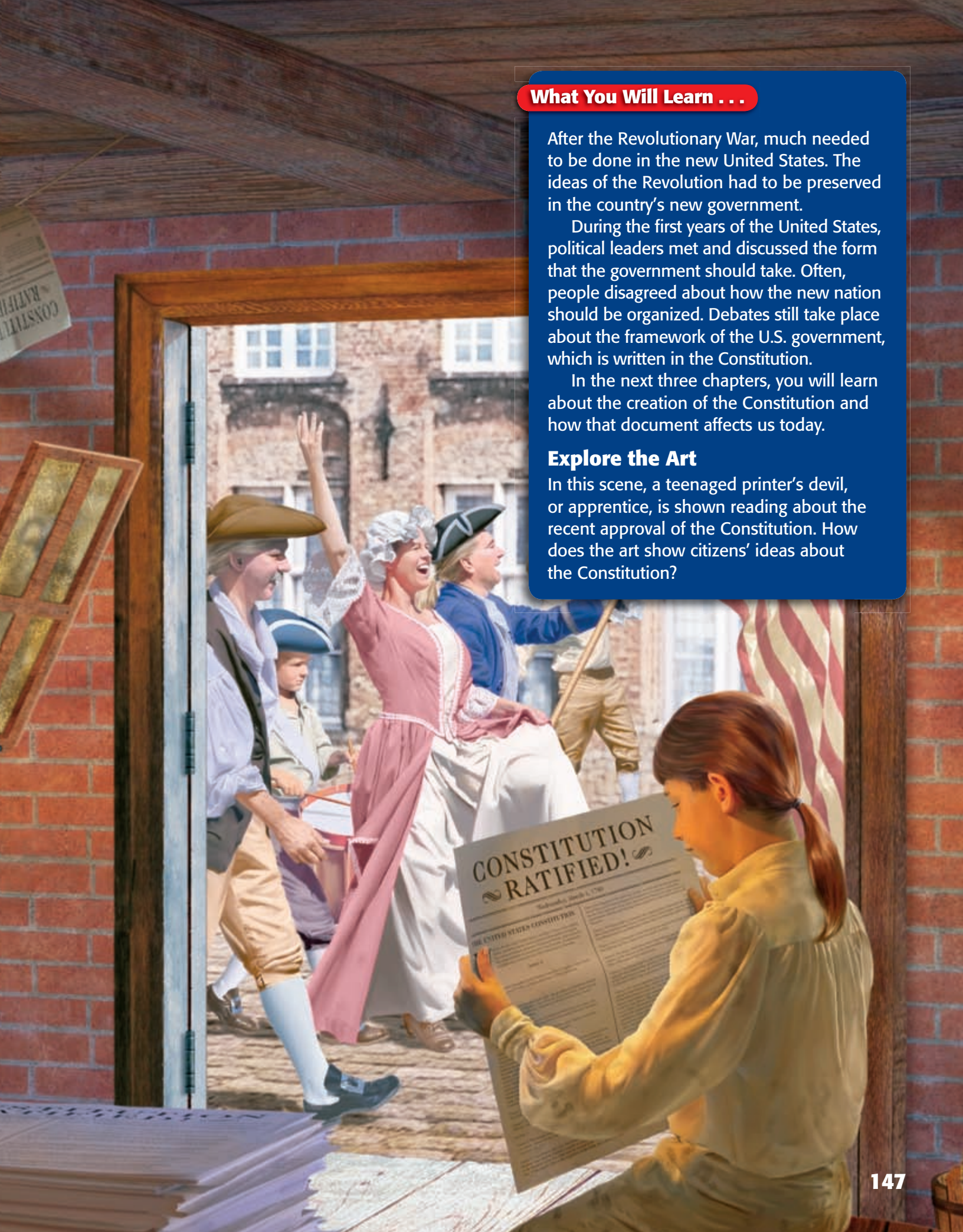
After the Revolutionary War, much needed to be done in the new United States. The ideas of the Revolution had to be preserved in the country's new government.

During the first years of the United States, political leaders met and discussed the form that the government should take. Often, people disagreed about how the new nation should be organized. Debates still take place about the framework of the U.S. government, which is written in the Constitution.

In the next three chapters, you will learn about the creation of the Constitution and how that document affects us today.

Explore the Art

In this scene, a teenaged printer's devil, or apprentice, is shown reading about the recent approval of the Constitution. How does the art show citizens' ideas about the Constitution?



Forming a Government

Essential Question What events and ideas affected the writing of the Articles of Confederation and the Constitution?



What You Will Learn...

In this chapter, you will learn about the nation's earliest government, the Articles of Confederation, and its failures to achieve national unity. You will also read about the writing of the Constitution and how it attempted to solve the problems of the Articles by creating a new system of government.

SECTION 1: The Articles of Confederation 152

The Big Idea The Articles of Confederation provided a framework for a national government.

SECTION 2: The New Nation Faces Challenges 158

The Big Idea Problems faced by the young nation made it clear that a new constitution was needed.

SECTION 3: Creating the Constitution 163

The Big Idea A new constitution provided a framework for a stronger national government.

SECTION 4: Ratifying the Constitution 170

The Big Idea Americans carried on a vigorous debate before ratifying the Constitution.

FOCUS ON WRITING

A Newspaper Editorial It is 1788 and you're writing an editorial for a local newspaper. You want to convince your readers that the new Constitution will be much better than the old Articles of Confederation. In this chapter you'll find the information you need to support your opinion.



1777

The Continental Congress approves the Articles of Confederation on November 15.



1775



1778

The United States and France become allies.



H
HISTORY

America Gets a
Constitution

hmhsocialstudies.com VIDEO

Speaker of the House Nancy Pelosi swears in the members of the 111th Congress of the United States.

1781

On March 1 the Articles of Confederation go into effect after being ratified by all 13 states.



1785

The United States begins using the dollar currency.

1786

Shays's Rebellion breaks out in Massachusetts.

1787

On May 14, state delegates begin to arrive at the Constitutional Convention in Philadelphia.

1791

The Bill of Rights is ratified by the states in December.

1780



1782

Spain completes its conquest of British Florida.

1785



1787

The Ottoman Empire declares war on Russia.

1790

1791

The *Lady Washington* becomes the first U.S. ship to reach Japan.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes Visualize a row of dominoes, lined up one after the other. Push over the first one, and—one after the other—all eventually fall. In this way, the events in this chapter are like dominoes that cause

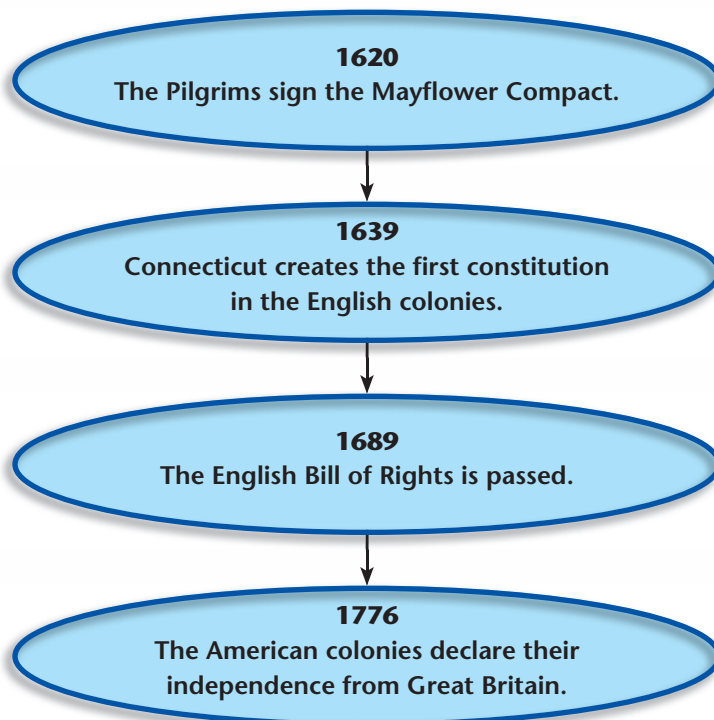
each other to occur. These events, one after another, finally led to the formation of a new government and a new **society**. If you read closely, you will see that **political** disagreements started the entire process.

Understanding Chronological Order

Focus on Reading Like falling dominoes, historical events can create huge chains of results, often stretching over many years. To understand history and events, therefore, we often need to see how they are related in time.

Understanding Chronological Order The word *chronological* means “related to time.” Events discussed in this history book are discussed in **sequence**, in the order in which they happened. To understand history better, you can use a sequence chain to take notes about events in the order they happened.

Sequence Chain



Tip: Writers sometimes signal chronological order, or sequence, by using words or phrases like these:

first, before, then, later, soon, after, before long, next, eventually, finally

Key Terms and People

You Try It!

Read the following passage and answer the questions that follow.

Farmers Rebel

In August 1786, farmers in three western counties began a revolt. Bands of angry citizens closed down courts in western Massachusetts. Their reasoning was simple—with the courts shut down, no one's property could be taken. In September a poor farmer and Revolutionary War veteran, Daniel Shays, led hundreds of men in a forced shutdown of the Supreme Court in Springfield, Massachusetts. The state government ordered the farmers to stop the revolt under threat of capture and death. These threats only made Shays and his followers more determined. The uprising of farmers to protest high taxes and heavy debt became known as Shays's Rebellion.

Shays's forces were defeated by state troops in January 1787. By February many of the rebels were in prison. During their trials, 14 leaders were sentenced to death. However, the state soon freed most of the rebels, including Shays.

*From
Chapter 5,
p. 161*

After you have read the passage, answer the following questions.

1. Which happened first—citizens closing courts in western Massachusetts or Shays shutting down the Supreme Court? How can you tell?
2. What happened after Shays's forces were defeated by state troops?
3. Draw a sequence chain that shows the effects of Shays's Rebellion in the order they occurred.

Before you read Chapter 5, look for clues that signal the order in which events occurred.

Chapter 5

Section 1

Magna Carta (p. 152)
constitution (p. 153)
Virginia Statute for Religious Freedom (p. 153)
suffrage (p. 153)
Articles of Confederation (p. 154)
ratification (p. 154)
Land Ordinance of 1785 (p. 155)
Northwest Ordinance of 1787 (p. 155)
Northwest Territory (p. 155)

Section 2

tariffs (p. 159)
interstate commerce (p. 160)
inflation (p. 161)
depression (p. 161)
Daniel Shays (p. 161)
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Section 3

Constitutional Convention (p. 164)
James Madison (p. 164)
Virginia Plan (p. 164)
New Jersey Plan (p. 165)
Great Compromise (p. 165)
Three-Fifths Compromise (p. 166)
popular sovereignty (p. 167)
federalism (p. 167)
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Section 4

Antifederalists (p. 170)
George Mason (p. 170)
Federalists (p. 170)
Federalist Papers (p. 171)
amendments (p. 173)
Bill of Rights (p. 173)

Academic Vocabulary

In this chapter, you will learn the following academic word:

advocate (p. 171)

What You Will Learn . . .

Main Ideas

1. The American people examined many ideas about government.
2. The Articles of Confederation laid the base for the first national government of the United States.
3. The Confederation Congress established the Northwest Territory.

The Big Idea

The Articles of Confederation provided a framework for a national government.

Key Terms and People

Magna Carta, p. 152

constitution, p. 153

Virginia Statute for Religious

Freedom, p. 153

suffrage, p. 153

Articles of Confederation, p. 154

ratification, p. 154

Land Ordinance of 1785, p. 155

Northwest Ordinance of 1787, p. 155

Northwest Territory, p. 155



Use the graphic organizer online to take notes on the new American government.

The Articles of Confederation

If YOU were there...

You live in a town in New England during the 1770s. In the town meeting, people are hotly debating about who will have the right to vote. Most think that only men who own property should be able to vote. Some think that all property owners—men and women—should have that right. A few others want all free men to have the vote. Now it is time for the meeting to decide.

How would you have voted on this issue?

BUILDING BACKGROUND At the time of the Revolution, each of the 13 states had its own government. The rights of citizens varied from state to state. In their town meetings, people often argued about exactly what those rights ought to be. Solving such issues was one step in moving toward a national government.

Ideas about Government

The American colonies had taken a bold step in declaring their independence from Great Britain in July 1776. Their next political goal was to form a new government. To do so, the American people drew from a wide range of political ideas.

English Laws and the Enlightenment

One source of inspiration was the rule of law. This rule makes even government officials subject to law. England had limited the power of its kings and queens in two documents. These were Magna Carta and the English Bill of Rights. **Magna Carta**, a document signed by King John in 1215, made the king subject to law. The English Bill of rights, passed in 1689, declared the supremacy of Parliament. It kept the king or queen from changing laws without Parliament's consent. As a result, the people's representatives had a strong voice in England's government.

Many Americans were also influenced by the Enlightenment—a philosophical movement that emphasized the use of reason to

examine old ideas and traditions. Philosopher John Locke believed that a social contract existed between political rulers and the people they ruled. Baron de Montesquieu argued that the only way to achieve liberty was through the separation of governmental powers.

American Models of Government

Americans had their own models of self-government to follow, like town meetings, the Virginia House of Burgesses, and the Mayflower Compact. In 1639 the people of Connecticut drew up the English colonies' first written **constitution**. A constitution is a set of basic principles and laws that states the powers and duties of the government. In addition, the Declaration of Independence clearly set forth the beliefs on which Americans thought government should be based.

To keep individual leaders from gaining too much power, the new state constitutions created limited governments, or governments in which all leaders have to obey the laws. Most state constitutions had rules to protect the rights of citizens or those accused of

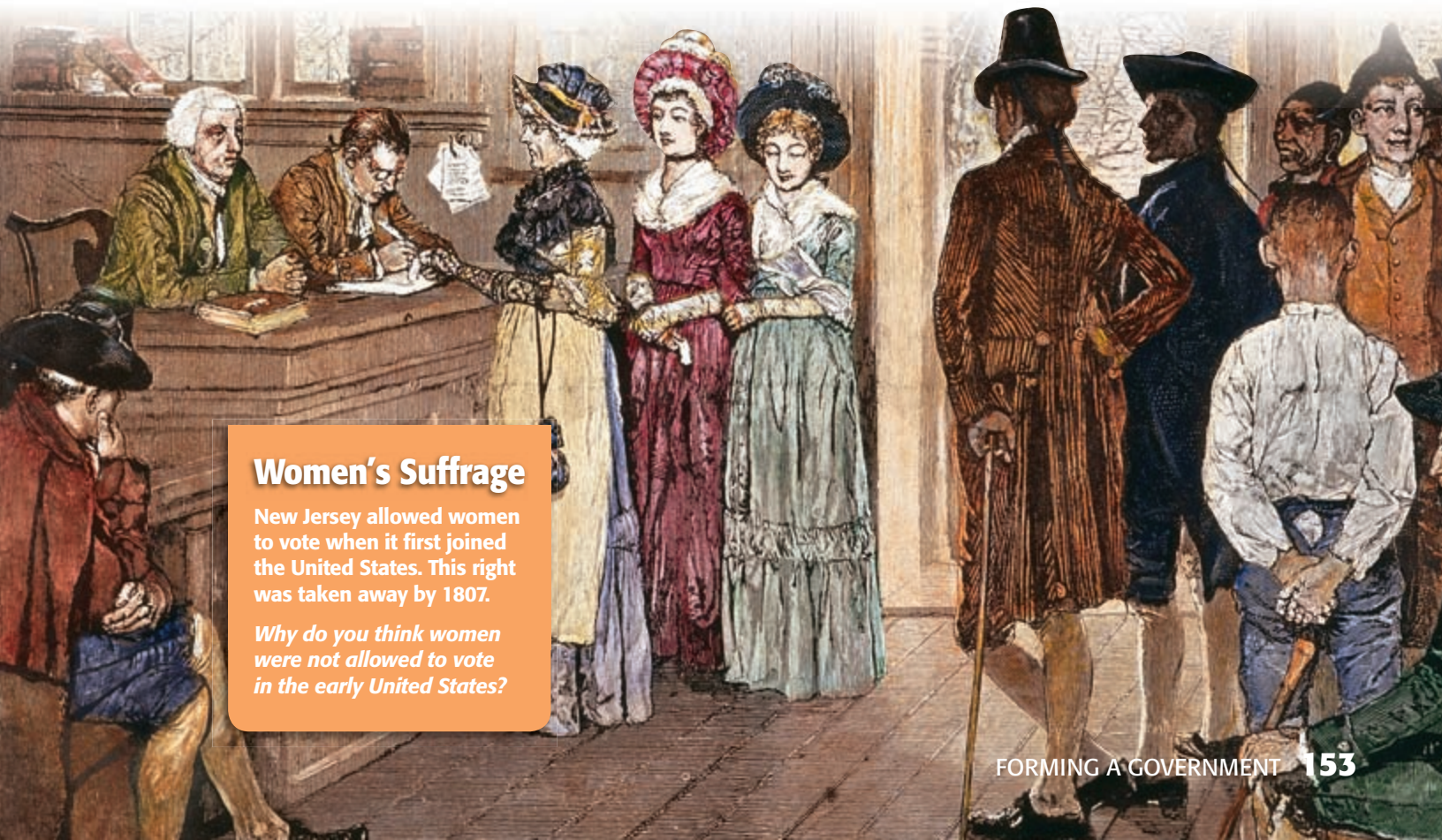
crimes. Some banned slavery. The Massachusetts constitution of 1780 is the oldest state constitution still in effect.

Thomas Jefferson's ideas about religious freedom were included in the **Virginia Statute for Religious Freedom**. This document declared that no person could be forced to attend a particular church or be required to pay for a church with tax money.

Right to Vote

Under British rule, only free, white men that owned land could vote. Many states' constitutions expanded **suffrage**, or the right to vote, by allowing any white man who paid taxes to vote. In every state, however, only landowners could hold public office. Some states originally allowed women and free African Americans to vote, but these rights were soon taken away. Suffrage would not be restored to these groups for decades to come.

READING CHECK Comparing What two principles were common to state constitutions written during the Revolutionary War?

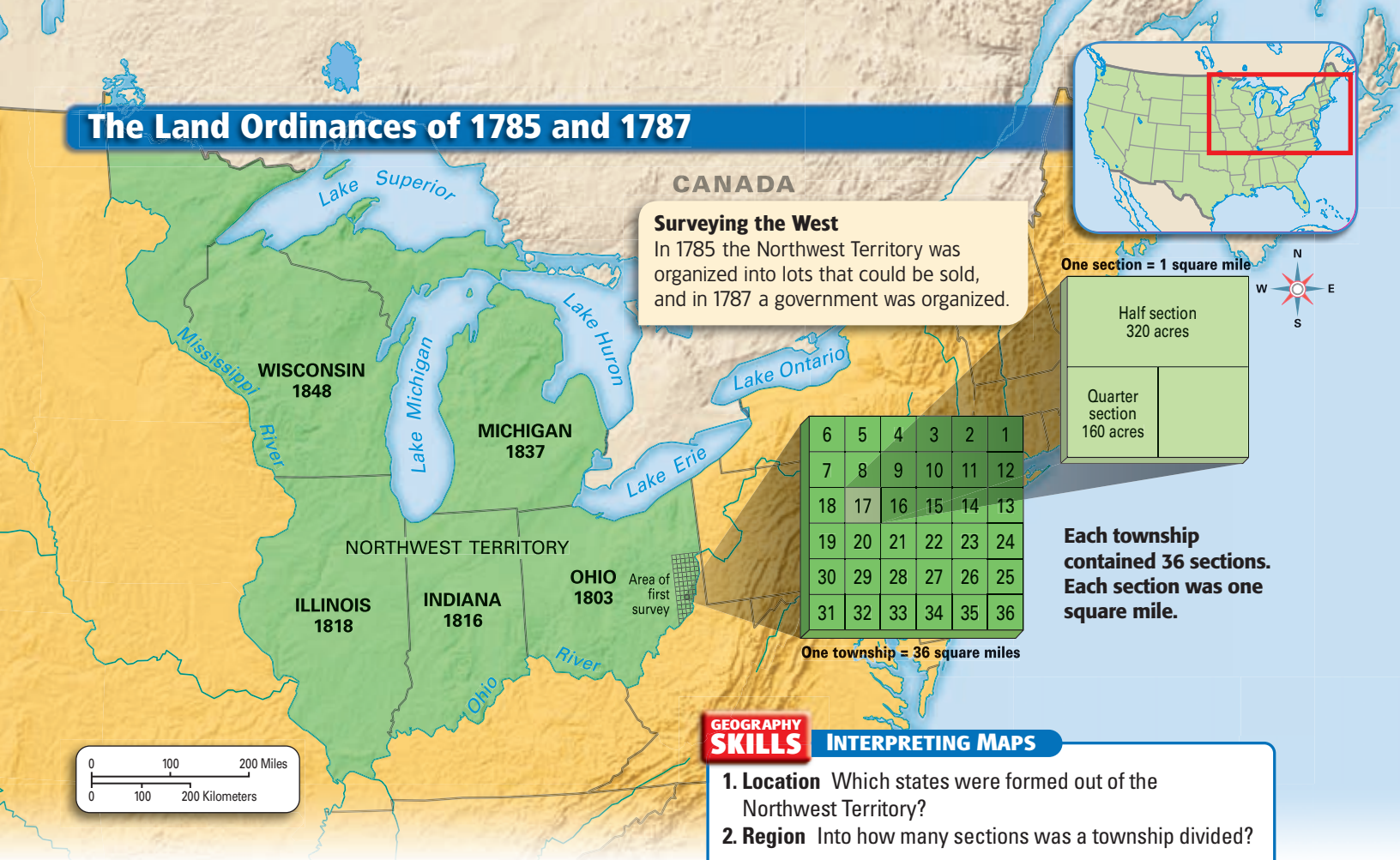


Women's Suffrage

New Jersey allowed women to vote when it first joined the United States. This right was taken away by 1807.

Why do you think women were not allowed to vote in the early United States?

The Land Ordinances of 1785 and 1787



Articles of Confederation

The Second Continental Congress was organized to create a national government. The Continental Congress appointed a Committee of Thirteen, with one member from each colony. This group was assigned to discuss and draft the Articles of Confederation, the new national constitution.

Under the **Articles of Confederation**, Congress would become the single branch of the national government, but it would have limited powers in order to protect the liberties of the people. Each state had one vote in the Congress. Congress could settle conflicts among the states, issue coins, borrow money, and make treaties with other countries and with Native Americans. Congress could also ask the states for money and soldiers. However, states had the power to refuse these requests. The government did not have a president or a national court system.

The Second Continental Congress passed the Articles of Confederation on November 15, 1777. Then it sent the Articles to each state legislature for **ratification**, or official approval, before the new national government could take effect.

Conflicts over claims to western lands slowed the process, but by 1779 every state except Maryland had ratified the Articles. Maryland's leaders refused to ratify until other states gave up their western land claims. Thomas Jefferson assured Maryland that western lands would be made into new states, rather than increasing territory for existing states. Satisfied with this condition, in March 1781 Maryland ratified the Articles. This put the first national government of the United States into effect.

READING CHECK Summarizing What were two weaknesses of the new national government?

Northwest Territory

Congress had to decide what to do with the western lands now under its control and how to raise money to pay debts. It tried to solve both problems by selling the western lands. Congress passed the **Land Ordinance of 1785**, which set up a system for surveying and dividing western lands. The land was split into townships, which were 36 square miles divided into 36 lots of 640 acres each. One lot was reserved for a public school, and four lots were given to veterans. The remaining lots were sold to the public.

To form a political system for the region, Congress passed the **Northwest Ordinance of 1787**. The ordinance established the **Northwest Territory**, which included areas that are now in Illinois, Indiana, Michigan, Ohio, Minnesota, and Wisconsin. The Northwest Ordinance created a system for bringing new states into the Union. Congress agreed that the Northwest Territory would be divided into several smaller territories with a

governor appointed by Congress. When the population of a territory reached 60,000, its settlers could draft their own constitution and ask to join the Union.

In addition, the law protected civil liberties and required that public education be provided. Finally, the ordinance stated that “there shall be neither slavery nor involuntary servitude [forced labor] in the . . . territory.” This last condition banned slavery in the Territory and set the standard for future territories. However, slavery would continue to be a controversial issue.

THE IMPACT TODAY

The surveying system created by the Northwest Ordinance still applies to public lands today, and even many existing private land boundaries are determined by these original measurements.

READING CHECK Analyzing Information

How did the Northwest Ordinance of 1787 affect the United States?

SUMMARY AND PREVIEW The Northwest Ordinance settled the future of the Northwest Territory. In the next section you will read about other challenges the new government faced.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Identify** What documents influenced ideas about government in the United States?
 - Draw Conclusions** What impact did the **Virginia Statute for Religious Freedom** have on the U.S. government?
 - Elaborate** Why is the separation of government powers a requirement for a society to be free?
- Identify** What was the **Articles of Confederation**?
 - Summarize** What powers were granted to Congress by the Articles of Confederation?
 - Predict** What are some possible problems that might result from the lack of a national court system?
- Describe** How were public lands in the West divided by the **Land Ordinance of 1785**?
 - Evaluate** In your opinion, what was the most important element of the **Northwest Ordinance of 1787**? Why?
 - Elaborate** What does the assignment of township lots reveal about values of Americans at this time?

Critical Thinking

- Categorizing** Review your notes on the Articles of Confederation. Copy the chart below and use it to show the strengths and weaknesses of the new government.

Articles of Confederation

Strengths	Weaknesses

FOCUS ON WRITING

- Thinking about the Articles of Confederation** Make a list of powers the Articles of Confederation gave the national government. Which ones seem strong? Can you think of any important powers that are missing?

Origins of the Constitution

The U.S. Constitution created a republican form of government based on the consent of the people. The framers of the Constitution blended ideas and examples from both the American colonies and from England to write this lasting document.

THE MAYFLOW COMPACT, 1620

The *Mayflower*, shown here in an illustration, sailed to America in 1620. Aboard the ship, 41 men signed the Mayflower Compact, the first document in the colonies to establish guidelines for self-government. The signers agreed that they and their families would combine to form a “civil body politic,” or community.



COLONIAL ASSEMBLIES

The British Parliament’s two-chamber structure also influenced colonial governments. In Article I, Section 1, of the Constitution, the framers continued the practice of a two-chamber legislature.

“All legislative powers . . . shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.”

—Article I, Section 1, U.S. Constitution

VIRGINIA STATUTE FOR RELIGIOUS FREEDOM, 1786

Classical liberal principles such as the written protection of citizens’ personal liberties were reflected in the addition of the Bill of Rights. The First Amendment’s freedom of religion clauses were based on Thomas Jefferson’s Virginia Statute for Religious Freedom. The document, which was accepted by the Virginia legislature in 1786, ensured the separation of church and state in Virginia.

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . .”

—First Amendment, U.S. Constitution



American colonies

MAGNA CARTA, 1215

In this painting King John of England is signing Magna Carta, or the Great Charter, which established that the king was subject to the law just like everyone else. It also declared that people could not be deprived of their lives, liberty, or property **“except by the lawful judgment of [their] peers, or by the law of the land.”** Compare this language to that of the Fifth Amendment to the Constitution.

“No person shall be . . . deprived of life, liberty, or property, without due process of law . . .”

—Fifth Amendment, U.S. Constitution



THE ENGLISH BILL OF RIGHTS, 1689

This painting shows King William and Queen Mary of England. Before taking the throne, William and Mary had to accept the English Bill of Rights. The English Bill of Rights took even more power away from the monarch than did Magna Carta. It also protected the rights of English citizens. These ideas would later influence the U.S. Constitution.

“Excessive bail ought not be required, nor excessive fines imposed; nor cruel and unusual punishments inflicted.”

—English Bill of Rights



THE ENLIGHTENMENT, 1700s

Enlightenment thinkers such as English philosopher John Locke supported the movement toward self-government. Locke argued in his writings that government could exist only with **“the consent of the governed.”** The framers of the Constitution looked to Locke for inspiration when writing the Constitution, as you can see from its very first words.

“We the people of the United States . . .”

—Preamble, U.S. Constitution



ANALYSIS SKILL

ANALYZING INFORMATION

1. What documents did the framers look to when writing the Constitution?
2. How did the English Parliamentary system affect the kind of government the framers created?

