



Opening Seminar: **“What is an American?”** J. HECTOR ST. JOHN DE CREVECOEUR 1782
 From: Letters From an American Farmer



Seminar Notes

All answers should be as specific as possible, and unless otherwise stated, given from the point of view from the author. Full credit will be awarded for direct use of the primary source.

USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

APPENDIX A

What Is An American?

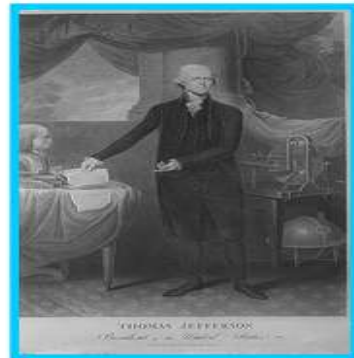
J. Hector St. John de Crevecoeur

- A. Evaluate the following quotes and write a short personal reaction to each
1. “Everything has tended to regenerate them.”
 2. “All nations are melted into a new race of men . . . [who] one day will change the world.”
 3. “The American is a new man.”



Foundations of United States Government

Understanding Goal
Philosophy shapes government.



Investigative Question:

What ideas and philosophies influenced the creation of the United States Government?

Explore: Compare the key ideas concerning U.S. government that were held by each of the men in the prints.

Connect: Discuss the key ideas represented by each of the famous political figures that have stayed constant throughout the course of over 200 years of U.S. government. What events in U.S. history have demonstrated a departure from these ideals?

Warm Up/Do Now--Defend or Attack the Following Statement:



- “The Articles of Confederation were created predominantly as a reaction to the unitary system used in Britain in which all of the power and sovereignty is vested in the central government. However, this ultimately led to the Articles’ failure.”

– 5 Minute Reflection




The Critical Period—The Articles of Confederation

- The colonists wanted a **constitution**--a written document that defines rights and obligations and puts limits on government.
- The Second Continental Congress created the **Articles of Confederation**, which was signed by all thirteen colonies by 1781.
- A **confederation** is a voluntary association of independent states.
- The Articles were created as reaction to the unitary system used in Britain in which all of the power and sovereignty is vested in the central government.





POWERS GRANTED BY THE ARTICLES OF CONFEDERATION




- Congress could raise armies
- Congress could declare war
- Congress could sign treaties

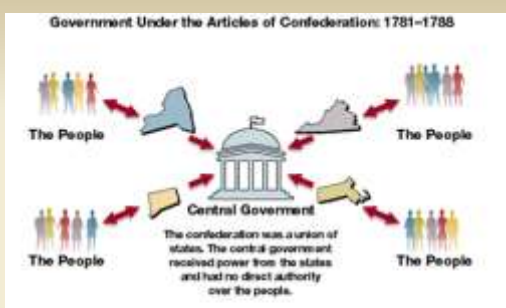
POWERS WITHHELD BY THE ARTICLES OF CONFEDERATION

- Congress could not raise revenue through taxes
- Congress could not regulate trade and collect tariffs




Government Under the Articles of Confederation: 1781-1788



The confederation was a union of states. The central government received power from the states and had no direct authority over the people.


Government Under U.S. Constitution (Federation): 1789-



The federal union is a union of people. The national government and state governments receive power from the people and exercise authority directly over them.

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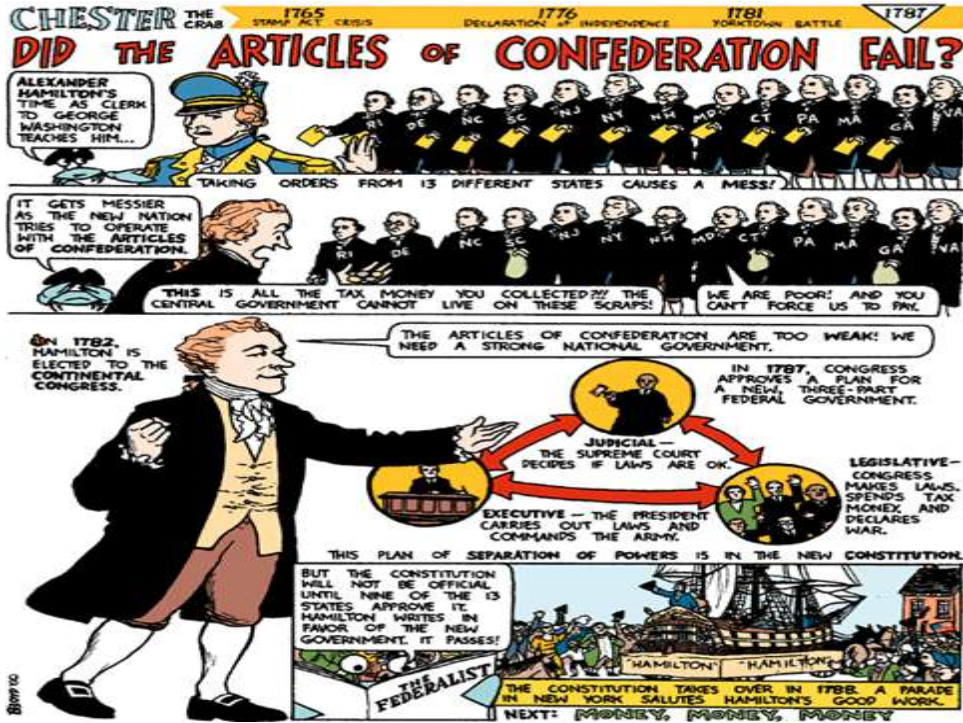
*Use in conjunction with graphic organizer.



Assignment on Articles of Confederation

- **Directions:** Read “The Articles of Confederation” and answer the accompanying comprehension questions.

Articles of Confederation	Constitution of the United States
Major powers held by individual states	Powers shared between states and central government
National government had no power to tax, no power to enforce laws	National government had power to tax and regulate trade
At the national level - one house legislature, no executive, no court system	Three branches at the national level – executive, legislative, judicial



Explanation:








Problems Under the Articles of Confederation

- The Congress had no power to tax. States coined their own money and trade wars erupted.
- Congress had no power to regulate commerce among the states or ensure a unified monetary system.
- States conducted foreign relations without regard to neighboring states' needs or wants. Duties, tariffs, and taxes on trade proliferated with different ones in each state.



State Constitutions



-  **Republicanism.**
-  **Most had strong governors with veto power.**
-  **Most had bicameral legislatures.**
-  **Property required for voting.**
-  **Some had universal white male suffrage.**
-  **Most had bills of rights.**
-  **Many had a continuation of state-established religions while others disestablished religion.**

Occupational Composition of Several State Assemblies in the 1780s







Membership in the revolutionary assemblies reflected differences in the economies and societies of the various states. Those differences often generated political conflict throughout the Revolutionary era. What are the major differences between northern and southern state assemblies, and how do you explain them?





Annapolis Convention (1786)

-  12 representatives from 5 states
[NY, NJ, PA, DE, VA]
-  **GOAL** □ address barriers that limited trade and commerce between the states.
-  Not enough states were represented to make any real progress.
-  Sent a report to the Congress to call a meeting of all the states to meet in Philadelphia to examine areas broader than just trade and commerce.








