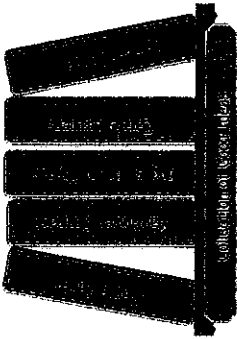


Colonial Influences

Name: _____



Hey! Anyone Have Any Good Ideas?

Our Founding Fathers did not invent the American system of government out of thin air. They, like the other colonists, were influenced by many different ideas and traditions. The biggest influence came from their British heritage. (Remember the colonists WERE British until the American Revolution!) Events in British history and things that were happening during their own time affected the way the Founders thought government should work.

The Founders didn't have the Internet, so they got their ideas from books and other printed materials. What would have been on the minds of American colonists on the verge of a revolution? Let's take a peek at what might have been on the shelf of a private colonial library ...

King v. Nobles: Round One

Way back in the Middle Ages, England was ruled by a king who shared some of his powers with the wealthy nobility. The nobility would carry out the king's wishes, and the king would allow the nobles to make some local decisions. But in the early 1200s, King John tried to take all the power for himself! The angry nobles fought back. In 1215, they created a document called the **Magna Carta** that limited the power of the king and protected certain rights for the nobles. The nobility was powerful enough to force King John to sign the Magna Carta. This was a big deal because it introduced the concepts of *limited government*, *rule of law*, and *due process*. It also helped create the nation's Parliament (kind of like Congress in the U.S.).

The Magna Carta

We, the nobles, demand:

- A limit on the king's powers
- Laws and punishments to be fair and equal
- Due process of the law and fair trials
- Property rights



The Mayflower Compact

When we land, we will:

- create our own government
- agree that the laws will be followed by everyone
- make sure that the new government will serve the common good

I Think We Took a Wrong Turn!

Fast forward over 400 years. The next document in the colonial library is the **Mayflower Compact**. It was written to solve a basic problem: Who is in charge? The Pilgrims left England in a ship called the Mayflower headed for the Virginia colony in 1620. A strong storm blew the ship off course, and they ended up in what is now Massachusetts. This area was not under the control of the company that sent them, so the Pilgrims were in independent territory. They needed a government—fast! The men agreed to create a new government and to follow its rules. In exchange, they would all protect each other. This is called *self-government*.

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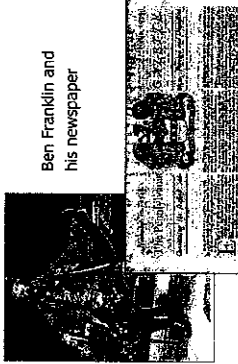
Reading, p1

Colonial Influences

Name: _____

King v. Nobles: Round Two

Meanwhile, back in England, the Parliament had been battling it out with the king in a series of civil wars. Parliament eventually came out on top and passed the **English Bill of Rights** in 1689. Like the Magna Carta, this document expanded the rights of the Parliament and the people, while limiting the powers of the king even more. This document was well-known because it affected people living in Britain and the new British colonies in America.



Ben Franklin and his newspaper

The English Bill of Rights

AS Englishmen, we demand:

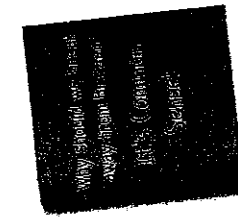
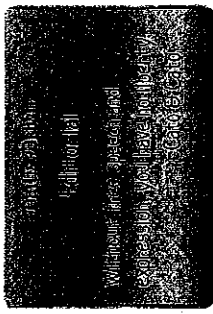
- Free elections to Parliament
- The rights to bear arms to petition the government, and to a fair trial
- No excessive bail or fines or cruel and unusual punishment

Breaking News... Colonist Style!

In addition to older documents, the colonists kept track of what was happening in Britain and around the colonies. They couldn't phone, blog, tweet, or watch tv-- so how did they keep up with the news of the day?

Hot Off the Press

In the 1720s, authors using the fake names Cato the Elder and Cato the Younger published a series of newspaper editorials in Britain. The authors argued against the king's heavy-handed rule. These articles were titled **Cato's Letters**, and they were also published in colonial American newspapers. Cato's Letters became so popular that they were collected into a book. Half of the private libraries in colonial America owned a copy! Cato's Letters discussed many different ideas, such as *freedom of expression*, which became very influential in the colonies.



Calling for Independence

By the 1700s, King George III and Parliament were making more and more demands on the colonies. Many were getting fed up and began to meet and discuss breaking away from Britain. In the mid-1770s, representatives from most of the 13 colonies met in Philadelphia. Here, the Founders discussed the options for the future. While these meetings were happening, a journalist named Thomas Paine published a pamphlet called **Common Sense** in 1776. In **Common Sense**, Paine did not introduce any new ideas. Instead, he explained the arguments for independence in a way that was easy for everyday colonists to understand. He encouraged them to support the fight for independence from Britain. Just six months later, the Declaration of Independence was signed.

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Reading, p2

Colonial Influences

****TEACHER GUIDE****

Foldable Activity Answers.

	This is a:	What is the purpose of	Big Ideas:	Who wrote it? When?
Magna Carta	<input checked="" type="checkbox"/> Government Document <input type="checkbox"/> Agreement between individuals <input type="checkbox"/> Collection of newspaper articles <input type="checkbox"/> Pamphlet			
Mayflower Compact	<input type="checkbox"/> Government Document <input checked="" type="checkbox"/> Agreement between individuals <input type="checkbox"/> Collection of newspaper articles <input type="checkbox"/> Pamphlet			
English Bill of Rights	<input checked="" type="checkbox"/> Government Document <input type="checkbox"/> Agreement between individuals <input type="checkbox"/> Collection of newspaper articles <input type="checkbox"/> Pamphlet			
Cato's Letters	<input type="checkbox"/> Government Document <input type="checkbox"/> Agreement between individuals <input checked="" type="checkbox"/> Collection of newspaper articles <input type="checkbox"/> Pamphlet			
Common Sense	<input type="checkbox"/> Government Document <input type="checkbox"/> Agreement between individuals <input type="checkbox"/> Collection of newspaper articles <input checked="" type="checkbox"/> Pamphlet			

Limiting Government

Name: _____

Limiting Government? What's the Big Deal?

