

# Section 1

## Step-by-Step Instruction

### Review and Preview

Students have learned about the Articles of Confederation. Now they will read why Americans began to realize they needed a stronger government to meet the concerns of a new expanding nation.

### Section Focus Question

**What were the major successes and failures of the government under the Articles of Confederation?**

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Successes—formed the framework of a government; established Congress. Failures—did not provide for a strong central government; did not provide for an executive or a system of national courts.*)

### Prepare to Read

#### Build Background Knowledge

L2

In this section, students will learn about some of the challenges the new government of the United States faced after the American Revolution. To start students thinking about this concept, have them suppose that they must set up many different booths for a school fair. Use the Idea Wave technique (TE, p. T24) to have them brainstorm for some of the challenges they might face if there is no committee in charge of the fair. How could they better organize the preparations for the fair?

#### Set a Purpose

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 2,** Reading Readiness Guide, p. 72

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.



#### Our Weak Federal Government

“The weakness of our federal government . . . prevents the adoption of any measures that are requisite for us as a nation; it keeps us from paying our honest debts; it also throws out of our power all the profits of commerce, and this drains us of cash.”

—Noah Webster, complaining about national government, 1786

◀ A variety of state currencies weakened the nation’s economy.

## Governing a New Nation

#### Objectives

- Discuss the ideas that guided the new state governments.
- Describe the government under the Articles of Confederation.
- Explain the Ordinances of 1785 and 1787 and their importance to westward expansion.
- Identify the problems created by a weak central government.

#### Reading Skill

**Identify Propositions** The study of history often takes you inside important debates over ideas and actions. People propose their ideas and then give reasons to support those ideas. Identifying those propositions will help you to understand the beliefs and experiences of people in an earlier time. One way to identify propositions is to ask yourself what problems people had and how they proposed solving those problems.

#### Key Terms and People

constitution executive economic depression Daniel Shays

**Why It Matters** Leaders of the new American nation recalled how the king and Parliament in faraway England had exerted excessive power over colonial legislatures. Many Americans favored a republic in which the states had more power than the central government.

**Section Focus Question: What were the major successes and failures of the government under the Articles of Confederation?**

#### Government by the States

As the Continental Congress began moving toward independence in 1776, leaders in the individual states began creating governments. Eleven of the 13 states wrote new constitutions to support their governments. A **constitution is a document stating the rules under which a government will operate.** The other two states—Rhode Island and Connecticut—kept using their colonial charters. However, they removed all references to the British king.

**Writing State Constitutions** In writing state constitutions, Americans were well aware of the problems that had led to the Revolution. Colonists had been unhappy with governors appointed by the British Crown. Thus, the new constitutions minimized the powers of state governors. Instead, they gave most of the power to state legislatures elected by the people.

### Differentiated Instruction

#### L1 Less Proficient Readers

**Gaining Comprehension** Have students read the text of Governing a New Nation as they listen to the Student Edition on Audio CD. Monitor student answers to Checkpoint questions to make sure they understand. Students can be provided with a copy of the CD to work indepen-

#### L1 Special Needs

dently at home or in the school Resource Center. When students have finished, ask them to share their answers to the Checkpoint questions with the class.

**SE on Audio CD, Chapter 7, Section 1**

The governor served as the state's executive. In a government, the **executive is the person who runs the government and sees that the laws are carried out.** Governors appointed key state officials, but usually the legislature had to approve the appointments.

The new constitutions allowed more people to vote than in colonial times. Nonetheless, all but a few states barred African Americans (including those who were free) from voting. New Jersey allowed some women to vote until 1807, but women could not vote in any other state. In order to vote, white males had to be 21 or older. In most states, they also had to own a certain amount of property.

**Protecting Rights** The Declaration of Independence listed ways that Britain had violated the rights of colonists. To prevent such abuses, states sought to protect **individual** rights. Virginia was the first state to include a bill of rights in its constitution. Virginia's list included freedom of the press and the right to trial by jury, and it also barred "cruel and unusual punishments." The final clause guaranteed freedom of religion:

**“That religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience.”**

—Virginia Bill of Rights, 1776

Many other states followed Virginia's lead. For example, the New York state constitution also included a bill of rights that guaranteed freedom of religion:

**“This convention doth further, in the name and by the authority of the good people of this State, ordain, determine, and declare, that the free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever hereafter be allowed, within this State, to all mankind.”**

—New York Constitution of 1777

Massachusetts also included freedom of religion in its bill of rights. However, Massachusetts did retain its official church. Massachusetts's bill of rights declared that people have the freedom to worship as they please, so long as they did not disturb the public peace or interfere with other people's freedom of worship.