England

What You Will Learn . . .

Main Ideas

1. The United States had difficulties with other nations.
2. Internal economic problems plagued the new nation.
3. Shays's Rebellion pointed out weaknesses in the Articles of Confederation.
4. Many Americans called for changes in the national government.

The Big Idea

Problems faced by the young nation made it clear that a new constitution was needed.

Key Terms and People

tariffs, *p. 159*

interstate commerce, *p. 160*

inflation, *p. 161*

depression, *p. 161*

Daniel Shays, *p. 161*

Shays's Rebellion, *p. 161*



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TAKING NOTES

Use the graphic organizer online to take notes on the problems faced by the new nation.

The New Nation Faces Challenges

If YOU were there...

You own an orchard in Maryland in the 1780s. When you sell apples and apple pies in the market, people pay you with paper money. But now the tax collector says you must pay your taxes in gold or silver coins, not paper money. You and the other farmers are furious. Is this the liberty you fought a war for?

What would you do to protest these taxes?

BUILDING BACKGROUND Americans surprised the world by winning their independence from Great Britain. But the 13 new states were far from being a strong nation. Internal problems, especially with taxes and the economy, led to protests and rebellion. The government also had trouble with foreign trade and treaties.

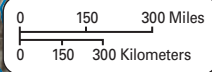
Relations with Other Countries

Under the Articles of Confederation, Congress could not force states to provide soldiers for an army. The Continental Army had disbanded, or dissolved, soon after the signing of the Treaty of Paris of 1783. Without an army, the national government found it difficult to protect its citizens against foreign threats.

Trouble with Britain

It was also difficult to enforce international treaties such as the Treaty of Paris of 1783. The United States found it especially hard to force the British to turn over “with all convenient speed” their forts on the American side of the Great Lakes. The United States wanted to gain control of these forts because they protected valuable land and fur-trade routes. Still, Britain was slow to withdraw from the area. A British official warned against the United States trying to seize the forts by force. He said that any attempt to do so would be opposed by the thousands of British soldiers who had settled in Canada after the Revolution “who are ready to fly to arms at a moment’s warning.”

The United States Faces Trade Barriers



AMERICAN TRADE ROUTE

Spain closed the lower Mississippi River to U.S. shipping, hurting western trade with eastern markets.

EXPORTS TO BRITAIN

High British tariffs discouraged American exports to Britain.

WEST INDIES TRADE

Britain closed many ports to American ships.

GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** Along what river did trade goods reach the port of New Orleans?
- 2. Location** Along what three routes did U.S. trade face foreign barriers?

Trade with Britain

The United States also faced problems trading with Great Britain. After the signing of the Treaty of Paris, Britain closed many of its ports to American ships. Before the Revolutionary War, colonial ships had traded a great deal with the British West Indies and stopped there on their way to other destinations. This travel and trading stopped after 1783.

In addition, Britain forced American merchants to pay high **tariffs**—taxes on imports or exports. The tariffs applied to goods such as rice, tobacco, tar, and oil that were grown or mined in the United States and then sold in Britain. Merchants had to raise prices to cover the tariffs. Ultimately, the costs would be passed on to customers, who had to pay higher prices for the goods. The economic condition of the country was getting worse by the day.

Trade with Spain

In 1784 Spanish officials closed the lower Mississippi River to U.S. shipping. Western farmers and merchants were furious because they used the Mississippi to send goods to eastern and foreign markets. Congress tried to work out an agreement with Spain, but the plan did not receive a majority vote in Congress. The plan could not be passed. As a result, Spain broke off the negotiations.

Many state leaders began to criticize the national government. Rhode Island's representatives wrote, "Our federal government is but a name; a mere shadow without substance [power]." Critics believed that Spain might have continued to negotiate if the United States had possessed a strong military. These leaders believed that the national government needed to be more powerful.

Impact of Closed Markets

The closing of markets in the British West Indies seriously affected the U.S. economy. James Madison of Virginia wrote about the crisis.

“The Revolution has robbed us of our trade with the West Indies . . . without opening any other channels to compensate [make up for] it. In every point of view, indeed, the trade of this country is in a deplorable [terrible] condition.”

—James Madison, quoted in *Independence on Trial* by Frederick W. Marks III

Farmers could no longer export their goods to the British West Indies. They also had to hire British ships to carry their goods to British markets, which was very expensive. American exports dropped while British goods flowed freely into the United States.

This unequal trade caused serious economic problems for the new nation. British merchants could sell manufactured products in the United States at much lower prices than locally made goods. This difference in prices hurt American businesses.

The Confederation Congress could not correct the problem because it did not have the authority either to pass tariffs or to order the states to pass tariffs. The states could offer little help. If one state passed a tariff, the British could simply sell their goods in another state. Most states did not cooperate in trade matters. Instead, states worked only to increase their own trade rather than working to improve the trade situation for the whole country.

In 1785 the situation led a British magazine to call the new nation the Dis-United States. As a result of the trade problems with Britain, American merchants began looking for other markets such as China, France, and the Netherlands. Despite such attempts, Britain remained the most important trading partner of the United States.

READING CHECK Analyzing Why was the Confederation Congress unable to solve America’s international trade problems?

Economic Problems

In addition to international trade issues, other challenges soon appeared. Trade problems among the states, war debts, and a weak economy plagued the states.

Trade among States

Because the Confederation Congress had no power to regulate **interstate commerce**—**trade between two or more states**—states followed their own trade interests. As a result, trade laws differed from state to state. This situation made trade difficult for merchants whose businesses crossed state lines.

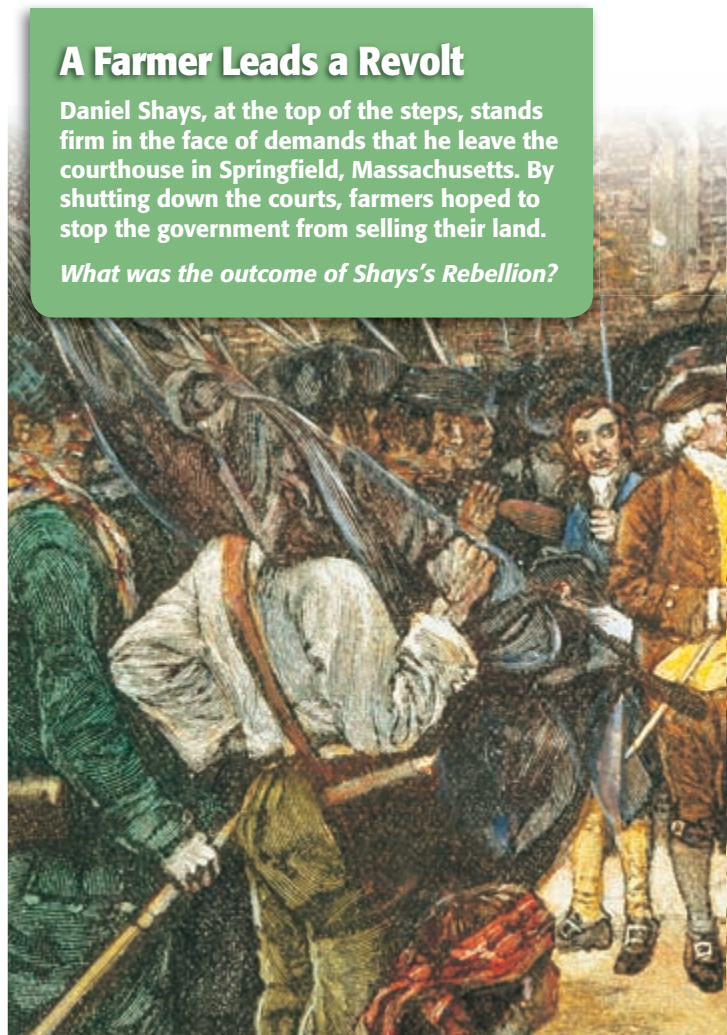
Inflation

After the Revolutionary War, most states had a hard time paying off war debts and struggled to collect overdue taxes. To ease this hardship, some states began printing large amounts of paper money. The result was inflation. This money had little

A Farmer Leads a Revolt

Daniel Shays, at the top of the steps, stands firm in the face of demands that he leave the courthouse in Springfield, Massachusetts. By shutting down the courts, farmers hoped to stop the government from selling their land.

What was the outcome of Shays’s Rebellion?



or no real value, because states did not have gold or silver reserves to back it up. **Inflation** occurs when there are increased prices for goods and services combined with the reduced value of money. Congress had no power to stop states from issuing more paper money and thus stop inflation.

Weak Economy

In Rhode Island the state legislature printed large amounts of paper money worth very little. This made debtors—people who owe money—quite happy. They could pay back their debts with paper money worth less than the coins they had borrowed. However, creditors—people who lend money—were upset. Hundreds of creditors fled Rhode Island to avoid being paid back with worthless money.

The loss of trade with Britain combined with inflation created a **depression**. A depression is a period of low economic activity combined with a rise in unemployment.

READING CHECK Summarizing What economic problems did the new nation face?



Shays's Rebellion

Each state handled its economic problems differently. Massachusetts refused to print worthless paper money. It tried to pay its war debts by collecting taxes on land.

Heavy Debts for Farmers

Massachusetts's tax policy hit farmers hard. As landowners, they had to pay the new taxes. However, farmers had trouble paying their debts. The courts began forcing them to sell their property. Some farmers had to serve terms in debtors' prison; others had to sell their labor.

Many government leaders in the state did not care about the problems of poor farmers, however. In some cases, farmers actually owed these leaders money.

Farmers Rebel

In August 1786, farmers in three western counties began a revolt. Bands of angry citizens closed down courts in western Massachusetts. Their reasoning was simple—with the courts shut down, no one's property could be taken. In September a poor farmer and Revolutionary War veteran, **Daniel Shays**, led hundreds of men in a forced shutdown of the Supreme Court in Springfield, Massachusetts. The state government ordered the farmers to stop the revolt under threat of capture and death. These threats only made Shays and his followers more determined. The uprising of farmers to protest high taxes and heavy debt became known as **Shays's Rebellion**.

Shays's Defeat

Shays's forces were defeated by state troops in January 1787. By February many of the rebels were in prison. During their trials, 14 leaders were sentenced to death. However, the state soon freed most of the rebels, including Shays. State officials knew that many citizens of the state agreed with the rebels and their cause.

READING CHECK Finding Main Ideas

What led to Shays's Rebellion?



VIDEO

Shays's Rebellion

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Calls for Change

In the end, Shays's Rebellion showed the weakness of the Confederation government. It led some Americans to admit that the Articles of Confederation had failed to protect the ideals of liberty set forth in the Declaration of Independence.

When Massachusetts had asked the national government to help put down Shays's Rebellion, Congress could offer little help. More Americans began calling for a stronger central government. They wanted leaders who would be able to protect

the nation in times of crisis.

Earlier in 1786 the Virginia legislature had called for a national conference. It wanted to talk about economic problems and ways to change the Articles of Confederation. The meeting took place in Annapolis, Maryland, in September 1786.

Weaknesses of the Articles of Confederation



- Most power held by states
- One branch of government
- Legislative branch has few powers
- No executive branch
- No judicial system
- No system of checks and balances

Nine states decided to send delegates to the Annapolis Convention but some of their delegates were late and missed the meeting. Connecticut, Georgia, Maryland, and South Carolina did not respond to the request at all and sent no delegates.

Because of the poor attendance, the participants, including James Madison and Alexander Hamilton, called on all 13 states to send delegates to a Constitutional Convention in Philadelphia in May 1787. They planned to revise the Articles of Confederation to better meet the needs of the nation.

READING CHECK Finding Main Ideas

Why did some people believe the national government needed to change?

SUMMARY AND PREVIEW Many Americans believed that Shays's Rebellion was final proof that the national government needed to be changed. In the next section you will read about the Constitutional Convention.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- Summarize** What problems did the United States experience with Spain and Great Britain?
 - Predict** What are some possible results of the growing problems between the United States and Great Britain? Why?
- Describe** What difficulties were involved with interstate commerce?
 - Analyze** What was the cause of inflation in the new nation, and how could it have been prevented?
- Explain** How did Massachusetts's tax policy affect farmers?
 - Evaluate** Defend the actions of Daniel Shays and the other rebels.
- Recall** Why did Madison and Hamilton call for a Constitutional Convention?
 - Analyze** How did Shays's Rebellion lead to a call for change in the United States?

Critical Thinking

- Categorizing** Review your notes on the problems faced by the new nation. Then identify those problems as either domestic or international in a graphic organizer like the one shown below.

Domestic Problems	International Problems

FOCUS ON WRITING

- Identifying Problems** In this section you learned about several problems of the young United States. Were any of those problems made worse by the powers that the Articles of Confederation did or did not give the national government?

Creating the Constitution

If YOU were there...

You are a merchant in Connecticut in 1787. You have been a member of your state legislature for several years. This spring, the legislature is choosing delegates to a convention to revise the Articles of Confederation. Delegates will meet in Philadelphia. It means leaving your business in others' hands for most of the summer. Still, you hope to be chosen.

Why would you want to go to the Constitutional Convention?

BUILDING BACKGROUND It did not take long for people to realize that the Articles of Confederation had many weaknesses. By the mid-1780s most political leaders agreed that changes were needed. To make those changes, they called on people with experience in government.

Constitutional Convention

In February 1787 the Confederation Congress invited each state to send delegates to a convention in Philadelphia. The goal of the meeting was to improve the Articles of Confederation.

Delegates to the Constitutional Convention met in Philadelphia's Independence Hall.

What You Will Learn . . .

Main Ideas

1. The Constitutional Convention met to improve the government of the United States.
2. The issue of representation led to the Great Compromise.
3. Regional debate over slavery led to the Three-Fifths Compromise.
4. The U.S. Constitution created federalism and a balance of power.

The Big Idea

A new constitution provided a framework for a stronger national government.

Key Terms and People

Constitutional Convention, p. 164
James Madison, p. 164
Virginia Plan, p. 164
New Jersey Plan, p. 165
Great Compromise, p. 165
Three-Fifths Compromise, p. 166
popular sovereignty, p. 167
federalism, p. 167
legislative branch, p. 167
executive branch, p. 167
judicial branch, p. 167
checks and balances, p. 167



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TAKING NOTES

Use the graphic organizer online to take notes on the conflicts that arose during the Constitutional Convention and the compromises that were reached.

Signing of the Constitution



Roger Sherman



James Madison



James Wilson

The **Constitutional Convention** was held in May 1787 in Philadelphia's Independence Hall to improve the Articles of Confederation. However, delegates would leave with an entirely new U.S. Constitution. This decision angered some of the participants.

Most delegates were well educated, and many had served in state legislatures or Congress. Benjamin Franklin and **James Madison** were there. Revolutionary War hero George Washington was elected president of the Convention.

Several important voices were absent. John Adams and Thomas Jefferson could not attend. Patrick Henry chose not to attend because he did not want a stronger central government. Women, African Americans, and Native Americans did not take part because they did not yet have the rights of citizens.

READING CHECK **Summarizing** What was the purpose of the Constitutional Convention?

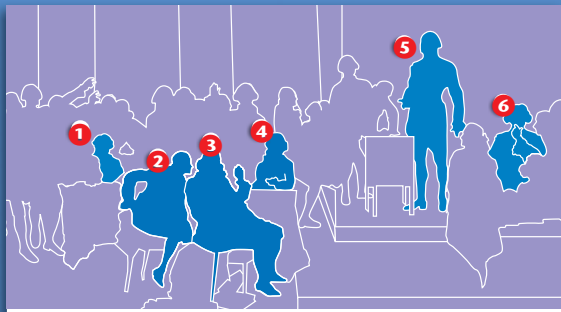
Great Compromise

Several issues divided the delegates to the Constitutional Convention. Some members wanted only small changes to the Articles of Confederation, while others wanted to rewrite the Articles completely.

Those delegates who wanted major changes to the Articles had different goals. For example, small and large states had different ideas about representation, economic concerns such as tariffs, and slavery. In addition, delegates disagreed over how strong to make the national government.

Virginia Plan

After the delegates had met for four days, Edmund Randolph of Virginia presented the **Virginia Plan**. He proposed a new federal constitution that would give sovereignty, or supreme power, to the central government. The legislature would be bicameral—made



- | | |
|----------------------|---------------------|
| 1 Roger Sherman | 4 James Madison |
| 2 Alexander Hamilton | 5 George Washington |
| 3 Benjamin Franklin | 6 James Wilson |

This painting shows the signing of the Constitution on September 17, 1787. James Madison, number 4 on the diagram, became known as the “Father of the Constitution” for his ideas about government and his ability to lead the delegates to agreement. Which person did the artist choose to make the focus of this painting? Why do you think that is?

up of two houses, or groups of representatives—and chosen on the basis of state populations. Larger states would thus have more representatives than would smaller states. Delegates from the smaller states believed that it would give too much power to the larger states.

New Jersey Plan

The smaller states came up with a plan to stop the larger states from getting too much

power. New Jersey delegate William Paterson presented the small-state or **New Jersey Plan**, which called for a unicameral, or one-house, legislature. The plan gave each state an equal number of votes, and thus an equal voice, in the federal government. The plan gave the federal government the power to tax citizens in all states, and it allowed the government to regulate commerce.

Compromise Is Reached

After a month of debate, the delegates were unable to agree on how states should be represented. The convention reached a deadlock.

Finally, Roger Sherman of Connecticut proposed a compromise plan. The legislative branch would have two houses. Each state, regardless of its size, would have two representatives in the Senate, or upper house. This would give each state an equal voice, pleasing the smaller states. In the House of Representatives, or lower house, the number of representatives for each state would be determined by the state’s population. This pleased the larger states. The agreement to create a two-house legislature became known as the **Great Compromise**. James Wilson, a great speaker, saw his dream of a strong national government come true.

THE IMPACT TODAY

All U.S. states but one modeled their legislative branches on the federal one, with a House of Representatives and a Senate. Nebraska has a unicameral legislature.

READING CHECK **Contrasting** How did the Virginia Plan and New Jersey Plan differ?



POINTS OF VIEW

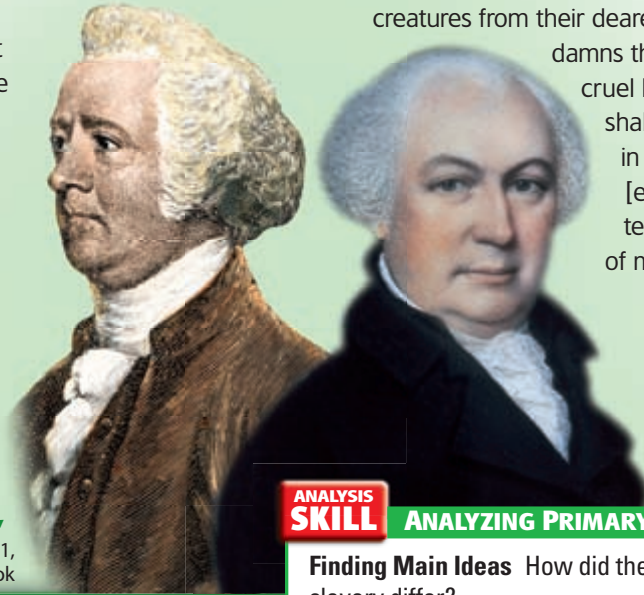
Compromise and the Slave Trade

The issue of slavery highlighted the growing division between the North and the South. Gouverneur Morris of New York spoke with much emotion against the Three-Fifths Compromise. Also, the idea of banning the foreign slave trade prompted southerners such as John Rutledge of South Carolina to defend the practice.

“If the Convention thinks that North Carolina, South Carolina, and Georgia will ever agree to the plan [to prohibit the slave trade], unless their right to import slaves be untouched, the expectation is vain [useless].”

—John Rutledge,

quoted in *The Atlantic Monthly*, February 1891,
by Frank Gaylord Cook



“The admission of slaves into the Representation . . . comes to this: that the inhabitant of [a state] who goes to the coast of Africa and . . . tears away his fellow creatures from their dearest connections and damns them to the most cruel bondage [slavery], shall have more votes in a Government [established] for protection of the rights of mankind.”

—Gouverneur Morris,

quoted in *Founding the Republic*, edited by John J. Patrick

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Finding Main Ideas How did these two views of slavery differ?

Three-Fifths Compromise

The debate over representation also involved regional differences. Southern delegates wanted enslaved Africans to be counted as part of their state populations. This way they would have more representatives, and more power, in Congress. Northerners disagreed. They wanted the number of slaves to determine taxes but not representation.

To resolve this problem, some delegates thought of a compromise. They wanted to count three-fifths of the slaves in each state as part of that state’s population to decide how many representatives a state would have. After much debate, the delegates voted to accept the proposal, called the **Three-Fifths Compromise**. Under this agreement only three-fifths of a state’s slave population would count when determining representation.

Another major issue was the foreign slave trade. Some of the delegates believed slavery was wrong and wanted the federal government to ban the slave trade. Others said that the southern states’ economies needed the slave trade. Many southern delegates said they would leave the Union if the Constitution immediately ended the slave trade. Also at issue was Congress’s ability to tax imports and exports.

Worried delegates reached another compromise. The Commerce Compromises allowed Congress to levy tariffs on imports, but not exports, and allowed the importation of slaves until the end of 1807. The delegates omitted, or left out, the words *slavery* and *slave* in the Constitution. They referred instead to “free Persons” and “all other Persons.”

READING CHECK

Summarizing What compromise was reached over the issue of the slave trade?

The Living Constitution

Most Convention delegates wanted a strong national government. At the same time, they hoped to protect **popular sovereignty**, the idea that political authority belongs to the people. Americans had boldly declared this idea in the Declaration of Independence.

Federalist Government

The delegates also wanted to balance the power of the central government with the power of the states. Therefore, the delegates created **federalism**. Federalism is the sharing of power between a central government and the states that make up a country. Under the previous confederal system, states were loosely joined together without a strong central government.

Under the Constitution, each state must obey the authority of the federal, or national, government. States have control over government functions not specifically assigned to the federal government. This includes control of local government, education, the chartering of corporations, and the supervision of religious bodies. States also have the power to create and oversee civil and criminal law. States, however, must protect the welfare of their citizens.

Checks and Balances

The Constitution also balances the power among three branches, each responsible for separate tasks. The first is the **legislative branch**, or Congress. Congress is responsible for proposing and passing laws. It is made up of two houses, as created in the Great Compromise. The Senate has two members from each state. In the House of Representatives each state is represented according to its population.

The second branch, the **executive branch**, includes the president and the departments that help run the government. The executive branch makes sure the law is carried out. The third branch is the **judicial branch**. The judicial branch is made up of all the national courts. This branch is responsible for interpreting laws, punishing criminals, and settling disputes between states.

The framers of the Constitution created a system of **checks and balances**, which keeps any branch of government from becoming too powerful. For example, Congress has the power to pass bills into law. The president has the power to veto, or reject, laws that Congress passes. However, Congress can override the president's veto with a two-thirds

LINKING TO TODAY

Legislative Branch

When it first met in 1789, the U.S. House of Representatives had just 65 members. As the nation's population grew, more members were added. Today, the number has been set at 435, to prevent the size of the House from growing unmanageable. Though the numbers of women and minorities in Congress are still unrepresentative of the population as a whole, Congress has become more diverse. Linda and Loretta Sanchez, pictured here, are the first sisters to serve in Congress at the same time.

ANALYSIS SKILL

ANALYZING INFORMATION

How is the change in makeup of the legislative branch shown through Linda and Loretta Sanchez?



The Constitution Strengthens the National Government

QUICK
FACTS

Strengths of the Constitution

- ✓ most power held by national government
- ✓ three branches of government
- ✓ legislative branch has many powers
- ✓ executive branch led by president
- ✓ judicial branch to review the laws
- ✓ firm system of checks and balances

Weaknesses of the Articles of Confederation

- most power held by states
- one branch of government
- legislative branch has few powers
- no executive branch
- no judicial system
- no system of checks and balances

majority vote. The Supreme Court has the power to review laws passed by Congress and strike down any law that violates the Constitution by declaring it unconstitutional.

The final draft of the Constitution was completed in September 1787. Only 3 of the 42 delegates who remained refused to sign. The signed Constitution was sent first to Congress and then to the states for ratification. The delegates knew that the Constitution was not a perfect document, but they believed they had protected the ideas of republicanism.

READING CHECK **Comparing and Contrasting** What are the differences between monarchies, federal systems, and confederal systems?

SUMMARY AND PREVIEW The Constitution balanced power among three branches of the federal government but was only written after many compromises. In the next section you will read about Antifederalist and Federalist views of the Constitution, and the struggle to get it approved by the states.

Section 3 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** Why did the Confederation Congress call for a **Constitutional Convention**?

b. Elaborate Why do you think it was important that most delegates had served in state legislatures?
- a. Identify** What was the **Great Compromise**?

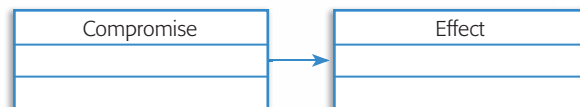
b. Draw Conclusions How did state issues lead to debate over structure of the central government?
- a. Explain** What was the debate between North and South over counting slave populations?

b. Contrast How did delegates' views differ on the issue of the foreign slave trade?
- a. Recall** Why did the framers of the Constitution create a system of **checks and balances**?

b. Evaluate Did the Constitution resolve the weaknesses in the Articles of Confederation? Explain your answer.

Critical Thinking

- Identifying Cause and Effect** Review your notes on the Constitutional Convention compromises. Then copy the graphic organizer below and use it to show how the compromises affected the framework of the new government.



FOCUS ON WRITING

- Thinking about the Constitution** Look back through what you've just read and make a list of important features of the Constitution. Be sure to note important compromises.

Benjamin Franklin

How did one man accomplish so much?

When did he live? 1706–1790

Where did he live? Benjamin Franklin was born in Boston but ran away to Philadelphia at age 17 and made it his home. He also crossed the Atlantic Ocean eight times and visited 10 countries.

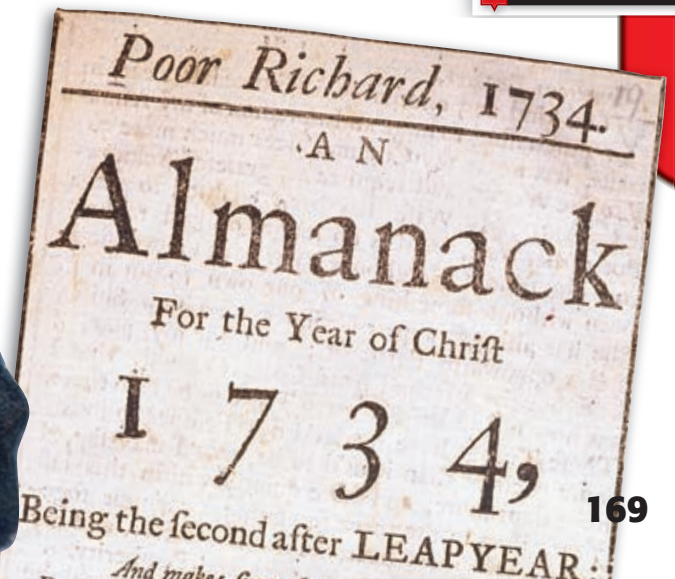
What did he do? What *didn't* he do! He was a printer, publisher, creator of the first circulating library, the first president of the University of Pennsylvania, inventor, scientist, philosopher, musician, economist, and the first U.S. Postmaster General. In politics he was a leading revolutionary, signer of the Declaration of Independence, head of an antislavery organization, delegate to the Constitutional Convention, and diplomat.

Why is he important? Benjamin Franklin, son of a candlemaker, became a celebrity in his own time, both in America and in Europe. Few people have mastered so many fields of knowledge and accomplished so much. He invented many useful objects, from bifocal glasses to the lightning rod. One of the oldest founding fathers, Franklin inspired younger revolutionaries such as Thomas Jefferson. Franklin believed strongly that people should volunteer and be active in public service.

Finding Main Ideas How did Benjamin Franklin's life reflect his belief in public service?