Sometimes you might hear people talking as if government is an evil monster. Are they overreacting? Are there reasons to fear government? Whose side is government on, anyway? Throughout history, there have been governments that had too much power and ended up abusing that power. They limited people's freedom, mistreated people, and even committed mass murders. In some places, that still happens today. Government isn't evil—but the people who run governments do need to be kept in check so they can't abuse their power. There are several ways to limit government power.



From 1926-1943, Benito Mussolini ruled Italy as a dictator with total control of the government.

A Constitution

A constitution is the rulebook for a country's government. A constitution usually explains what kind of government a country has and how that government functions. It also tells how a country's laws are made, and it explains the rights and responsibilities of citizens. Most modern countries have written constitutions.

The Rule of Law

The rule of law means laws are fair, they're enforced, and nobody is above the law. When a country has the rule of law, everyone must follow the law—the government, government leaders, and even the president! Citizens feel secure that the government can't just do what it wants, and there are procedures in place to make sure the law is enforced.



Constitution

- Make Laws
- Carry Out Laws
- Interpret Laws

Separation of Power

Separation of power is dividing power among several branches of government. By dividing up the power, a country can make sure that no one person or part of government gets too much control. Separation of power works because each branch of government is able to "check," or limit, what the other branches can do. Each branch is responsible for a different government function.

Consent of the Governed

When you give your consent, you are giving permission. The consent of the governed means that the citizens of a country give their permission to be governed by the country's government, and they do this by voting. Citizens have the right to vote, and they can use their vote to change the government. By voting, citizens can even change the constitution!



Rights of the Minority

In a system where the citizens are the government because leaders are elected by voting, limiting government also means limiting the power of the majority. In voting, the majority rules. It would be possible for the majority to treat a minority group unfairly. Protecting the rights of the minority means protecting the rights of small or unpopular groups regardless of what the majority believes. Everyone must be treated fairly.



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Reading p.1

Why Government?

Name: _____

B. Venn. Put the number of the word in the right category.

- Natural Rights
- Life
- Liberty
- Property
- Government
- No laws
- Laws
- Compromises are made
- You are on your own!
- Rights are protected.

State of Nature

Social Contract

C. What's the connection? Describe how the words listed are connected to one another.

1. Life / Liberty / Property

2. State of Nature / War

3. Government / Social Contract

D. Agree or Disagree? Read each statement and determine if Hobbes and Locke would agree.

There are no laws in a state of nature, and people are always at war.

Agree or Disagree

Government is needed to create laws, protect people and provide services.

Agree or Disagree

The ruler should be someone that has complete power and cannot be overthrown if the people are unhappy.