**✓Checkpoint** Why did many state constitutions limit the power of state governors?

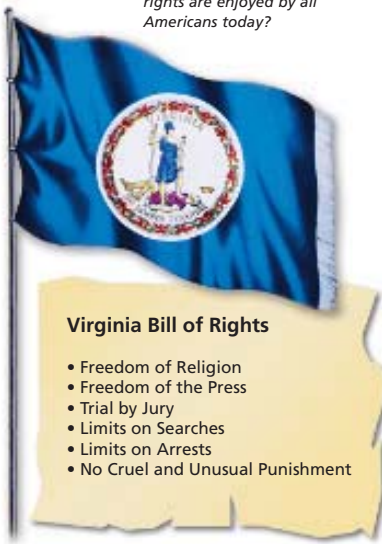
**Vocabulary Builder**

**individual** (in duh vj oo uhl)

**adj.** of, for, or by a single person or thing

**Protecting Rights**

Virginia included a bill of rights in its constitution. The Virginia bill of rights became a model for other states and, later, for the national Constitution. **Critical Thinking:** **Link Past and Present** Which protections in the Virginia bill of rights are enjoyed by all Americans today?



**Teach**

**Government by the States**

p. 204

**Instruction**

L2

■ **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **individual** and **devise** using the strategy on TE p. T21.

**Key Terms** Following the instructions on p. 7, have students create a See It—Remember It chart for the Key Terms in this chapter.

■ To help students better comprehend the concept of a *constitution*, which is important to the understanding of this chapter, use the Concept Lesson, Constitution. Provide students with copies of the Concept Organizer.

**All in One Teaching Resources, Unit 2,** Concept Lesson, p. 80, Concept Organizer, p. 6

- Read Government by the States with students using the Structured Silent Reading strategy (TE, p. T22).
- Discuss with students how the history of the United States as a British colony affected state constitutions. (*Because of their experience with tyrannical British rule, the writers of the new state constitutions minimized the power of the government while protecting individual rights.*)
- Ask: **How did the Virginia bill of rights limit the power of the government?** (*With these individual freedoms protected, the state government was limited in how it could interfere in the lives of its citizens.*)

**Independent Practice**

Have students begin filling in the study guide for this section.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure that they understand the goals of the first state constitutions. Provide assistance as needed.

**Answers**

**✓Checkpoint** because of bad experiences in the past under colonial governors

**Link Past and Present** Freedom of religion; Limits on searches; Trial by jury; Freedom of the press; No cruel and unusual punishment

**Vocabulary Builder**

Use the information below to teach students this section's high-use words.

**High-Use Word Definition and Sample Sentence**

<b>individual</b> , p. 205	<i>adj.</i> of, for, or by a single person or thing The Declaration of Independence was based on the idea that <b>individuals</b> had natural rights and that England violated these rights.
<b>devise</b> , p. 206	<i>v.</i> to think up an idea for something and figure out how it will work Athens was the first city-state to <b>devise</b> a system of direct democracy.

## The Articles of Confederation


p. 206

### Instruction

- Have students read the Articles of Confederation. Remind them to look for details to answer the Section Focus Question.
- Ask: **What were the Articles of Confederation?** (*a document created during the Revolution defining the features of a central government for the United States*)
- Discuss with students the features and powers of the central government under the Articles. (*The central government was weak compared to the states and had only a one-branch legislature, called Congress, in which each state had one vote. Congress could make war and peace, coin money, and run the postal service. It could not tax, enforce its laws, or regulate trade.*)


### Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 7, Section 1 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to be sure that they understand how the government was established by the Articles of Confederation. Provide assistance as needed.

 **Identify Propositions**  
What issues concerned the framers when they were drafting the Articles of Confederation? What did they propose in response?

