

Chapter 9

Creating a Nation



Technology

e • glossary

e • word games

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Vocabulary Preview



constitution

During the Revolutionary War, each state government had its own **constitution**. Many of these written plans of government became models for the U.S. Constitution. **page 296**



ratify

To **ratify** the Constitution, nine states had to accept it officially. New Hampshire became the ninth state in June 1788. **page 306**

Chapter Timeline

1781
Articles of Confederation

1787
Constitutional Convention

1780

1783

1786

CHAPTER SUMMARY TIMELINE

1776
Declaration of Independence

1778
Valley Forge

1781
Victory at Yorktown

1783
Treaty of Paris

1775

1777


1779

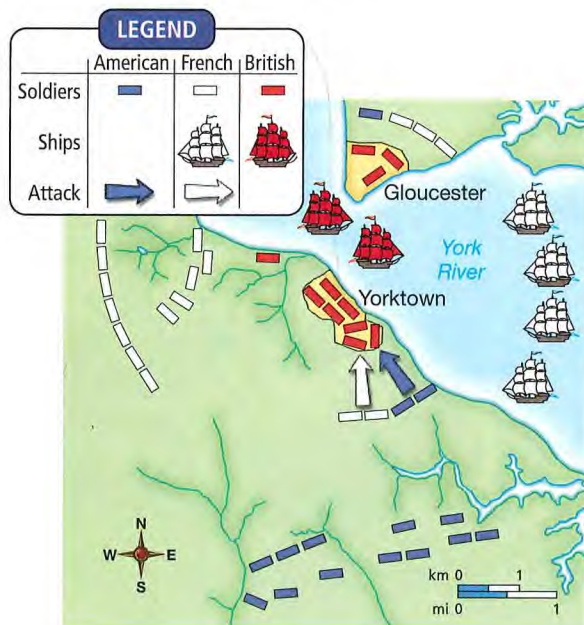
1781

1783

1785


Apply Skills

 **TEST PREP Map Skill** Study the battle map below. Then use your map skills to answer each question.



14. Where did the American and French armies attack the British?
- Gloucester
 - York River
 - Yorktown
 - Richmond
15. Where were most of the French soldiers?
- South of Yorktown
 - West of Yorktown
 - East of Yorktown
 - In Yorktown

Critical Thinking

 **TEST PREP** Write a short paragraph to answer each question.

16. **Fact and Opinion** Were the ideas stated in the Declaration of Independence facts or opinions? Explain your answer.
17. **Cause and Effect** The British army had to fight many battles against Nathanael Greene's soldiers in the South. What effect did this have on the British army?

Timeline

Use the Chapter Summary Timeline above to answer the question.

18. In what year did the British and the Americans fight the last major battle of the War for Independence?

Activities



Art Activity Create a postage stamp that shows an important event that happened during the American Revolution.



Writing Activity Write a personal essay about a Patriot in this chapter. Describe what he or she did during the war and why you think this person's actions were important.



Technology

Writing Process Tips

Get help with your essay at

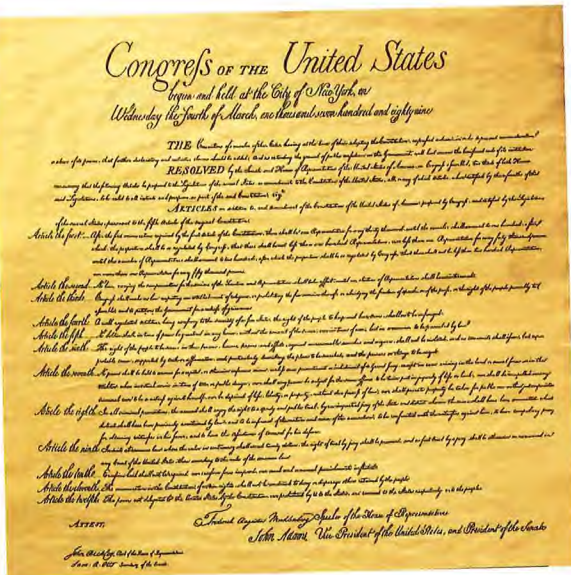
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Reading Strategy

Predict and Infer Use this strategy as you read this chapter.