KEY EVENTS

- **1729**
Becomes owner and publisher of the *Pennsylvania Gazette*
- **1732–1758**
Publishes *Poor Richard: An Almanack*
- **1752**
Performs famous experiment using a kite to show that electricity exists in storm clouds
- **1775**
Submits the Articles of Confederation
- **1779**
Appointed minister to France
- **1782**
Helps negotiate the Treaty of Paris with Britain



VIDEO

Did You Know: Ben Franklin

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Ratifying the Constitution

What You Will Learn . . .

Main Ideas

1. Federalists and Antifederalists engaged in debate over the new Constitution.
2. The *Federalist Papers* played an important role in the fight for ratification of the Constitution.
3. Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.

The Big Idea

Americans carried on a vigorous debate before ratifying the Constitution.

Key Terms and People

Antifederalists, p. 170

George Mason, p. 170

Federalists, p. 170

Federalist Papers, p. 171

amendments, p. 173

Bill of Rights, p. 173



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TAKING NOTES

Use the graphic organizer online to take notes on the differing views of the U.S. Constitution.

If YOU were there...

You are a newspaper editor in Philadelphia. During colonial rule, officials sometimes closed down your newspaper because you had criticized the governor. Now you are one of many Americans who want to be sure the new Constitution will guarantee individual rights. You are writing an editorial in your paper explaining what you want.

What rights would you want the Constitution to protect?

BUILDING BACKGROUND The new Constitution did not make everyone happy. Even its framers knew they had not made a perfect document. Many people were afraid a strong national government would become as tyrannical as the British government had been. Before approving the Constitution, they wanted to be sure that their rights would be protected.

Federalists and Antifederalists

When the Constitution was made public, a huge debate began among many Americans. **Antifederalists**—people who opposed the Constitution—thought that the Constitutional Convention should not have created a new government. Others thought the Constitution gave too much power to the central government. For some Antifederalists, the main problem was that the Constitution did not have a section that guaranteed individual rights. Delegate **George Mason** became an Antifederalist for this reason.

Many Antifederalists were small farmers and debtors. Some Patriots were also strong Antifederalists, including Samuel Adams and Patrick Henry. Antifederalists were challenged by those who believed that the United States needed a stronger central government.

Federalists, supporters of the Constitution, included James Madison, George Washington, Benjamin Franklin, and Alexander Hamilton. Most Federalists believed that the Constitution offered a good balance of power between various political views. Many

Federalists vs. Antifederalists

QUICK
FACTS



Alexander Hamilton Federalist

- Supported the Constitution as an excellent plan for government
- Defended his views in the *Federalist Papers*

George Mason Antifederalist

- Opposed the Constitution
- Believed the Constitution needed a section guaranteeing individual rights

Federalists were wealthy planters, farmers, and lawyers. However, others were workers and craftspeople.

Federalists and Antifederalists debated whether the new Constitution should be approved. They made speeches and printed pamphlets **advocating** their views. Mercy Otis Warren, an ardent Patriot during the war, wrote a pamphlet entitled *Observations on the New Constitution*, in which she criticized the lack of individual rights it provided. The Federalists had to convince people a change in the structure of government was needed. To do this, they had to overcome people's fears that the Constitution would make the government too powerful.

READING CHECK Comparing and Contrasting

Explain the similarities and differences between the Antifederalists and the Federalists.

Federalist Papers

One of the most important defenses of the Constitution appeared in a series of essays that became known as the **Federalist Papers**. These essays supporting the Constitution were written anonymously under the name **Publius**. They were actually written by Hamilton, Madison, and Jay.

The authors of the *Federalist Papers* tried to reassure Americans that the new federal government would not overpower the states. In *Federalist Paper* No. 10, Madison argued that the diversity of the United States would prevent any single group from dominating the government.

The *Federalist Papers* were widely reprinted in newspapers around the country as the debate over the Constitution continued. Finally, they were collected and published in book form in 1788.

FOCUS ON READING

Take notes on the chronological order of this section. Which was written first, the *Federalist Papers* or the Bill of Rights?

ACADEMIC VOCABULARY

advocate
to plead in favor of

Primary Source

HISTORIC DOCUMENT

Federalist Paper No. 10

In November 1787, Number 10 in the series called the Federalist Papers was written in support of the Constitution. In it, James Madison describes the way federalism will overcome disagreements within society.

“A landed interest, a manufacturing interest, a mercantile [trading] interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated [moved] by different sentiments and views. The regulation of these various and interfering interests [opinions] forms the principal task of modern legislation, and involves the spirit of party and faction [group] in the necessary and ordinary operations of the government . . .

The federal Constitution forms a happy combination . . . the great . . . interests being referred to the national [legislature]; the local and particular to the state legislatures . . . The influence of factious leaders may kindle [start] a flame within their particular states, but will be unable to spread a general conflagration [large fire] through the other states.”

—James Madison, quoted in *Living American Documents*, edited by Isidore Starr, et al.

Madison believes that lawmakers are responsible for regulating the many competing concerns that make up society.

The federal government will handle issues affecting the nation as a whole; state and local governments will handle those concerning local issues.

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why does Madison think federalism will prevent disagreement?

The Constitution needed only 9 states to pass it. However, to establish and preserve national unity, each state needed to ratify it. Every state except Rhode Island held special state conventions that gave citizens the chance to discuss and vote on the Constitution.

Paul Revere served on a committee supporting ratification. He wrote of the Constitution, “The proposed . . . government, is well calculated [planned] to secure the liberties, protect the property, and guard the rights of the citizens of America.” Antifederalists also spoke out in state conventions, and wrote articles and pamphlets that became known as the Antifederalist Papers. In New York, one citizen said, “It appears that the government will fall into the hands of the few and the great.”

On December 7, 1787, Delaware became the first state to ratify the Constitution. It went

into effect in June 1788 after New Hampshire became the ninth state to ratify it.

Political leaders across America knew the new government needed the support of the large states of Virginia and New York, where debate still raged. Finally, Madison and fellow Virginia Federalists convinced Virginia to ratify it in mid-1788. In New York, riots had occurred when the draft of the Constitution was made public. At the state convention in Poughkeepsie to discuss ratification, Hamilton argued convincingly against the Antifederalists led by DeWitt Clinton. When news arrived of Virginia’s ratification, New York ratified it as well. Rhode Island was the last state to ratify the Constitution in May 1790.

READING CHECK Drawing Conclusions

Why were Virginia and New York important to the ratification of the Constitution?

Bill of Rights

Several states ratified the Constitution only after they were promised that a bill protecting individual rights would be added to it. Many Antifederalists did not think that the Constitution would protect personal freedoms.

Some Federalists said that the nation did not need a federal bill of rights because the Constitution itself was a bill of rights. It was, they argued, written to protect the liberty of all U.S. citizens.

James Madison wanted to make a bill of rights one of the new government's first priorities. In Congress's first session, Madison encouraged the legislators to put together a bill of rights. The rights would then be added to the Constitution as **amendments, or official changes**. In Article V of the Constitution, the founders had provided a way to change the document when necessary in order to reflect the will of the people. The process requires that proposed amendments must be approved by a two-thirds majority of both houses of Congress and then ratified by three-fourths of the states before taking effect.

Legislators took ideas from the state ratifying conventions, the Virginia Declaration of Rights, the English Bill of Rights, and the Declaration of Independence to make sure that the abuses listed in the Declaration of Independence would be illegal under the new government. In September 1789 Congress proposed 12 amendments and sent them to the states for ratification. By December 1791 the states had ratified the **Bill of Rights—10 of the proposed amendments intended to protect citizens' rights**.

These 10 amendments set a clear example of how to amend the Constitution to fit the needs of a changing nation. The flexibility of the U.S. Constitution has allowed it to survive for more than 200 years.

READING CHECK Summarizing Why is being able to amend the Constitution important?

SUMMARY AND PREVIEW Early disagreements over individual rights resulted in the Bill of Rights. In the next chapter you will learn about the structure of the Constitution.

THE IMPACT TODAY

In 1789, Madison suggested an amendment limiting Congress's power over its own salary. Although Congress proposed the amendment in 1789, it was not ratified until 1992.

Section 4 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** Who were the **Federalists** and the **Antifederalists**?

b. Draw Conclusions What was the main argument of the Antifederalists against the Constitution?

c. Elaborate Do you agree with the Antifederalists or the Federalists? Explain your position.
- a. Recall** When did the Constitution go into effect?

b. Draw Conclusions Why was it important that all 13 states ratify the Constitution?

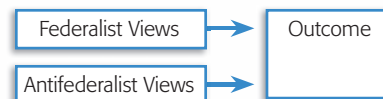
c. Elaborate Do you think that the **Federalist Papers** played an essential role in the ratification of the Constitution? Explain your answer.
- a. Recall** Why did Congress add the **Bill of Rights**?

b. Explain From where did legislators' ideas for the Bill of Rights come?

c. Elaborate Do you think the process for amending the Constitution is too difficult? Explain your position.

Critical Thinking

- 4. Analyzing** Review your notes on Federalist and Antifederalist views. Then identify the outcome of the debate in a graphic organizer like the one below. Be sure to mention the Bill of Rights.



FOCUS ON WRITING

- 5. Organizing Your Evidence** In this section you learned how the Bill of Rights was an important addition to the Constitution. You now have all your evidence about the difference between the Articles of Confederation and the Constitution. Choose two or three of the most important points and prepare to defend the Constitution, just like Alexander Hamilton and James Madison did in the *Federalist Papers*.

Determining Different Points of View

Define the Skill

A *point of view* is a person's outlook or attitude. It is the way that he or she looks at a topic or thing. Each person's point of view is shaped by his or her background. Because people's backgrounds are different, their points of view are too. Since a person's point of view shapes his or her opinions, knowing that point of view helps you understand and evaluate those opinions. Being able to detect differences in point of view is important to understanding differences in people's opinions and actions in history.

Learn the Skill

When you encounter someone's beliefs, opinions, or actions in your study of history, use the following guidelines to determine his or her point of view.

- 1 Look for information about the person's background.
- 2 Ask yourself what factors in the person's background might have influenced his or her opinion or action concerning the topic or event.
- 3 Be aware that sometimes the person's opinions or actions themselves will provide clues to his or her point of view.

Benjamin Lincoln led the troops that put down Shays's Rebellion in Massachusetts. He was also a state politician and a general during the Revolution. Lincoln offered this explanation of Shays's uprising.

“Among [the main causes] I rank the ease with which . . . credit was obtained . . . in the time of [the Revolution] . . . The moment the day arrived when all discovered that things were fast returning [to normal], . . . and that the

indolent [lazy persons] and improvident [unwise persons] would soon experience the evils of their idleness and sloth, many startled [panicked] . . . and . . . complained . . . of the weight of public taxes . . . and at the cruelty of . . . creditors [those to whom money is owed] to call for their just dues [rightful payment] . . . The disaffected [unhappy people] . . . attempted . . . to stop the courts of law, and to suspend the operations of government. This they hoped to do until . . . an end should thereby be put to public and private debts.”

Lincoln's background as a general, state official, and leader against the rebels likely gave him a negative point of view on the revolt. His reference to the rebels as lazy and unwise also provides clues to his attitude. You should weigh such factors when evaluating the accuracy of his statement.

Practice the Skill

The following statement about Shays's Rebellion came from a Massachusetts farmer. Read it and apply the guidelines to answer the questions.

“I have labored hard . . . all my days. I have been . . . obliged to do more than my part in the [Revolution], been loaded with . . . rates [taxes], . . . have been . . . [abused] by sheriffs . . . and [debt] collectors . . . I have lost a great deal . . . [T]he great men are going to get all we have, and I think it is time for us to . . . put a stop to it.”

1. From what point of view is this person commenting on the revolt? What is his opinion of it?
2. How does his view of himself differ from Lincoln's view of people like him?
3. Is this view of the revolt likely to be more accurate than Lincoln's view? Why or why not?



History's Impact

▶ video series

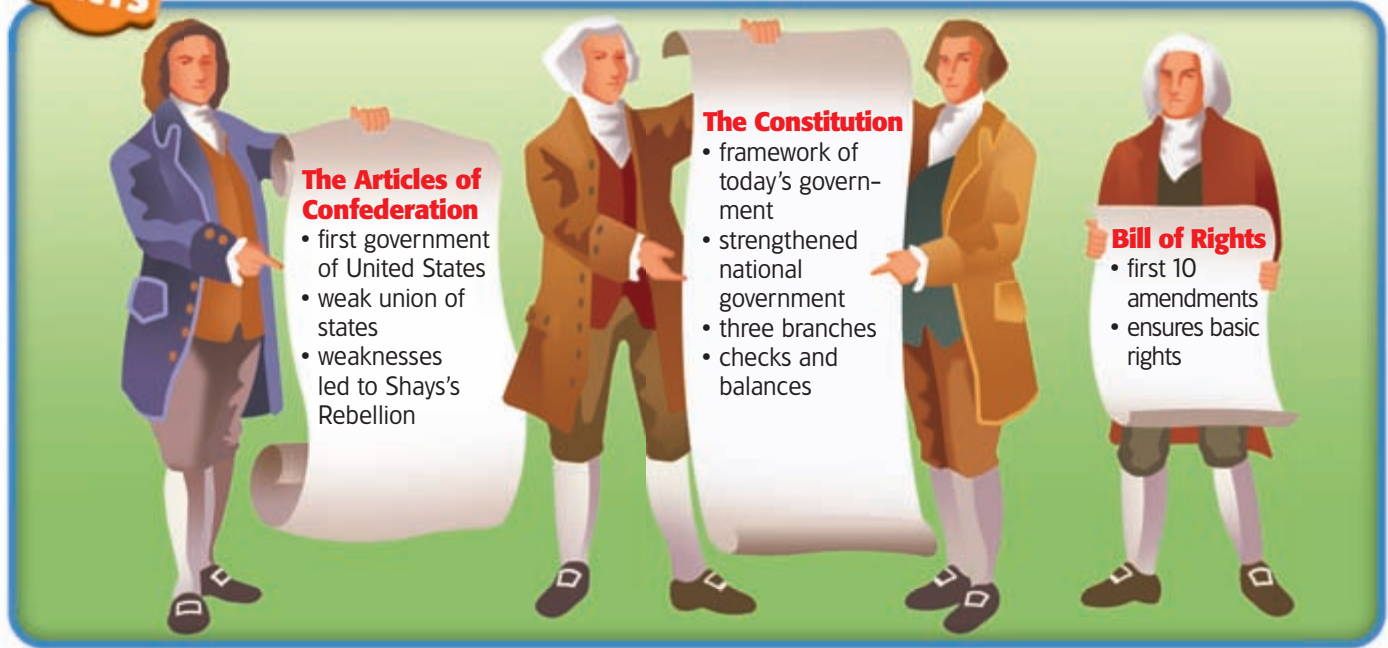
Review the video to answer the closing question:

Why would adding more U.S. territory have been appealing in the 1700s and 1800s?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Match the numbered person or term with the correct lettered definition.

- | | | |
|---|-----------------------------|--|
| 1. Bill of Rights | 6. inflation | d. area including present-day Illinois, Indiana, Michigan, Ohio, Wisconsin, and part of Minnesota |
| 2. checks and balances | 7. Northwest Territory | e. meetings held in Philadelphia at which delegates from the states attempted to improve the existing government |
| 3. constitution | 8. George Mason | f. series of essays in support of the Constitution |
| 4. Constitutional Convention | 9. tariffs | g. set of basic principles that determines the powers and duties of a government |
| 5. <i>Federalist Papers</i> | 10. Three-Fifths Compromise | h. system that prevents any branch of government from becoming too powerful |
| a. agreement that stated that each slave would be counted as three-fifths of a person when determining representation | | i. taxes on imports or exports |
| b. delegate to the Constitutional Convention who became an Antifederalist | | j. the first 10 amendments to the Constitution |
| c. increased prices for goods and services combined with the reduced value of money | | |

Comprehension and Critical Thinking

SECTION 1 (Pages 152–155)

11. **a. Describe** What powers did the Articles of Confederation give the national government?
- b. Summarize** What did the Confederation Congress do to strengthen the United States?
- c. Evaluate** Which document or institution do you think had the greatest influence on the development of the United States? Why?

SECTION 2 (Pages 158–162)

12. **a. Recall** What was Shays's Rebellion?
- b. Draw Conclusions** What was the general attitude of foreign nations toward the new government of the United States? Why?
- c. Evaluate** Of the problems experienced by the Confederation Congress, which do you think was the most harmful? Why?

SECTION 3 (Pages 163–168)

13. **a. Describe** In what ways did the Constitution strengthen the central government?
- b. Explain** How did the two compromises reached during the Constitutional Convention satisfy competing groups?
- c. Elaborate** In your opinion were there any weaknesses in the Constitution? Explain your answer.

SECTION 4 (Pages 170–173)

14. **a. Recall** Why was the Bill of Rights added to the Constitution?
- b. Draw Conclusions** Why were some Americans opposed to the Constitution?
- c. Evaluate** Would you have supported the Federalists or the Antifederalists? Explain your answer.

Reviewing Themes

15. **Politics** What political problems resulted from a weak central government under the Articles of Confederation?
16. **Politics** How did political disagreements lead to important compromises in the creation of the Constitution?

Reading Skills

Understanding Chronological Order Use the Reading Skills taught in this chapter to answer the question below.

17. Organize the following events chronologically according to the chapter.
 - a. The *Federalist Papers* are published.
 - b. The Constitution is ratified.
 - c. The Articles of Confederation are ratified.
 - d. Shays's Rebellion occurs.
 - e. The Constitutional Convention meets in Philadelphia.

Social Studies Skills

Determining Different Points of View Use the Social Studies Skills taught in this chapter to answer the question below.

18. List three differences between the Virginia Plan and the New Jersey Plan.

FOCUS ON WRITING

19. **Writing Your Editorial** You should start your editorial with a strong statement of your opinion about the Constitution. Then write two sentences about each of your main points of support—a weakness of the Articles of Confederation and/or a strength of the Constitution. End your editorial with a call to action: Ask the delegates to the Constitutional Convention to ratify the Constitution. Remember that you are trying to convince people to make a very important decision for our country—be persuasive.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Which term would *best* describe the newly independent nation in the 1780s?
 - A strong
 - B united
 - C troubled
 - D confident

- 2** Under the Articles of Confederation, the greatest amount of power was in the hands of the
 - A Congress.
 - B American people.
 - C national government.
 - D states.

- 3** The structure of the U.S. Congress was created at the Constitutional Convention by the
 - A Virginia Plan.
 - B Great Compromise.
 - C New Jersey Plan.
 - D Three-Fifths Compromise.

- 4** The nation's most widespread problems under the Articles of Confederation involved
 - A trade.
 - B suffrage.
 - C slavery.
 - D rebellion.

- 5** The main objective of the Northwest Ordinance of 1787 was to
 - A establish a national government with limited powers.
 - B create a system for bringing new states into the Union.
 - C settle border disputes between the United States and Canada.
 - D regulate interstate commerce and curb inflation.

- 6** Which of the following documents influenced the system of government established by the U.S. Constitution?

- A Bill of Rights
- B Mayflower Compact
- C Federalist Papers
- D Olive Branch Petition

- 7** Read the following passage from one of the *Federalist Papers* and use it to answer the question below.

“The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and . . . will extend to all objects which . . . concern the lives, liberties, and properties of the people . . . The operations of the federal government will be most extensive and important in times of war and danger; those of the State governments in times of peace and security.”

—James Madison, *Federalist Paper* No. 45

Document-Based Question What point was Madison making about the system of government created by the proposed U.S. Constitution?

Citizenship and the Constitution



Essential Question How do the ideas in the Constitution affect the lives of Americans?



What You Will Learn...

In this chapter, you will learn about the U.S. Constitution, the Bill of Rights, and what it means to be an American citizen. You will also be able to read the full text of the United States Constitution.

SECTION 1: Understanding the Constitution 182

The Big Idea The U.S. Constitution balances the powers of the federal government among the legislative, executive, and judicial branches.

THE CONSTITUTION OF THE UNITED STATES 188

SECTION 2: The Bill of Rights 216

The Big Idea The Bill of Rights was added to the Constitution to define clearly the rights and freedoms of citizens.

SECTION 3: Rights and Responsibilities of Citizenship 222

The Big Idea American citizenship involves great privileges and serious responsibilities.

FOCUS ON WRITING

A Pamphlet Everyone in the United States benefits from our Constitution. However, many people don't know the Constitution as well as they should. In this chapter you will read about the Constitution and the rights and responsibilities it grants to citizens. Then you'll create a four-page pamphlet to share this information with your fellow citizens.



1788

The Constitution goes into effect after New Hampshire becomes the ninth state to ratify it.

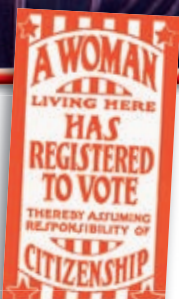
1787

1800

1791 The Bill of Rights becomes part of the Constitution on December 15.



Citizens like these must fulfill the rights and responsibilities of citizenship.



1920

The Nineteenth Amendment gives all American women the right to vote.

1942

The Fair Employment Act bans discrimination in the workplace.



1971

The Twenty-sixth Amendment is ratified, giving the right to vote to all U.S. citizens 18 years or older.

1930

1950

1970

1990



1954 In *Brown v. Board of Education*, the Supreme Court declares segregation in public schools to be unconstitutional.

1990
The Americans with Disabilities Act is passed.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes In this chapter you will read about the three branches of government, the Bill of Rights, and the duties and responsibilities of a United States citizen. As you read about each of these topics, you will see the American

political system at work—not only in the Bill of Rights, but also through the responsibilities U.S. citizens have as they vote for leaders and work to help their communities and nation.

Summarizing Historical Texts

Focus on Reading History books are full of information. Sometimes the sheer amount of information they contain can make processing what you read difficult. In those cases, it may be helpful to stop for a moment and summarize what you've read.

Writing a Summary A summary is a short restatement of the most important ideas in a text. The example below shows three steps used in writing a summary. First underline important details. Then write a short summary of each paragraph. Finally, combine these paragraph summaries into a short summary of the whole passage.

The Constitution

Article II, Section 1

1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

2. Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

Summary of Paragraph 1

The executive branch is headed by a president and vice president, each elected for four-year terms.

Summary of Paragraph 2

The electors who choose the president and vice president are appointed. Each state has the same number of electors as it has members of Congress.

Combined Summary

The president and vice president who run the executive branch are elected every four years by state-appointed electors.

Key Terms and People

Chapter 6

Section 1

federal system (p. 182)

impeach (p. 184)

veto (p. 184)

executive orders (p. 185)

pardons (p. 185)

Thurgood Marshall (p. 186)

Sandra Day O'Connor (p. 186)

Section 2

James Madison (p. 216)

majority rule (p. 216)

petition (p. 217)

search warrant (p. 218)

due process (p. 218)

indict (p. 218)

double jeopardy (p. 218)

eminent domain (p. 218)

Section 3

naturalized citizens (p. 222)

deport (p. 222)

draft (p. 223)

political action committees
(p. 224)

interest groups (p. 224)

Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

distinct (p. 183)

influence (p. 224)

You Try It!

The following passage is from the U.S. Constitution. As you read it, decide which facts you would include in a summary of the passage.

The Constitution

Article I, Section 2

1. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous branch of the State Legislature.
2. No person shall be a Representative who shall not have attained to the Age of twenty five years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of the State in which he shall be chosen.

After you read the passage, answer the following questions.

1. Which of the following statements best summarizes the first paragraph of this passage?
 - a. Congress has a House of Representatives.
 - b. Members of the House of Representatives are elected every two years by state electors.
2. Using the steps described on the previous page, write a summary of the second paragraph of this passage.
3. Combine the summary statement you chose in Question 1 with the summary statement you wrote in Question 2 to create a single summary of this entire passage.

As you read Chapter 6, think about what details you would include in a summary of each paragraph.

What You Will Learn...

Main Ideas

1. The framers of the Constitution devised the federal system.
2. The legislative branch makes the nation's laws.
3. The executive branch enforces the nation's laws.
4. The judicial branch determines whether or not laws are constitutional.

The Big Idea

The U.S. Constitution balances the powers of the federal government among the legislative, executive, and judicial branches.

Key Terms and People

federal system, *p. 182*
 impeach, *p. 184*
 veto, *p. 184*
 executive orders, *p. 185*
 pardons, *p. 185*
 Thurgood Marshall, *p. 186*
 Sandra Day O'Connor, *p. 186*



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TAKING NOTES

Use the graphic organizer online to take notes on the structure of each of the branches of government.

Understanding the Constitution

If YOU were there...

You have just been elected to the U.S. House of Representatives. You know that committees do much of the work in Congress. They deal with many different fields such as foreign policy, agriculture, national security, science, and education. You would like to ask for a spot on a committee whose work interests you.

Which committee would you ask to serve on?

BUILDING BACKGROUND When the framers of the Constitution met in Philadelphia in 1787, they created a national government with three branches that balance one another's powers.

The Federal System

The framers of the Constitution wanted to create a government powerful enough to protect the rights of citizens and defend the country against its enemies. To do so, they set up a **federal system of government, a system that divided powers between the states and the federal government.**

The Constitution assigns certain powers to the national government. These are called delegated powers. Among them are the rights to coin money and to regulate trade. Reserved powers are those kept by the states. These powers include creating local governments and holding elections. Concurrent powers are those shared by the federal and state governments. They include taxing, borrowing money, and enforcing laws.

Sometimes, Congress has had to stretch its delegated powers to deal with new or unexpected issues. A clause in the Constitution states that Congress may “make all Laws which shall be necessary and proper” for carrying out its duties. This clause, called the elastic clause—because it can be stretched (like elastic)—provides flexibility for the government. The federal government has used this clause to provide public services such as funding for the arts and humanities.

READING CHECK **Summarizing** How is power divided between the federal and state governments?

Separation of Powers

QUICK
FACTS

U.S. Constitution

Legislative Branch (Congress)

- Writes the laws
- Confirms presidential appointments
- Approves treaties
- Grants money
- Declares war

Executive Branch (President)

- Proposes laws
- Administers the laws
- Commands armed forces
- Appoints ambassadors and other officials
- Conducts foreign policy
- Makes treaties

Judicial Branch (Supreme Court)

- Interprets the Constitution and other laws
- Reviews lower-court decisions

Legislative Branch

The federal government has three branches, each with **distinct** responsibilities and powers. This separation balances the branches and keeps any one of them from growing too powerful. The first branch of government is the legislative branch, or Congress. It makes the nation's laws. Article I of the Constitution divides Congress into the House of Representatives and the Senate.

With 435 members, the House of Representatives is the larger congressional house. The U.S. Census, a population count made every 10 years, determines how many members represent each state. A system called apportionment keeps total membership at 435. If one state gains a member, another state loses one. Members must be at least 25 years old, live in the state where they were elected, and have been U.S. citizens for seven years. They serve two-year terms.

The Senate has two members, or senators, per state. Senators represent the interests of the whole state, not just a district. They must be at least 30 years old, have been U.S. citizens for nine years, and live in the state they represent. They serve six-year terms. The senior senator of a state is the one who has served

the longer of the two. Members of Congress can serve an unlimited number of terms in office.

The political party with more members in each house is the majority party. The one with fewer members is the minority party. The leader of the House of Representatives, or Speaker of the House, is elected by House members from the majority party.

The U.S. vice president serves as president of the Senate. He takes no part in Senate debates but can vote to break ties. If he is absent, the president pro tempore (pro tem for short) leads the Senate. There is no law for how the Senate must choose this position, but it traditionally goes to the majority party's senator who has served the longest.

Congress begins sessions, or meetings, each year in the first week of January. Both houses do most of their work in committees. Each committee studies certain types of bills, or suggested laws. For example, all bills about taxes begin in the House Ways and Means Committee.