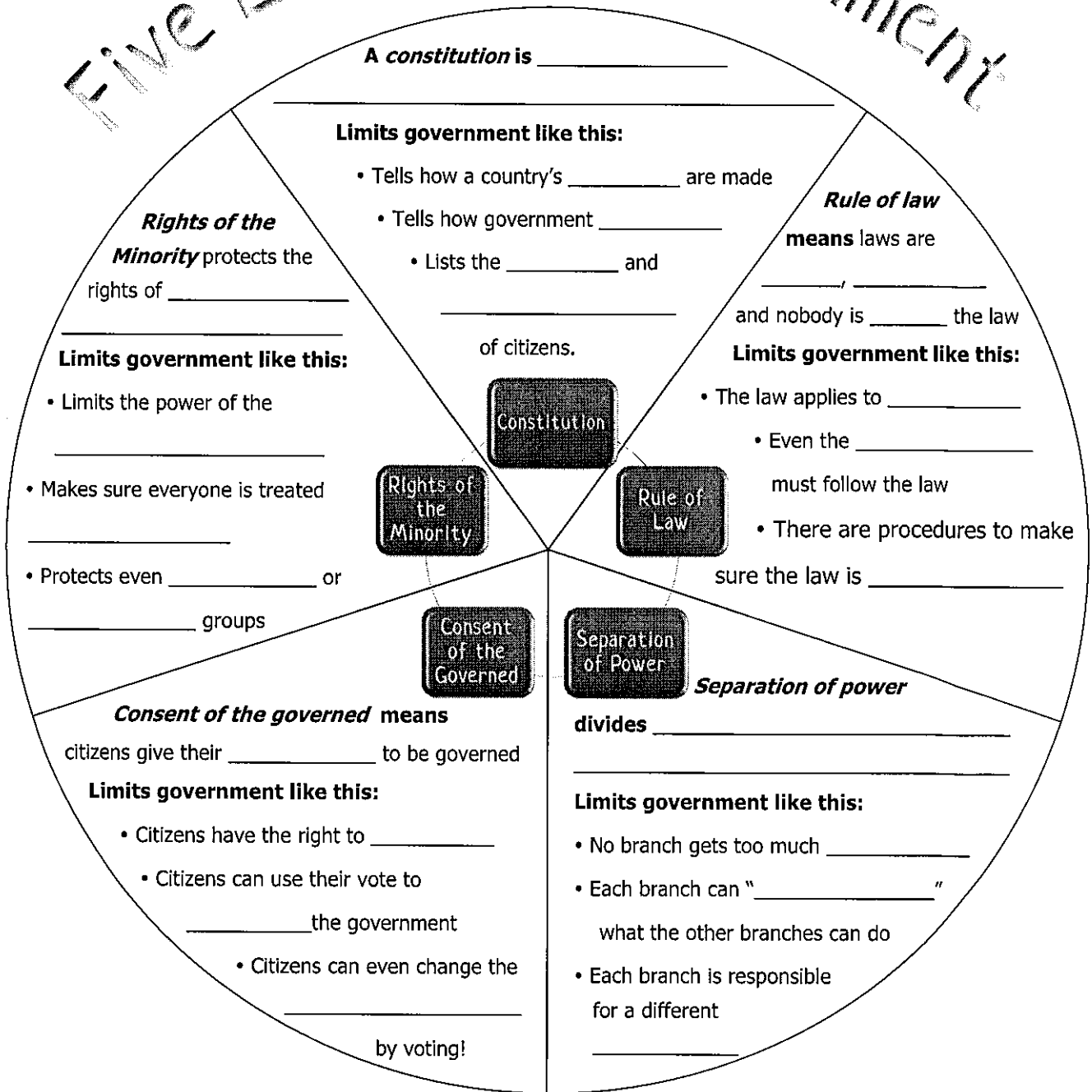
Agree or Disagree

On the statement where they disagree, explain how Locke saw things differently.

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Activity p.2

Five Limits on Government

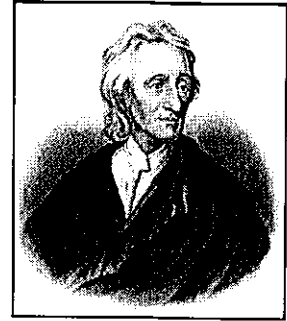


Why Government?

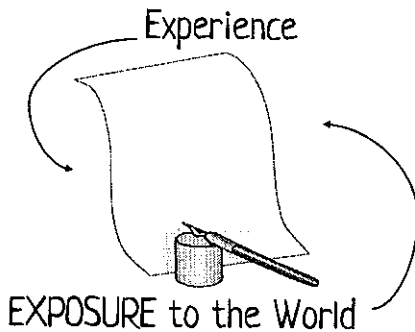
Name: _____

A Man with Many Hats

John Locke was born in England in 1632, at about the same time that Hobbes was about to begin his life's work as a philosopher. Locke considered becoming a minister, started his career as a doctor, but ended up as a philosopher and political scientist. He had many interests and produced a number of writings that influenced future leaders. One of those leaders was Thomas Jefferson, who helped America gain independence from Britain nearly 150 years after Locke was born. Jefferson studied Locke's writings, and Locke's ideas show up in our own Constitution.



John Locke

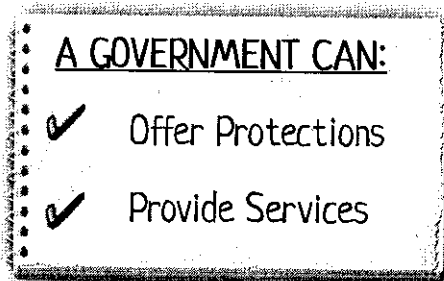


The Blank Slate

One of Locke's books, called *An Essay Concerning Human Understanding*, took over 18 years to write! In it, he says that people are born with a mind like a **tabula rasa**, which means a blank slate or page. During life, that blank slate gets filled up with the things a person experiences with the five senses. He said people learn and develop differently because they are exposed to different things. The one thing people have in common is that they are human and share a human nature that is the same for all people everywhere.

Natural Rights

Locke imagined a set of **natural rights** that human beings share. These are the right to life, liberty, and property. **Life** refers to the fact that people want to live and will fight to survive. **Liberty** means that people want to be as free as possible to make their own decisions. **Property** represents the fact that people want to own things that help them survive, such as land, food, and tools. Locke believed these rights aren't given to people—people are born with them.

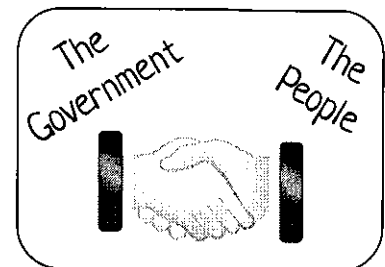


Why do we need a government?

Locke also wondered what life would be like if people didn't have a government. Like Hobbes, he believed this would lead to a **state of nature** with no rules, no one in charge, and no way for people to protect their natural rights. He believed the purpose of government is to end the state of nature and give people certain protections. But Locke also believed that governments should protect people's natural rights.

Social Contract

Locke believed a government can only be legitimate, or valid, if it is based on a social contract with citizens. For Locke, the social contract between a government and its people worked both ways: The people agree to give up some freedoms, but only if the government agrees to protect everyone's rights. If the government fails to deliver, the people have the right to revolt like the colonists did during the American Revolution. This two-way exchange between citizens and government was very different from Hobbes' view.

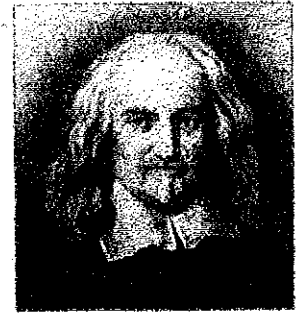


Why Government?

Name: _____

Nope, Not the Cartoon Tiger (the *other* Hobbes)

Thomas Hobbes was an English scholar and philosopher. He was born in 1588 and later became a tutor to a very wealthy family. As a tutor Hobbes had access to many books, traveled often, and met many important thinkers. Hobbes lived in Paris through the English Civil Wars and was interested in the nature of government. He wrote about many topics, including politics, geometry, physics, religion, and history. Hobbes was one of many scholars who tried to answer the question, "Why do we have government?"