**Vocabulary Builder**  
**devise** (dee viz) *v.* to think up an idea for something and figure out how it will work

## The Articles of Confederation

While the states were writing their constitutions, the Continental Congress created a plan for the nation as a whole. It was called the Articles of Confederation. Congress adopted the Articles in 1777.

**Form of Government** Instead of having three branches of government like those of most states, the government under the Articles had just one branch—a one-house legislature, called Congress. There was no executive and no system of national courts.

Within Congress, all states would be equal and each had a single vote. Moreover, for the most important matters, nine states had to agree before a law could go into effect.

**Limited Government** The framers of the Articles of Confederation kept in mind their complaints against Britain. Parliament had passed laws the colonists considered unfair. The new states did not want to risk giving too much power to a central government far from the people. Thus, the Articles provided for a limited central government.

Under the Articles, most power remained in the hands of the states. Congress could not regulate trade or collect taxes. Instead, it had to ask the states for the money it needed.

Congress did have some powers under the Articles. It could deal with foreign nations and with Native Americans outside the 13 states. It could make laws, declare war, coin or borrow money, and run a postal service. However, the national government had no power to enforce the laws that it made. For that, it depended on the states.

 **Checkpoint** How did the Articles of Confederation ensure the power of the states?


## Settling the Western Lands


The Articles had to be approved by all 13 states. But some states would not give their approval until other states dropped their claims to vast areas of land west of the Appalachian Mountains. It took years to get all the states to give up their claims to western lands. In 1781, Virginia was the final state to agree. Only then did Maryland approve the Articles of Confederation, the final state to do so.

The western lands that the states had given up were turned over to the national government. They proved to be very valuable. Land was in great demand. It could be sold off, piece by piece, to private companies seeking to develop western settlements.

**Land Ordinance of 1785** Congress had to **devise** a system for land sales and settlement. Under the Land Ordinance of 1785, surveyors were to divide public lands into townships, 6 miles on each side. This would result in a grid of squares. Within each township there would also be a grid, 1 mile on each side. These 36 sections would be sold for no less than \$1 an acre.

## Answers

 **Reading Skill** They believed that the Articles of Confederation had been a failure. They proposed a stronger central government.

 **Checkpoint** Congress could not regulate trade, could not tax, and had no way to enforce any laws it made. Only the states could exercise these powers.

## Differentiated Instruction

**L1** Less Proficient Readers    **L1** English Language Learners    **L1** Special Needs

**Reading and Vocabulary** Suggest to students that they use a ruler to help them keep their place as they read, line by line, down the page. Have students mark unfamiliar words or phrases (such as *surveyors*)

with a sticky note, and periodically help them understand what they marked. Have students make a list of these words or phrases, along with their meanings, on the board.



Within each township, one section was set aside to support schools. This reflected the belief of the nation's leaders that democracy depended on education. Thomas Jefferson later wrote:

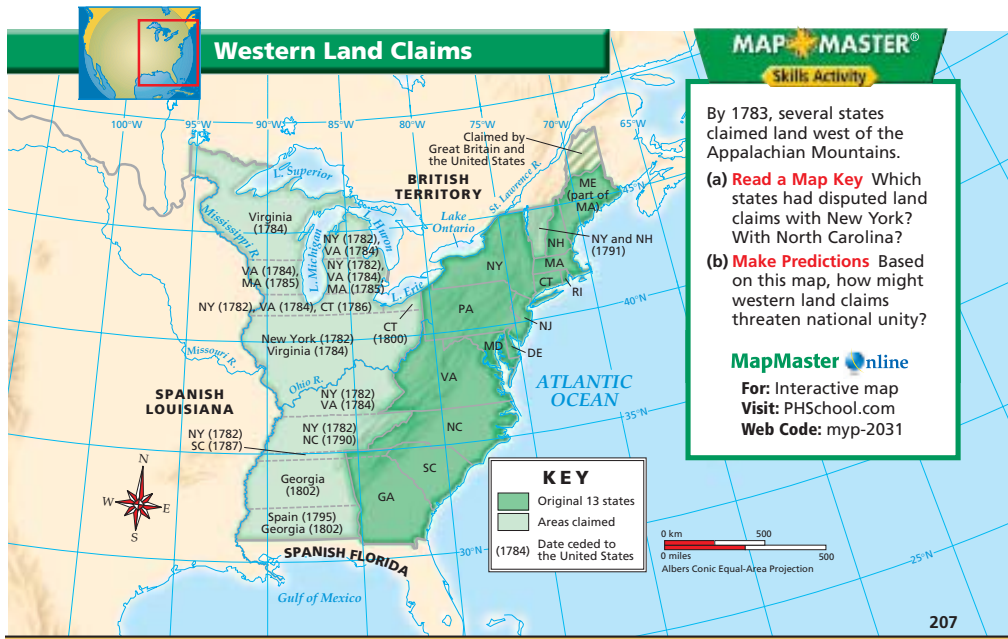
“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.”