READING CHECK Comparing and Contrasting

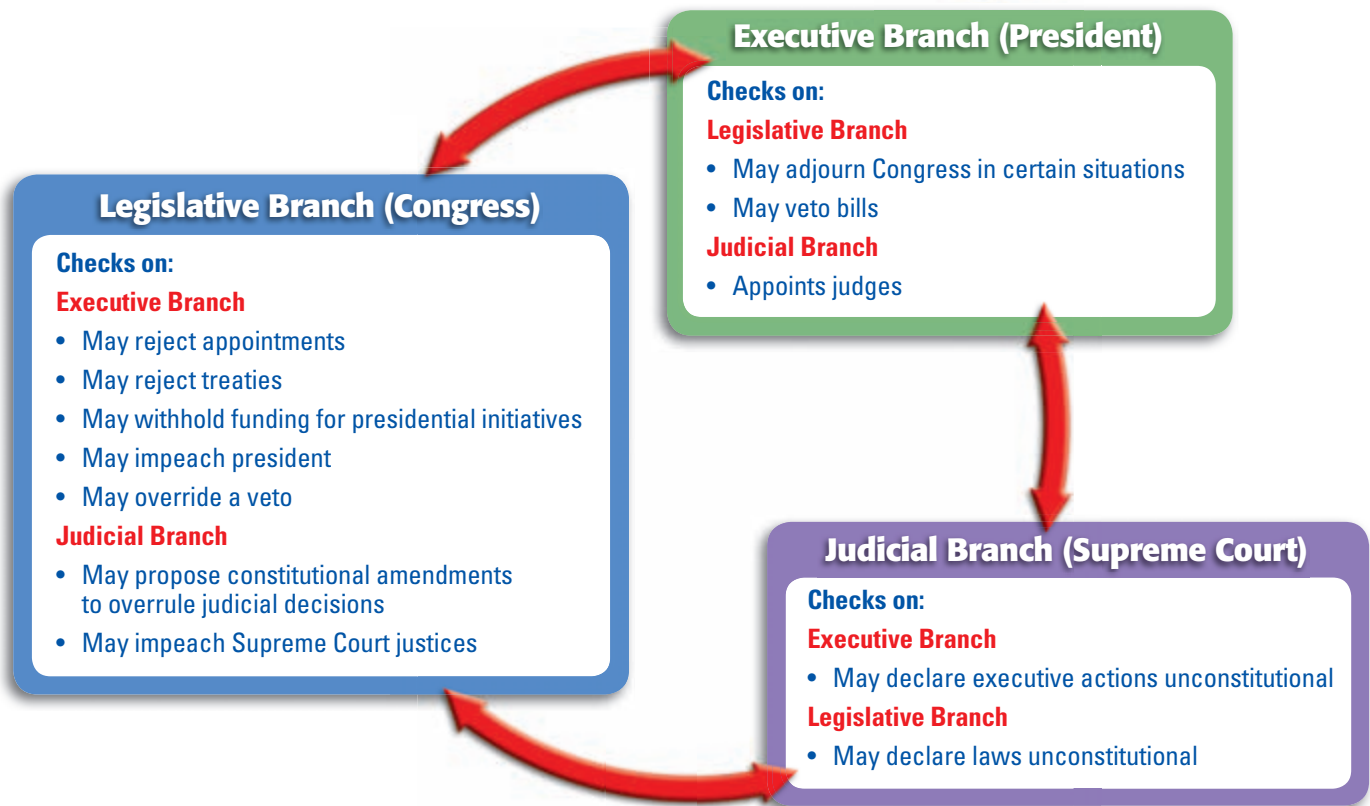
What are the similarities in requirements for members of the House of Representatives and the Senate? What are the differences?

ACADEMIC VOCABULARY

distinct
separate

Checks and Balances

QUICK
FACTS



Executive Branch

Article II of the Constitution lists the powers of the executive branch. This branch enforces the laws passed by Congress.

President and Vice President

As head of the executive branch, the president is the most powerful elected leader in the United States. To qualify for the presidency or vice presidency, one must be a native-born U.S. citizen at least 35 years old. The president must also have been a U.S. resident for 14 years.

Americans elect a president and vice president every four years. Franklin D. Roosevelt, who won four times, was the only president to serve more than two terms. Now, the Twenty-second Amendment limits presidents to two terms. If a president dies, resigns, or is removed from office, the vice president becomes president for the rest of the term.

The House of Representatives can **impeach**, or vote to bring charges of serious crimes against, a president. Impeachment cases are tried in the Senate. If a president is found guilty, Congress can remove him from office. In 1868 Andrew Johnson was the first president to be impeached. President Bill Clinton was impeached in 1998. However, the Senate found each man not guilty.

Working with Congress

The president and Congress are often on different sides of an issue. However, they must still work together.

Congress passes laws. The president, however, can ask Congress to pass or reject bills. The president also can **veto**, or cancel, laws Congress has passed. Congress can try to override, or undo, the veto. However, this is difficult since it takes a two-thirds

majority vote. To carry out laws affecting the Constitution, treaties, and statutes, the president issues **executive orders**. These commands have the power of law. The president also may grant **pardons**, or **freedom from punishment**, to persons convicted of federal crimes or facing criminal charges.

The president also commands the armed forces. In emergencies, the president can call on U.S. troops. Only Congress, however, can declare war. Other executive duties include conducting foreign relations and creating treaties. Executive departments do most of the executive branch work. As of 2004 there were 15 such departments. The president chooses department heads, who are called secretaries, and the Senate approves them. The heads make up the cabinet, which advises the president.

READING CHECK Drawing Conclusions

What is the president's most important power?

Judicial Branch

The third branch of government, the judicial branch, is made up of a system of federal courts headed by the U.S. Supreme Court. The Constitution created the Supreme Court, but the Judiciary Act of 1789 created the system of lower district and circuit courts.

Article III generally outlines the courts' duties. Federal courts can strike down a state or federal law if the court finds a law unconstitutional. Congress can then try to revise the law to make it constitutional.

District Courts

The president makes appointments to federal courts. In an effort to keep federal judges free of party influence, the judges are given life appointments. The lower federal courts are divided according to cases over which they have jurisdiction, or authority. Each state has at least one of the 94 district courts.

THE IMPACT TODAY

The Office of Homeland Security was established in 2002 to address the increased threat of terrorism following September 11, 2001. In 2003, the office became the Department of Homeland Security, the newest executive department.



Background of the Court

The rest of the Supreme Court decisions you see in this book will highlight important cases of the Court. But in this first one, we'll discuss the history of the Court.

The first Supreme Court met in 1790 at the Royal Exchange in New York City. The ground floor of this building was an open-air market. When the national government moved to Philadelphia, the Court met in basement rooms in Independence Hall. Once in Washington, the Court heard cases in the Capitol building until the present Supreme Court building was completed in 1932.

Circuit Riding

Today the Supreme Court holds court only in Washington, D.C. In the past, however, the justices had to travel through assigned circuits, hearing cases together with a district judge in a practice known as riding circuit.

The justices complained bitterly about the inconvenience of travel, which was often over unpaved roads and in bad weather. This system was not just inconvenient to the justices, however. Some people worried about the fairness of a system that required justices who had heard cases at trial to rule on them again on appeal. Other people, however, thought that the practice helped keep the justices in touch with the needs and feelings of the average citizen. Eventually,

circuit riding interfered so much with the increased amount of business of the Supreme Court that Congress passed a law ending the practice in the late 1800s.

Path to the Supreme Court

When a case is decided by a state or federal court, the losing side may have a chance to appeal the decision to a higher court. Under the federal system, this higher court is called the court of appeals. A person who loses in that court may then appeal to the Supreme Court to review the case. But the Supreme Court does not have to accept all appeals. It usually chooses to hear only cases in which there is an important legal principle to be decided or if two federal courts of appeals disagree on how an issue should be decided.

ANALYSIS SKILL

ANALYZING INFORMATION

1. What are two reasons why the practice of circuit riding ended?
2. Why do you think the Supreme Court does not hear every case that is appealed to it?

FOCUS ON READING

Jot down a short summary of the appeals process after reading this paragraph.

Courts of Appeals

If someone convicted of a crime believes the trial was unfair, he or she may take the case to the court of appeals. There are 13 courts of appeals. Each has a panel of judges to decide if cases heard in the lower courts were tried appropriately. If the judges uphold, or accept, the original decision, the original outcome stands. Otherwise, the case may be retried in the lower court.

Supreme Court

After a case is decided by the court of appeals, the losing side may appeal the decision to the Supreme Court. Thousands of cases go to the Supreme Court yearly in the hope of a hearing, but the Court has time to hear only about 100. Generally, the cases heard involve important constitutional or public-interest issues. If the Court declines to hear a case, the court of appeals decision is final.

THE IMPACT TODAY

Supreme Court rulings can have dramatic effects on the nation, as in *Bush v. Gore*, which decided the outcome of the 2000 presidential election.

Nine justices sit on the Supreme Court. The chief justice of the United States leads the Court. Unlike the president and members of Congress, there are no specific constitutional requirements for becoming a justice.

In recent decades, the Supreme Court has become more diverse. In 1967 **Thurgood Marshall** became the first African American justice. **Sandra Day O'Connor** became the first female Court justice after her 1981 appointment by President Ronald Reagan.

READING CHECK Summarizing Describe the structure and responsibilities of the judicial branch.

SUMMARY AND PREVIEW In this section you learned about the balance between the different branches of the federal government. In the next section you will learn about the Bill of Rights.

Section 1 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What type of government did the Constitution establish for the United States?

b. Contrast What is the difference between delegated, reserved, and concurrent powers?
- a. Recall** What role does the vice president serve in the legislative branch?

b. Compare and Contrast In what ways are the Senate and the House of Representatives similar and different?

c. Elaborate Why do you think the requirements for serving in the Senate are stricter than those for serving in the House of Representatives?
- a. Describe** What powers are granted to the president?

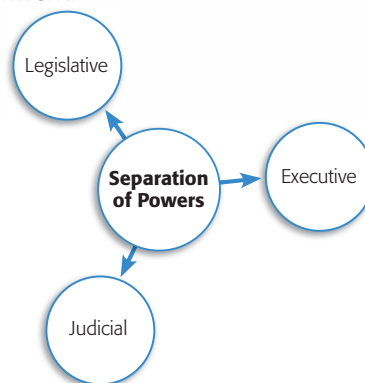
b. Make Generalizations Why is it important that the president and Congress work together in resolving governmental issues?

c. Evaluate What do you think is the most important power granted to the president? Why?
- a. Explain** What is the main power of the judicial branch?

b. Evaluate Which branch of government do you feel is most important? Explain your answer.

Critical Thinking

- Categorizing** Review your notes on the branches of government. Then copy the web diagram below and use it to show two powers of each branch of government.



FOCUS ON WRITING

- Gathering Information about the Constitution** Look back through what you've just read about the Constitution. Make a list of four or five of the most important features of the Constitution. You'll put that list on the second page of your pamphlet.

James Madison

What would you do to create a brand-new government?

When did he live? 1751–1836

Where did he live? Like several of the founding fathers, James Madison was a Virginian. He grew up in the town of Montpelier, and he kept a home there for his whole life.

What did he do? Through the persuasive power of his writing, Madison helped create the foundations of the U.S. government.

Why is he important? Madison is known as the Father of the Constitution. A brilliant thinker, he provided many of the basic ideas in the Constitution. He argued tirelessly for a strong national government, for separate branches of government, and for rights such as freedom of religion. He then rallied support for adoption of the Constitution and the Bill of Rights. In 1809 Madison became the fourth president of the United States. As president, he led the country through another war with Britain, the War of 1812. He and his wife, Dolley, were forced to flee Washington temporarily when the British invaded the capital and set fire to the White House.

Summarizing Why is Madison known as the Father of the Constitution?

KEY EVENTS

- **1780**
Madison serves in the Continental Congress.
- **1787**
Madison keeps a written record of the Constitutional Convention.
- **1787–1788**
Madison helps write the *Federalist Papers*, urging support for the Constitution.
- **1801–1809**
Madison serves as secretary of state under President Thomas Jefferson.
- **1809–1817**
Madison serves two terms as president.

James Madison was an important force in the writing of the Constitution.



The Constitution of the United States

Preamble

The short and dignified preamble explains the goals of the new government under the Constitution.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Note: The parts of the Constitution that have been lined through are no longer in force or no longer apply because of later amendments. The titles of the sections and articles are added for easier reference.

Article I **The Legislature**

Section 1. **Congress**

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. **The House of Representatives**

1. Elections The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

2. Qualifications No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

3. Number of Representatives Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, ~~which shall be determined by adding to the whole Number of free Persons, including those bound to Service¹ for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.² The actual Enumeration³ shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.~~

4. Vacancies When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

5. Officers and Impeachment The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of impeachment.

Legislative Branch

Article I explains how the legislative branch, called Congress, is organized. The chief purpose of the legislative branch is to make laws. Congress is made up of the Senate and the House of Representatives.

The House of Representatives

The number of members each state has in the House is based on the population of the individual state. In 1929 Congress permanently fixed the size of the House at 435 members.

Vocabulary

¹ **those bound to Service** indentured servants

² **all other Persons** slaves

³ **Enumeration** census or official population count

Section 3. The Senate

1. Number of Senators The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

2. Classifying Terms Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

3. Qualifications No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

4. Role of Vice President The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

5. Officers The Senate shall choose their other Officers, and also a President **pro tempore**,⁴ in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

6. Impeachment Trials The Senate shall have the sole Power to try all **Impeachments**.⁵ When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

7. Punishment for Impeachment Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

The Vice President

The only duty that the Constitution assigns to the vice president is to preside over meetings of the Senate. Modern presidents have usually given their vice presidents more responsibilities.

EXPLORING THE DOCUMENT

If the House of Representatives charges a government official with wrongdoing, the Senate acts as a court to decide if the official is guilty.

How does the power of impeachment represent part of the system of checks and balances?

Vocabulary

⁴ **pro tempore** temporarily

⁵ **Impeachments** official accusations of federal wrongdoing

Federal Office Terms and Requirements

QUICK FACTS

Position	Term	Minimum Age	Residency	Citizenship
President	4 years	35	14 years in the U.S.	natural-born
Vice President	4 years	35	14 years in the U.S.	natural-born
Supreme Court Justice	unlimited	none	none	none
Senator	6 years	30	state in which elected	9 years
Representative	2 years	25	state in which elected	7 years

Section 4. Congressional Elections

1. Regulations The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

2. Sessions The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section 5. Rules/Procedures

1. Quorum Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a **Quorum**⁶ to do Business; but a smaller Number may **adjourn**⁷ from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

2. Rules and Conduct Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

3. Records Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

4. Adjournment Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. Payment

1. Salary The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

2. Restrictions No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the **Emoluments**⁸ whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his **Continuance**⁹ in Office.

Vocabulary

⁶**Quorum** the minimum number of people needed to conduct business

⁷**adjourn** to stop indefinitely

⁸**Emoluments** salary

⁹**Continuance** term

Vocabulary

¹⁰ **Bills** proposed laws

EXPLORING THE DOCUMENT

The framers felt that because members of the House are elected every two years, representatives would listen to the public and seek its approval before passing taxes. **How does Section 7 address the colonial demand of “no taxation without representation”?**

EXPLORING THE DOCUMENT

The veto power of the president is one of the important checks and balances in the Constitution. **Why do you think the framers included the ability of Congress to override a veto?**

Section 7. How a Bill Becomes a Law

1. Tax Bills All **Bills**¹⁰ for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

2. Lawmaking Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

3. Role of the President Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

How a Bill Becomes a Law

- 1 A member of the House or the Senate introduces a bill and refers it to a committee.
- 2 The House or Senate Committee may approve, rewrite, or kill the bill.



- 3 The House or the Senate debates and votes on its version of the bill.
- 4 House and Senate conference committee members work out the differences between the two versions.
- 5 Both houses of Congress pass the revised bill.



Section 8.

Powers Granted to Congress

1. Taxation The Congress shall have Power To lay and collect Taxes, **Duties**,¹¹ **Imposts**¹² and **Excises**,¹³ to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

2. Credit To borrow Money on the credit of the United States;

3. Commerce To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

4. Naturalization and Bankruptcy To establish an uniform **Rule of Naturalization**,¹⁴ and uniform Laws on the subject of Bankruptcies throughout the United States;

5. Money To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

6. Counterfeiting To provide for the Punishment of counterfeiting the **Securities**¹⁵ and current Coin of the United States;

7. Post Office To establish Post Offices and post Roads;

8. Patents and Copyrights To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

9. Courts To constitute Tribunals inferior to the supreme Court;

10. International Law To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

LINKING TO TODAY

Native Americans and the Commerce Clause

The commerce clause gives Congress the power to “regulate Commerce with . . . the Indian Tribes.” The clause has been interpreted to mean that the states cannot tax or interfere with businesses on Indian reservations, but that the federal government can. It also allows American Indian nations to develop their own governments and laws. These laws, however, can be challenged in federal court. Although reservation land usually belongs to the government of the Indian group, it is administered by the U.S. government.

Drawing Conclusions How would you describe the status of American Indian nations under the commerce clause?

Vocabulary

¹¹ **Duties** tariffs

¹² **Imposts** taxes

¹³ **Excises** internal taxes on the manufacture, sale, or consumption of a commodity

¹⁴ **Rule of Naturalization** a law by which a foreign-born person becomes a citizen

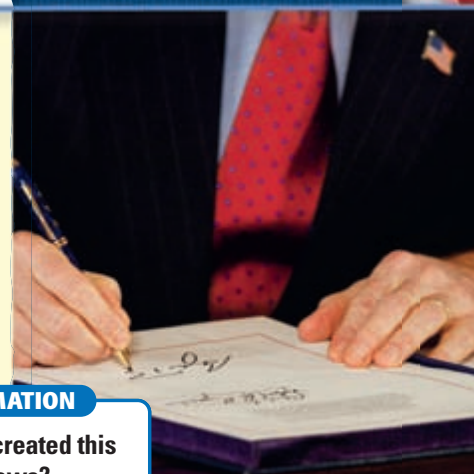
¹⁵ **Securities** bonds



- The president signs or vetoes the bill.
- Two-thirds majority vote of Congress is needed to approve a vetoed bill. Bill becomes a law.

ANALYSIS SKILL ANALYZING INFORMATION

Why do you think the framers created this complex system for adopting laws?



Vocabulary

¹⁶ **Letters of Marque and Reprisal** documents issued by governments allowing merchant ships to arm themselves and attack ships of an enemy nation

The Elastic Clause

The framers of the Constitution wanted a national government that was strong enough to be effective. This section lists the powers given to Congress. The last portion of Section 8 contains the so-called elastic clause.

11. War To declare War, grant **Letters of Marque and Reprisal**,¹⁶ and make Rules concerning Captures on Land and Water;

12. Army To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

13. Navy To provide and maintain a Navy;

14. Regulation of the Military To make Rules for the Government and Regulation of the land and naval Forces;

15. Militia To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

16. Regulation of the Militia To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

17. District of Columbia To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—And

18. Necessary and Proper Clause To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

The Elastic Clause

The elastic clause has been stretched (like elastic) to allow Congress to meet changing circumstances.

Section 9. Powers Denied Congress

1. Slave Trade The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

2. Habeas Corpus The Privilege of the **Writ of Habeas Corpus**¹⁷ shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

3. Illegal Punishment No **Bill of Attainder**¹⁸ or **ex post facto Law**¹⁹ shall be passed.

4. Direct Taxes No **Capitation**,²⁰ or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

5. Export Taxes No Tax or Duty shall be laid on Articles exported from any State.

6. No Favorites No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

7. Public Money No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

8. Titles of Nobility No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section 10. Powers Denied the States

1. Restrictions No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

2. Import and Export Taxes No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

3. Peacetime and War Restraints No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

EXPLORING THE DOCUMENT

Although Congress

has implied powers, there are also limits to its powers. Section 9 lists powers that are denied to the federal government. Several of the clauses protect the people of the United States from unjust treatment. **In what ways does the Constitution limit the powers of the federal government?**

Vocabulary

¹⁷**Writ of Habeas Corpus** a court order that requires the government to bring a prisoner to court and explain why he or she is being held

¹⁸**Bill of Attainder** a law declaring that a person is guilty of a particular crime

¹⁹**ex post facto Law** a law that is made effective prior to the date that it was passed and therefore punishes people for acts that were not illegal at the time

²⁰**Capitation** a direct uniform tax imposed on each head, or person

Executive Branch

The president is the chief of the executive branch. It is the job of the president to enforce the laws. The framers wanted the president's and vice president's terms of office and manner of selection to be different from those of members of Congress. They decided on four-year terms, but they had a difficult time agreeing on how to select the president and vice president. The framers finally set up an electoral system, which varies greatly from our electoral process today.

Presidential Elections

In 1845 Congress set the Tuesday following the first Monday in November of every fourth year as the general election date for selecting presidential electors.

Article II The Executive

Section 1. The Presidency

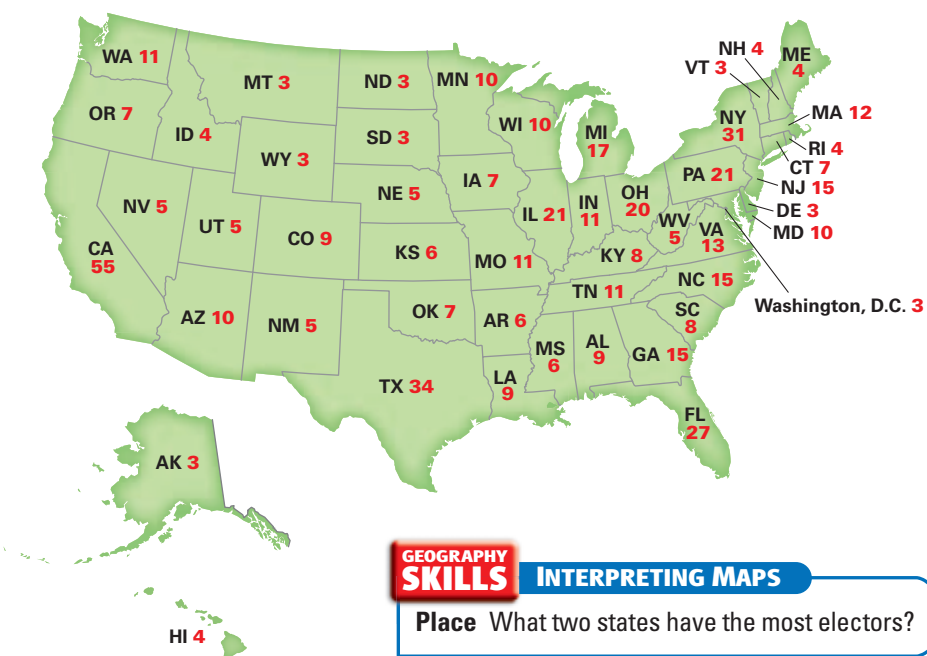
1. Terms of Office The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

2. Electoral College Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

3. Former Method of Electing President The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall

The Electoral College

11 Number of Electors



GEOGRAPHY SKILLS

INTERPRETING MAPS

Place What two states have the most electors?



VIDEO

The Electoral College

hmsocialstudies.com

then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President.

4. Election Day The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

5. Qualifications No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

6. Succession In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

7. Salary The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

8. Oath of Office Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

EXPLORING THE DOCUMENT

The youngest elected

president was John F. Kennedy; he was 43 years old when he was inaugurated. (Theodore Roosevelt was 42 when he assumed office after the assassination of McKinley.)

What is the minimum required age for the office of president?

Presidential Salary

In 1999 Congress voted to set future presidents' salaries at \$400,000 per year. The president also receives an annual expense account. The president must pay taxes only on the salary.

Commander in Chief

Today the president is in charge of the army, navy, air force, marines, and coast guard. Only Congress, however, can decide if the United States will declare war.

Appointments

Most of the president's appointments to office must be approved by the Senate.

Vocabulary

²¹ **Reprieves** delays of punishment

²² **Pardons** releases from the legal penalties associated with a crime

The State of the Union

Every year the president presents to Congress a State of the Union message. In this message, the president introduces and explains a legislative plan for the coming year.

Section 2. Powers of Presidency

1. Military Powers The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant **Reprieves**²¹ and **Pardons**²² for Offences against the United States, except in Cases of Impeachment.

2. Treaties and Appointments He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

3. Vacancies The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section 3. Presidential Duties

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. Impeachment

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III The Judiciary

Section 1. Federal Courts and Judges

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. Authority of the Courts

1. General Authority The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States —between a State and Citizens of another State; —between Citizens of different States;—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

2. Supreme Authority In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

Judicial Branch

The Articles of Confederation did not set up a federal court system. One of the first points that the framers of the Constitution agreed upon was to set up a national judiciary. In the Judiciary Act of 1789, Congress provided for the establishment of lower courts, such as district courts, circuit courts of appeals, and various other federal courts. The judicial system provides a check on the legislative branch: it can declare a law unconstitutional.

Federal Judicial System

QUICK
FACTS

Supreme Court

Reviews cases appealed from lower federal courts and highest state courts

Courts of Appeals

Review appeals from district courts

District Courts

Hold trials

3. Trial by Jury The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. **Treason**

1. Definition Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

2. Punishment The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work **Corruption of Blood**,²³ or Forfeiture except during the Life of the Person attainted.

Article IV **Relations among States**

Section 1. **State Acts and Records**

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section 2. **Rights of Citizens**

1. Citizenship The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

2. Extradition A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

3. Fugitive Slaves No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Vocabulary

²³ **Corruption of Blood** punishing the family of a person convicted of treason

The States

States must honor the laws, records, and court decisions of other states. A person cannot escape a legal obligation by moving from one state to another.

EXPLORING THE DOCUMENT

The framers wanted to ensure that citizens could determine how state governments would operate. **How does the need to respect the laws of each state support the principle of popular sovereignty?**

Federalism

QUICK
FACTS

National

- Declare war
- Maintain armed forces
- Regulate interstate and foreign trade
- Admit new states
- Establish post offices
- Set standard weights and measures
- Coin money
- Establish foreign policy
- Make all laws necessary and proper for carrying out delegated powers

Shared

- Maintain law and order
- Levy taxes
- Borrow money
- Charter banks
- Establish courts
- Provide for public welfare

State

- Establish and maintain schools
- Establish local governments
- Regulate business within the state
- Make marriage laws
- Provide for public safety
- Assume other powers not delegated to the national government nor prohibited to the states

ANALYSIS
SKILL

ANALYZING INFORMATION

Why does the power to declare war belong only to the national government?

Section 3. New States

1. Admission New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

2. Congressional Authority The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. Guarantees to the States

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

EXPLORING
THE DOCUMENT

In a republic, voters elect representatives to act in their best interest. **How does Article IV protect the practice of republicanism in the United States?**

**EXPLORING
THE DOCUMENT**

America's founders may not have realized how long the Constitution would last, but they did set up a system for changing or adding to it. They did not want to make it easy to change the Constitution. **By what methods may the Constitution be amended? Under what sorts of circumstances do you think an amendment might be necessary?**

National Supremacy

One of the biggest problems facing the delegates to the Constitutional Convention was the question of what would happen if a state law and a federal law conflicted. Which law would be followed? Who would decide? The second clause of Article VI answers those questions. When a federal law and a state law disagree, the federal law overrides the state law. The Constitution and other federal laws are the "supreme Law of the Land." This clause is often called the supremacy clause.

Article V Amending the Constitution

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI Supremacy of National Government

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

**QUICK
FACTS**

Amending the U.S. Constitution

Amendments can be proposed by

Congress



with a two-thirds vote in each house

National Convention



called by Congress at the request of two-thirds of the state legislatures

or

Ratified by

Legislatures of three-fourths of the states

or

Conventions in three-fourths of the states

Amendment is added to the Constitution.

Article VII **Ratification**

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

George Washington—
President and deputy from Virginia

Delaware

George Read
Gunning Bedford Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland

James McHenry
Daniel of
St. Thomas Jenifer
Daniel Carroll

Virginia

John Blair
James Madison Jr.

North Carolina

William Blount
Richard Dobbs Spaight
Hugh Williamson

South Carolina

John Rutledge
Charles Cotesworth
Pinckney
Charles Pinckney
Pierce Butler

Georgia

William Few
Abraham Baldwin

New Hampshire

John Langdon
Nicholas Gilman

Massachusetts

Nathaniel Gorham
Rufus King

Connecticut

William Samuel Johnson
Roger Sherman

New York

Alexander Hamilton

New Jersey

William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania

Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris

Attest:

William Jackson,
Secretary

Ratification

The Articles of Confederation called for all 13 states to approve any revision to the Articles. The Constitution required that 9 out of the 13 states would be needed to ratify the Constitution. The first state to ratify was Delaware, on December 7, 1787. Almost two-and-a-half years later, on May 29, 1790, Rhode Island became the last state to ratify the Constitution.