Other Failures of the Articles

- The economy began to deteriorate. Several years of bad harvests ensued. Farmers went into ever-deeper debt.
- Many leaders worried about questions of defense, trade, and frontier expansion.
- Under the Articles, the central government was not strong enough to cope with these problems.
- By 1786, several states had called for a convention to discuss ways of strengthening the national government.

Weaknesses of the Articles of Confederation



- 
A unicameral Congress
 [9 of 13 votes to pass a law].
- 
13 out of 13 to amend.
- 
Representatives were frequently absent.
- 
Could not tax or raise armies.
- 
No executive or judicial branches.

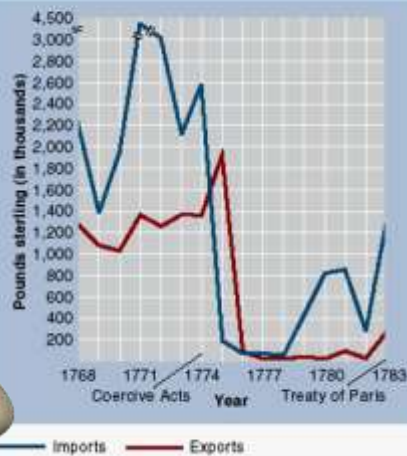


*Economic Problems for the New Government:
Exports & Imports: 1768-1783*

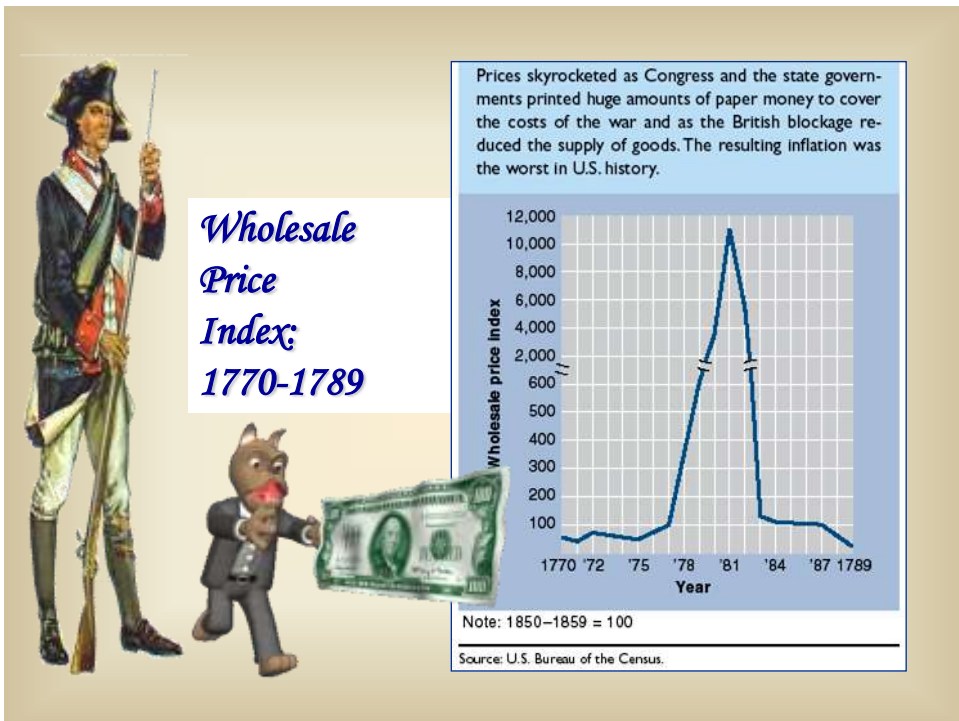
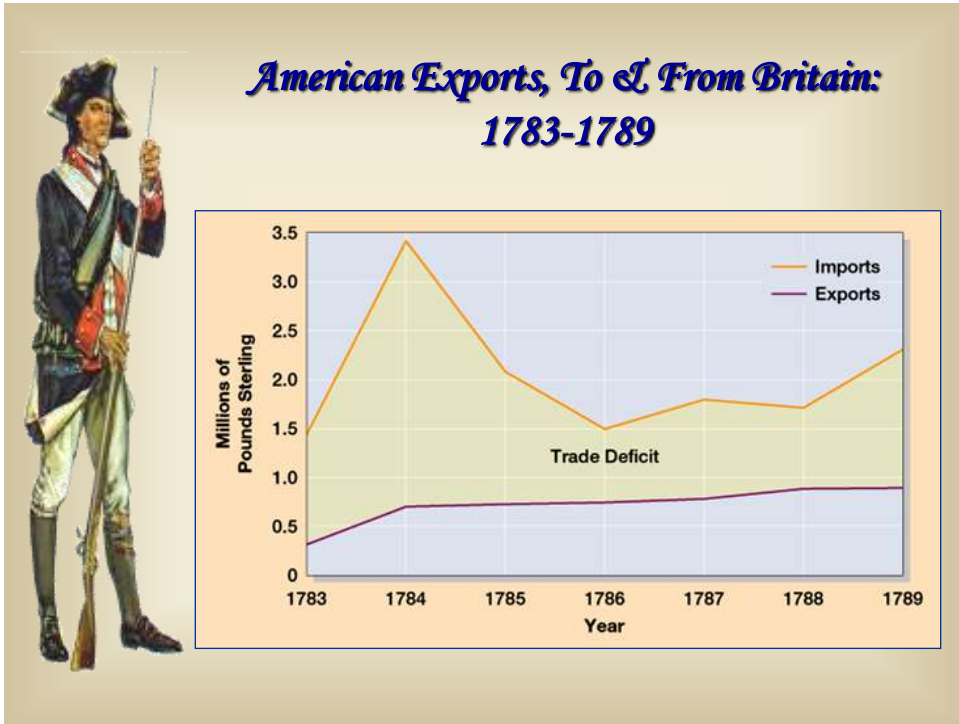
How does this graph show how debt was created?



Nonimportation affected colonial commerce during the late 1760s and early 1770s, but exports as well as imports plummeted with the Coercive Acts and the outbreak of war.



Source: U.S. Bureau of the Census.



CHESTER THE CRAB WHY DID THE CONFEDERATION FAIL?

THESE ARE THE VOYAGES OF THE CONFEDERATION. ITS CONTINUING MISSION TO SEEK OUT A NEW LIFE AFTER THE AMERICAN REVOLUTION.

TO BOLDLY GO WHERE NO NATION HAS GONE BEFORE!

LAW TREK

WHAT IS THAT, MR. MADISON?? ARE WE UNDER ATTACK FROM THE KINGONS AGAIN??

NO, CAPTAIN. IT IS THE ENGINE ROOM.

CAP'TN WASHINGTON

FRANKIE, WHAT IS WRONG DOWN THERE??

I'M GIVING IT ALL SHE'S GOT, CAP'TN! THE WARP ENGINES FROM NEW YORK AND PENNSYLVANIA ARE TOO STRONG FOR THE DELAWARE NACELLES. THE SHIP IS BREAKIN' UP!!!

OUR SHIP IS NOT BALANCED, CAPTAIN. THE SECTIONS DO NOT FIT TOGETHER IN THE ARTICLES OF CONFEDERATION. IT IS LOGICAL THAT WE NEED A NEW SHIP!

CHESTER THE CRAB WHAT COULD FIX THE CONFEDERATION?

AFTAIN'S LOG, STARDATE 1787. OUR CONFEDERATION STARSHIP IS IN TROUBLE. WE MUST FIND A NEW WARP DRIVE.