Look at the pictures in a lesson to predict what it will be about.



amendment

An **amendment** is a change to the Constitution. The first ten amendments, called the Bill of Rights, protect the rights of the people of the United States. **page 316**



inauguration

The ceremony making George Washington President was held in April 1789. This first **inauguration** was in New York City, the capital at the time. **page 321**

1789
George Washington elected

1792
Washington, D.C. founded

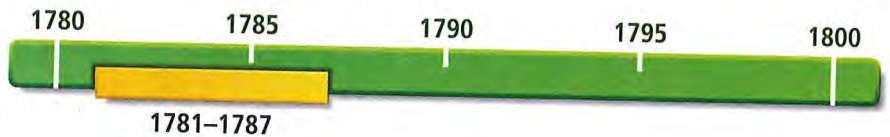
1789

1792

1795

Core Lesson 1

A New Nation



VOCABULARY

constitution
citizen
territory
ordinance

Vocabulary Strategy

territory

Territory comes from a word that means earth. A territory is a section of land.

READING SKILL

Main Idea and Details

As you read, list details that support the second main idea in the lesson.

A graphic organizer consisting of one large rectangular box at the top, with three smaller rectangular boxes below it. Lines connect the top box to each of the three bottom boxes, forming a tree-like structure.

Build on What You Know Have you ever been part of a group whose members worked well together? After the War for Independence, the 13 states did not always work well together. Congress could not make them cooperate.

The Articles of Confederation

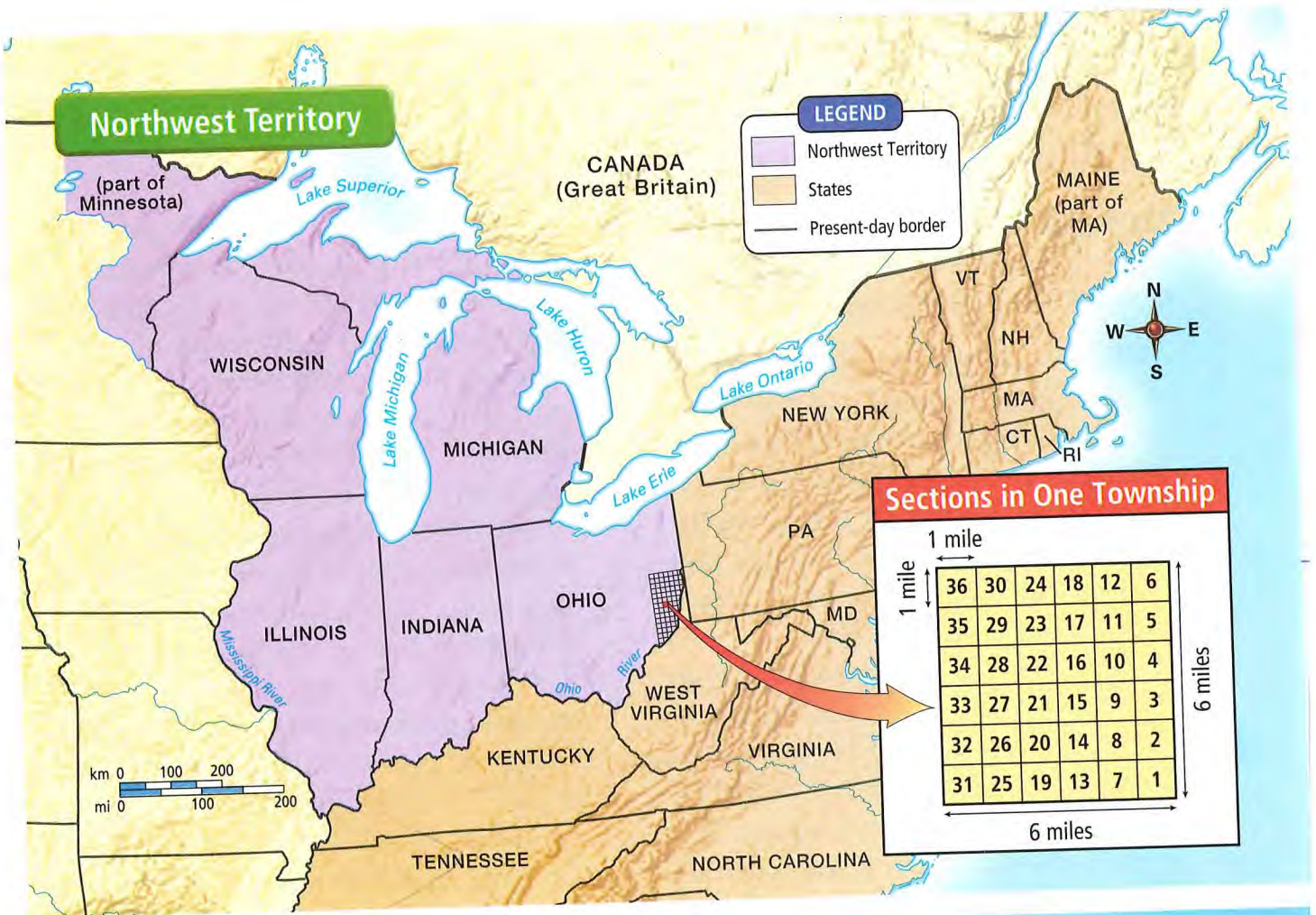
Main Idea The Articles of Confederation gave Congress very little power.