Constitutional Amendments

Note: The first 10 amendments to the Constitution were ratified on December 15, 1791, and form what is known as the Bill of Rights.

Bill of Rights

One of the conditions set by several states for ratifying the Constitution was the inclusion of a bill of rights. Many people feared that a stronger central government might take away basic rights of the people that had been guaranteed in state constitutions.

EXPLORING THE DOCUMENT

The First Amendment forbids Congress from making any “law respecting an establishment of religion” or restraining the freedom to practice religion as one chooses. **Why is freedom of religion an important right?**

Rights of the Accused

The Fifth, Sixth, and Seventh Amendments describe the procedures that courts must follow when trying people accused of crimes.

Vocabulary

²⁴ **quartered** housed

²⁵ **Warrants** written orders authorizing a person to make an arrest, a seizure, or a search

²⁶ **infamous** disgraceful

²⁷ **indictment** the act of charging with a crime

Amendments 1–10. The Bill of Rights

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be **quartered**²⁴ in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no **Warrants**²⁵ shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise **infamous**²⁶ crime, unless on a presentment or **indictment**²⁷ of a Grand Jury, except in

Fundamental Liberties

Freedom of Religion

Freedom of Speech



cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously **ascertained**²⁸ by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Trials

The Sixth Amendment makes several guarantees, including a prompt trial and a trial by a jury chosen from the state and district in which the crime was committed.

Vocabulary

²⁸ **ascertained** found out

EXPLORING THE DOCUMENT

The Ninth and Tenth

Amendments were added because not every right of the people or of the states could be listed in the Constitution. **How do the Ninth and Tenth Amendments limit the power of the federal government?**



Freedom of Assembly



Freedom to Petition the Government

ANALYSIS SKILL

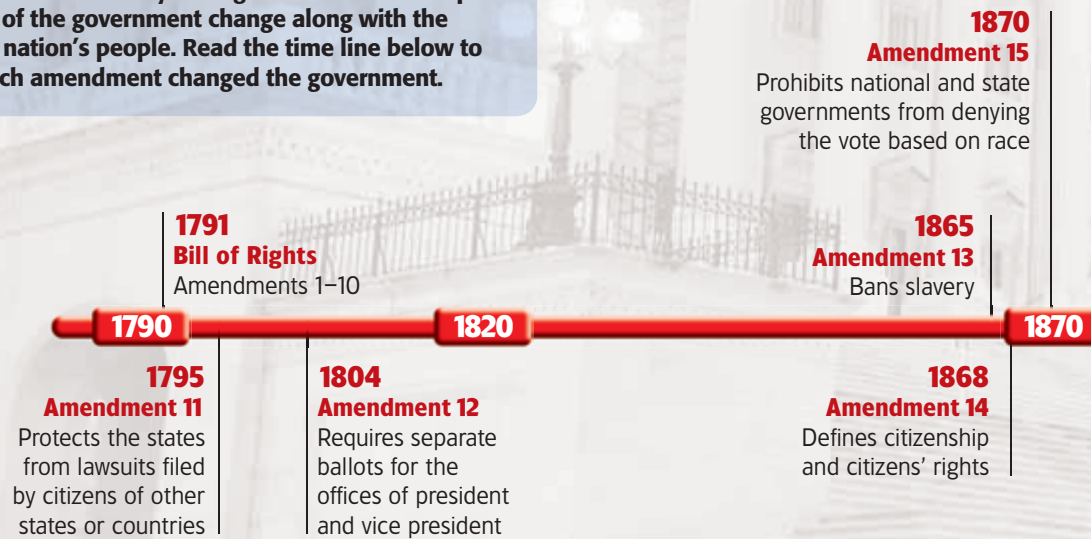
ANALYZING INFORMATION

Which amendment guarantees these fundamental freedoms?

Freedom of the Press

Amendments to the U.S. Constitution

The Constitution has been amended only 27 times since it was ratified more than 200 years ago. Amendments help the structure of the government change along with the values of the nation's people. Read the time line below to learn how each amendment changed the government.



Amendments 11–27

Amendment XI

Passed by Congress March 4, 1794. Ratified February 7, 1795.

The Judicial power of the United States shall not be **construed**²⁹ to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XII

Passed by Congress December 9, 1803. Ratified June 15, 1804.

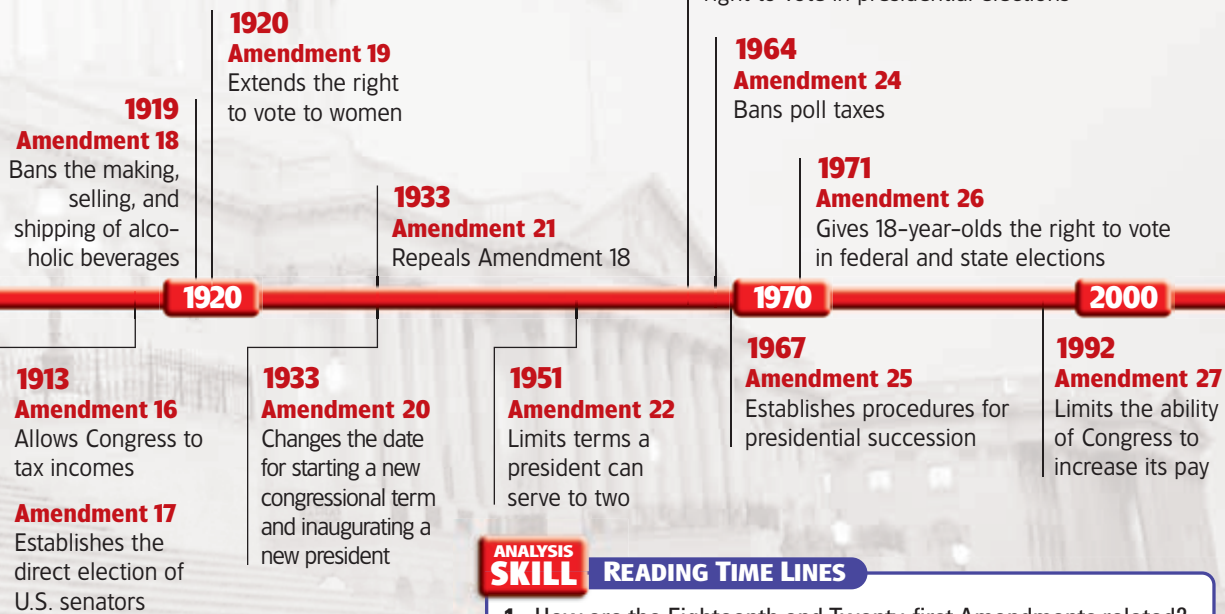
The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—the President of the Senate shall, in the presence of the

Vocabulary

²⁹ **construed** explained or interpreted

President and Vice President

The Twelfth Amendment changed the election procedure for president and vice president.



ANALYSIS SKILL READING TIME LINES

1. How are the Eighteenth and Twenty-first Amendments related?
2. Which amendments relate to the right to vote?

Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. ~~And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President.~~—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Abolishing Slavery

Although some slaves had been freed during the Civil War, slavery was not abolished until the Thirteenth Amendment took effect.

Protecting the Rights of Citizens

In 1833 the Supreme Court ruled that the Bill of Rights limited the federal government but not the state governments. This ruling was interpreted to mean that states were able to keep African Americans from becoming state citizens and keep the Bill of Rights from protecting them. The Fourteenth Amendment defines citizenship and prevents states from interfering in the rights of citizens of the United States.

Vocabulary

³⁰ **involuntary servitude**
being forced to work against one's will

Amendment XIII

Passed by Congress January 31, 1865. Ratified December 6, 1865.

1. Slavery Banned Neither slavery nor **involuntary servitude**,³⁰ except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. Enforcement Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV

Passed by Congress June 13, 1866. Ratified July 9, 1868.

1. Citizenship Defined All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

2. Voting Rights Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, ~~excluding Indians not taxed~~. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the ~~male~~ inhabitants of such State, ~~being twenty-one years of age~~, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such ~~male~~ citizens shall bear to the whole number of ~~male~~ citizens ~~twenty-one years of age~~ in such State.

3. Rebels Banned from Government No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

4. Payment of Debts The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and

The Reconstruction Amendments

The Thirteenth, Fourteenth, and Fifteenth Amendments are often called the Reconstruction Amendments. This is because they arose during Reconstruction, the period of American history following the Civil War. The country was reconstructing itself after that terrible conflict. A key aspect of Reconstruction was extending the rights of citizenship to former slaves.

The Thirteenth Amendment banned slavery. The Fourteenth Amendment required states to respect the freedoms listed in the Bill of Rights, thus preventing states from denying rights to African Americans. The Fifteenth Amendment gave African American men the right to vote.



African Americans participate in an election.

ANALYSIS SKILL

ANALYZING INFORMATION

Why was the Thirteenth Amendment needed?

bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, ~~or any claim for the loss or emancipation of any slave;~~ but all such debts, obligations and claims shall be held illegal and void.

5. Enforcement The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Amendment XV

Passed by Congress February 26, 1869. Ratified February 3, 1870.

1. Voting Rights The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

2. Enforcement The Congress shall have the power to enforce this article by appropriate legislation.

**EXPLORING
THE DOCUMENT**

The Seventeenth Amendment requires that senators be elected directly by the people instead of by the state legislatures. **What principle of our government does the Seventeenth Amendment protect?**

Prohibition

Although many people believed that the Eighteenth Amendment was good for the health and welfare of the American people, it was repealed 14 years later.

Amendment XVI

Passed by Congress July 2, 1909. Ratified February 3, 1913.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment XVII

Passed by Congress May 13, 1912. Ratified April 8, 1913.

1. Senators Elected by Citizens The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

2. Vacancies When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

3. Future Elections This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII

Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by Amendment XXI.

1. Liquor Banned After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

2. Enforcement The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

3. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Women Fight for the Vote



To become part of the Constitution, a proposed amendment must be ratified by three-fourths of the states. Here, suffragists witness Kentucky governor Edwin P. Morrow signing the Nineteenth Amendment in January 1920. By June of that year, enough states had ratified the amendment to make it part of the Constitution. American women, after generations of struggle, had finally won the right to vote.

ANALYSIS SKILL

ANALYZING INFORMATION

What right did the Nineteenth Amendment grant?

Amendment XIX

Passed by Congress June 4, 1919. Ratified August 18, 1920.

1. Voting Rights The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

2. Enforcement Congress shall have power to enforce this article by appropriate legislation.

Amendment XX

Passed by Congress March 2, 1932. Ratified January 23, 1933.

1. Presidential Terms The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Women's Suffrage

Abigail Adams and others were disappointed that the Declaration of Independence and the Constitution did not specifically include women. It took many years and much campaigning before suffrage for women was finally achieved.

Taking Office

In the original Constitution, a newly elected president and Congress did not take office until March 4, which was four months after the November election. The officials who were leaving office were called lame ducks because they had little influence during those four months. The Twentieth Amendment changed the date that the new president and Congress take office. Members of Congress now take office during the first week of January, and the president takes office on January 20.

2. Meeting of Congress The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

3. Succession of Vice President If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

4. Succession by Vote of Congress The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

5. Ratification Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

6. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment XXI

Passed by Congress February 20, 1933. Ratified December 5, 1933.

1. 18th Amendment Repealed The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

2. Liquor Allowed by Law The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

3. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XXII

Passed by Congress March 21, 1947. Ratified February 27, 1951.

1. Term Limits No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. ~~But this Article shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.~~

2. Ratification This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

After Franklin D. Roosevelt was elected to four consecutive terms, limits were placed on the number of terms a president could serve.



Amendment XXIII

Passed by Congress June 16, 1960. Ratified March 29, 1961.

1. District of Columbia Represented The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

EXPLORING
THE DOCUMENT

From the time
of President

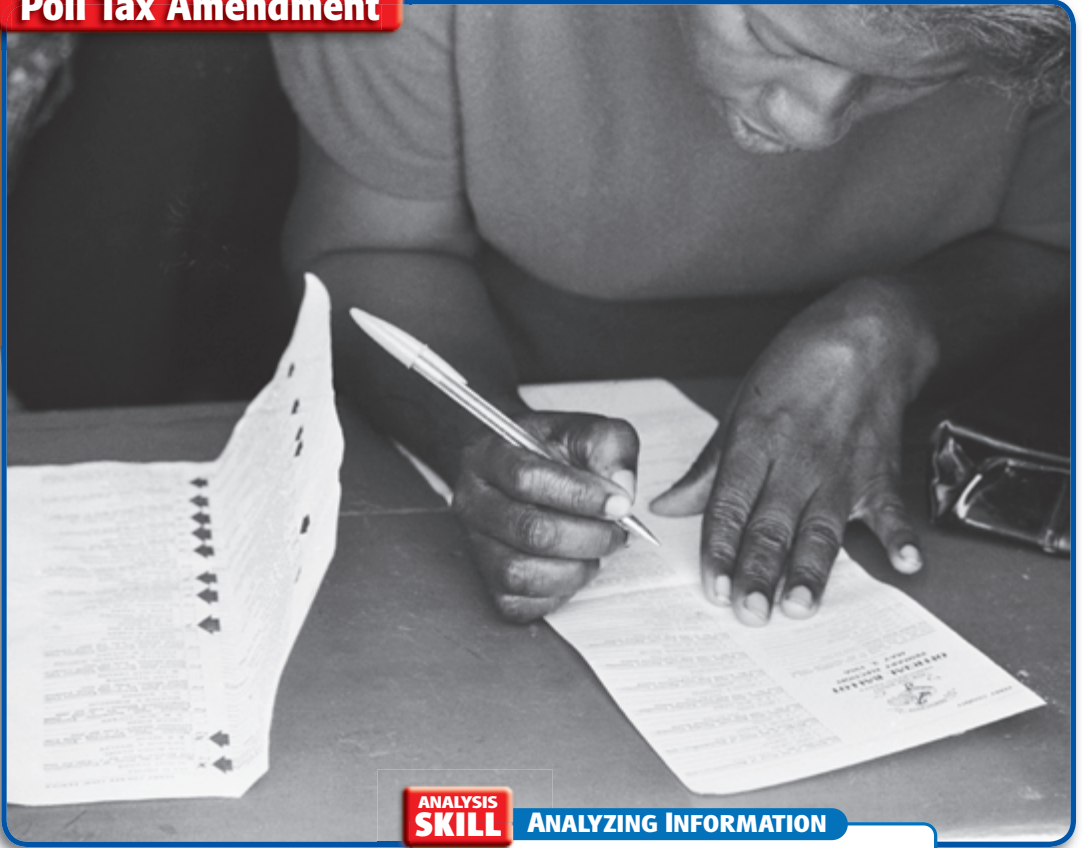
George Washington's administration, it was a custom for presidents to serve no more than two terms in office. Franklin D. Roosevelt, however, was elected to four terms. The Twenty-second Amendment restricted presidents to no more than two terms in office. **Why do you think citizens chose to limit the power of the president in this way?**

Voting Rights

Until the ratification of the Twenty-third Amendment, the people of Washington, D.C., could not vote in presidential elections.

Poll Tax Amendment

Poll taxes were used to deny many poor Americans, including African Americans and Hispanic Americans, their right to vote. These taxes were made unconstitutional by the Twenty-fourth Amendment. At right, an African American woman in Alabama votes for the first time.



ANALYSIS
SKILL

ANALYZING INFORMATION

How did poll taxes deny poor Americans the opportunity to vote?

Presidential Disability

The illness of President Eisenhower in the 1950s and the assassination of President Kennedy in 1963 were the events behind the Twenty-fifth Amendment. The Constitution did not provide a clear-cut method for a vice president to take over for a disabled president or upon the death of a president. This amendment provides for filling the office of the vice president if a vacancy occurs, and it provides a way for the vice president—or someone else in the line of succession—to take over if the president is unable to perform the duties of that office.

Amendment XXIV

Passed by Congress August 27, 1962. Ratified January 23, 1964.

1. Voting Rights The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV

Passed by Congress July 6, 1965. Ratified February 10, 1967.

1. Succession of Vice President In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

2. Vacancy of Vice President Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

3. Written Declaration Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

4. Removing the President Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI

Passed by Congress March 23, 1971. Ratified July 1, 1971.

1. Voting Rights The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

2. Enforcement The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXVII

Originally proposed September 25, 1789. Ratified May 7, 1992.

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of representatives shall have intervened.

Expanded Suffrage

The Voting Rights Act of 1970 tried to set the voting age at 18. However, the Supreme Court ruled that the act set the voting age for national elections only, not for state or local elections. The Twenty-sixth Amendment gave 18-year-old citizens the right to vote in all elections.

The Bill of Rights

If YOU were there...

Your father runs a bookshop in colonial Boston in 1770. Your family lives in a very small brick house. You and your sisters must share one small room. One day, a red-coated British officer knocks on your door and strides into the parlor. He says that your family will have to provide a room and meals for two British soldiers. "We're already crowded!" you protest, but he insists.

Would you support the British government's requirement that colonists provide food and shelter for troops? Why?

What You Will Learn...

Main Ideas

1. The First Amendment guarantees basic freedoms to individuals.
2. Other amendments focus on protecting citizens from certain abuses.
3. The rights of the accused are an important part of the Bill of Rights.
4. The rights of states and citizens are protected by the Bill of Rights.

The Big Idea

The Bill of Rights was added to the Constitution to define clearly the rights and freedoms of citizens.

Key Terms and People

James Madison, *p. 216*
 majority rule, *p. 216*
 petition, *p. 217*
 search warrant, *p. 218*
 due process, *p. 218*
 indict, *p. 218*
 double jeopardy, *p. 218*
 eminent domain, *p. 218*



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TAKING NOTES

Use the graphic organizer online to take notes on the freedoms protected by the Bill of Rights and which amendment protects each.

BUILDING BACKGROUND

People in the American colonies resented the British soldiers stationed in their towns. They objected to sudden searches and to soldiers being housed in private homes. They disliked censorship of their newspapers. When the Constitution was written, Americans remembered those wrongs. They insisted on adding a bill of rights to the document.

First Amendment

Federalist **James Madison** promised that a bill of rights would be added to the Constitution. This promise allowed the Constitution to pass. In 1789 Madison began writing down a huge list of proposed amendments. He then presented a shorter list to the House of Representatives. Of those, the House approved 12. The states ratified 10, which took effect December 15, 1791. Those 10 amendments, called the Bill of Rights, protect U.S. citizens' individual liberties.

The protection of individual liberties is important in a representative democracy. Without safeguards, people's rights would not always be protected because of **majority rule**. This is the idea that the greatest number of people in society can make policies for everyone. While this means that most people agree on what the law should be, it also means that smaller groups, or minorities, might lose their rights. The Bill of Rights ensures that the rights of all citizens are protected.

The ideas spelled out in the First Amendment form the most basic rights of all U.S. citizens. These rights include freedom of religion,

freedom of the press, freedom of speech, freedom of assembly, and the right to petition.

In the spirit of Thomas Jefferson's Virginia Statute for Religious Freedom, the First Amendment begins, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." In other words, the government cannot support or interfere with the practice of a religion. This amendment keeps the government from favoring one religion over any other or establishing an official religion.

The First Amendment also guarantees freedom of speech and of the press. This means that Americans have the right to express their own ideas and views. They also have the right to hear the ideas and views of others. Former senator Margaret Chase Smith discussed why these freedoms are important. "The key to security," she once said, "is public information."

Freedom of speech does not mean that people can say anything they want to, however. The Constitution does not protect

slander—false statements meant to damage someone's reputation. Libel, or intentionally writing a lie that harms another person, is not protected, either. The Supreme Court has also ruled that speech that endangers public safety is not protected. For example, Justice Oliver Wendell Holmes declared in 1919 that falsely shouting "Fire" in a crowded theater is not protected as free speech.

Americans also have freedom of assembly, or of holding meetings. Any group may gather to discuss issues or conduct business. If people gather peacefully and do not engage in illegal activities, the government cannot interfere. The right to **petition**, or make a request of the government, is another right of the American people. Any American can present a petition to a government official. This right lets Americans show dissatisfaction with a law. They can also suggest new laws.

THE IMPACT TODAY

Free-speech protection has also been applied to "symbolic" speech—or nonverbal communication that expresses an idea, such as wearing a protest button.

READING CHECK Summarizing What rights does the First Amendment guarantee to Americans?

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Workers use the right of assembly to protest a proposed budget in New York City.



Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Protecting Citizens

The Second, Third, and Fourth Amendments relate to colonial disputes with Britain and reflect many of the ideals outlined in the Declaration of Independence. The Second Amendment deals with state militias and the right to bear arms. Colonial militias played a big role in the Revolutionary War. The framers of the Constitution thought that the states needed their militias for emergencies. Today the National Guard has largely replaced organized state militias.

Supporters of gun-control laws have generally argued that the Second Amendment was intended to protect the collective right of states to maintain well-regulated militia units. Opponents hold that the amendment was meant to protect an individual's right of self-defense. The meaning of the amendment continues to be debated.

The Third Amendment prevents the military from forcing citizens to house soldiers. Before the Revolution, the British pressured colonists to shelter and feed British soldiers. British leaders also forced colonists to submit to having their property searched for illegal goods. Anger over such actions led to the

Fourth Amendment rule against “unreasonable searches and seizures.” Before a citizen's property can be searched, authorities must now get a **search warrant**. This order gives authorities permission to search someone's property. A judge issues this order only when it seems likely that a search might uncover evidence relating to a crime. In emergencies, however, police can make an emergency search. This may preserve evidence needed to prove possible illegal activity.

READING CHECK Finding Main Ideas

Why were the Third and Fourth Amendments matters of great importance to Americans when the Bill of Rights was written?

Rights of the Accused

The Fifth, Sixth, Seventh, and Eighth Amendments provide guidelines for protecting the rights of the accused. According to the Fifth Amendment, the government cannot punish anyone without **due process of law**. This means that the law must be fairly applied. A grand jury decides if there is enough evidence to **indict** (en-DYt), or formally accuse, a person. Without an indictment, the court cannot try anyone for a serious crime. The Fifth Amendment also protects people from having to testify at their own criminal trial. To keep from testifying, a person need only “take the Fifth.” In addition, anyone found not guilty in a criminal trial cannot face **double jeopardy**. In other words, he or she cannot be tried again for the same crime.

The final clause of the Fifth Amendment states that no one can have property taken without due process of law. There is one exception: the government's power of **eminent domain**. This is the power to take personal property to benefit the public. One example would be taking private land to build a public road. However, the government must pay the owners a fair price for the property. If the property was gained illegally, then the owners are not paid.

The Sixth Amendment protects the rights of a person who has been indicted. It guarantees that person a speedy public trial. Public trials ensure that laws are being followed by allowing the public to witness the proceedings. Accused people have the right to know the charges against them and can hear and question witnesses testifying against them. Accused people have the right to an attorney. If they cannot pay for legal service, the government must provide it. Sometimes accused persons refuse their Sixth Amendment rights. For example, some defendants refuse the services of an attorney, while others choose to have a trial in front of a judge alone instead of before a jury. In many cases, defendants can forgo trial and agree to a plea bargain. This means that a defendant pleads guilty to a lesser charge and avoids risking conviction for a crime with a greater sentence.

The Seventh Amendment states that juries can decide civil cases. It is possible to harm another person without committing a crime. In such cases, the injured party may sue, or seek justice, in a civil court. Civil cases usually involve disputes over money or property. For example, someone might bring a civil suit against a person who refuses to repay a debt.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

A judge and jury listen to a witness in a courtroom in Orange County, California.



A Right to Bail

The Eighth Amendment allows for bail. Bail is a set amount of money that defendants promise to pay the court if they fail to appear in court at the proper time.

By posting, or paying, bail, a defendant can avoid staying in jail before and during a trial. If a defendant does not show up in court for trial, the court demands the bail money be paid and issues a warrant for arrest.

The Eighth Amendment keeps courts from setting unfairly high bail. However, in cases of very serious crimes, a judge may refuse to set bail altogether. This can be the case, for example, if the court regards a defendant as being potentially dangerous to the public by being left free. A judge can also deny bail if he or she thinks the defendant will not show up for trial. In such cases the defendant must remain in jail through the trial.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

“Cruel and Unusual Punishments”

The Eighth Amendment also bans “cruel and unusual punishments” against a person convicted of a crime. For many years, Americans have debated the question of what exactly constitutes cruel and unusual punishment. The debate has often centered on the issue of capital punishment. In 1972 the Supreme Court ruled that the way in which most states carried out the death penalty was cruel and unusual. The Court also found that the ways in which many states sentenced people to death were unfair. However, a few years later, the Court ruled that not all executions were in themselves cruel and unusual.

Most states still allow the death penalty. Those that do must follow the Supreme Court’s rules. To do so, many states have changed the ways in which they carry out the death penalty.

READING CHECK Summarizing What is the purpose of the Eighth Amendment?

Rights of States and Citizens

The final two amendments in the Bill of Rights give a general protection for other rights not addressed by the first eight amendments. These amendments also reserve some governmental powers for the states and the people.

Ninth Amendment

The Ninth Amendment says that the rights listed in the Constitution are not the only rights that citizens have. This amendment has allowed the courts and Congress to decide other basic rights of citizens.

The Constitution does not address the question of education. However, most Americans believe that it is a basic and essential right. This seems especially true in view of the fact that American citizens must be able to vote for the people who represent them in government. “Education is not just another

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



consumer item. It is the bedrock [foundation] of our democracy,” explained educational leader Mary Hatwood Futrell. Today state governments offer free education from elementary to high school—to all citizens.

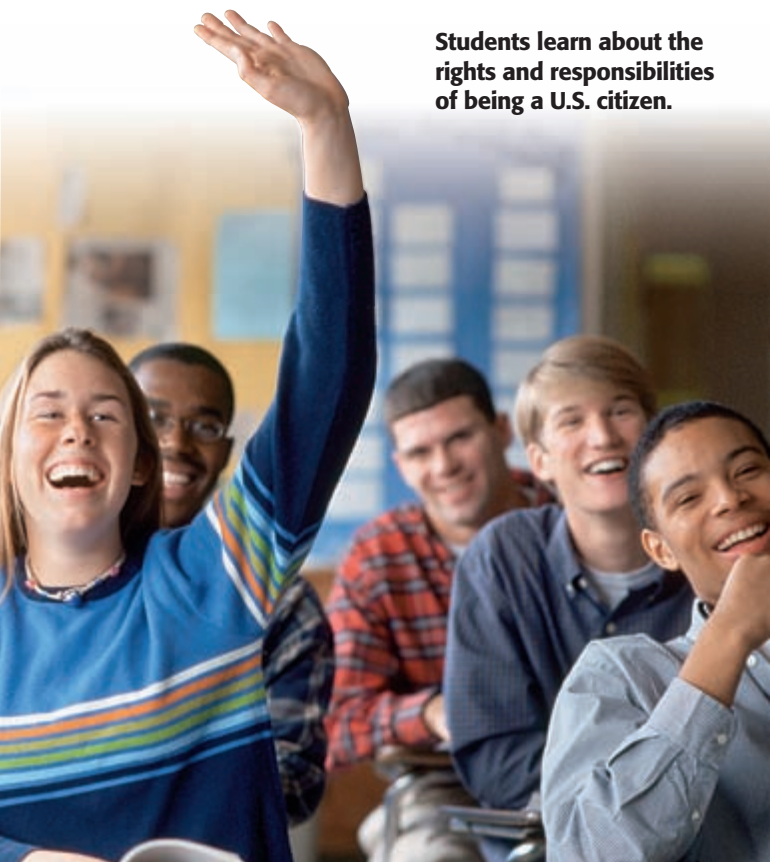
Tenth Amendment

The Tenth Amendment recognizes that the states and the people have additional powers. These powers are any ones that the Constitution does not specifically give to Congress—the delegated powers. The Tenth Amendment makes it clear that any powers not either delegated to the federal government or prohibited to the states belong to the states and the people. Thus, the last amendment in the Bill of Rights protects citizens’ rights and helps keep the balance of power between the federal and state governments.