THE NEAREST SPACEPORT IS PHILADELPHIA IV.

CAN WE MAKE IT, MR. HAMILTON?

WE ARE LOW ON FUEL. CAPTAIN, THE ARTICLES OF CONFEDERATION LEFT US TOO WEAK TO COLLECT TAXES FROM THE STATES FOR FUEL.

WE'LL COAST TO SPACEDOCK ON MOMENTUM LEFT OVER FROM THE AMERICAN REVOLUTION.

STARDATE 1787. WE FINALLY REACH SPACEDOCK.

FASCINATING. THE CHIEF MECHANIC LOOKS MUCH LIKE A TERRAN CRAB.

OUR SHIP IS FALLING APART. WE HAVE 13 SECTIONS THAT DO NOT WORK TOGETHER.

WHAT DO YOU WANT YOUR SHIP TO DO?

THE CENTRAL CORE SHOULD BE STRONG ENOUGH TO RUN THE WHOLE SHIP

BUT THE CORE SHOULD NOT BE TOO STRONG. THE 13 SECTIONS MUST HAVE SOME CONTROL.

THE SHIP MUST BE STEERED BY ITS CREW. THE PEOPLE ARE MORE IMPORTANT THAN ANY SINGLE STATE.

EACH CREWMEMBER HAS RIGHTS. NO CAPTAIN OR CONFEDERATION CAN EVER TAKE AWAY.

ALEXANDER HAMILTON

BENJAMIN FRANKLIN

JAMES MADISON

GEORGE MASON

DO YOU WANT A STRONGER CENTRAL GOVERNMENT STEERING YOUR SHIP OR A WEAKER ONE?? I'M CONFUSED!

Magna Carta
ENGLISH PACT LIMITED POWER OF THE KING

English Bill of Rights
LISTED THE RIGHTS TO TRIAL BY JURY AND ELECTION OF POLITICAL REPRESENTATIVES

Mayflower Compact
PILGRIMS ESTABLISHED SELF-RULE IN MASSACHUSETTS

WELL, LET'S DIG INTO THE OLD TOOLBOX AND SEE WHAT WE CAN CREATE.

WE ARE CONFUSED TOO!

LET'S GET TO WORK!

Creating the New Nation

Understanding Goal:
Unity requires compromise.



Robert Morris (Pennsylvania)
Representing views of large states



John Hancock (Massachusetts)
Representing views of small states

Investigative Question:

Which principles inspired the creation of the United States Government and what purpose was the Government intended to serve?

Explore: How might small states have differed from large states in their opinion of the Articles of Confederation and the structure of the new government?

Connect: How did the *competing opinions* expressed by Morris and Hancock, among others, lead to a compromise decision that resulted in the disintegration of the Articles and the creation of a more equitable constitution?






Warm Up: Analyze this!

- "Government is not reason, it is not eloquence, it is force; like fire, a troublesome servant and a fearful master. *Never for a moment should it be left to irresponsible action*" - George Washington

Shays' Rebellion: 1786-7

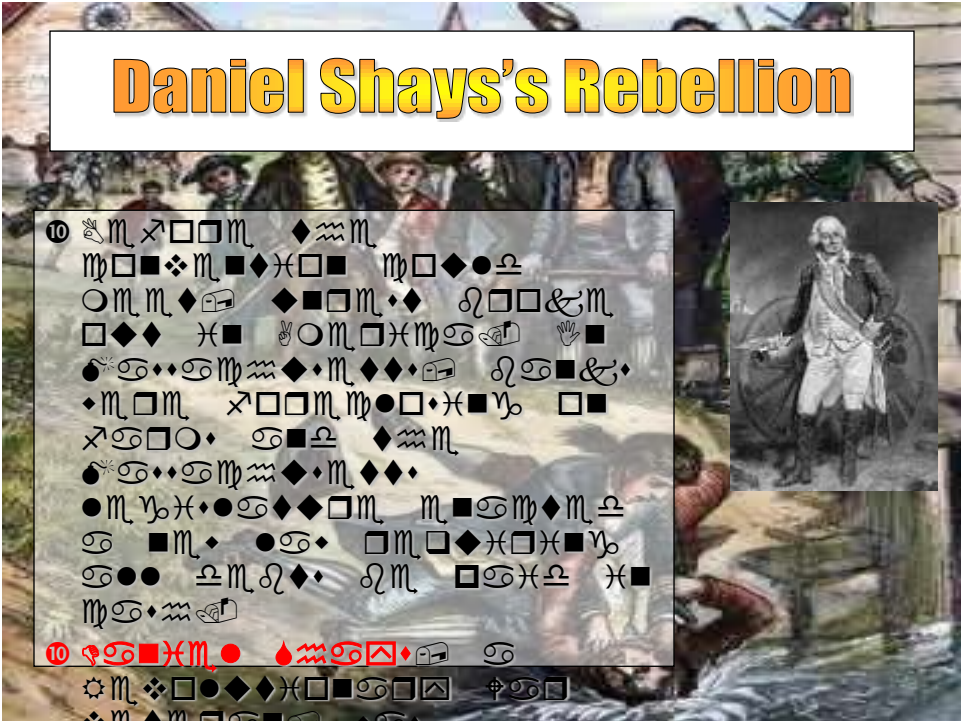


-  Daniel Shays
-  Western MA
-  Small farmers angered by crushing debts and taxes.



Daniel Shays's Rebellion

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Shays' Rebellion: 1786-7



Shays' Rebellion: 1786-7



There could be no stronger evidence of the want of energy in our governments than these disorders.

-- George Washington

Short Assignment on Shay's rebellion:



Directions: Select one quotation and write a response to the speaker.

- *"For God's sake, tell me what is the cause of all of these commotions?"* -- George Washington (from his home in Mount Vernon)
- *"Ignorant, restless desperadoes, without conscience or principles. Have led a deluded multitude to follow their standard under the pretense of grievances which have no existence but in their imaginations." "The wisest and most vigorous measures (must be used) to quell and suppress" the revolt.* -- Abigail Adams (from Paris)
- *"The evils we experience flow from the excess of democracy."* -- Elbridge Gerry, Massachusetts delegate to the Constitutional Convention.
- *"What country can preserve its liberties if its rulers are not warned from time to time that their people preserve the spirit of resistance? What signify a few lives lost in a century or two? The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants. It is the natural manure."* -- Thomas Jefferson (from Paris)

Now read "Rebellious Farmers" by David Proper. Pretend that you meet George Washington in 1786, shortly after the Rebellion. Do you praise or criticize him for the actions he took during the rebellion? 150 words.



Putting Down Shays's Rebellion

- Congress authorized the Secretary of War to call up a national militia to respond and appropriated \$530,000 for the purpose. Every state except Virginia refused.
- Finally, a *private* army put down Shays's Rebellion.
- This failure of Congress to protect the citizens and property of Americans was a glaring example of the weakness of the Articles.

Socratic Seminar: Early American Political Thought Thomas Jefferson in Paris to Edward Camngton January 16,1787



Seminar Notes

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USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

1.4 American Political Thought Thomas Jefferson, Alexander Hamilton, Benjamin Rush

- A. Evaluate the following quotes:
 1. "The temple of tyranny has two doors."
 2. "A little rebellion is a good thing."
 3. "A government supposes control."
 4. "Resistance is treason against society."
 5. "Wolves and sheep."