Thomas Hobbes

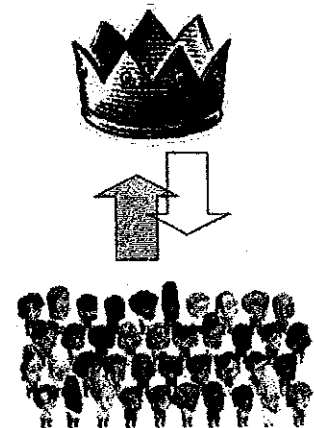
In such condition...
the life of man,
solitary, poor, nasty
brutish and short.
- T. Hobbes

Poor, Nasty, Brutish, and Short

Hobbes saw humans as naturally selfish and quick to fight. He believed that before there were governments, people lived in a **state of nature**. In a state of nature, everyone had a right to everything. In order to get what they wanted, people would always be at war with everyone else. Nobody would produce anything like inventions, art, or even crops or tools because they would be afraid other people would take them away. Hobbes didn't paint a very pretty picture of life without government.

Social Contract

Hobbes lived at a time when many philosophers were thinking about the nature of government. He was one of the first of his era to discuss the idea of a **social contract** between people and their government. A *contract* is an agreement in which both sides agree to something in order to reach a shared goal. In Hobbes' view, people agreed to give up some rights and power in exchange for protection. But for Hobbes, the social contract was no two-way street. He believed that once the people agreed to hand over power in exchange for protection, they lost the right to overthrow, replace, or even question the government.



Cover art from *Leviathan*.

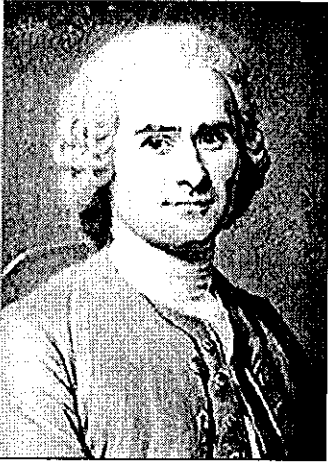
Leviathan

Hobbes wrote a book called *Leviathan* (luh-VI-uh-then) to explain how he thought governments should work. Hobbes wrote *Leviathan* during the English Civil War. He wrote about the social contract, and he spent much of the book trying to show that a strong central authority was the only way to avoid the evils of war. Hobbes believed a single **sovereign**, or ruler, should have total authority over the people. He believed in a monarchy led by a king. That's because he thought that government would work best if all the power rested in one place. No three branches for Hobbes!

Monarchy? Not Democracy?

Many political thinkers—including America's Founding Fathers—built on Hobbes' ideas, especially the idea of a social contract. Hobbes was more concerned with protection and order than rights. But people like John Locke and Jean-Jacques Rousseau changed the focus from monarchy to democracy—power with the people instead of a sovereign. They began to see that people have rights that must be protected even from government.

Jean-Jacques Rousseau (1712 – 1778)



Jean Jacques Rousseau was born in Switzerland, an orphan. After working as an apprentice engraver, he eventually ran away to Paris where he earned his living as a music teacher. In 1750 he won an essay competition for *The Discourse on the Sciences and the Arts* and his intellectual career began. Like many French philosophes, he was a vehement critic of the social and political order of his day. In 1762 Rousseau published *The Social Contract*, a masterwork of political science that describes a just society in which liberty and legality are drawn from what he terms the general will. According to Rousseau, a society consists of a collection of free and rational beings living in a given community. It is the collective action of this group that determines its contribution to social development and to humanity. Since only those individuals who are free and equal under the law can enter into a **contract** to form the general will, the general will becomes the moral force or authority, and in turn, the final arbiter of right and wrong.

Right on Rousseau!

Read the following excerpts from *The Social Contract* and re-write them in your own words. Then, circle the number on a scale of 1 to 5 corresponding with how much you agree or disagree with Mr. Rousseau's quote.

1. "Man is born free, and everywhere he is in chains. Many a one believes himself the master of others, and yet he is a greater slave than they."

1 2 3 4 5
disagree neutral agree

2. "I ...regard the establishment of the political body as a real contract between the people and the chiefs chosen by them: a contract by which both parties bind themselves to observe the laws therein expressed, which form the ties of their union."

1 2 3 4 5
disagree neutral agree

3. "The social compact establishes among the citizens such an equality that they all pledge themselves under the same conditions and ought all to enjoy the same rights."

1 2 3 4 5
disagree neutral agree

Baron de Montesquieu (1689-1755)



Charles Louis de Secondat was born in Bordeaux, France, in 1689 to a wealthy family. De Secondat studied science and history in college, eventually becoming a lawyer in the local government. After his father's death, he was placed under the care of his uncle, Baron de Montesquieu. When his uncle died, de Secondat acquired his title and his fortune. Montesquieu's book, *On the Spirit of Laws*, published in 1748, outlined his ideas on how government would best work. According to Montesquieu, there were three types of government: a monarchy (ruled by a king or queen), a **republic** (ruled by an elected leader), and a despotism (ruled by a dictator). Montesquieu believed that a government that was elected by the people was the best form of government. He argued that the best government would be one in which power was balanced among three groups of officials-and idea he called "separation of powers."

You the man, Montesquieu!

Read the following excerpts taken from *On the Spirit of Laws* and then rewrite them in your own words. Next, circle the number on a scale of 1 to 5 corresponding with how much you agree or disagree with Mr. Montesquieu's quote.

1. "When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.

1 2 3 4 5
disagree neutral agree

2. "The great advantage of representatives is, their capacity of discussing public affairs. For this the people collectively are extremely unfit, which is one of the chief inconveniences of a democracy."