READING CHECK **Summarizing** How does the Tenth Amendment protect the rights of citizens?

SUMMARY AND PREVIEW In this section you learned about the Bill of Rights. In the next section you will learn about the responsibilities of citizenship.

Students learn about the rights and responsibilities of being a U.S. citizen.



Section 2 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

1. **a. Identify** What basic rights are protected by the First Amendment?
b. Explain What does the right to **petition** the government mean?
c. Elaborate Why is freedom of the press an important right?
2. **a. Describe** How are citizens protected under the Third and Fourth Amendments?
b. Draw Conclusions In what ways did British actions before the Revolution lead to the Second, Third, and Fourth Amendments?
3. **a. Identify** What protections does the Eighth Amendment provide for people accused of crimes?
b. Elaborate Why is it important that the Bill of Rights protects people accused of crimes?
4. **a. Recall** What is the purpose of the final two amendments in the Bill of Rights?
b. Analyze How does the Tenth Amendment balance power between national and state governments?

Critical Thinking

5. **Summarizing** Copy the chart below. Use it to summarize the rights guaranteed to citizens by each amendment in the Bill of Rights.

Amendment	Rights
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

FOCUS ON WRITING

6. **Gathering Information about the Bill of Rights**
What freedoms are guaranteed by the Bill of Rights? Make a list of the most important freedoms. You’ll list those freedoms on the third page of your pamphlet.

What You Will Learn...

Main Ideas

1. Citizenship in the United States is determined in several ways.
2. Citizens are expected to fulfill a number of important duties.
3. Active citizen involvement in government and the community is encouraged.

The Big Idea

American citizenship involves great privileges and serious responsibilities.

Key Terms

naturalized citizens, p. 222
 deport, p. 222
 draft, p. 223
 political action committees, p. 224
 interest groups, p. 224



Use the graphic organizer online to take notes on three ways a person can become a U.S. citizen.

Rights and Responsibilities of Citizenship

If YOU were there...

Your older brother and his friends have just turned 18. That means they must register with selective service. But it also means that they are old enough to vote in national elections. You are interested in the upcoming elections and think it would be exciting to have a real voice in politics. But your brother and his friends don't even plan to register to vote.

How would you persuade your brother that voting is important?

BUILDING BACKGROUND Whether you are born an American citizen or become one later, citizenship brings many rights and privileges. But it also brings duties and responsibilities. Voting is both a right and a responsibility.

Gaining U.S. Citizenship

People become U.S. citizens in several ways. First, anyone born in the United States or a territory it controls is a citizen. People born in a foreign country are U.S. citizens if at least one parent is a U.S. citizen. **Foreign-born people whose parents are not citizens must move to the United States to become naturalized citizens.** Once in the United States, they go through a long process before applying for citizenship. If they succeed, they become naturalized citizens, giving them most of the rights and responsibilities of other citizens.

In the United States, legal immigrants have many of the rights and responsibilities of citizens but cannot vote or hold public office. The U.S. government can **deport, or return to the country of origin,** immigrants who break the law.

Legal immigrants over age 18 may request naturalization after living in the United States for five years. All legal immigrants have to

support themselves financially. If not, someone must assume financial responsibility for them. Immigrants must be law-abiding and support the U.S. Constitution. They must demonstrate understanding of written and spoken English. They also must show basic knowledge of U.S. history and government.

When this is done, candidates go before a naturalization court and take an oath of allegiance to the United States. They then get certificates of naturalization.

Only two differences between naturalized and native-born citizens exist. Naturalized citizens can lose their citizenship, and they cannot become president or vice president. Many famous Americans have been naturalized citizens, including scientist Albert Einstein and former secretary of state Madeleine Albright.

READING CHECK Drawing Conclusions

Why does U.S. law have such demanding requirements for people to become naturalized citizens?

Duties of Citizenship

For a representative democracy to work, Americans need to fulfill their civic duties. “The stakes ... are too high for government to be a spectator sport,” former Texas congresswoman Barbara Jordan once said.

Citizens elect officials to make laws for them. In turn, citizens must obey those laws and respect the authorities who enforce them. Obeying laws includes knowing what they are and staying informed about any changes to the law. Ignorance of a law will not prevent a person from being punished for breaking it.

Another duty is paying taxes for services such as public roads, police, and public schools. People pay sales taxes, property taxes, and tariffs. Many Americans also pay a tax on their income to the federal, and sometimes state, government.

Citizens have the duty to defend the nation. Men 18 years or older must register with selective service. In the event of a



Becoming a Citizen

For many people around the world, becoming a citizen of the United States is a lifelong dream. The highlight of the naturalization process is the ceremony where candidates promise to “support and defend the Constitution and laws of the United States of America.”

draft, or required military service, those able to fight are already registered. Although women do not register, many serve in the armed forces.

Americans have the right to a trial by jury under the Sixth Amendment. To protect this right, citizens should be willing to serve on a jury when they are called. Otherwise, fulfilling each person’s Sixth Amendment rights would be difficult.

READING CHECK Making Inferences Why does citizenship carry with it certain responsibilities?

Responsibilities of Citizens

For representative democracy to work, citizens must do their part. Each activity pictured here serves an important role in the community.



Jury Duty



Military Service

Citizens and Government

Taking part in the elections process by voting may be a citizen's most vital duty. Through free elections, U.S. citizens choose who will lead their government.

Function of Elections

It is essential for citizens to learn as much as they can about the issues and candidates before voting. Information is available from many sources: the Internet, newspapers, television, and other media. However, voters should also be aware that some material may be propaganda or material that is biased deliberately to help or harm a cause.

In addition to voting, many Americans choose to campaign for candidates or issues. Anyone can help campaign, even if he or she is not eligible to vote. Many people also help campaigns by giving money directly or through **political action committees (PACs)**, groups that collect money for candidates who support certain issues.

Influencing Government

Even after an election, people can **influence** officials. Political participation is part of our nation's identity and tradition. When colonists protested British rule in the 1700s, they formed committees and presented their views to political leaders.

As the new American nation grew, so did political participation. French diplomat

Alexis de Tocqueville visited the United States in 1831 to study American democracy. He was amazed at the large number of political groups Americans participated in. He wrote about them:

“What political power could ever carry on the vast multitude [large number] of lesser undertakings which the American citizens perform every day, with the assistance of the principle of association [joining a group]? Nothing, in my opinion, is more deserving of our attention than the intellectual and moral associations of America.”

—Alexis de Tocqueville, *Democracy in America*

U.S. citizens sometimes work with **interest groups**. These groups of people share a common interest that motivates them to take political action. Interest groups organize speeches and rallies to support their cause. However, citizens need not join a group to influence government. They can write letters to leaders of government or attend city council meetings. Active political participation is an important duty for U.S. citizens and immigrants alike.

Helping the Community

Commitment to others moves many Americans to volunteer in community service groups. Some small communities rely on volunteers for services such as fire protection and law enforcement.

Volunteer groups also help government-sponsored agencies. For example, Citizens on

ACADEMIC VOCABULARY

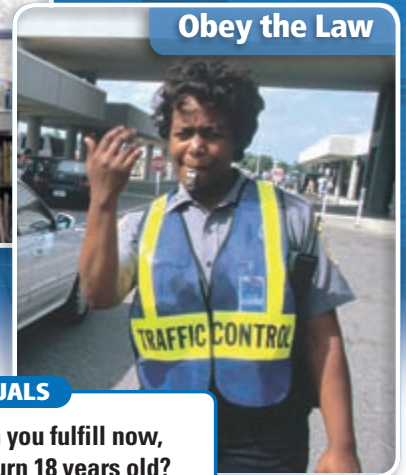
influence
change or have an effect on



Community Service



Voting



Obey the Law

ANALYSIS SKILL

ANALYZING VISUALS

Which responsibilities can you fulfill now, without waiting until you turn 18 years old?

Patrol and Neighborhood Watch groups ask volunteers to walk their neighborhoods and tell police if they observe possible criminal activity in the area. The American Red Cross helps citizens in times of natural disasters or other emergencies. The Boy Scouts and Girl Scouts plan many projects such as planting trees to improve the environment. Even simple acts such as picking up trash in parks or serving food in shelters help a community.

READING CHECK Summarizing In what ways do volunteer groups benefit the community?

SUMMARY AND PREVIEW In this section you learned about citizens' duties toward their nation and their communities. In the next chapter you will learn about the first government formed under the Constitution.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Identify** What are the different ways in which a person can become a U.S. citizen?

b. Make Inferences Why do you think the law requires an immigrant to live in the United States at least five years before he or she can apply to become a **naturalized citizen**?
- a. Describe** What are three duties expected of U.S. citizens?

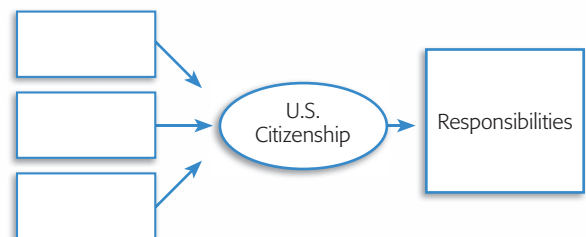
b. Evaluate In your opinion, which duty expected of citizens is the most important? Why?
- a. Identify** In what ways can citizens participate in the election process?

b. Draw Conclusions Why do you think it is important that citizens participate in the political process?

Critical Thinking

- 4. Categorizing** Review your notes on becoming a

U.S. citizen. Then add the responsibilities of citizenship to your graphic organizer.



FOCUS ON WRITING

- 5. Thinking about Citizenship** The last page of your pamphlet will have two parts—one part on requirements for citizenship and one part on the responsibilities of citizens. Look back through this section and make two lists, one on requirements and one on responsibilities.

Determining the Context of Statements

Define the Skill

A *context* is the circumstances under which something happens. *Historical context* includes values, beliefs, conditions, and practices that were common in the past. At times, some of these were quite different from what they are today. To truly understand a historical statement or event, you have to take its context into account. It is not right to judge what people in history did or said based on present-day values alone. To be fair, you must also consider the historical context of the statement or event.

Learn the Skill

To better understand something a historical figure said or wrote, use the following guidelines to determine the context of the statement.

- 1 Identify the speaker or writer, the date, and the topic and main idea of the statement.
- 2 Determine the speaker's or writer's attitude and point of view about the topic.
- 3 Review what you know about beliefs, conditions, or practices related to the topic that were common at the time. Find out more about the times in which the statement was made, if you need to.
- 4 Decide how well the statement reflects the values, attitudes, and practices of people living at that time. Then, determine how well it reflects values, attitudes, and practices related to the topic today.

Applying these guidelines will give you a better understanding of statements made by the

Constitution's framers. You read in Chapter 6 that the Constitution created a representative democracy. However, the original Constitution gave most Americans little voice in choosing their leaders. Only the House of Representatives was elected by the voters. Alexander Hamilton, one of the Constitutional Convention's leaders, told the delegates:

“The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first [upper] class a distinct, permanent share in government. They will check the unsteadiness of the second [the masses].”

By modern standards, Hamilton's remark is undemocratic. But think about the times in which it was made. Shays's Rebellion had recently occurred. In addition, in those days most Americans had little or no education. Many could not even read or write. When its historical context is considered, the statement seems less harsh and extreme.

Practice the Skill

Read the following statement made by Patrick Henry in 1788. Then answer the questions to determine its context and better understand it.

“The Constitution is said to have beautiful features, but . . . they appear to me horribly frightful . . . Your dearest rights may be sacrificed by what may be a small minority . . . [that] . . . may continue forever unchangeably this government, although horribly defective.”

1. What was Henry's opinion of the Constitution?
2. How might Americans' recent experience in the Revolution have caused him to feel that way?



History's Impact

▶ video series

Review the video to answer the closing question:

Why did James Madison think the Tenth Amendment was important for the Bill of Rights?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



The U.S. Constitution sets up a federal system of government, with powers divided between the federal government and state governments.



The powers of government are divided among three branches: the legislative, executive, and judicial branches.



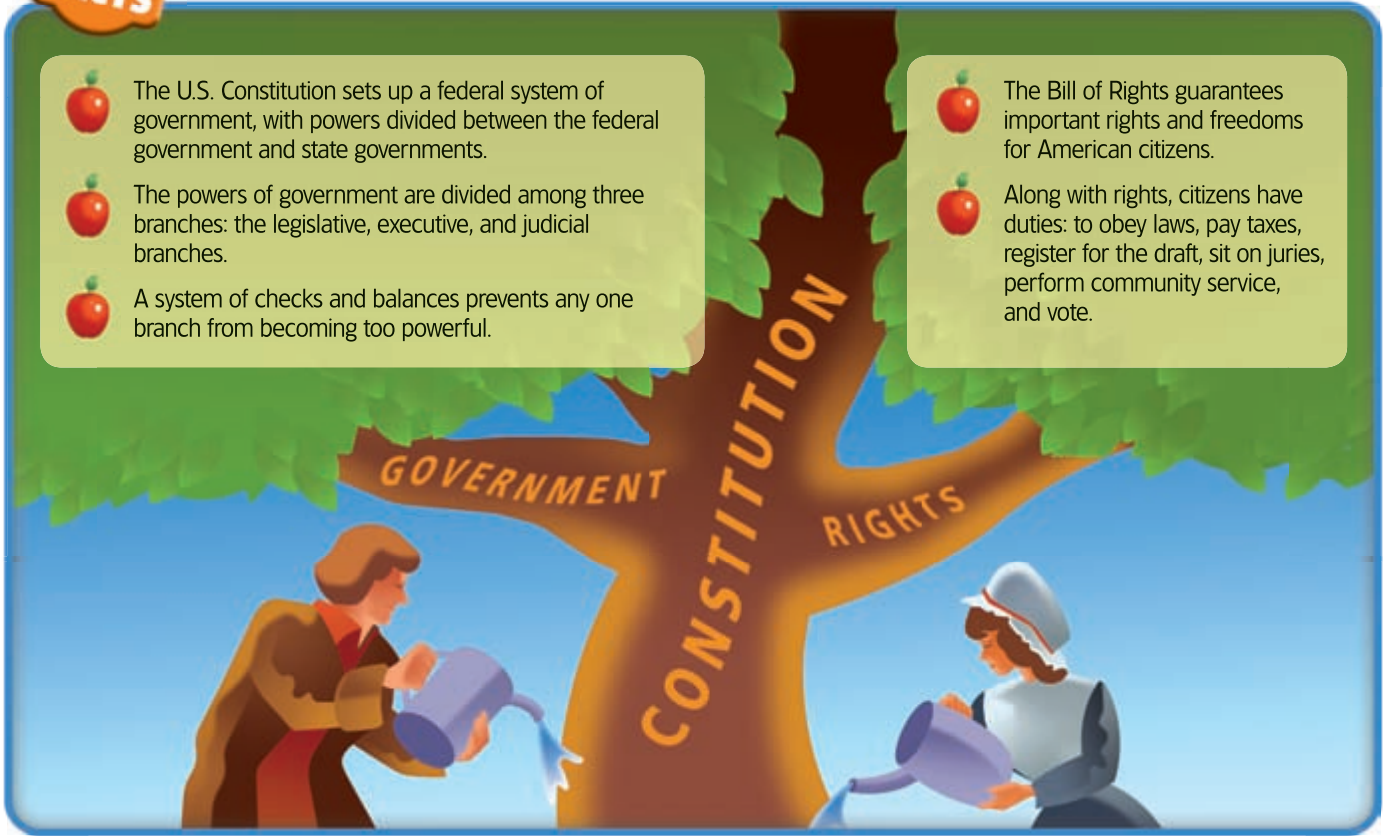
A system of checks and balances prevents any one branch from becoming too powerful.



The Bill of Rights guarantees important rights and freedoms for American citizens.



Along with rights, citizens have duties: to obey laws, pay taxes, register for the draft, sit on juries, perform community service, and vote.



Reviewing Vocabulary, Terms, and People

- Who promised to add a bill of rights to the U.S. Constitution?
 - Benjamin Franklin
 - Thomas Jefferson
 - Alexander Hamilton
 - James Madison
- What is the term for a person born in another country who becomes a citizen of the United States?
 - immigrant
 - partial citizen
 - naturalized citizen
 - separatist
- What are powers granted to the states called?
 - reserved powers
 - concurrent powers
 - stately powers
 - delegated powers
- What is the permission to look for evidence of a crime in a particular location called?
 - petition
 - impeachment
 - indictment
 - search warrant
- Who was the first female Supreme Court justice?
 - Abigail Adams
 - Susan B. Anthony
 - Barbara Jordan
 - Sandra Day O'Connor

Comprehension and Critical Thinking

SECTION 1 (Pages 182–186)

6. a. **Describe** Name each branch of government and explain the duties of each.
- b. **Analyze** What checks and balances exist between the branches of government?
- c. **Evaluate** Do you think the three branches of government share their power equally? Explain your answer.

SECTION 2 (Pages 216–221)

7. a. **Identify** What is the Bill of Rights, and why was it added to the Constitution?
- b. **Analyze** In what ways does the Bill of Rights protect individuals from the power of government?
- c. **Elaborate** Which of the amendments in the Bill of Rights do you think is the most important? Why?

SECTION 3 (Pages 222–225)

8. a. **Describe** What are the ways in which a person can gain U.S. citizenship?
- b. **Analyze** How are citizens able to influence their government?
- c. **Predict** What might result if individuals failed to fulfill their duties as citizens?

Reading Skills

Summarizing Historical Texts Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

“The judicial power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ... establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and ... receive for their Services a Compensation...”

9. Which of the following is the best summary of the selection?
 - a. The U.S. judiciary consists of the Supreme Court and lower courts, and judges are paid.
 - b. Congress creates lower courts.

Reviewing Themes

10. **Politics** What important ideas has the U.S. Constitution contributed to government?
11. **Politics** Why is active political participation an important responsibility for people in the United States?

Social Studies Skills

Determining the Context of Statements Use the Social Studies Skills taught in this chapter to answer the questions about the quotation below.

“What political power could ever carry on the vast multitude [large number] of lesser undertakings which the American citizens perform every day, with the assistance of the principle of association [joining a group]? Nothing, in my opinion, is more deserving of our attention than the intellectual and moral associations of America.”

—Alexis de Tocqueville, *Democracy in America*

12. De Tocqueville wrote this about his trip to the United States in 1831. What is his main idea?
 - a. Governments can fill every need of citizens.
 - b. American organizations cannot accomplish much.
 - c. American organizations get too much attention.
 - d. American organizations fill important needs of citizens that government cannot.
13. Do you think that de Tocqueville’s statement accurately describes modern America? Why or why not?

FOCUS ON WRITING

14. **Creating a Pamphlet** You have gathered information about the Constitution, Bill of Rights, and citizenship. Use that information to create your pamphlet. On the first page, write a title and a phrase that will get your audience’s attention. On each of the following pages, you can use this format: (1) a heading and sentence at the top of the page identifying the topic of the page, and (2) the list of the most important points for that topic. Remember that page 2 is on the Constitution, page 3 is on the Bill of Rights, and page 4 is on citizenship.

DIRECTIONS: Read each question and write the letter of the best response.

- 1** Which of the following rights is a right protected in the First Amendment?
- A the right to bear arms
 - B the right to public education
 - C the right to jury trials
 - D the right to free speech
- 2** The right of every American to be a member of a political party is an example of
- A the principle of dual sovereignty.
 - B the First Amendment right to freedom of assembly.
 - C the principle of majority rule.
 - D the Fifth Amendment right to due process of law.
- 3** Obeying laws, paying taxes, and willingness to serve on a jury are all
- A methods of gaining U.S. citizenship.
 - B duties of U.S. citizens.
 - C ways in which citizens can influence their government.
 - D protected by the Second Amendment.
- 4** The First Amendment would protect
- A a reporter that knowingly spreads lies about someone.
 - B an individual who peacefully protests a government policy.
 - C an individual who falsely shouts, "Fire" in a crowded theater.
 - D a hunter who keeps a rifle at home.
- 5** Which of the following is an example of a check that the executive branch has on the legislative branch?
- A The president may declare laws unconstitutional.
 - B The vice president serves as president of the Senate.
 - C The president may veto bills passed by Congress.
 - D The president may appoint members of Congress.
- 6** Which of the following protects the rights of the accused?
- A the guarantee of a speedy trial
 - B the right to vote cannot be denied because of sex
 - C the right to sign a petition
 - D the right to keep and bear arms
- 7** Read the following quote from President Lyndon Johnson and use it to answer the question below.

“What a president says and thinks is not worth five cents unless he has the people and Congress behind him. Without Congress, I’m just a six-foot-four Texan. With Congress, I’m President of the United States in the fullest sense.”

— President Lyndon Johnson, quoted in *The Macmillan Dictionary of Political Quotations*

Document-Based Question What point about government was President Johnson making in this remark?

Launching the Nation

Essential Question What important events occurred during the terms of the first two U.S. presidents?



What You Will Learn...

In this chapter, you will learn about the important events of the first two presidencies and how they affected the country. You will also learn about the beginnings of many traditions that still exist today.

SECTION 1: Washington Leads a New Nation 234

The Big Idea President Washington and members of Congress established a new national government.

SECTION 2: Hamilton and National Finances 238

The Big Idea Treasury secretary Alexander Hamilton developed a financial plan for the national government.

SECTION 3: Challenges for the New Nation 243

The Big Idea The United States faced significant foreign and domestic challenges under Washington.

SECTION 4: John Adams's Presidency 250

The Big Idea The development of political parties in the United States contributed to differing ideas about the role of the federal government.

FOCUS ON WRITING

A Nobel Nomination Every year a few people are nominated for a Nobel Prize for their work to improve the world. In this chapter you will read about four great Americans—Washington, Hamilton, Jefferson, and Adams. Then you'll choose one of these great leaders and write a Nobel Prize nomination for him.



1789
George Washington becomes the first president.

1785



1789
The French Revolution begins.



Did You Know:
George Washington

hmhsocialstudies.com VIDEO

The Washington Monument in the nation's capital is one of many tributes to George Washington.

1790



1794
The Whiskey Rebellion begins in Pennsylvania.

1795

Native American leaders sign the Treaty of Greenville.

1795

1796
John Adams is elected president on December 7.

1799
George Washington dies at Mount Vernon, Virginia, on December 14.

1800

1793
French revolutionaries behead King Louis XVI.



1799
The Rosetta Stone is discovered in Egypt. Inscriptions on the stone make it possible for researchers to read Egyptian hieroglyphics.

Reading Social Studies

Economics

Geography

Politics

Society
and Culture

Science and
Technology

Focus on Themes This chapter, titled “Launching the Nation,” describes how the early leaders established this nation’s **political** and **economic** systems. You will read about Washington’s presidency, Hamilton’s plan for financial security for the

nation, the establishment of two parties to elect the president, and Jefferson’s struggles with both Washington and Hamilton. Throughout the chapter, you will see that disagreement often defined these early days.

Inferences about History

Focus on Reading What’s the difference between a good guess and a weak guess? A good guess is an *educated* guess. In other words, the guess is based on some knowledge or information. That’s what an **inference** is, an educated guess.

Making Inferences About What You Read To make an inference, combine information from your reading with what you already know, and make an educated guess about what it all means. Once you have made several inferences, you may be able to draw a conclusion that ties them all together.

Question What kind of person was Alexander Hamilton?

Inside the Text

- Hamilton ran a company when he was just a teenager.
- He had a career as a lawyer.
- He became the secretary of the treasury under Washington.

Outside the Text

- Running a company takes intelligence and cleverness.
- Becoming a lawyer takes dedication.
- Washington probably wanted someone clever and capable.

Inference Alexander Hamilton was an intelligent, clever, and dedicated man.

Steps for Making Inferences

1. Ask a question.
2. Note information “Inside the Text.”
3. Note information “Outside the Text.”
4. Use both sets of information to make an educated guess, or inference.

You Try It!

Read the following passage and answer the questions that follow.

Economic Differences

Hamilton wanted new forms of economic growth. He wanted to promote manufacturing and business. He even suggested that the government award a prize to companies that made excellent products.

In addition, Hamilton wanted to pass higher tariffs. Known as protective tariffs, these taxes would raise the prices of foreign products. Hamilton hoped this would cause Americans to buy U.S. goods. As a result, American manufacturing would be protected from foreign competition.

Jefferson worried about depending too much on business and manufacturing. He believed that farmers were the most independent voters . . . Jefferson wanted to help farmers by keeping the costs of the goods they bought low. Lower tariffs would help keep prices low.

*From
Chapter 7,
p. 240–241*

After you read the passage, answer the following questions.

- Which two questions can be answered directly from the text above and which one requires that you make an inference?
 - Who wanted higher tariffs, Hamilton or Jefferson?
 - Why do you think Hamilton and Jefferson had different views on the importance of manufacturing?
 - Which man wanted to help the farmers?
- To answer question b, it might help to know that Hamilton lived in New York City, and Jefferson was from the more rural area of Virginia. Use that information and information in the passage to explain why one man might have valued manufacturing more than the other.

Chapter 7

Section 1

George Washington (p. 234)
electoral college (p. 234)
Martha Washington (p. 234)
precedent (p. 235)
Judiciary Act of 1789 (p. 236)

Section 2

Alexander Hamilton (p. 238)
national debt (p. 238)
bonds (p. 238)
speculators (p. 239)
Thomas Jefferson (p. 239)
loose construction (p. 242)
strict construction (p. 242)
Bank of the United States (p. 242)

Section 3

French Revolution (p. 243)
Neutrality Proclamation (p. 244)
privateers (p. 244)
Jay's Treaty (p. 245)
Pinckney's Treaty (p. 245)
Little Turtle (p. 246)
Battle of Fallen Timbers (p. 247)
Treaty of Greenville (p. 247)
Whiskey Rebellion (p. 247)

Section 4

political parties (p. 250)
Federalist Party (p. 250)
Democratic-Republican Party (p. 250)
XYZ affair (p. 252)
Alien and Sedition Acts (p. 253)
Kentucky and Virginia Resolutions (p. 253)

Academic Vocabulary

In this chapter, you will learn the following academic words:

agreement (p. 237)
neutral (p. 244)

As you read Chapter 7, remember that you need to combine what you already know with the information in the chapter to make inferences.

What You Will Learn...

Main Ideas

1. In 1789 George Washington became the first president of the United States.
2. Congress and the president organized the executive and judicial branches of government.
3. Americans had high expectations for their new nation.

The Big Idea

President Washington and members of Congress established a new national government.

Key Terms and People

George Washington, *p. 234*

electoral college, *p. 234*

Martha Washington, *p. 234*

precedent, *p. 235*

Judiciary Act of 1789, *p. 236*



Use the graphic organizer online to take notes on why and how George Washington was chosen as first president.

Washington Leads a New Nation

If YOU were there...

You are a seamstress in New York City in 1789. You've joined the excited crowd in the streets for inauguration day. Church bells are ringing, and people are cheering. Even though you were just a young child during the Revolution, Washington is your hero. Now you watch as he takes the oath of office. You are proud to see that he is wearing a suit of American-made cloth.

What do you think America's future will be like under President Washington?

BUILDING BACKGROUND George Washington was more than just a popular war hero. People naturally looked to him as a national leader. He had taken part in the Continental Congresses and in creating the Constitution. He helped establish and strengthen the new national government.

The First President

Americans believed in **George Washington**. They saw him as an honest leader and a hero of the Revolution. Many believed he should be the first U.S. president. Washington had been looking forward to retirement and a quiet life on his Virginia farm. When he hesitated at becoming a candidate for the presidency, his friends convinced him to run. Fellow politician Gouverneur Morris told him, "Should the idea prevail [win] that you would not accept the presidency, it should prove fatal . . . to the new government." Morris concluded confidently, "Of all men, you are the best fitted to fill that office."

In January 1789 each of the 11 states that had passed the Constitution sent electors to choose the first president. These delegates formed a group called the **electoral college**—a body of electors who represent the people's vote in choosing the president. The electoral college selected Washington unanimously, and John Adams became his vice president.