—Thomas Jefferson, letter to Charles Yancey, 1816

**Northwest Ordinance of 1787** Investors were eager to buy land in the Northwest Territory, north of the Ohio River. They pressed Congress to determine how this area would be governed. In response, Congress passed the Northwest Ordinance of 1787. It guaranteed basic rights for settlers and banned slavery there.

The Northwest Ordinance set a three-step process for admitting new states. When a territory was just starting to be settled, Congress would appoint a governor, a secretary, and three judges. Once the territory had 5,000 free adult male settlers, it could elect a legislature. When the free population reached 60,000, the territory could ask to become a state. In time, five states—Ohio, Indiana, Illinois, Michigan, and Wisconsin—were carved out of the Northwest Territory. (For more on the settling of the Northwest Territory, see the Geography and History feature.)

**Checkpoint** How did the two ordinances turn national land into private holdings?



## History Background

**Albany Plan of Union** The Articles of Confederation were not the first attempt at creating a unified government. In the years leading up to the French and Indian War, colonial leaders felt the need to unite the colonies. In 1754, colonial representatives (as well as members of the Iroquois Nations) met in Albany, New York, to forge an agreement. Benjamin Franklin

was the main author of the plan, called the Albany Plan of Union. However, the British did not support the plan, and the colonies feared the control of a central government, so the plan never went into effect. However, the plan held the seeds of many of the ideas that ended up in the Articles and, later, in the Constitution.

## Settling the Western Lands

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### Instruction

- Have students read *Settling the Western Lands*. Remind them to look for details that support the Section Focus Question.
- Before discussion begins, display transparency: Northwest Territory, 1787. Call on students to answer the questions.

### Color Transparencies, Northwest Territory, 1787

- Ask: **What values did the Land Ordinance of 1785 and the Northwest Ordinance express?** (a *belief in the importance of education and the importance of settlement and expansion*)
- Tell students that, in addition to public township schools, there were several types of schools available in early America. Church schools tutored students in religious education. Dame schools, run for and by women, were designed to give girls a primary education. Home schools were prevalent in rural areas, where parents taught the basic 3 Rs as best they could. Wealthy families often sent their sons to boarding schools and hired private tutors for their daughters.
- Have students read Jefferson's quote. Ask: **Why was education so valued in America?** (Possible answer: *A democracy relies on educated citizens to participate in government.*)

### Independent Practice

Have students continue filling in the study guide for this section.

### Monitor Progress

As students fill in the Notetaking Study Guide, make sure that they understand how Americans began to settle west of the original 13 states from 1785 to 1787. Provide assistance as needed.

### Answers

**MAP MASTER Skills Activity** (a) NH, VA, MA, CT, NC, SC; NY (b) states might fight wars over disputed lands

**Checkpoint** They divided public land into townships that could be purchased by private investors. Once a specified number of people resided in the purchased territory, it could apply to become a state.

## Growing Problems

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### Instruction

L2


- Have students read Growing Problems. Remind them to look for information that answers the reading Checkpoint question.
- Ask: **What was the major problem with the Articles of Confederation?** (*It did not give the government enough power.*) Discuss how this affected the nation. (*The government could not regulate trade, so trade declined; could not raise taxes, so had little money; could not stand up to foreign nations; could not control popular unrest.*)
- Have students complete the primary source worksheet James Bowdoin's Account of Shays' Rebellion. Then, ask students to describe the circumstances and events of the passage in the worksheet.