1 2 3 4 5
disagree neutral agree

3. In a true state of nature, indeed, all men are born equal, but they cannot continue in this equality. Society makes them lose it, and they recover it only by the protection of laws."

1 2 3 4 5
disagree neutral agree

Hey, King: Get Off Our Backs!

Name: _____

A. Fill in the blank. Look in the reading to find the missing piece of each sentence.

1. A _____ is a signed agreement.
2. The _____ Acts forced colonists to house British troops.
3. Britain saw its colonies as a source of _____.
4. If you sold a newspaper in 1765, you would have to put a _____ on it.
5. We celebrate the 4th of July because that's when the _____ was signed.
6. The Townshend Revenue Act allowed the government to _____ peoples' homes.
7. Virginia Colony's first government was called the _____.
8. The colonists had to follow the laws of _____.



B. Odd One Out. In each set, cross out the word that doesn't belong. In the oval, explain what the three remaining words have in common.

<p>Glass Cotton Lead Tea</p> <p>9.</p>	<p>Minerals Timber Crops Paint</p> <p>11.</p>
<p>Mayflower Compact Stamp Act Declaratory Act Quartering Act</p> <p>10.</p>	<p>Legal documents Newspapers Troops Calendars</p> <p>12.</p>
<p>Boycott goods Search houses Fight a war Destroy tea</p> <p>13.</p>	

C. Cause and Effect. Match each effect with its cause listed below.

EFFECTS

14. In the 1600s, the king could not just do what he wanted.
15. The first colonists started their own governments.
16. Colonists were used to having a say in government.
17. Britain needed a way to make money.
18. The colonists boycotted British goods.
19. The British taxed paint, glass, and lead.
20. The colonists declared independence.
21. Britain lost control of the colonies.

BECAUSE...

- A. They were angry about the Stamp Act taxes.
- B. The British government was too far away to deal with daily problems.
- C. They were tired of the way the British were treating them.
- D. He shared power with Parliament.
- E. The colonists won the Revolutionary War.
- F. They knew the colonists could not make those products themselves.
- G. In England, the Parliament represented people in government.
- H. It was in debt after fighting expensive wars.

Causes of the American Revolution

Reading Primary Sources

Read the following quote from the Declaration of Independence:

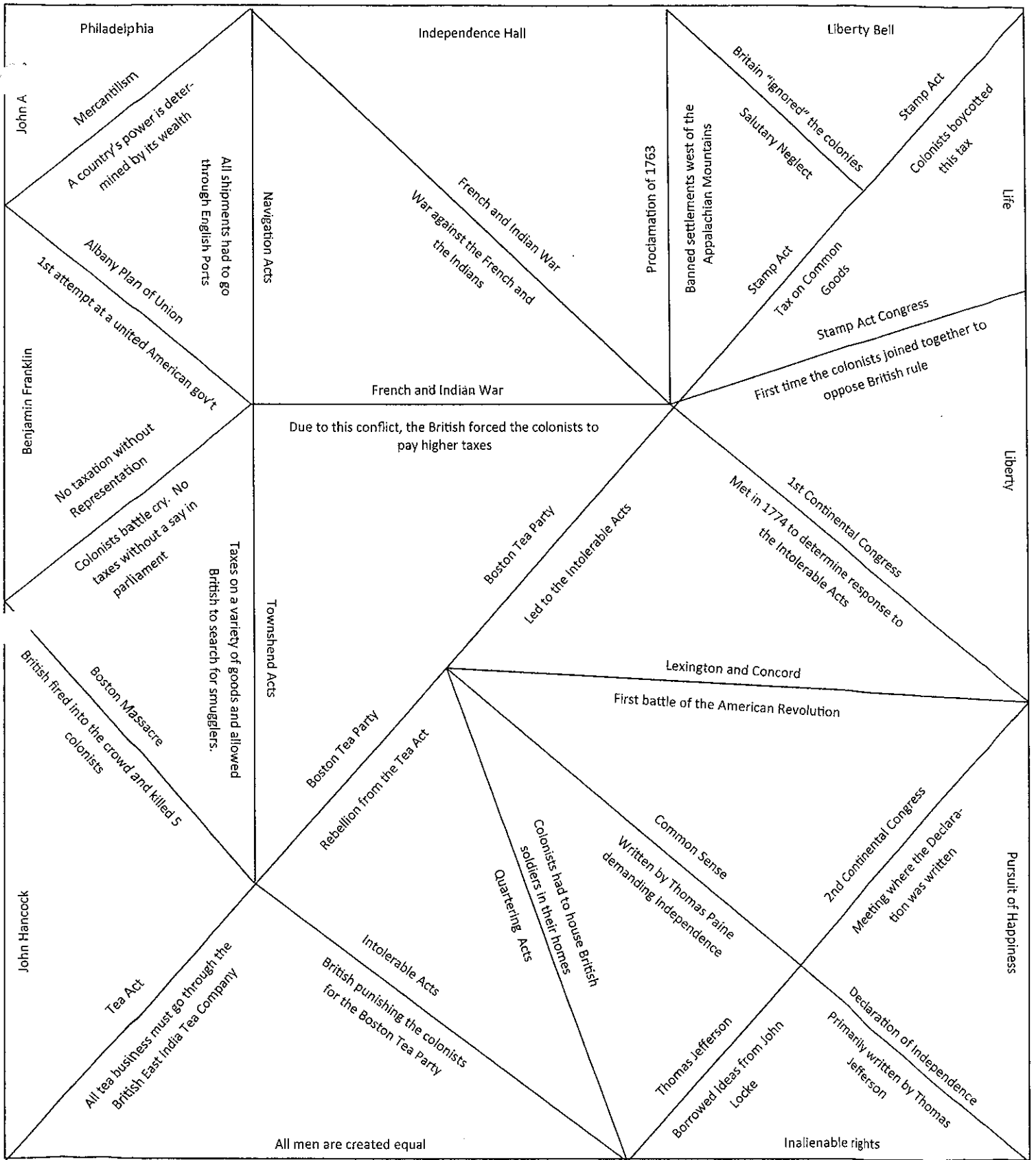
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government."