- B. Answer the below question in paragraph form.
 1. What are the most noticeable differences between the three writers?

Writing the Constitution



10

10

Constitutional Convention of 1787

Philadelphia, Pennsylvania, 1787 -



Task: What are some things you think need to be changed from the Articles of Confederation?



What were they thinking at this time?

The "Virtuous Republic"

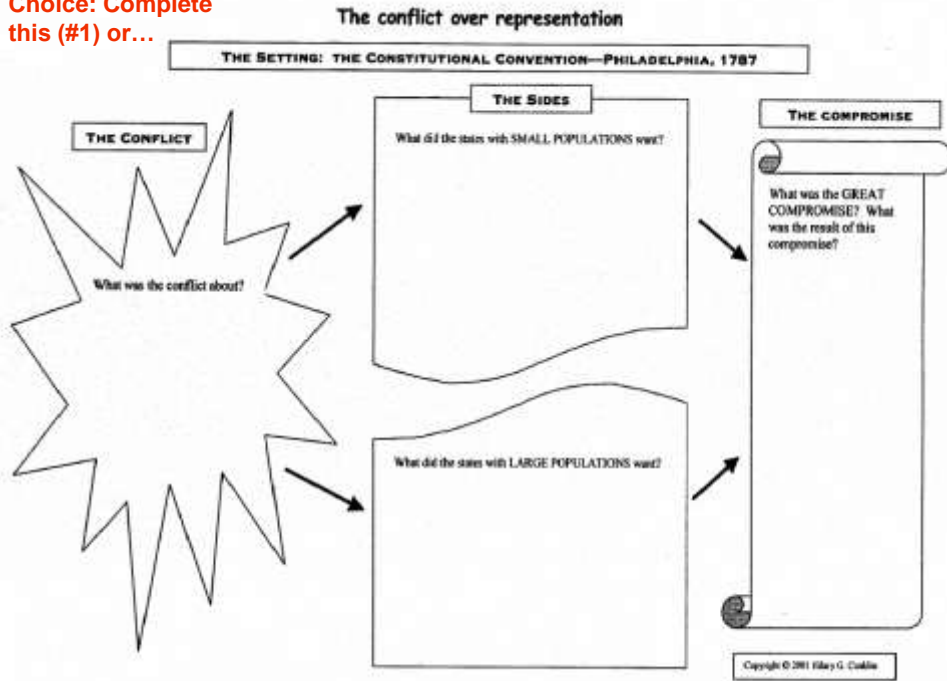
1. Govt. gets its authority from the citizens.
2. A selfless, educated citizenry.
3. Elections should be frequent.
4. Govt. should guarantee individual rights & freedoms.
5. Govt.'s power should be limited [checks & balances].
6. The need for a written Constitution.
7. "E Pluribus Unum." ["Out of many, one"]
8. An important role for women □ raise good, virtuous citizens. ["Republican Womanhood"].

Political Cartoon/Diagram: New Jersey Plan vs. Virginia Plan

- **Lesson Objective:** To explain the conflict about representation that occurred during the Constitutional Convention of 1787. To understand the difference between equal and proportional representation. To understand how a compromise was finally reached.
- First, draw two political cartoons that describe the ideas about representation in each conflicting plan—the New Jersey Plan and the Virginia Plan.
- Then, draw a third political cartoon, displaying how compromise was reached between the two opposing sides. What solution was agreed upon?

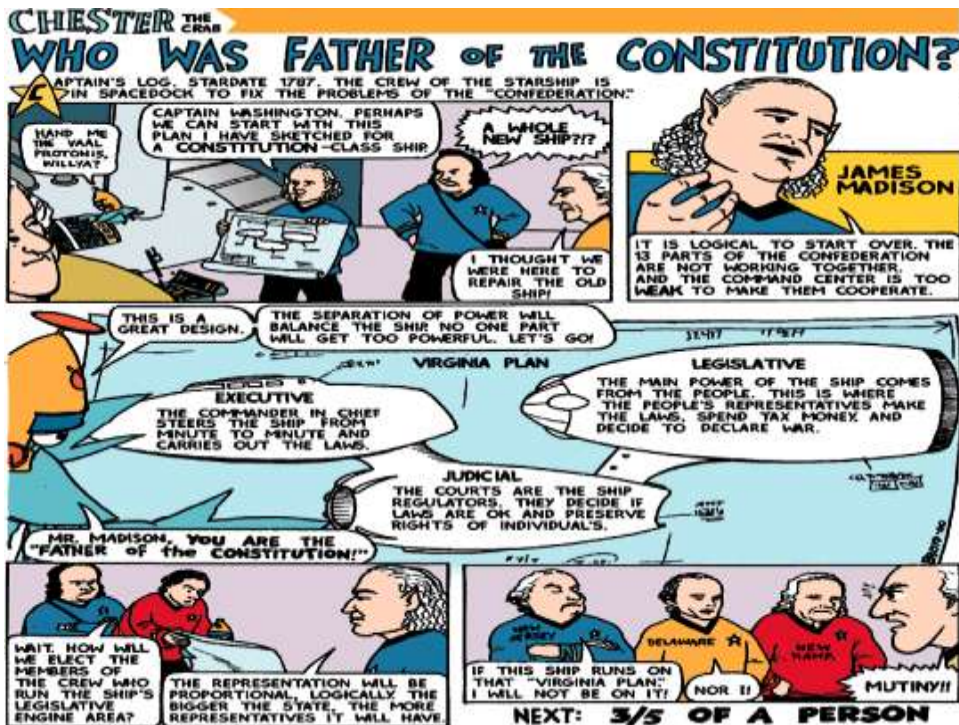
If you need extra help, look at the following chart...

Choice: Complete this (#1) or...



#2	Plan or National Government	# of Branches	Judiciary	Executive	Legislative	Other
Virginia						
New Jersey						
Hamilton						
Connecticut/ Great Compromise						

Plan	Federation or National Government	# of Branches	Judiciary	Executive	Legislative	Other
Virginia	National	3	Chosen by national legislature.	Chosen by national legislature.	Lower house chosen by popular election "proportioned to the Quotas of contribution, or to the number of free inhabitants." Upper house chosen by lower house. Also proportional.	National legislature has veto power over states.
New Jersey	Federation	3	Appointed by executive. Confirmed by Senate.	Elected by acts of Congress.	One house with equal representation. "Supreme law of the states."	"Executive and a convenient number of the National Judiciary ought to compose a Council of revision with authority to examine every act of the National Legislature before it shall operate. . . . requisitions in proportion to the whole number of white and other free citizens and inhabitants of every age, sex and condition, including those bound to servitude for a term of years, and three-fifths of all other persons not comprehended in the foregoing description, except Indians not paying taxes."
Hamilton	National	3	Can serve for life.	Can serve for life. Chosen by electors from the states. "To have a negative on all laws about to be passed."	Senators can serve for life. "Assembly" members elected for three years. Can pass "all laws whatsoever."	
Connecticut/ Great Compromise	National	3	Appointed by executive. Confirmed by Senate.	Single executive. Chosen by Electoral College.	Two houses. Representation in lower house based on population (3/5 of slaves). Upper house, two representatives per state.	Included a national supremacy clause.