Washington's wife, First Lady **Martha Washington**, entertained guests and attended social events with her husband. She described the

scene to her niece: "I have not had one half-hour to myself since the day of my arrival." She ran the presidential household with style.

Other women of the time period, such as author Judith Sargent Murray, believed that women needed to play a greater role in the new nation than Martha Washington did. Murray, Abigail Adams, and others believed in Republican Motherhood, the idea that women played an important role in teaching their children to be good citizens.

Some promoters of Republican Motherhood did not expect women to participate in politics or business. Other people, however, hoped that Republican Motherhood would lead to greater opportunities for women. They hoped more women would receive an education. Only a few families were willing to provide much education for their daughters, and adult women rarely had the time or money to get an education later in life. Most women in the early republic faced long days managing their households and working hard inside or outside the home to support their families.

READING CHECK Analyzing Why was Washington selected to be president?

Organizing the Government

Hard work also lay ahead for members of the new government. The new federal government had to create policies and procedures that would determine the future of the country. As President Washington noted in a letter to James Madison, "The first of everything in our situation will serve to establish a precedent." A **precedent** is an action or decision that later serves as an example.

The First Congress created departments in the executive branch for different areas of national policy. Washington met with the department heads, or cabinet members, who advised him.

Today we know that presidents have cabinet meetings with their top advisers. This practice started during Washington's presidency and was common by 1792.

For two of his most important cabinet positions, Washington chose carefully. He picked Alexander Hamilton as secretary of the treasury and Thomas Jefferson as secretary of state. Henry Knox served as secretary of war, and Samuel Osgood was chosen as postmaster general. Hamilton was a gifted



VIDEO

Did You Know:
George Washington

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The First Cabinet

Washington's cabinet members kept him informed on political matters and debated important issues with one another. Each of the men chosen had experience that made him a wise choice to advise the nation's first president. By 1792 cabinet meetings were a common practice.

ANALYSIS SKILL

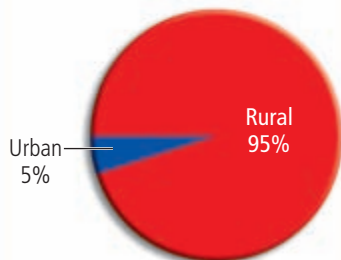
ANALYZING VISUALS

How do you think a modern cabinet meeting might look different from the one shown here?

- 1 Henry Knox, secretary of war
- 2 Thomas Jefferson, secretary of state
- 3 Edmund Randolph, attorney general
- 4 Alexander Hamilton, secretary of the treasury
- 5 George Washington, president

A Rural Nation

**Urban vs. Rural
Population, 1790**



economic planner, and Jefferson had served as ambassador to France. Knox had helped Washington run the Continental Army, and Osgood had government experience.

To set up the federal court system and the courts' location, Congress passed the **Judiciary Act of 1789**. This act created three levels of federal courts and defined their powers and relationship to the state courts. It set up federal district courts and circuit courts of appeals. The president nominated candidates for federal judgeships. Those candidates then had to be approved or rejected by the Senate. Washington wrote about the importance of these duties:

“I have always been persuaded that the stability and success of the national government . . . would depend in a considerable degree on the interpretation and execution of its laws. In my opinion, therefore, it is important that the judiciary system should not only be independent in its operations, but as perfect as possible in its formation.”

—George Washington, quoted in *The Real George Washington*, edited by Parry et al.

The basic parts of the federal government were now in place. Leaders began to face the challenges of the new nation. Hard work lay ahead.

READING CHECK Finding Main Ideas

What two important precedents were established for the federal government?

Americans' Expectations for the Nation

Most Americans had high expectations for the new country. They wanted improved trade, free from too many restrictions. But they also expected the government to protect them and to keep the economy stable. However, the idea of belonging to one united nation was new to them.

In 1790 the United States was home to almost 4 million people. Most Americans lived in the countryside and worked on farms. Farmers wanted fair tax laws and the right to settle western lands. They did not want the government to interfere with their daily lives.

Other Americans worked in towns as craftspeople, laborers, or merchants. These people looked to the government to help their businesses. Most merchants wanted simpler trade laws established. Manufacturers wanted laws to protect them from foreign competitors.



Some Americans lived in growing cities like New York, shown above. However, the new republic was overwhelmingly rural. Most Americans lived and worked on farms.

Why might rural Americans and urban Americans want different things from their new government?

Most cities were small. Only New York City and Philadelphia had populations larger than 25,000. New York City was the first capital of the United States, and it represented the spirit of the new nation. Although badly damaged during the Revolution, the city had already begun to recover. Citizens got rid of many signs of British rule.

New York City had a bustling economy. International trade and business became more

active. A French visitor to New York City noted the city's energy.

“Everything in the city is in motion; everywhere the shops resound [ring out] with the noise of workers . . . one sees vessels arriving from every part of the world.”

—A French visitor to New York, quoted in *New York in the American Revolution* by Wilbur Abbott

In 1792 some 24 stockbrokers signed an **agreement** under a buttonwood tree on Wall Street. This agreement was the foundation for what later became the New York Stock Exchange. It cemented Wall Street's image as the economic hub of the United States.

By 1790 the city's population had topped 33,000 and was growing rapidly. To many officials, this vibrant city reflected the potential future of the new nation. It was thus a fitting place for the capital.

READING CHECK Analyzing Why was New York City chosen as the first capital of the United States?

SUMMARY AND PREVIEW Americans, led by President George Washington, set up their new government. In the next section you will read about Alexander Hamilton's economic plan.

ACADEMIC VOCABULARY

agreement
a decision reached by two or more people or groups

THE IMPACT TODAY

Today the New York Stock Exchange is the largest market for securities, or stocks, in the world.

Section 1 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What role did the electoral college play in **George Washington's** election to the presidency?

b. Summarize What were some of **Martha Washington's** duties as First Lady?
- a. Describe** What **precedent** did President Washington and Congress establish regarding the executive branch?

b. Explain What was the purpose of the **Judiciary Act of 1789**?

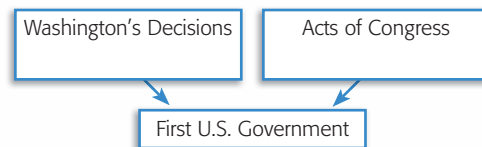
c. Evaluate What do you think was the most important element of the Judiciary Act of 1789? Why?
- a. Recall** What city served as the first capital of the United States? Why?

b. Draw Conclusions What expectations did most Americans have for the new nation?

c. Make Judgments Do you think New York City should still be the capital city of the United States? Explain your answer.

Critical Thinking

- 4. Comparing** Review your notes on George Washington. Then copy the chart below and use it to compare how Washington and Congress organized the new government.



FOCUS ON WRITING

- 5. Thinking about Washington's Contributions**
In this section you learned some things about George Washington as president. Jot down one or two things you could use to support his nomination for a Nobel Prize.

Hamilton and National Finances

What You Will Learn...

Main Ideas

1. Hamilton tackled the problem of settling national and state debt.
2. Thomas Jefferson opposed Hamilton's views on government and the economy.
3. Hamilton created a national bank to strengthen the U.S. economy.

The Big Idea

Treasury secretary Alexander Hamilton developed a financial plan for the national government.

Key Terms and People

Alexander Hamilton, p. 238

national debt, p. 238

bonds, p. 238

speculators, p. 239

Thomas Jefferson, p. 239

loose construction, p. 242

strict construction, p. 242

Bank of the United States, p. 242



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TAKING NOTES

Use the graphic organizer online to take notes on the economic problems facing the nation when Alexander Hamilton became secretary of the treasury, as well as Hamilton's solutions to the problems.

If YOU were there...

You live on a plantation in North Carolina in the 1790s. You have just heard that the federal government plans to pay most of the northern states' debts from the war. Your neighbors are outraged about this idea. It means more taxes and tariffs! New York and Massachusetts are far away, they say. Why should North Carolina farmers have to pay northern debts?

Would you pay other states' war debts? Why?

BUILDING BACKGROUND Some of the new nation's biggest problems were economic. The national and state governments had run up huge debts during the war. But the proposed solutions to these problems revealed differences in regional viewpoints. Southern planters and northern businesspeople had very different ideas about how the national economy should develop.

Settling the Debt

Alexander Hamilton seemed born with a head for economics. While still in his teens, he helped run a shipping company in his native British West Indies. Family friends then sent him to the American colonies for an education. Hamilton eventually married into a wealthy New York family and began practicing law. He served as Washington's aide and as a delegate to four Continental Congresses.

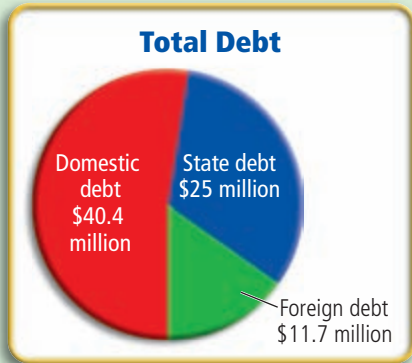
National Debt

As secretary of the treasury, Hamilton's biggest challenge was paying off the **national debt**—money owed by the United States—from the Revolutionary War. The United States owed about \$11.7 million to foreign countries and about \$40.4 million to U.S. citizens. During the war the government raised money with bonds. **Bonds** are certificates of debt that carry a promise to buy back the bonds at a higher price. The new government could not afford to keep this promise. Bondholders who needed money sold

Hamilton's Economic Plan

QUICK
FACTS

Alexander Hamilton developed a three-point plan to solve the nation's financial problems.



1 Deal with the Debt

- Take on the foreign and domestic debt by replacing creditors' old, low-value bonds with new, interest-bearing bonds
- Take over most of the states' \$25 million Revolutionary War debts

would build investor confidence in the stability of the new nation

2 Gain Revenue

- Pass a tariff to both bring in money and help American manufacturers

would free up state money for business and trade

3 Stabilize the Banking System

- Create a national bank
- Create a national mint

their bonds for less than the original value to **speculators**, or people who buy items at low prices in the hope that the value will rise and they can sell the items for a profit.

Hamilton wanted to pay the foreign debt immediately and gradually repay the total value of all bonds. The second part of his plan caused disagreements because paying full value would allow speculators to make a profit. Hamilton thought this was fair. He said, "He [the speculator] paid what the commodity [bond] was worth . . . and took the risks."

Thomas Jefferson disagreed. He thought the idea cheated bondholders who had sold their bonds at low prices. Jefferson wrote, "Immense sums were thus filched [stolen] from the poor and ignorant." But more politicians agreed with Hamilton. In 1790 the government exchanged old bonds for new, more reliable ones that were guaranteed.

States' Debts

The states owed \$25 million for Revolutionary War expenses. Hamilton wanted the federal government to pay for \$21.5 million of this debt. Hamilton believed that this action would help the federal government. He

thought that paying the states' debts would help the national economy. Debtor states would not have to spend so much on repayment and would have money to develop business and trade. Increased business and trade would put more money back into the national economy.

The South, however, did not want to help the federal government pay the debts of other states. States such as Virginia and North Carolina did not have many war debts. They thought Hamilton's idea was unfair. Patrick Henry said he did not believe that the Constitution gave Congress the power to pay state debts. Hamilton knew that he needed the help of southern representatives to get his plan approved.

Moving the Capital

Hamilton also knew that he had something to bargain with. Southern officials wanted to change the location of the nation's capital. Many southerners thought that having the capital in New York gave the northern states too much influence over national policy. Hamilton, Jefferson, and James Madison met in June 1790. Hamilton

promised to convince northern members of Congress to move the capital. Jefferson and Madison then agreed to gather support in the South for Hamilton's debt plan.

The compromise worked. The national capital was moved to Philadelphia in 1791 for 10 years. For the capital's permanent location, Washington chose a place on the Potomac River that included part of both Maryland and Virginia. The land was made up of swamps and farms. This site would eventually become the city of Washington, D.C.

THE IMPACT TODAY

Washington, D.C., and the surrounding areas are home to more than 5 million people today. The city is not only the nation's capital but also a major tourist attraction.

READING CHECK Identifying Points of View

How did southerners feel about the federal government paying state war debts, and how did Hamilton change their minds?



BIOGRAPHY

Benjamin Banneker (1731–1806)

Benjamin Banneker was born to a free African American family in rural Maryland. He attended a Quaker school but was largely self-educated. He was a skilled mathematician and scientist. His mathematical skills prompted Thomas Jefferson to give him a job surveying the land for the new national capital.

Draw Conclusions How was Benjamin Banneker's life different from most African Americans' of the time?

Jefferson Opposes Hamilton

Hamilton and Jefferson did not cooperate for long. Instead, they began to disagree about how to define the authority of the central government. Hamilton believed in a strong federal government. Jefferson wanted to protect the powers of the states. Their conflict reflected basic differences in their opinions about democracy. Hamilton had little faith in the average individual. He once said that "the people . . . seldom judge or determine [decide] right."

Differing Views

Hamilton wanted a strong central government that balanced power between the "mass of the people" and wealthier citizens. He believed that his approach would protect everyone's liberties while keeping the people from having too much power.

Jefferson disagreed strongly with Hamilton's views of the average citizen's ability to make decisions for the country. He admitted that "the people can not be all, and always, well informed." However, Jefferson believed that it was the right of the people to rule the country.

Economic Differences

Hamilton and Jefferson also fought over how the country's economy should grow. Hamilton wanted new forms of economic growth. He wanted to promote manufacturing and business. He even suggested that the

U.S. Capitol in Washington, D.C.

Primary Source

POINTS OF VIEW

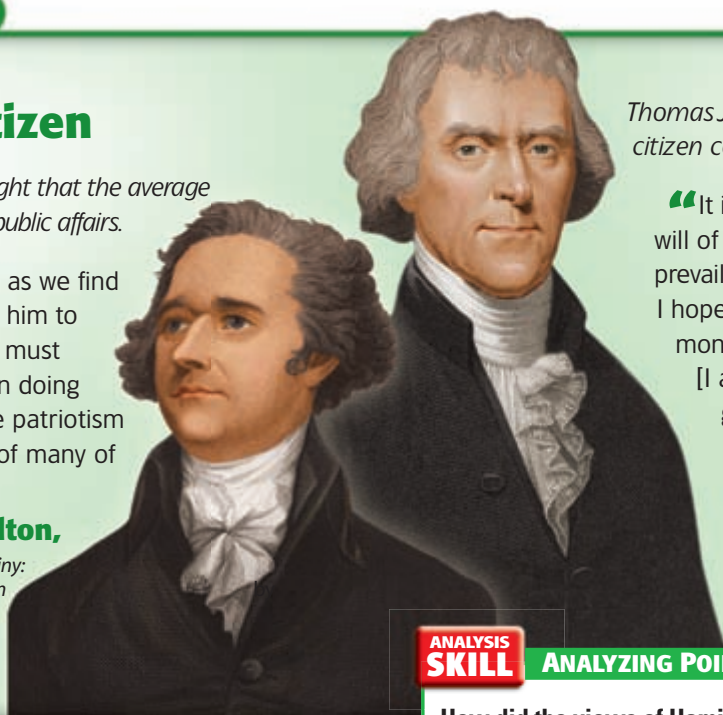
Role of a Citizen

Alexander Hamilton thought that the average citizen had no interest in public affairs.

“We must take man as we find him, and if we expect him to serve the public, [we] must interest his passions in doing so. A reliance on pure patriotism has been the source of many of our errors.”

—Alexander Hamilton,

quoted in *Odd Destiny: The Life of Alexander Hamilton*
Marie B. Hecht



Thomas Jefferson believed that each citizen could work to better society.

“It is my principle that the will of the Majority should always prevail [win] . . . Above all things I hope the education of the common people will be attended to; [I am] convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.”

—Thomas Jefferson,

from *Thomas Jefferson: A Biography in His Own Words*

ANALYSIS
SKILL

ANALYZING POINTS OF VIEW

How did the views of Hamilton and Jefferson differ?

government award a prize to companies that made excellent products.

In addition, Hamilton wanted to pass higher tariffs. Known as protective tariffs, these taxes would raise the prices of foreign products. Hamilton hoped this would cause Americans to buy U.S. goods. As a result, American manufacturing would be protected from foreign competition.

Jefferson worried about depending too much on business and manufacturing. He believed that farmers were the most independent voters. They did not depend on other people's work to make a living.

Jefferson wrote, “Our governments will remain virtuous [pure] for many centuries; as long as they are chiefly agricultural.” Jefferson wanted to help farmers by keeping the costs of the goods they bought low. Lower tariffs would help keep prices low.

READING CHECK Summarizing

What were the main differences between Hamilton and Jefferson concerning the power of the nation's government?

A National Bank

Hamilton's and Jefferson's differences became more and more public in early 1791. The two men had very different opinions about how the government should approach its economic problems.

Hamilton's Plan for a National Bank

Hamilton wanted to start a national bank where the government could safely deposit its money. The bank would also make loans to the government and businesses. Hamilton also thought that the United States should build a national mint, a place to make coins. Then the country could begin issuing its own money.

Hamilton knew that people who wanted to protect states' rights might have a strong reaction to the idea of a national bank, so he suggested limiting it to a 20-year charter. After that time Congress could decide whether to extend the charter. Hamilton also asked each state to start its own bank so the national bank would not have a monopoly.

THE IMPACT TODAY

Beginning in 2008, the U.S. Mint has tried to increase the use of \$1.00 coins for several reasons, including the ability to recycle the metal used to make them.

Jefferson Opposes the Bank

Both Jefferson and Madison believed that Hamilton's plans for the economy gave too much power to the federal government. They also thought the U.S. Constitution did not give Congress the power to create a bank. But Hamilton quoted the elastic clause, which states that Congress can "make all laws which shall be necessary and proper" to govern the nation.

Hamilton declared that the clause allowed the government to create a national bank. Hamilton believed in loose construction of the Constitution. **Loose construction** means that the federal government can take reasonable actions that the Constitution does not specifically forbid.

Jefferson thought that the elastic clause should be used only in special cases. He wrote to President Washington, "The Constitution allows only the means which are 'necessary,' not those which are merely 'convenient.'"

Jefferson believed in strict construction of the Constitution. **People who favor strict construction** think that the federal government should do only what the Constitution specifically says it can do.

President Washington and Congress agreed with Hamilton. They hoped a bank would offer stability for the U.S. economy. In February 1791 Congress enacted the charter for the **Bank of the United States**—the country's first national bank. The bank played an important role in making the U.S. economy more stable.

READING CHECK Drawing Conclusions

Why did Congress and the president agree to create a national bank?

SUMMARY AND PREVIEW Washington and Hamilton developed plans for paying the national debt. In the next section you will read about the U.S. neutrality policy.

Section 2 Assessment



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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What economic problems did the new government face?

b. Summarize What compromise did **Alexander Hamilton, Thomas Jefferson**, and James Madison reach regarding repayment of state debts?
- a. Identify** What disagreement did Jefferson and Hamilton have over the central government?

b. Draw Conclusions Hamilton was a New Yorker, while Jefferson was from Virginia. How do you think that affected their views on the economy?

c. Elaborate Do you agree with Hamilton or Jefferson regarding the average citizen's ability to make decisions for the country? Explain your answer.
- a. Recall** Why did Jefferson oppose the creation of the **Bank of the United States**?

b. Contrast What is the difference between **loose construction** and **strict construction** of the Constitution?

c. Elaborate Defend Alexander Hamilton's stance in favor of the creation of a national bank.

Critical Thinking

- Identifying Solutions** Review your notes on U.S. economic problems and Hamilton's solutions. Then copy the chart below and use it to show how Hamilton's views on the economy differed from those of Thomas Jefferson.

	Hamilton	Jefferson
Bonds		
Economy		
Tariffs		
National Bank		

FOCUS ON WRITING

- Gathering Information about Hamilton and Jefferson** Both Hamilton and Jefferson were strong leaders who helped shape the government of the young United States. What could you say about either of them to support a nomination for a Nobel Prize?

Challenges for the New Nation

If YOU were there...

You are the captain of an American merchant ship in the 1790s. Your ship has just picked up cargo in the French West Indies. You are headed back to your home port of Philadelphia. Suddenly, a British warship pulls alongside your ship. Marines swarm aboard. They order you into the nearest harbor and seize your goods.

How would this incident affect your views of Great Britain?

BUILDING BACKGROUND As the new nation tried to get organized, it faced economic problems and internal divisions. Even more difficult challenges came from conflicts in Europe. The United States could not avoid being caught up in fighting between France and Great Britain.

Remaining Neutral

Tensions between France and Britain began to build after the French people rebelled against their king. On July 14, 1789, citizens of Paris attacked and captured the Bastille, a hated fortress and prison that stood as a mighty symbol of royal power.

The storming of the Bastille was one of the first acts of the **French Revolution**—a rebellion of French people against their king in 1789. The French people overthrew their king and created a republican government.

French revolutionaries storm the Bastille.



What You Will Learn...

Main Ideas

1. The United States tried to remain neutral regarding events in Europe.
2. The United States and Native Americans came into conflict in the Northwest Territory.
3. The Whiskey Rebellion tested Washington's administration.
4. In his Farewell Address, Washington advised the nation.

The Big Idea

The United States faced significant foreign and domestic challenges under Washington.

Key Terms and People

French Revolution, p. 243
Neutrality Proclamation, p. 244
privateers, p. 244
Jay's Treaty, p. 245
Pinckney's Treaty, p. 245
Little Turtle, p. 246
Battle of Fallen Timbers, p. 247
Treaty of Greenville, p. 247
Whiskey Rebellion, p. 247



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TAKING NOTES

Use the graphic organizer online to take notes on the challenges faced by the new nation during Washington's administration.

FOCUS ON READING

What can you tell about France before 1793 using this paragraph and what you already know about democracies?

ACADEMIC VOCABULARY

neutral

unbiased, not favoring either side in a conflict

Many French citizens had been inspired to take action by the American Revolution. Many Americans, in turn, supported the French Revolution. They thought that France was creating the same kind of democracy as the United States.

Some Americans worried about the French Revolution's violent riots and attacks on traditional authority. Revolutionaries shocked many Americans by beheading King Louis XVI in January 1793 and Queen Marie-Antoinette later that year.

A few years after the French Revolution started, France and Great Britain went to war. Some Americans supported the French, while others backed the British. Some wanted to remain **neutral**.

The Neutrality Proclamation

The debate divided Congress and Washington's cabinet. Washington presented his opinion to Congress on April 22, 1793:

“The duty and interest of the United States require that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial [unbiased] towards the belligerent [fighting] powers.”

—George Washington, quoted in *The Real George Washington* by Parry et al.

This **Neutrality Proclamation** stated that the United States would not take sides with any European countries that were at war. Washington believed his plan was the safest for the long run, but not everyone agreed.

Some members of Congress criticized Washington's ideas. James Madison believed that the president had gone beyond his authority. He questioned Washington's right to issue the proclamation without the approval of Congress.

The French Question

France's new representative to the United States, Edmond Genet (zhuh-NAY), asked American sailors to help France fight England by commanding **privateers**. Privateers were private ships hired by a country to attack its enemies. Washington told Genet that using American privateers violated U.S. neutrality. Jefferson wanted the French revolutionaries to succeed, but even he agreed that allowing France to use American privateers against England was a bad idea.

Jefferson was still upset by U.S. policy toward France. He believed that the United States should back France because France had supported the United States during the Revolutionary War. Hamilton, on the other hand, was pro-British. He hoped to strengthen trading ties with Britain—the most powerful trading nation in the world at the time. Jefferson thought that Hamilton had too much influence on the president's foreign policy and that Hamilton consequently interfered with Jefferson's role as secretary of state. Jefferson decided to resign from Washington's cabinet in 1793.

Time Line

The Struggle for Neutrality

April 1789 George Washington becomes president.

April 1793 President Washington issues the Neutrality Proclamation.

1789

July 1789

French citizens storm the Bastille.



October 1790

British-backed Little Turtle defeats U.S. forces under General Josiah Harmar.

1793

November 1794

Jay's Treaty sparks protest throughout the United States.



Jay's Treaty

There were other threats to U.S. neutrality. In late 1793 the British seized ships carrying food to the French West Indies. Hundreds of the ships were neutral American merchant ships. Also, British officers were helping Native Americans fight settlers.

Washington wanted to prevent another war with the British. He sent Chief Justice John Jay to London to work out a compromise. The British knew the United States lacked a strong navy and that U.S. businesses relied heavily on British trade. However, the British did not want to fight another war in America.

In November 1794 the two sides signed Jay's Treaty. **Jay's Treaty settled the disputes that had arisen between the United States and Great Britain in the early 1790s.** The British would pay damages on seized American ships and abandon their forts on the northwestern frontier. The United States agreed to pay debts it owed the British.

The treaty was unpopular and sparked violent protests. Citizens and congressional leaders thought the treaty hurt trade and did not punish Britain enough for some of its actions. Southerners were especially angry that the treaty did not ask Britain to repay them for slaves that Britain had set free during the Revolutionary War. Washington did not like the treaty but believed it was the most that could be done. At his urging the Senate approved the treaty.

Pinckney's Treaty

American businesses faced problems as well. The Spanish disputed the border between the United States and Florida. Spain closed the port of New Orleans to U.S. trade in 1784. This hurt the American economy because all goods moving down the Mississippi to places in the East or overseas had to pass through New Orleans.

Washington asked Ambassador Thomas Pinckney to meet with Spanish officials to discuss the problem. He asked the Spaniards to reopen New Orleans to U.S. trade. Pinckney also asked for the right of deposit in New Orleans. This right would allow American boats to transfer goods in New Orleans without paying cargo fees.

Spanish minister Manuel de Godoy (goh-THOY) tried to delay reaching an agreement, hoping Pinckney would become desperate and sign a treaty that favored the Spanish. He was worried that the United States and Great Britain might join against Spain after signing Jay's Treaty. Pinckney was patient, however, and his patience was rewarded.

In October 1795, Godoy agreed to **Pinckney's Treaty, which settled the border and trade disputes with Spain.** Under the treaty Spain agreed to recognize the U.S. southern boundary as 31°N latitude. Spain's government also reopened the port at

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**ANIMATED
GEOGRAPHY
AND HISTORY**

Early America
1776-1800

1795
August 1795 The Treaty of Greenville ends fighting in the Northwest Territory.

October 1795 Pinckney's Treaty reopens the port of New Orleans.



Fighting in the Northwest Territory



ANALYSIS SKILL ANALYZING VISUALS

What types of weapons were used in the fighting in the Northwest Territory?

New Orleans to American ships and gave them the right of deposit. Because it opened the frontier to more expansion, Washington and most other Americans believed that Pinckney's Treaty was a successful compromise.

READING CHECK **Summarizing** Why did President Washington want the United States to remain neutral?

Conflict in the Northwest Territory

As the United States dealt with international conflicts, trouble was also brewing at home. Americans continued to settle the Northwest Territory despite Native Americans' protests. Supplied by British traders with guns, Native Americans went to war. In 1790 a Native American alliance under the command of Miami chief **Little Turtle** defeated U.S. forces under General Josiah Harmar. Then in 1791, Native Americans defeated General Arthur St. Clair's troops.

General Wayne Takes Command

In 1792 President Washington gave command of the army in the West to General Anthony Wayne. Wayne's task was to bring troops to the frontier to fight against the Indians. In 1793 General Wayne arrived in Ohio. Many of his men were ill from smallpox and influenza, so they were unable to fight well.

Wayne's troops moved north and built Fort Greenville, where they remained during the winter. They built additional forts for protection and to have supplies at hand.

As the summer of 1794 neared, several Native American groups led by Little Turtle attacked a supply train near the fort. Wayne and his men responded. They attacked Native American towns and burned crops.

The British no longer aided the Native Americans after this defeat, and Little Turtle realized that he was outmatched. He urged his people to seek peace.

“The trail has been long and bloody; it has no end. The [whites] . . . are many. They are like the leaves of the trees. When the frost comes they fall and are blown away. But when the sunshine comes again they come back more plentiful than ever before.”