Line 1
Line 2
Line 3
Line 4
Line 5
Line 6

A. Underline the following:

1. Underline "all men are created equal"
 - a. In your opinion, were all men equal at this time? Explain.
2. Underline "unalienable Rights"
 - a. What do you think the word unalienable means?
3. Underline "Life, Liberty and the pursuit of Happiness"
 - a. Which philosopher did Thomas Jefferson copy when he wrote this line?
 - b. What vocabulary word would you use to describe these unalienable rights?
4. According to Line 3, WHY are governments instituted among men?
5. According to Lines 3-4, WHERE does the government get its power?
6. Underline "whenever any Form of Government becomes destructive of these ends"
 - a. According to Lines 5-6, what do the people want the right to do when a government is destructive of their natural rights?

B. How did the colonists use this quote to justify their need to become independent from Great Britain? Cite specific things the British were doing that the colonists believed to be "destructive of these ends."



Wanted: A Just Right Government

Name: _____

Independent Citizens Seek Awesome Government

When the American colonists gained their independence from the British after the Revolutionary War, the Americans were faced with a problem: What kind of government should they have? They'd lived for years under British rule, and they had lots of complaints. Now they would create a government from scratch, and they had a few requirements.

- Independent citizens seek government that...
- Has enough power to do its job
 - Doesn't give anyone too much power
 - Considers the needs of all the states
 - Lets citizens have a say
 - Protects individual rights

Weak

Independent Citizens Seek Awesome Government

Their experience under heavy-handed British rule left the newly independent Americans a little bit skittish. Basically, they wanted a government that couldn't do much. They started by drafting a document called the Articles of Confederation. A **confederation** is a group of individuals united together for a purpose—in this case, the 13 states that had been British colonies before the war. The **Articles of Confederation** explained how the 13 states would be governed as one nation. Here are the basics:

- Each state was independent and had its own government.
- Each state would send representatives to the "Congress of the Confederation," a lawmaking body.
- Congress was the only branch of government. (No president or courts.)
- In Congress, each state got one vote.

Benjamin Franklin worked on the Articles of Confederation before he helped write the Constitution.

A Rocky Start

On one hand, the Articles of Confederation had qualities that citizens appreciated. Because the Articles did not set up a very strong government, states got to keep their power and independence. There was no powerful government telling them what to do. Citizens also wanted protection, and the Articles gave Congress the power to create a military to protect all the states.

However, there were problems. For one thing, the Articles did not give Congress the power to enforce its laws. Congress also had no power to collect taxes to pay for the military. And in order to change the Articles, every single state had to agree to the changes. These and other problems meant that, in general, citizens felt like the relationship... er, the *government*, wasn't working.



← PROS

← CONS

Lots of Differences

With thirteen different states, there was no easy solution. Here's why:

- States had *different needs*. For example, some states depended on fishing, while others mostly grew crops.
- States had *different sizes*. Some states had many people; others had few.
- People had *different opinions*. Some people feared a central government, while others thought a central government was necessary.

That last one was especially troublesome. Many people feared they would lose their freedom if a central government had too much power. Others were tired of the weak government created under the Articles of Confederation and felt like nothing would ever get done if nobody was in charge.

Reading p.1



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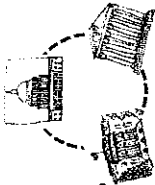
Wanted: A Just Right Government

Name: _____

Let's Fix This Thing

In 1787, representatives from every state except Rhode Island met in Philadelphia to fix the Articles. We call this meeting the **Constitutional Convention** because they ended up doing more than just fixing the articles—they wrote the Constitution! But agreeing on a new way to structure the government wasn't easy.

Some states floated a new idea: Why not create a government with *three branches*? The new government could have a *legislative branch* with a congress to make laws, an *executive branch* led by a president to carry out laws, and a *judicial branch* with courts to interpret laws. It sounded good, but there was one major problem: How many votes would each state get in the Congress?



Voting in Congress: Yes, It's a Big Deal

Why? Because some states have a large population and some have a small population. Under the Articles of Confederation, each state got one vote no matter how many people it had. That meant people in large states had less influence in Congress. Naturally, large states thought this wasn't fair. They thought they should get more votes because they had more people. Small states, however, thought it was a pretty good deal. Even though they were small, they had the same amount of power and influence as large states. They wanted to keep a one-vote-per-state system.



Battle of the Plans	New Jersey Plan
Two different plans emerged—one favoring small states and one favoring large states. Can you tell which is which?	<ul style="list-style-type: none"> • Legislative branch has one chamber • Each state gets one vote
Virginia Plan	<ul style="list-style-type: none"> • Legislative branch has 2 chambers • Number of votes for each state depends on the state's population



The Constitution Solution

The two sides—large states and small states—finally reached a compromise. The **Constitution** was the second and final attempt to write a document that would govern the United States, and we still follow it today. Under the Constitution, Congress is divided in to two chambers: the Senate and the House of Representatives. In the Senate, each state gets two votes no matter what size it is. This favors small states. In the House of Representatives, the more people a state has, the more votes it gets. This favors large states. The Constitution also solved some other problems found in the Articles of Confederation.