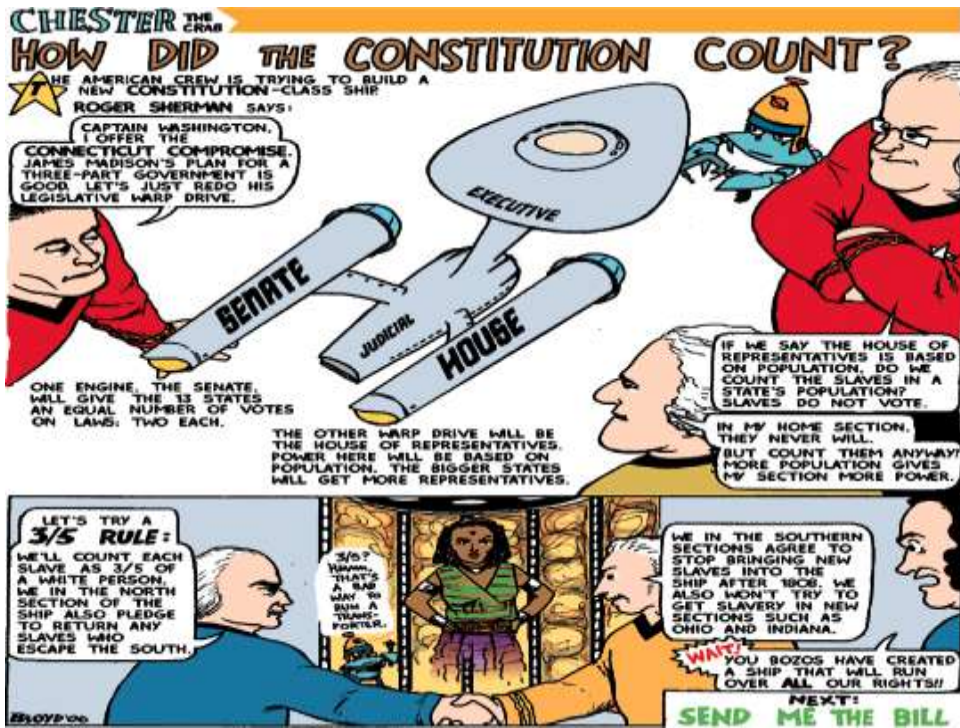


CONSTITUTIONAL COMPROMISES		
<p>Directions: For each of the following compromises, please list each side in the debate, why it was a problem, and explain how the argument was solved.</p>		
<p>What group made the argument?</p> <p>Why?</p>	<p>→</p> <p>THE GREAT COMPROMISE</p> <p>→</p>	<p>How did it solve the problem?</p>
<p>What group made the argument?</p> <p>Why?</p>		<p>How did it solve the problem?</p>
<p>What group made the argument?</p> <p>Why?</p>	<p>→</p> <p>THE THREE-FIFTHS COMPROMISE</p> <p>→</p>	<p>How did it solve the problem?</p>
<p>What group made the argument?</p> <p>Why?</p>		<p>How did it solve the problem?</p>

Creating the Constitution--Compromise

- Compromises included:
 - The Great Compromise**--created a **bicameral**, or two-house, legislature in which the number of state representatives in the lower house, or the House of Representatives, would be determined by the population of each state. It also created an upper house--the Senate--which would have two members from each state elected by the state legislatures.
 - The Three-Fifths Compromise**--counted slaves as three-fifths of a person when determining the population of a state for representation in Congress.





ACTIVITY: Interview With the Signers of the Constitution!



- **Introduction:** You will work in small groups to develop several questions that a newspaper reporter assigned to cover the signing of the Constitution might have asked each of the following signers of the Constitution: George Washington, Benjamin Franklin, James Madison, and Alexander Hamilton. Four lucky students will become experts on the signers and roleplay them!
- **Objectives**
- Students demonstrate critical thinking skills in developing interview questions. Students work together in cooperative groups.
- **Keywords**
- Constitution, signers, newspaper, reporter, interview, Washington, Franklin, Madison, Hamilton
- **Materials Needed**
- paper, pens or pencils; student-researched library sources or computers with Internet access
- **Procedure:** The class will divide into four groups. Each group will be assigned one of the following signers: George Washington, Benjamin Franklin, James Madison, or Alexander Hamilton. Imagine that they are newspaper reporters in 1787 covering the signing of the Constitution. You meet with each of the four signers noted above and ask the questions. Each group will brainstorm the questions they would ask each signer. The student actors will conduct research to become experts on the signers.

Research and Assessment



- **The Research:** Before you can ask the questions, you must research information about each person and about the Constitution. You will use various library sources or use the following sites as starting points for research.
 - [The Signers of the Constitution](http://www.archives.gov/education/lessons/constitution-day/signers.html)
<http://www.archives.gov/education/lessons/constitution-day/signers.html>
 - [The Founding Fathers](http://www.archives.gov/exhibits/charters/charters.html)
<http://www.archives.gov/exhibits/charters/charters.html>
 - [Creating a Constitution](http://memory.loc.gov/ammem/collections/continental/constit.html)
<http://memory.loc.gov/ammem/collections/continental/constit.html>
 - [A More Perfect Union: The Creation of the U.S. Constitution](http://web.archive.org/web/20020202221803/http://www.nara.gov/exhall/charters/constitution/conhist.html)
<http://web.archive.org/web/20020202221803/http://www.nara.gov/exhall/charters/constitution/conhist.html>
 - [The United States Constitution](http://www.house.gov/house/Constitution/Constitution.html)
<http://www.house.gov/house/Constitution/Constitution.html>
- **Assessment:** Each group will present their questions to the signers, who will sit at the front of a class as a panel. Interviewers will be graded based upon the knowledge and depth of questions. For example, DO NOT ask George Washington whether he chopped down that cherry tree. (By the way, that's a myth!). Actors will be graded upon their use of honest answers and real historical facts. DO NOT make up stuff which you are unsure about! (Penalties will be assessed!)

Ratification of the Constitution



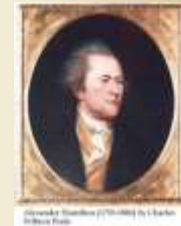
Warm Up: Critical Thinking Exercise: Examining Why the Founders Feared the Abuse of Power by Government



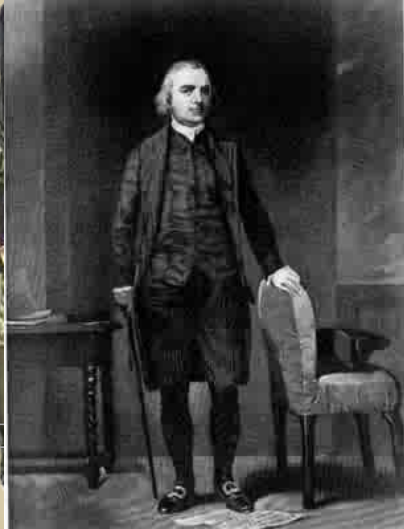
- **Introduction:** Given their knowledge of history and their experiences with the British government, it is not surprising that the Founders (both the Federalists and Anti-Federalists) greatly feared the possible abuse of the powers of government. For example, read the following selections from some of their writings. Then discuss with the class your answers to the questions that follow.
 - "Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many." Alexander Hamilton, 1787
 - "There are two passions which have a powerful influence on the affairs of men. These are ambition and avarice; the love of power and the love of money." Benjamin Franklin, 1787
 - "From the nature of man, we may be sure that those who have power in their hands...will always, when they can...increase it." George Mason, 1787
- **Questions:**
 - Explain the view of human nature expressed in each of these quotations.
 - If you agreed with the views of human nature expressed in the quotations, what kind of safeguards to prevent the abuse of power would you include in your government?
 - Do you think the Founders' fear of government is as valid today as it was in the 1700s? Explain your answer.