—Little Turtle, quoted in *The Ohio Frontier*
by Douglas Hurt

The End of Conflict

On August 20, 1794, Native Americans fought Wayne’s troops in the **Battle of Fallen Timbers** and were defeated. The battle was named for an area where many trees had been destroyed by a tornado. Wayne’s forces burned Indians’ villages and fields. The strength of Indian forces in the region was broken.

The frontier war soon ended. In August 1795, Native American leaders signed the **Treaty of Greenville**, which gave the United States claim to most Indian lands in the Northwest Territory. The treaty also guaranteed the safety of citizens there. In exchange, Native Americans received \$20,000 worth of goods and an acknowledgment of their claim to the lands they still held.

READING CHECK **Finding Main Ideas** What conflicts did the United States face in the late 1700s?

The Whiskey Rebellion

Other conflicts occurred on the frontier. Congress passed a tax on American-made whiskey in March 1791. The tax was part of Hamilton’s plan to raise money to help pay the federal debt. He was also testing the power of the federal government to control the states’ actions.

Reaction in the West

People in areas such as western Pennsylvania were bitter about the tax. They were already angry with the federal government, which they believed did not protect settlers from Native American attacks and did not allow settlers enough opportunities for trade. The farmers’ corn crops were often made into whiskey, which was easier to transport than

the corn. Because cash was rare, whiskey became like money in their region. The farmers believed that the tax was aimed specifically at them.

Farmers who produced small amounts of whiskey for trade argued that they could not afford the tax. They believed they should be able to keep the money they had made from a product they created themselves. Protests in 1792 led President Washington to issue a proclamation saying that people had to obey the law.

Westerners also disliked the fact that cases about the law were to be tried in a district court. These courts were usually far away from the people they affected and were a great inconvenience to them.

Whiskey Rebellion Is Crushed

The complaints of western Pennsylvanians were at first expressed peacefully. But by 1794 fighting had broken out. In what became known as the **Whiskey Rebellion**, farmers lashed out against the tax on whiskey. Protesters refused to pay the tax. They even tarred and feathered tax collectors. Some called themselves the new Sons of Liberty.

Incidents of violence spread to other states. President Washington feared that the rebels threatened the federal government’s authority. He believed he needed to make people understand that the Constitution gave Congress the right to pass and enforce the tax.

Washington declared that he could “no longer remain a passive [inactive] spectator” in the event. He personally led the army in military action against the rebellion—the first and only time an American president has done so. The army of about 13,000 men approached western Pennsylvania in November 1794. By this time most of the rebels had fled. The Whiskey Rebellion ended without a battle.

READING CHECK **Supporting a Point of View** Defend the viewpoint of the Pennsylvania farmers who did not want to pay the whiskey tax.

Primary Source

HISTORICAL DOCUMENT

Washington's Farewell Address

On September 19, 1796, President George Washington's Farewell Address first appeared in a Philadelphia newspaper. In it, Washington wrote about the nation's economy, political parties, and foreign policy.



While, then, every part of our country . . . feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass . . . greater strength, greater resource, proportionally greater security from external danger, [and] a less frequent interruption of their peace by foreign nations; . . .

I have already **intimated**¹ to you the danger of [political] parties in the state, with particular reference to the founding of them on geographical **discriminations**². Let me now take a more **comprehensive**³ view, and warn you in the most solemn manner against the **baneful**⁴ effects of the spirit of party, generally.

If, in the opinion of the people, the distribution or **modification**⁵ of the constitutional powers be in any particular wrong, let it be corrected by an amendment . . .

Promote, then, as an object of primary importance, institutions for the general **diffusion**⁶ of knowledge . . . As the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened . . .

[Avoid] likewise the accumulation of debt, . . . not ungenerously throwing upon **posterity**⁷ the burden, which we ourselves ought to bear . . .

Observe good faith and justice towards all nations; **cultivate**⁸ peace and harmony with all . . .

The great rule of conduct for us, in regard to foreign nations, is . . . to have with them as little political connection as possible.

It is our true policy to steer clear of permanent alliances with any portion of the foreign world . . . There can be no greater error than to expect, or **calculate**⁹ upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

The duty of holding a neutral conduct may be inferred . . . from the obligation which justice and humanity impose on every nation . . . to maintain **involute**¹⁰ the relations of peace and **amity**¹¹ towards other nations.

Washington lists the benefits of uniting the states under one government.

In this phrase, Washington emphasizes his warning against the dangers of political parties.

Washington points out the need for education.

This is Washington's advice to the new nation about foreign policy.

- ¹ **intimated**: told
- ² **discriminations**: differences
- ³ **comprehensive**: complete
- ⁴ **baneful**: destructive
- ⁵ **modification**: change
- ⁶ **diffusion**: spreading
- ⁷ **posterity**: future generations

- ⁸ **cultivate**: seek
- ⁹ **calculate**: plan
- ¹⁰ **involute**: unchanging
- ¹¹ **amity**: friendship

ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

1. What events happened before Washington left office that might have led to his warning against political parties?
2. Why did Washington suggest neutrality as a foreign policy?

Washington Says Farewell

In 1796 Washington decided not to run for a third presidential term. He wrote that he was “tired of public life” and “devoutly [strongly] wished for retirement.” He also wanted to remind Americans that the people were the country’s true leaders.

With the help of Alexander Hamilton and James Madison, Washington wrote his Farewell Address. In it he spoke about what he believed were the greatest dangers to the American republic. Among these were the dangers of foreign ties and political conflicts at home. Washington warned against forming permanent ties with other countries because choosing sides could draw the United States into war.

He also worried about growing political conflicts within the nation. Washington believed that disagreements between political groups weakened government. Political unity, he said, was a key to national success.

Washington left office warning the nation to work out its differences and protect its independence. Washington also warned against too much public debt. He thought the government should try not to borrow money. He wanted future generations to be protected from debt.

He concluded his speech by looking forward to his retirement and praising his country. “I anticipate . . . the sweet enjoyment . . . of good laws under a free government, the ever favorite object of my heart.”

READING CHECK Finding Main Ideas

What issues did Washington believe were most dangerous to the future of the new nation?

SUMMARY AND PREVIEW Americans responded to foreign and domestic conflict during Washington’s presidency. In the next section you will read about the formation of political parties in the United States and the presidency of John Adams.

Section 3 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Describe** What did Washington’s **Neutrality Proclamation** state?

b. Compare and Contrast In what ways were **Jay’s Treaty** and **Pinckney’s Treaty** similar and different?
- a. Identify** Who were the leaders of American Indian and U.S. forces in the conflict in the Northwest Territory?

b. Predict What are some possible consequences of the **Treaty of Greenville** for American Indians in the Northwest Territory?
- a. Recall** Why did Congress tax American-made whiskey?

b. Explain How did the tax lead to the **Whiskey Rebellion**?

c. Elaborate Why do you think that President Washington personally led the army against westerners in the Whiskey Rebellion?
- a. Describe** What warnings did Washington give the nation in his Farewell Address?

b. Draw Conclusions Why did Washington not run for a third term as president?

Critical Thinking

- 5. Categorizing** Review your notes on the challenges the young United States faced. Then categorize those challenges as either foreign or domestic in a graphic organizer like this one.

Challenges	
Foreign	
Domestic	

FOCUS ON WRITING

- 6. Thinking about Washington, Hamilton, and Jefferson** In this section you read about the activities of these three men during a difficult time for our country. What did you learn that you could add to a Nobel Prize nomination for any of these leaders?

John Adams's Presidency

What You Will Learn...

Main Ideas

1. The rise of political parties created competition in the election of 1796.
2. The XYZ affair caused problems for President John Adams.
3. Controversy broke out over the Alien and Sedition Acts.

The Big Idea

The development of political parties in the United States contributed to differing ideas about the role of the federal government.

Key Terms

political parties, p. 250

Federalist Party, p. 250

Democratic-Republican Party, p. 250

XYZ affair, p. 252

Alien and Sedition Acts, p. 253

Kentucky and Virginia Resolutions, p. 253



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TAKING NOTES

Use the graphic organizer online to take notes on the two political parties that emerged during the election of 1796, their views of government, their candidates, and the outcome of the election.

If YOU were there...

You are a newspaper editor in Virginia in 1798. You've joined Jefferson's political party, which opposes the new president. In fact, your paper has printed many articles that criticize him, calling him greedy and foolish. You believe that's your right in a free country. But now Congress has passed a law that makes it illegal to criticize the government. You could be arrested for your articles!

Would you stop criticizing the government? Why?

BUILDING BACKGROUND People within the new United States had differing viewpoints on many issues. Personal rivalries among political leaders also created divisions in the new nation. Trying to limit dissent in the country, the federal government passed several unpopular laws.

The Election of 1796

The election of 1796 began a new era in U.S. politics. For the first time, more than one candidate ran for president. **Political parties, groups that help elect people and shape policies**, had begun to form during Washington's presidency. Despite Washington's warnings about political parties, the rivalry between two parties dominated the 1796 election.

Alexander Hamilton helped found the **Federalist Party**, which wanted a strong federal government and supported industry and trade. The Federalists chose John Adams and Thomas Pinckney as candidates. Adams knew he was not well liked in the South or the West, but he hoped people would support him after they thought about his years of loyal public service.

Thomas Jefferson and James Madison founded the **Democratic-Republican Party**. Its members, called Republicans, wanted to limit the federal government's power. (This party is not related to today's Republican Party.) They chose Thomas Jefferson and Aaron Burr as their candidates.

The First Political Parties, 1796

Federalists/North



Alexander Hamilton



John Adams



John Jay

Republicans/South



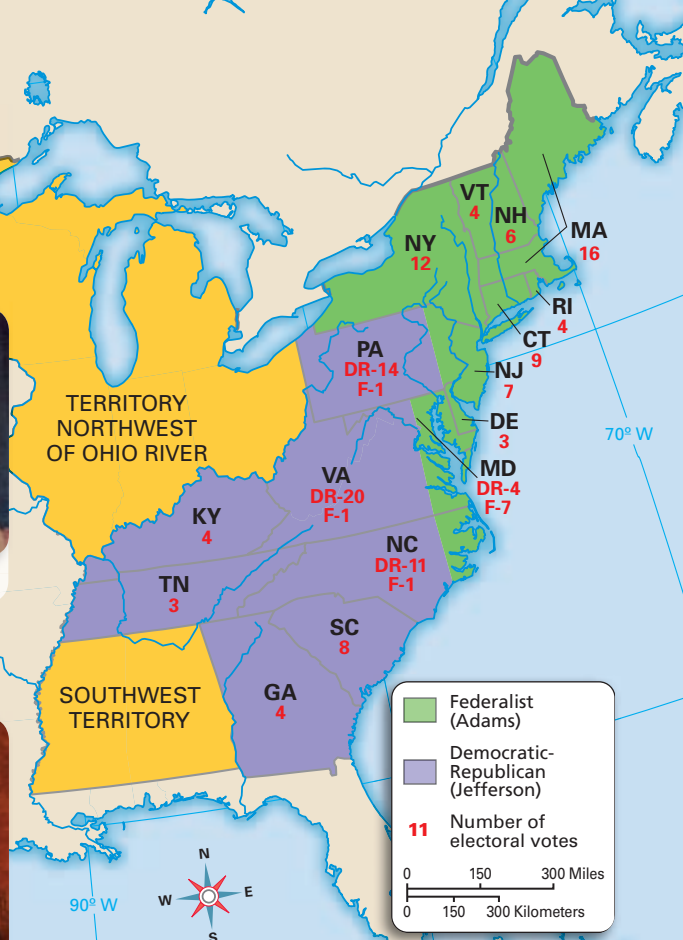
Thomas Jefferson



James Madison



Albert Gallatin



GEOGRAPHY SKILLS

INTERPRETING MAPS

Region Which political party had more electoral votes in 1796?

Party differences were based partly on where and how people lived. Businesspeople in the cities tended to support the Federalists. Farmers in more isolated areas generally favored the Democratic-Republicans. Both sides attacked each other. Republicans called Adams a royalist—an insult to a man so involved in the Revolution. The Federalists accused the Republicans of favoring the French.

In the end, Adams defeated Jefferson. At the time, the person who came in second in a presidential election became vice president. So, after months of campaigning against one another, Adams and Jefferson took office together.

READING CHECK Finding Main Ideas

How did the election of 1796 change the nature of politics in the United States?

President Adams and the XYZ Affair

John Adams had the challenging task of following Washington as president. The people had adored Washington. Adams would have to work hard to win the people's trust.

A New President

At first glance, John Adams did not appear well suited for the presidency. Although Adams had been a leading Patriot during the American Revolution and had later served as a foreign diplomat, he lacked Washington's dignity, and most people saw him as a cold and distant person. Still, many people—even those who opposed him—respected Adams. They recognized his hard work, honesty, and intelligence.

Primary Source

POLITICAL CARTOON

The XYZ Affair

After the XYZ affair, French ships continued to attack American merchant ships. In this cartoon, the United States is represented by the woman. The men, symbolizing the French, are taking valuables from her. The people in the distance are other European nations.



Why do you think this man is encouraging the woman to look away?

These people aren't helping the woman. What do you think the cartoon is suggesting by this?

ANALYSIS SKILL

INTERPRETING POLITICAL CARTOONS

How does the cartoon show that America is being preyed upon by the French?

The United States and France

One of Adams's first goals as president was to improve the relationship between the United States and France. You may remember that the French had once tried to hire American privateers to help them fight Great Britain, a practice Washington frowned upon. Adams sent U.S. diplomats to Paris to smooth over the conflict and to negotiate a treaty to protect U.S. shipping.

When the diplomats arrived in France, they learned that French foreign minister Talleyrand would not speak to them. Instead, they had a strange and secret visit from three French agents. Shockingly, the agents said that Talleyrand would discuss a treaty only in

exchange for a \$250,000 bribe. The French government also wanted a loan of \$12 million. The amazed diplomats refused these demands.

In March 1798 President Adams told Congress that the peace-seeking mission had failed. He described the French terms, substituting the letters X, Y, and Z for the names of the French agents. Upon hearing the disgraceful news, Federalists in Congress called for war with France.

The XYZ affair, as the French demand for a bribe came to be called, outraged the American public. "Millions for defense, but not one cent for tribute!" became the rallying cry of the American people.

Preparations for War

Fearing war, Adams asked Congress to expand the navy to a fleet of more than 30 ships. He thought war with France might be unavoidable. He also decided the United States should keep a peacetime army. Congress approved both measures.

Although Adams had asked Congress for military support, he did not want to go to war with France. He was worried about its cost. So he did not ask Congress to declare war. Instead, he tried to reopen peace talks with France.

Peace Efforts

Adams's decision not to declare war stunned Federalists. Despite intense pressure from members of his own party, Adams refused to change his mind.

American and French ships, however, began fighting each other in the Caribbean. Adams sent a representative to France to engage in talks to try to end the fighting. The United States and France eventually signed a treaty. Adams then forced two members of his cabinet to resign for trying to block his peace efforts.

READING CHECK Identifying Points of View

What did Americans mean when they said "Millions for defense, but not one cent for tribute"?

The Alien and Sedition Acts

Many Democratic-Republicans continued to sympathize with France. Federalists, angered by their stand, called them “democrats, mobocrats, and all other kinds of rats.”

In 1798 the Federalist-controlled Congress passed four laws known together as the **Alien and Sedition Acts**. These laws were said to protect the United States, but the Federalists intended them to crush opposition to war. The most controversial was the Sedition Act, which forbade anyone from publishing or voicing criticism of the federal government. In effect, this cancelled basic protections of freedom of speech and freedom of the press.

The two main Democratic-Republican leaders, Thomas Jefferson and James Madison, viewed these acts as a misuse of the government’s power. Attacking the problem at the state level, they wrote resolutions passed by the Kentucky legislature in 1798 and in Virginia in 1799. Known as the **Kentucky and Virginia Resolutions**, these documents

argued that the Alien and Sedition Acts were unconstitutional. They stated that the federal government could not pass these acts because they interfered with state government. Madison and Jefferson pressured Congress to repeal the Alien and Sedition Acts. Congress did not, although it allowed the acts to expire within a few years.

The Kentucky and Virginia Resolutions did not have the force of national law, but they supported the idea that states could challenge the federal government. This idea would grow to have a tremendous impact on American history later in the 1800s.

READING CHECK Analyzing How did the Kentucky and Virginia Resolutions support the rights of states?

SUMMARY AND PREVIEW Political parties formed to reflect different viewpoints. In the next chapter you will read about Thomas Jefferson’s presidency.

Section 4 Assessment

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ONLINE QUIZ

Reviewing Ideas, Terms, and People

- a. Recall** What two political parties emerged before the election of 1796? Who were the founders of each party?

b. Analyze What effect did political parties have on the election of 1796?

c. Elaborate Do you think it was difficult for Adams and Jefferson to serve together as president and vice president? Explain your answer.
- a. Recall** What was one of Adams’s first goals as president?

b. Make Inferences Why were Federalists shocked by Adams’s decision to resume peace talks with the French?
- a. Identify** What did the Alien and Sedition Acts state?

b. Explain What idea regarding states’ rights did the Kentucky and Virginia Resolutions support?

c. Elaborate Would you have supported the Alien and Sedition Acts? Explain your answer.

Critical Thinking

- Contrasting** Review your notes on the election of 1796 and the formation of political parties. Then create a chart like this one identifying how each of the terms listed below reflected party disagreements.

XYZ Affair	
Alien and Sedition Acts	
Kentucky and Virginia Resolutions	

FOCUS ON WRITING

- Gathering Information about John Adams** Take some notes about John Adams’s contributions that would support his nomination for the Nobel Prize. Then begin to compare and contrast all four leaders you have studied in this chapter. Which one will you nominate?

Making Group Decisions

Define the Skill

Democracy is one of the most valued principles of American society. It is based on the idea that the members of society, or representatives they choose, make the decisions that affect society. Decision-making would be much more efficient if just one person decided what to do and how to do it. However, that method is not at all democratic.

Making decisions as a group is a complicated and difficult skill. However, it is an important one at all levels of society—from governing the nation to making group decisions at school, in the community, and with your friends. At every level, the skill is based on the ability of the group's members to interact in effective and cooperative ways.

Learn the Skill

Think about the job the first Congress faced after the Constitution was ratified. The nation was still millions of dollars in debt from the Revolutionary War. Congress had to find a way to pay these debts as well as raise money to run the government.

Leaders like Jefferson and Hamilton had ideas about how to accomplish these goals. However, neither man could act alone. In a democracy the group—in this case Congress—must make the decisions and take action.

This task was complicated by the fact that Jefferson and Hamilton disagreed on what to do. Each man's supporters in Congress pushed his point of view. Fortunately, its members were able to overcome their differences, compromise on goals and actions, and accept group decisions they might not have agreed with personally. Had they not possessed

this ability and skill, the nation's early years might have been even more difficult than they were.

Like that first Congress, being part of an effective group requires that you behave in certain ways.

- 1 Be an active member.** Take part in setting the group's goals and in making its decisions. Participate in planning and taking group action.
- 2 Take a position.** State your views and work to persuade other members to accept them. However, also be open to negotiating and compromising to settle differences within the group.
- 3 Be willing to take charge if leadership is needed.** But also be willing to follow the leadership of other members.

Practice the Skill

Suppose that you are a member of the first Congress. With a group of classmates, you must decide what and who should be taxed to raise the money the government needs. Remember that you are an elected official. If you do something to upset the people, you could lose your job. When your group has finished, answer the following questions.

1. Did your group have a plan for completing its task? Did it discuss what taxes to pass? Compared to other members, how much did you take part in those activities?
2. How well did your group work together? What role did you play in that? Was it a positive contribution or a negative one? Explain.
3. Was your group able to make a decision? If not, why? If so, was compromise involved? Do you support the decision? Explain why or why not.



History's Impact

▶ video series

Review the video to answer the closing question:

What are the advantages and disadvantages of being a member of a third party?

Visual Summary



Use the visual summary below to help you review the main ideas of the chapter.



Reviewing Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person.

1. The _____ established the structure of the federal court system and its relationship to state courts.
2. Federalists angered many Republicans when they passed the _____ to protect the United States from traitors.
3. As president, Washington was able to establish several _____, or decisions that serve as examples for later action.
4. Farmers in western Pennsylvania protested taxes in the _____.
5. The _____ was created in order to strengthen the U.S. economy.

Comprehension and Critical Thinking

SECTION 1 (Pages 234–237)

6. a. **Recall** What precedents did President Washington and Congress establish for the executive and judicial branches?
 b. **Draw Conclusions** Why did Americans select George Washington as their first president?
 c. **Evaluate** Do you think the newly established government met the expectations of its citizens? Why or why not?

SECTION 2 (Pages 238–242)

7. a. **Identify** What changes did Alexander Hamilton make to the national economy?
 b. **Contrast** In what ways did Hamilton and Jefferson disagree on the economy?
 c. **Evaluate** Which of Hamilton's economic plans do you think was the most important to the new nation? Why?

SECTION 3 (Pages 243–249)

8. **a. Describe** What challenges did the nation face during Washington’s presidency?
- b. Make Inferences** Why did Washington believe that it was important for the United States to remain neutral in foreign conflicts?
- c. Evaluate** Rate the success of Washington’s presidency. Explain the reasons for your rating.

SECTION 4 (Pages 250–253)

9. **a. Describe** What role did political parties play in the election of 1796?
- b. Analyze** How did the Alien and Sedition Acts create division among some Americans?
- c. Predict** How might the political attacks between the Federalist and Democratic-Republican parties lead to problems in the future?

Reviewing Themes

10. **Economics** What economic problems troubled the nation at the beginning of Washington’s presidency? How were they solved?
11. **Politics** How did the creation of political parties change politics in the United States?

Using the Internet

12. **Activity: Creating a Poster** In 1798 war with France seemed on the horizon. The Federalist-controlled Congress passed a law that made it a crime to criticize the government in print. In 1971 war raged in Vietnam and the president used a court order to stop publication of information critical of the government’s actions in Vietnam. What do these events have in common? Through your online book, research the Alien and Sedition Acts and the Pentagon Papers case during the Vietnam War. Create a poster to display your information and to illustrate the connection between a free press and a democratic society.

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Reading Skills



Inferences about History Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Party differences were based partly on where and how people lived. Businesspeople in the cities tended to support the Federalists. Farmers in more isolated areas generally favored the Democratic-Republicans. (p. 251)

13. Which of the following statements can be inferred from the selection?
 - a. Farmers wanted a large federal government.
 - b. Urban Americans were usually Republicans.
 - c. Merchants supported John Adams.
 - d. People in the cities had different concerns than did the rural population.

Social Studies Skills



Making Group Decisions Use the Social Studies Skills taught in this chapter to answer the questions below.

Get together with a group of three or four students and discuss the Alien and Sedition Acts. Answer the following questions individually and as a group.

14. Do you think that limits should have been put on Americans’ speeches and printed articles?
15. What other ideas might Congress have considered to resolve the tensions over the issue?

FOCUS ON WRITING

16. **Writing a Nobel Nomination** Now that you’ve chosen your nominee for the Nobel Prize, you can start to write your nomination. Begin with a sentence that identifies the person you are nominating. Then give at least three reasons for your nomination. Each reason should include a specific achievement or contribution of this person. End your nomination with a sentence that sums up your reasons for nominating this person for the Nobel Prize. Be persuasive. You need to convince the Nobel Prize committee that this person deserves the prize more than anyone else in the world.

DIRECTIONS: Read each question and write the letter of the best response.

- 1 In the 1790s, most Americans**
- A lived in the countryside and worked on family farms.
 - B lived in small towns and worked as laborers or craftspeople.
 - C lived in cities and worked as laborers, craftspeople, or merchants.
 - D lived west of the Appalachian Mountains or wanted to move West.
- 2 In his Farewell Address in 1796, President Washington advised Americans of**
- A the nation's need for a national bank.
 - B his fear of a British invasion to end American independence.
 - C his wish that the office of president be given more power.
 - D the dangers of ties with foreign nations.
- 3 President Washington demonstrated the government's power under the new Constitution to enforce federal law in the way he handled the**
- A Whiskey Rebellion.
 - B Alien and Sedition Acts.
 - C XYZ affair.
 - D Judiciary Act of 1789.
- 4 The two-party system that exists in American politics today first arose during the election of which president?**
- A George Washington
 - B John Adams
 - C Thomas Jefferson
 - D James Madison
- 5 Why did George Washington issue the Neutrality Proclamation?**
- A He feared that involvement in the war between France and Britain was dangerous.
 - B He hoped to show the world that the United States was a peaceful nation.
 - C He wanted to concentrate on internal problems that faced the nation.
 - D Jefferson persuaded Washington to stay neutral toward France.
- 6 Which of the following was an issue on which Alexander Hamilton and Thomas Jefferson had differing views?**
- A protective tariffs
 - B national bank
 - C role of the central government
 - D all of the above
- 7 Examine the following passage from a description of the Alien Act and then use it to answer the question below.**
- “The Alien Law has been bitterly criticized as a direct attack upon our liberties. In fact, it affects only foreigners who are plotting against us, and has nothing to do with American citizens. It gives authority to the President to order out of the country all aliens he judges dangerous to the peace and safety of the United States, or whom he suspects of treason or secret plots against the government.”

— Timothy Pickering, adapted from *Life of Timothy Pickering*, Vol. 3
- Document-Based Question** What is the author's point of view toward the Alien Law?

Assignment

Write a paper explaining how the federal system balances power among the legislative, executive, and judicial branches of government.

Explaining a Political Process

How do you register to vote? What is the difference between a civil court and a federal court? When we want to know about a process or system of our government, we often turn to written explanations.

1. Prewrite

Considering Purpose and Audience

In this assignment, you will be writing for an audience of middle school students. You'll need to

- identify questions they might have about the process or system
- identify factors or details that might confuse them

As you plan your paper, keep your audience in mind.

Collecting and Organizing the Information

The big idea, or thesis, of your explanation will be that the federal system balances the power among the three branches of government. To collect information about each branch and its powers, you can use a chart like the one on the left. Be sure to note the relationships among the parts. Also, note the important characteristics of each part. When you have completed the chart, you will have the basic organization of your paper.

TIP Using a Graphic Organizer

A chart like the following can help you organize the body of your explanation.

Legislative	Executive	Judicial

2. Write

You can use this framework to help you write your first draft.

A Writer's Framework

Introduction

- State the big idea of your paper.
- Explain briefly why this topic is important to the reader.

Body

- Identify the important characteristics of each part of the process or system.
- Explain any relationships between or among the parts.
- Define terms your readers might not know.
- Where appropriate, include graphics to illustrate your explanation.

Conclusion

- Restate your big idea in different words.
- Summarize your main points.

3. Evaluate and Revise

Evaluating

Clear, straightforward language is important when explaining how things work. Use the following questions to discover ways to improve your paper.

Evaluation Questions for an Explanation of a Process or System

- | | |
|--|---|
| <ul style="list-style-type: none">■ Does your big-idea statement accurately reflect your explanation of the process or system?■ Do you discuss each part of the process or system in logical order?■ Do you include details and information to explain each part of the process or system? | <ul style="list-style-type: none">■ If you used bulleted or numbered lists, are the items parallel—that is, do they have the same grammatical forms or structures?■ Does your conclusion restate your big idea and explain the importance of your topic? |
|--|---|

Revising

Sometimes a complex explanation sounds even more complex when you try to explain it in a paragraph. In those cases, a bulleted list of facts or examples may make it easier for your readers to understand the information you are presenting. As you revise your paper, consider whether you have any information you should put in a bulleted list.

4. Proofread and Publish

Proofreading

If you use special formatting in your paper, it is important to make sure that it is consistent. Here are some things to check:

- If you have used boldface or italic type, have you always used it in the same way—for important information, for a heading, for a technical term?
- If you have used a list of items, have you consistently used numbers or bullets?

Publishing

Since you are writing this paper for students, you might find a student in the sixth or seventh grade to read it. Find out whether your explanation seems clear and interesting.

5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your explanation of a process or system.

TIP Using Bulleted Lists

The items in a bulleted list should be in the **same** grammatical forms or structures.

Not the same:

Duties of the judicial branch include

- interpret laws
- overseeing lower courts

The same:

Duties of the judicial branch include

- interpreting laws
- overseeing lower courts