- The Articles didn't require states to treat citizens from other states the same as their own citizens, but the Constitution does.
- The Articles couldn't be changed unless all states agreed, but the Constitution can be changed if 3/4 of the states agree.
- The Articles didn't require states to follow the laws Congress passed, but the Constitution says federal laws are superior to state laws.

Reading p.2



The Americans were a lot like Goldilocks in the story, about the three bears: They had to try different governments until they found one that was "just right!"

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Wanted: A Just Right Government Name:

BRITISH RULE	
What were the effects of British rule?	
CAUSES	



ARTICLES OF CONFEDERATION	
What problems did the Articles of Confederation lead to?	
CAUSES	



THE CONSTITUTION	
What problems did the new Constitution solve?	
CAUSES	

Wanted: A Just Right Government

ACTIVE PARTICIPATION GUIDE (PowerPoint Alternative for Print-only Users)

True/False Mini-Quiz. Read each statement aloud to the class. Have the class answer "True" or "False" as a chorus or show you thumbs-up for true and thumbs-down for false. Listen or visually check for inconsistent answers (indicating confusion). Use each statement as an opportunity for quick review.

1. The Articles of Confederation created a President to lead the country.
2. States were still independent under the Articles.
3. The Articles were easy to change.
4. Under the Articles of Confederation, the more people a state had, the more votes it got in Congress.
5. The Congress created by the Articles did not have the power to collect taxes.
6. Under the Articles, states had to obey the laws Congress passed.
7. The Articles of Confederation created the first American government.
8. When planning for the Constitution, everybody agreed the central government should have more power.
9. Some people were afraid states might lose their independence if the government was stronger.
10. Different states had different needs for government to meet.
11. The states all got along with each other.
12. The government created by the Articles of Confederation had everything under control among the states.

UNDER THE CONSTITUTION...

	A	B
1. Laws are made by the _____ branch.	executive	legislative
2. States must treat people from other states _____.	the same	differently
3. Laws passed by Congress are _____ to state laws.	inferior	superior
4. Congress has _____.	one chamber	two chambers
5. Each state gets two votes in the _____.	Senate	House
6. In the _____, the number of votes each state gets is based on its population.	Senate	House
7. A change to the Constitution must be approved by _____.	All states	3/4 of states

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Active Participation Guide

Federalists : Anti-Federalists

Name: _____

Who Would Say That? Read each statement. If it sounds like something a Federalist would have said to support the Constitution, write **F** in the box. If it sounds like something an Anti-Federalist would have said to complain about the Constitution, write **A** on the line.

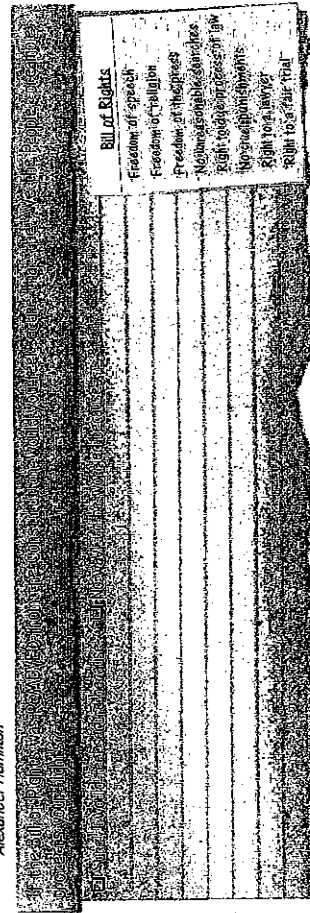
1. The Constitution gives the federal government enough power to overpower the states.
2. It will not be possible for the federal government to overpower the states, because the states are a necessary part of the federal government.
3. The Constitution contains no Bill of Rights to protect individual liberties like freedom of speech, trial by jury, and the right against searches and seizures.
4. The Constitution says federal laws are "the supreme law of the land," so the federal government could just take complete control.
5. Nothing in the Constitution says the federal government has power to limit peoples' freedoms in the first place.
6. The Constitution gives the federal government just a few powers that are very well defined.
7. The President created by the Constitution is really just a king.
8. A strong President is necessary to protect the country against foreign attack and make sure laws are carried out properly.
9. The Constitution creates a Supreme Court that is too powerful because the judges don't answer to anyone.
10. The Constitution already contains a few rights, so we may as well add a whole Bill of Rights.
11. The Supreme Court is the weakest branch of government because it doesn't control the military and can't pass laws.
12. The Constitution forbids creating titles of nobility like "Duke" or "King," so the government will always belong to the people.
13. The United States is too large to have a central government. People won't know their leaders and will lose control over the government.
14. The Constitution is a Bill of Rights because it guarantees citizens a role in government.

Sound Off: Do We Need the Bill of Rights? Explain whether you agree with a famous federalist:



Alexander Hamilton

The Preamble (opening) of the Constitution says: "We the People...do ordain and establish this Constitution for the United States of America." The people created this Constitution. That is enough to make sure the government will never violate peoples' rights. We don't need an extra Bill of Rights!



Influence Library

Federalists & Antifederalists p.2

iCIVICS

C&E Unit 1 Ratification of the Constitution

The Constitutional Convention in Philadelphia was finished on September 17, 1787. Copies of the Constitution were then sent to each of the 13 states for their ratification. Each of the 13 states then held conventions to decide on ratification of the Constitution. Delegates in each state were sent to conventions to vote on whether or not their state would ratify or vote for the Constitution to be the new law of the land, replacing the Articles of Confederation.