Federalists Vs. Anti-Federalists

- The States had to accept (**ratify**) or reject the Constitution before it could be adopted.
- Due to the dispute over ratification, the first two political parties formed.
 - The **Federalists**, including Alexander Hamilton, James Madison, and John Jay, were pro-Constitution and wrote a collection of essays from 1787 to 1788 called the **Federalist Papers**.



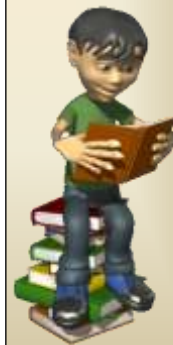
Federalists Vs. Anti-Federalists Continued...

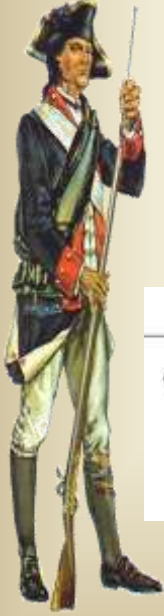


- **Anti-Federalists**, such as Patrick Henry and Samuel Adams (left), were opposed to ratification of the Constitution.
 - (1) Feared the plan's strong central government and lack of a bill of rights, or guarantee of personal freedoms.
 - (2) Argued in favor of the leading view of the time in which small societies either governed themselves by direct democracy or by a large legislature with small districts.

Pre-Reading Strategies for Federalist 10

- **Note: You will be reading Federalist 10 and 51, completing graphic organizers and then participating in a Socratic Seminar. This is a necessary but challenging read. Be patient; we will get through it together!**
- **Choose three (3):**
 - KWL (Used to activate background knowledge and interest)
 - Look at the title and predict what the article will be about. You can should annotate it. For example: Can you define what a "federalist" is?
 - Poise (Sit up straight, feet planted on floor—will increase reading rate!)
 - Skim to determine structure of text (Is there an introduction to the text which describes the author's thesis and/or purpose?)
 - Create a graphic organizer
 - Prepare to determine your reading speed (time yourself—How many words per minute do you read?)






ASSIGNMENT:

- Read Federalist #10 and answer the questions from the worksheet below:

JAMES MADISON, *FEDERALIST NUMBER 10* (1788)


Questions:

- 1) How does Madison define "faction"? Why does he feel that factions arise? Why do factions pose a challenge to legislatures?
- 2) What is Madison's opinion of democracy? How does he compare democratic and republican governments? Which system does he prefer? Why?
- 3) Do you believe our current government works as Madison claimed it would? Explain your answer.




Related Free Response Question

- **To what extent did the framers distrust a direct democracy?**
- Hint: Use the Constitution and Federalist Papers 10 and 51 to support your answer.
- **Answer:** Direct democracy equals "mob rule." The constitution is set up to prevent popular control, with its system of federalism, checks and balances, the divisions of power, and the rigidity of the amendment process.



Further Analysis of Federalist 10

- **Federalist 10**
 - Written by Madison
 - Fear of competing, dividing interests, called **factions**.
 - Reflects Hobbe's belief in the state of nature—human beings are prone to conflict and selfish interest.
 - The Constitution is the cure for the propensity to violence and conflict.
 - Source of faction and violence is the unequal distribution of property, creating different classes of people. The real conflict is class inequality.
 - However, Madison does not want to equalize property because inequality is part of human nature.
 - **The solution: Plurality** and the number of competing factions will prevent any one group from forming an insurrection against the majority.
 - How do you prevent tyranny of the majority? By founding a large **republic** based on the principles of **federalism**, the majority, which wields the power, will also be controlled.




Further Analysis of Federalist 51

- **Federalist 51**
 - Written by Madison and Hamilton
 - Proposes the creation of three independent powers: **legislative, executive, judicial**.
 - But, no power should be stronger than the other. Established principle of **"separation of powers"** or **"shared powers"** accomplished through a system of **"checks and balances"**—one branch **"checks"** the power of another branch.
 - The phrase **"If men were angels, no government would be necessary"** means that government, through checks and balances, is necessary to control the selfish interests and ambitions of individuals, which is inherent in human nature. Men are inherently ambitious.
 - Examples of checks on power :
 - 1) Appointment of judicial officials by another power (executive).
 - 2) Executive veto power—check on legislature.
 - 3) Divide each power into different branches.

•Repeats Federalist 10 by advocating a republic, rather than a direct democracy, to govern over such a large amount of people and by stating that competing interests (plurality) are a necessary evil to prevent tyranny. A large compound republic will make it harder for factions to unite in insurrection.

•The interests of the majority will continue to be served. The rights of the minority are protected by plurality and the diverse interests of society.



Federalist Papers--Summary

The Federalist Papers called for the following:

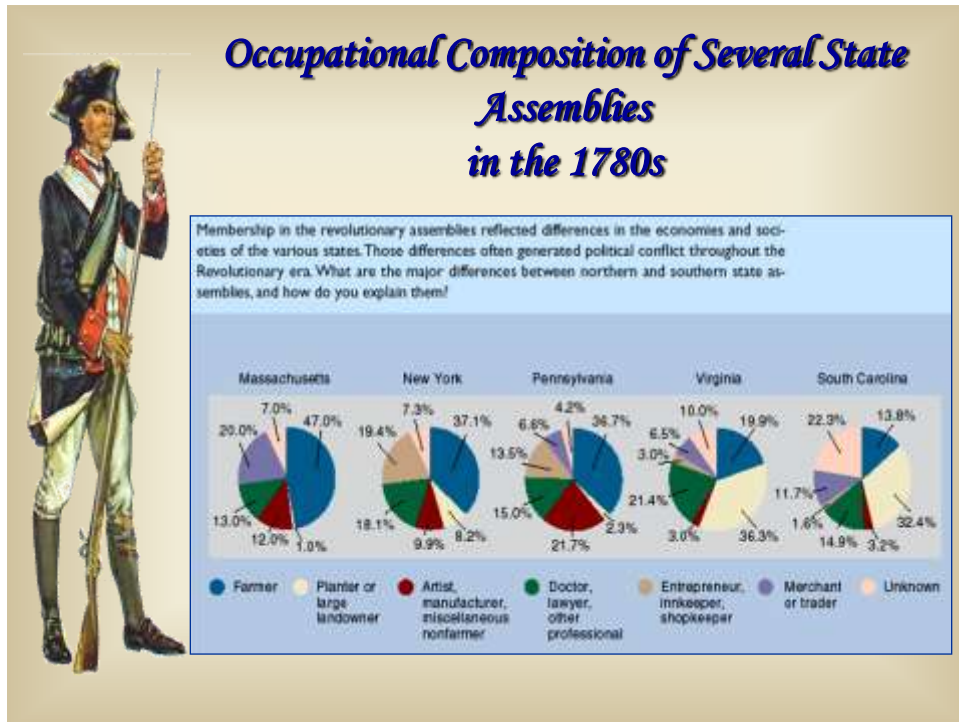
- (1) a strong national government.
- (2) a strong executive power (or president), which was lacking in the Articles of Confederation.
- (3) the separation of powers into three branches of government—legislative, executive, and judicial. A system of checks and balances would limit federal power and prevent tyranny.
- (4) the creation of a **republic**—a nation in which the supreme power rests in those who are entitled to vote and is exercised by elected representative who are responsible to voters and who govern according to the law.