**All in One Teaching Resources, Unit 2,** James Bowdoin's Account of Shays' Rebellion, p. 75

- Ask: **How did Congress react to Shays' Rebellion?** (*Congress sent delegates to a convention to revise the Articles of Confederation.*)

### Independent Practice

Have students complete the study guide for this section.

 **Interactive Reading and Notetaking Study Guide,** Chapter 7, Section 1 (Adapted Version also available.)

### Monitor Progress

As students complete the Notetaking Study Guide, circulate to make sure they understand the problems with the Articles of Confederation. Provide assistance as needed.

Have students fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they had expected to learn.

**All in One Teaching Resources, Unit 2,** Reading Readiness Guide, p. 72

### Answer

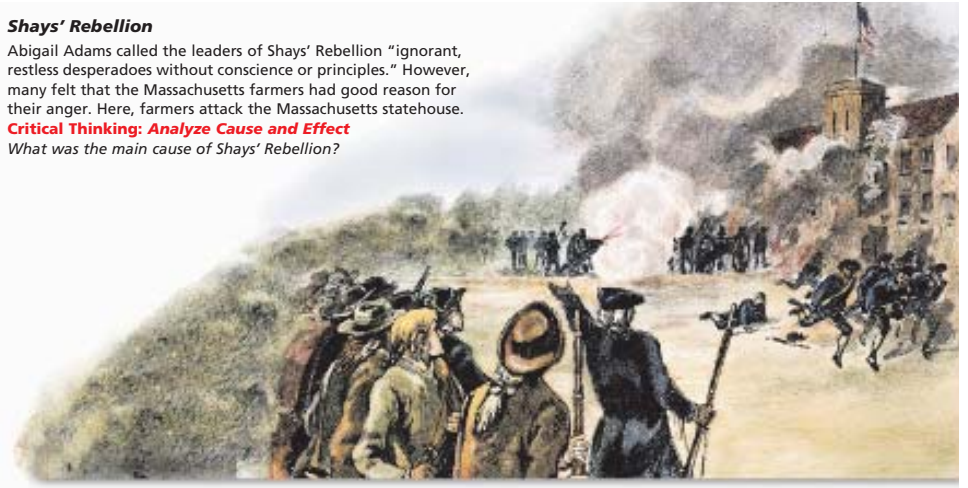
**Analyze Cause and Effect** Declining prices made some farmers in Massachusetts unable to pay their taxes, so the state government was seizing their farms. Farmers became angry and some rebelled.

### Shays' Rebellion

Abigail Adams called the leaders of Shays' Rebellion "ignorant, restless desperadoes without conscience or principles." However, many felt that the Massachusetts farmers had good reason for their anger. Here, farmers attack the Massachusetts statehouse.

**Critical Thinking: Analyze Cause and Effect**

*What was the main cause of Shays' Rebellion?*



### Growing Problems

Under the Articles of Confederation, the United States had many successes. It waged a successful war for independence, negotiated a peace treaty with Britain, and set up rules for settling new territories. But the United States faced growing problems during the 1780s. Many Americans concluded that the Articles did not give the government enough power to solve these problems.

**Economic Problems** Under the Articles, each state set its own trade policy. Each state tried to help its own farmers and manufacturers by setting taxes on goods brought in from other states. This practice discouraged trade among the states. In addition, each state printed its own money, making trade between states harder.

Another problem grew from the fact that the central government did not have the power to tax. As a result, there was little money to run the government. The situation grew more desperate every year.

**Foreign Affairs** Because the United States seemed to be weak, powerful nations viewed it with scorn. British troops continued to occupy forts in the Northwest Territory, although the peace treaty required that the forts be turned over to the United States. The Spanish, who controlled New Orleans, refused to let Americans ship products down the Mississippi River. Therefore, western farmers had to send products along the rugged trails over the Appalachian Mountains, which was far more costly.

**Shays' Rebellion** In the mid-1780s, a severe economic depression hit the United States. An **economic depression is a period when business activity slows, prices and wages drop, and unemployment rises.** As the depression deepened, there was widespread despair and anger.