STATE	Date of Ratification	For	Against
Delaware	12/7/1787	30	0
Pennsylvania	12/12/1787	46	23
New Jersey	12/18/1787	38	0
Georgia	1/2/1788	26	0
Connecticut	1/4/1788	128	40
Massachusetts	2/6/1788	187	168
Maryland	4/28/1788	63	11
South Carolina	5/23/1788	149	73
New Hampshire	6/21/1788	57	47
Virginia	6/25/1788	89	79
New York	7/26/1788	30	27
North Carolina	11/21/1789	195	77
Rhode Island	6/7/1790	34	32

Note: When you read newspapers and pamphlets from the 18th century America, notice that the small or lowercase *s* looks like an *f*. In the first line of the poem, it reads, "ELEVEN STARS, in quick succession rise-" not ELEVEN STARS, in quick fuceffion rife.

The Federal Edifice

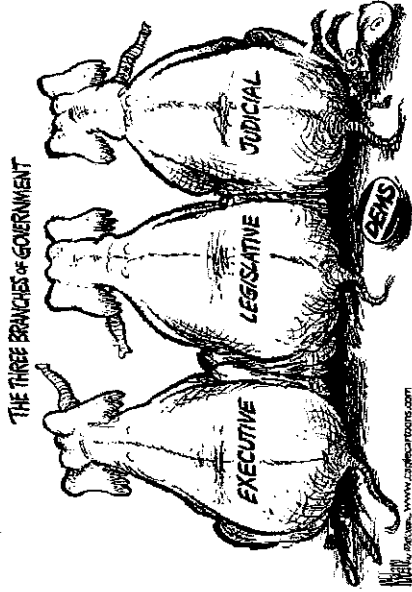
Eleven stars, in quick succession rise-
Eleven Columns strike our wond'ring eyes,
Soon o'er the whole, shall swell the beauteous dome,
Columbia's boast –and Freedom's hallowed home.
Here shall the arts in glorious splendor shine!
And agriculture give her shores divine!
Commerce refin'd dispense us more than gold,
And this new world, teach wisdom to the old-
Religion here shall fix her blast abode,
Array'd in mildness, like its parent God!
Justice and law, shall endless peace maintain,
And the "saturnian age," return again.

Use this handout and your copy of the cartoon to answer the questions.

1. What does each of the pillars represent?
2. What is the significance to the order of the pillars?
3. Explain how the cartoon uses metaphor.
4. Is the cartoonist in favor or against ratification of the Constitution? Explain your answer.
5. Which two states had the closest vote on ratification?
6. Which three states ratified the Constitution by unanimous vote?
7. How many states did it take for the ratification of the Constitution?

Political Cartoons

Cartoon #1

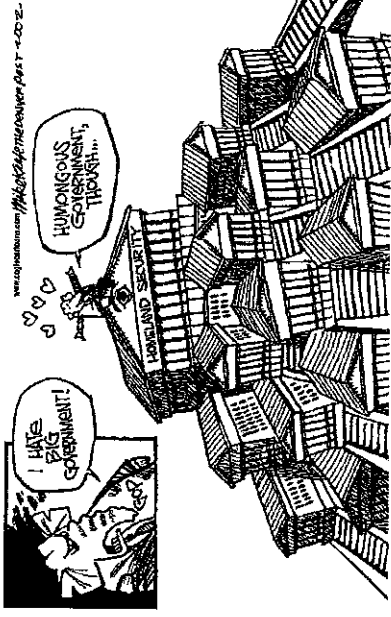


4. Which Constitution principle is represented in this cartoon?

5. What message is the cartoonist trying to get across?

6. What symbols does the cartoonist use?

Cartoon #2



4. Which Constitution principle is represented in this cartoon?

5. What message is the cartoonist trying to get across?

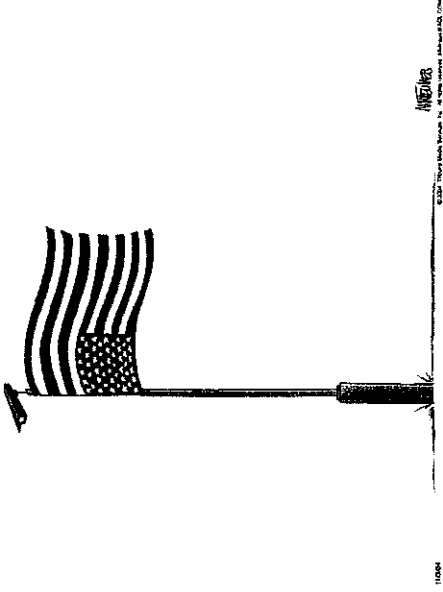
6. What symbols does the cartoonist use?



4. Which Constitution principle is represented in this cartoon?

5. What message is the cartoonist trying to get across?

6. What symbols does the cartoonist use?



4. Which Constitution principle is represented in this cartoon?

5. What message is the cartoonist trying to get across?

6. What symbols does the cartoonist use?

Popular Sovereignty, Limited Government, Checks and Balances,
Separation of Powers, Federalism, and Judicial Review.

The Six Constitutional Principles

Directions: Use each Constitutional Principle *ONE* time by matching it up with the appropriate description.

1. The Federal Government gave the responsibility for welfare programs back to the fifty states. What constitutional principle does this demonstrate?
2. Judges use their judicial power to interpret laws. Judges are not allowed to enforce the law, which is an executive power. What constitutional principle does this demonstrate?
3. Presidents nominate Supreme Court Justices, but their nominations must be confirmed by the Senate. What constitutional principle does this demonstrate?
4. The Ninth and Tenth Amendments to the US Constitution guarantee that all rights are not listed and that those powers not specifically given to the federal government are reserved for the states and people. What constitutional principle does this demonstrate?
5. The US Supreme Court oversees the actions of the other parts of the state and federal laws to check for compliance with the US Constitution. What constitutional principle does this demonstrate?
6. Every four years, elections are held to select our president and vice president. At the same time, state and local candidates may also appear on the ballot for state and local offices. What constitutional principle does this demonstrate?