MAP 6.6
Federalist and Antifederalist Strongholds, 1787–1790

Federalists drew their primary backing from densely populated areas along major transportation routes, where trade, mobility, and frequent contact with people in other states encouraged a nationalistic identity. Antifederalist support came from interior regions where geographic isolation bred a localistic perspective. However, some westerners, especially in Georgia and western Virginia, voted for a strong central government that would push back the Indians or the Spanish.

Central Question:
 Should we have a strong Federal Government or should the States govern themselves?



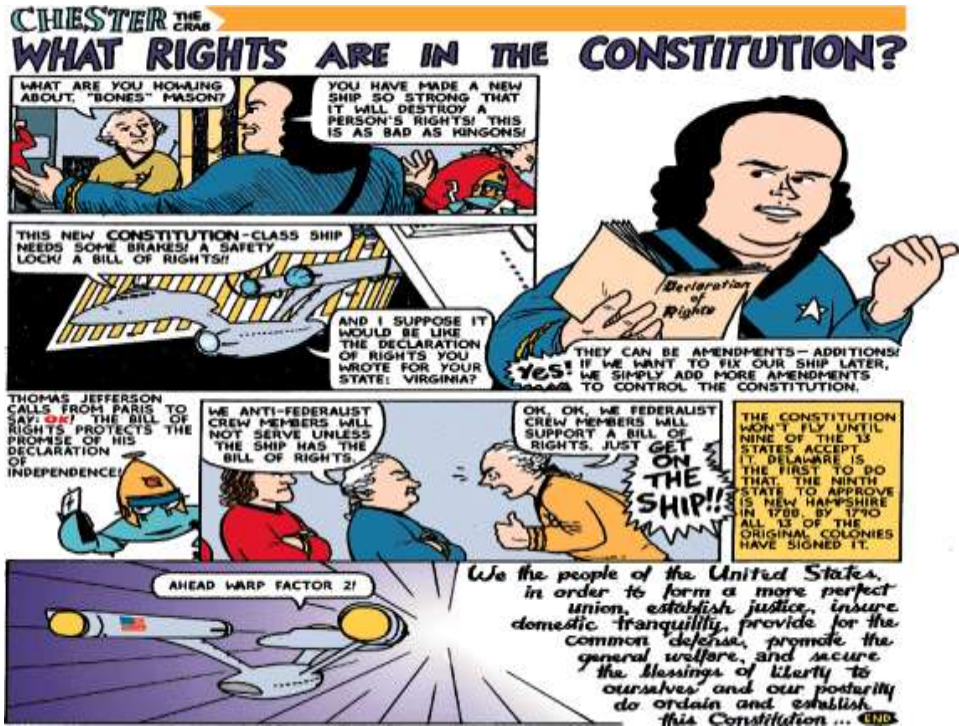


The Compromise between the Federalists and AntiFederalists

A Bill of Rights?

- The strongest point was the lack of a Bill of Rights, and was the only common goal of all Anti Federalists.
- The Fear of a strong government had people terrified of losing all their new freedoms



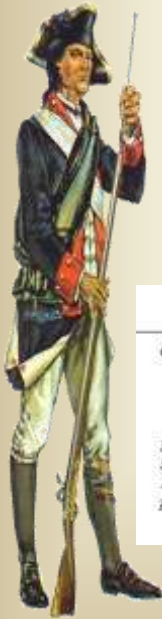


The Bill of Rights

Task: The Bill of Rights was written in 1791 and is still working today. It prevents abuse by the federal government. Using the chart below, decide whether or not the issue is constitutional or unconstitutional. Fill in the appropriate amendment number which you used to determine your answers.

ISSUE	CONSTITUTIONAL	UNCONSTITUTIONAL	AMENDMENT NUMBER
Police officer breaks into a house and searches without a warrant.			
Students rally and protest in front of school on a weekend.			
U.S. army sends soldiers to people's homes in peacetime			
Judge convicts and sentences murderer to prison without a trial.			
Protesters burn the American Flag at a rally.			
Judge sentences shoplifter to prison for life.			
Religious groups hold meetings in school, after school.			
Student has collection of antique rifles in her basement.			
Residents of Smithtown submit grievances to Town Council			
Martha Stewart is brought to trial without a jury.			
Defendant is held in jail for two years before being put on trial.			
Airport screener searches your luggage at the airport.			

ASSIGNMENT:



- Read the Bill of Rights and answer the questions to the worksheet below:

THE BILL OF RIGHTS

Questions:

1. What are the major themes of the Bill of Rights?
2. What do you think is the most important amendment in the Bill of Rights? Explain.
3. What do you believe is the least important in the Bill of Rights? Explain.

Several states had ratified the U.S. Constitution with the understanding that it would be amended to safeguard basic individual freedoms. Written largely by James Madison, the ten amendments were adopted on December 15, 1791. Known collectively as the Bill of Rights, the amendments guarantee personal liberties and limit government power. To many Americans, they embody the most important principles of democracy.

Ratification of the Constitution



Votes of State Ratifying Conventions

State	Date	For	Against
Delaware	December 1787	30	0
Pennsylvania	December 1787	46	23
New Jersey	December 1787	38	0
Georgia	January 1788	26	0
Connecticut	January 1788	128	40
Massachusetts	February 1788	187	168
Maryland	April 1788	63	11
South Carolina	May 1788	149	73
New Hampshire	June 1788	57	47
Virginia	June 1788	89	79
New York	July 1788	30	27
North Carolina	November 1789	194	77
Rhode Island	May 1790	34	32

The Constitution Becomes the Highest Law of the Land



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The Constitution of the United States



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Homework:



- **Objectives:** To understand democratic and un-democratic features of the Constitution (Electoral College, indirect elections, judicial appointments). To think critically and analytically about sources.
- **Seminar Readings:**
 - Charles A. Beard, “Framing the Constitution.”

Questions for Upcoming Socratic Seminar (answer the following for each article:

1. What is the author’s thesis?
2. What evidence is used to support it? Be specific.
3. Why did the author write this? Consider the historical context.
4. Is the argument persuasive?