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### Differentiated Instruction

**L3 Advanced Readers**

**Explaining Shays' View** Have students do additional research using history books or encyclopedias to find out more about Daniel Shays and the rebellion he led. Then, have students use what they learned to write a letter from Daniel Shays to the

**L3 Gifted and Talented**

governor of Massachusetts explaining why the revolt occurred and what Shays thinks the government should do to solve the problem. Have students read their letters aloud to the class.

The depression hit farmers in Massachusetts especially hard. As crop prices declined, many were unable to pay their taxes. The state government then began seizing some farms and selling them in order to get the back taxes. Angry farmers demanded that the legislature stop the farm sales. They also demanded that the state issue more paper money to make it easier to get loans. Still, the legislators took no action.

In August 1786, a former Revolutionary War captain named **Daniel Shays** led an uprising of about 1,000 Massachusetts farmers. When the farmers tried to seize arms from a state warehouse, the state called out the militia. Shays and other leaders were arrested.

Although Shays' Rebellion fizzled, it had frightened some leading Americans. They believed that a stronger central government would protect against popular unrest. In response, Congress asked the states to send delegates to a convention in Philadelphia in 1787. Their task was to revise the Articles of Confederation.

**Checkpoint** What did Shays' Rebellion demonstrate about the strength of the national government under the Articles of Confederation?

**Looking Back and Ahead** After 10 years of independence, some leading Americans had come to the conclusion that the Articles of Confederation needed improvement. The Philadelphia convention was called to revise the Articles. But were the Articles of Confederation worth saving? Or was an entirely new framework required? This decision would be one of the first issues that the delegates at the Philadelphia convention would confront.

Section 1

## Check Your Progress

**Comprehension and Critical Thinking**

- (a) Recall** Why did the Continental Congress make the federal government weak when it drew up the Articles of Confederation?  
**(b) Explain Problems** Why did foreign powers treat the U.S. government under the Articles of Confederation with scorn?
- (a) Recall** Why was a section of public land set aside to support public schools under the Land Ordinance of 1785?  
**(b) Analyze Cause and Effect** How does education contribute to a successful democracy?

**Reading Skill**

- Identify Propositions** Reread the text following the heading "Land Ordinance of 1785." What belief did the nation's leaders have about education? What did they propose to further this belief?

**Key Terms**

Fill in the blanks with the correct key terms.

- After the break with Britain, each of the states wrote a new \_\_\_\_\_, a framework for the state government.

**Writing**

- Identify two problems caused by the creation of a weak national government under the Articles of Confederation. Write a sentence about each problem, explaining why it was important that it be solved.

**Progress Monitoring Online**  
**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mya-2031

- The \_\_\_\_\_ is the person in a government responsible for carrying out the laws.
- In the 1780s, when business slowed and unemployment rose, the nation entered a period of \_\_\_\_\_.

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### Section 1 Check Your Progress

- (a)** The members did not want to set up a powerful central government that would cause a repeat of events that caused the American Revolution.  
**(b)** Foreign powers did not respect the weak central government.
- (a)** The nation's leaders believed that democracy depended on education.  
**(b)** Answers will vary. Possible answer: When people are educated, they are bet-

ter equipped to participate in government and to understand what the government is doing.

- They believed that democracy and education were closely linked, and proposed that every town set aside land for a public school.
- constitution
- executive
- economic depression

## Assess and Reteach

### Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 2,**  
Section Quiz, p. 81

To further evaluate student progress, use the Progress Monitoring Transparency.

### Progress Monitoring Transparencies, Chapter 7, Section 1

### Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying questions.

**Interactive Reading and Notetaking Study Guide,** Chapter 7,  
Section 1 (Adapted Version also available.)

### Extend L3

Have students use the Internet to research settlement in the Northwest Territory. Tell students to use the information that they find to create a timeline of events that occurred in the Northwest Territory from 1787 to 1814.

**Extend Online**  
**For:** Help in starting the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mye-0216

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

- Possible answer: Each state printed its own money and set its own trade policy. This made trade between states very difficult. The central government did not have the power to tax, so it had little money to run the government.

### Answer

**Checkpoint** The Articles of Confederation provided for a government that was too weak to keep popular unrest in check.