Indian Land Cessions: 1768-1799



Disputed Territorial Claims Between Spain & the U. S. : 1783-1796




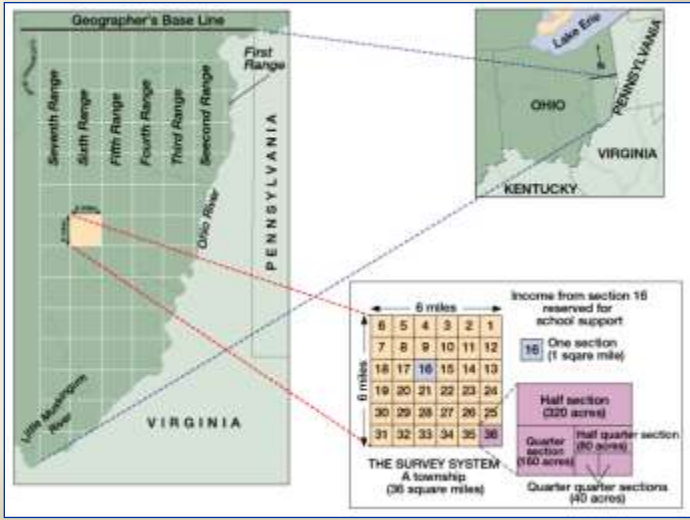
State Claims to Western Lands




Map Legend:

- Northwest Territory Ceded to Virginia, 1784
- Louisiana Ceded to Spain in 1763, 1803 U.S. purchase, 1803
- Other state claims (New York and Ohio territories returned claims to Vermont in 1785, in 1791 it became the last western state)

Land Ordinance of 1785

THE SURVEY SYSTEM
A township (36 square miles)

6	5	4	3	2	1
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Income from section 16 reserved for school support

- One section (36 square miles)
- Half section (90 acres)
- Quarter section (90 acres)
- Quarter quarter sections (22.5 acres)

Northwest Ordinance of 1787



- One of the major accomplishments of the Confederation Congress!
- Statehood achieved in three stages:
 1. Congress appointed 3 judges & a governor to govern the territory.
 2. When population reached 5,000 adult male landowners → elect territorial legislature.
 3. When population reached 60,000 → elect delegates to a state constitutional convention.

The United States in 1787





The Northwest Ordinance Student Worksheet

Introduction:

The Northwest Ordinance was a law passed by Congress in 1787 to provide for government of the Northwest Territory, located north of the Ohio River and west of Pennsylvania to the Mississippi River. Soon after its passage, settlers flocked westward and created new towns and farms throughout the territory.

In this activity, you'll read some parts of the Northwest Ordinance. You'll also look closely at the Northwest Territory on a map and read information on the map to find out what the land was like.

All Web links for this lesson can be found at: <http://www.socialstudies.com/uslinks.html>

Directions:

"The Northwest Ordinance"

Go to http://www.socialstudies.com/article.html?article@northwest_ordinance and read the following parts:

- Section 1
- Section 13
- Section 14, Article 3
- Section 14, Article 4
- Section 14, Article 6

Answer these questions about the Northwest Ordinance:

1. How does Section 1 say the Northwest Territory will be divided?

2. According to Section 13, did the Northwest Ordinance intend for the Northwest Territory to remain an official territory, or might it eventually be turned into new states?

3. According to Section 13, what principles would form the basis of the territory's laws?

-
4. According to the first sentence of Section 14, Article 4, what would be the relationship between the Northwest Territory and the United States government?
 5. How were the Indians in the Northwest Territory to be treated?
 6. Was slavery allowed in the Northwest Territory?

"A new map of the western parts of Virginia, Pennsylvania, Maryland and North Carolina"

Go to <http://memory.loc.gov/ammem/arnmapquery.html> and follow these directions:

- Type in the keywords "new map western Virginia," and click "Search."
- Select search result 2 ("United States—Ohio River Valley").

Look carefully at this map, and locate the Northwest Territory (hint: first find the Ohio and Mississippi Rivers). Zoom in on two or three of the small text areas in the Northwest Territory and read the text. Then answer these questions:

7. How does the text on the map describe the land of the Northwest Territory? Provide three examples.
8. Imagine that you live in Massachusetts in 1787 and have just heard about the Northwest Ordinance. You also happen to have access to a copy of this map. What might you think about the idea of moving west after examining the map?
9. Why do you think this map was created? What purposes might it have served?

EXTENSION: The Northwest Territory – Web Quest!

1. After the Revolution, Americans began to look to the _____ territory which was _____ and _____ of the original United States.
2. These lands were home to _____ native Americans.
3. Some _____ trappers still had outposts here and American _____ were coming from _____.
4. Two items the Americans brought to trade with the Indians were _____ and _____. To get these items the Indians traded _____.
6. The _____ paid the Indians to gather American _____ during the Revolution.
7. The Treaty of _____ gave the Northwest Territory to the U.S.
8. To keep peace with the Americans, several _____ Indian tribes signed treaties with the Americans who treated them as a conquered people.
9. The _____ was the "great artery" of the Old Northwest.
10. Newcomers first settled near _____ and _____ then moved to the interior.
11. The Land Ordinance of _____ allowed for the _____ of the land.
12. The land was made available for _____ an acre in _____ acre parcels.
13. The Land Ordinance of _____ provided new plans for _____ to be admitted to the Union.
14. When _____ adult males lived in the territory they could form an independent _____.
15. When the population reached _____ they could apply for _____.
16. In _____ a new treaty opened up more _____ land for settlement.
17. Indian Chief _____ tried to organize Indians to fight against the settlers. With their defeat at _____, the Indian alliance collapsed.

WESTWARD TERRITORIAL EXPANSION OF U.S., 1780-1900
TIMELINE OF EVENTS

- 1778 George Rogers Clark secured lands of the old Northwest territory for the U.S.
- 1780 Original Thirteen Colonies
- 1783 Treaty of Paris: U.S. gained Northwest Territory from France.
- 1785 NW Land Ordinance allowed the survey of NW Territory.
- 1787 Northwest Ordinance: set criteria for the formation of settlements and states.
- 1795 Yazoo Land Fraud (Georgia)
- 1803 Louisiana Purchase from France
- 1803-6 Lewis & Clark expedition to Pacific Ocean
- 1812 War of 1812: Final removal of British from U.S.
- 1819 Florida cession from Spain
- 1819 Treaty with Spain: U.S. renounces claim to Texas.
- 1821 Mexican government opens Texas for colonization by Americans.
- 1827 Creeks leave Georgia.
- 1829 Mexican government closes Texas to American immigrants.
- 1830 Congress passes LAW to remove Indians from east of the Mississippi to the west.
- 1835-7 Texas revolution ALAMO
- 1836 Texas declares independence from Mexico.
- 1838 Trail of Tears: removal of Cherokee Tribes from Georgia
- 1842 First large group (132 people & 18 wagons) traveled by wagon train to Oregon. Established route of Oregon Trail

TIMELINE CONT'D

- 1845 Annexation of Texas by U.S.
- 1845 "54-40" or Fight" to gain Oregon Country from Canada and establish northern boundary of the U.S.
- 1846 U.S. declares war with Mexico over Texas Country.
- 1846 Oregon treaty with Canada: U.S. settles northern boundary at the 49th parallel
- 1846 "Bear Flag Revolt": California declares independence from Mexico.
- 1848 End of war with Mexico: Mexico cedes most of SW California to U.S.
- 1848 Gold discovered in California
- 1849 Gold inspires great rush of people to the west.
- 1850-61 Pony Express opened western routes.
- 1851 Land Law passed which favored American Squatters over Mexican Land Grants.
- 1853 Congress authorizes survey for Transcontinental Railroad.
- 1853 Gadsden Purchase: purchased from Mexico the strip of land between Arizona and New Mexico, completing the southwest land acquisition.
- 1862 Homestead Act brought settlers west.
- 1867 Alaska purchased from Russia
- 1889 Oklahoma land rush
- 1897 Hawaii becomes U.S. Territory.