During the Revolutionary War, each American colony became a separate state. Each state had its own laws and constitution. A written plan for government is a **constitution**.

Americans did not want to give up power to a strong central government. They had fought the war for the right to self-government. State constitutions gave their citizens the right to make all the laws that would govern them. A **citizen** is an official member of a city, a state, or a nation.

Although the states did not want a strong central government, they needed to work together as one country. The Continental Congress created a plan for a national government. The plan was called the Articles of Confederation. The Articles created a weak national government that left most power with the states. The states accepted the Articles in 1781.

The Articles gave Congress the power to declare war, make peace treaties, and make treaties with other nations, including American Indian nations. It could print and borrow money. There were many powers, however, that Congress did not have. It could not set up an army, control trade, or create taxes.



Townships Land in the Northwest Territory was measured and sold in square plots, as the grid on the map shows. These plots, which formed townships, created fields that looked like a patchwork quilt (right).

The Northwest Territory

Congress had to decide what to do with the land won in the Revolution. This western land was known as the Northwest Territory. A **territory** is land ruled by a national government but which has no representatives in the government.

As settlers moved to the Northwest Territory, Congress made treaties with American Indians to gain control of more land. Then Congress passed two ordinances to organize the Northwest Territory. An **ordinance** is a law.

The first law, the Land Ordinance of 1785, explained how the new land would be measured, divided, and sold.



The second law, the Northwest Ordinance of 1787, explained the government of the Northwest Territory. This law described how a territory could become a state. It also made slavery against the law in the Northwest Territory.

REVIEW What did Congress do to organize the Northwest Territory?

Problems for the New Nation

Main Idea The Articles of Confederation created a government that could not solve the problems facing the new nation.

By 1786, it was clear that the Articles of Confederation could not make the states work together. States printed their own money, and people disagreed about what each state's money was worth. In the free market economy of today, people agree on the value of money, and use it to easily buy and sell goods.

Congress was having trouble paying its debts from the War for Independence. The government owed millions of dollars to banks and other countries. Congress could not raise this money because it was not allowed to tax. It had to ask the states for money, but could not make them pay.

Shays's Rebellion

While Congress struggled, people grew frustrated. In western Massachusetts, farmers had to pay high state taxes. They also owed money to merchants for the supplies they bought. Many did not have money to pay their taxes or debts. Farmers who did not pay could lose their farms and go to jail.

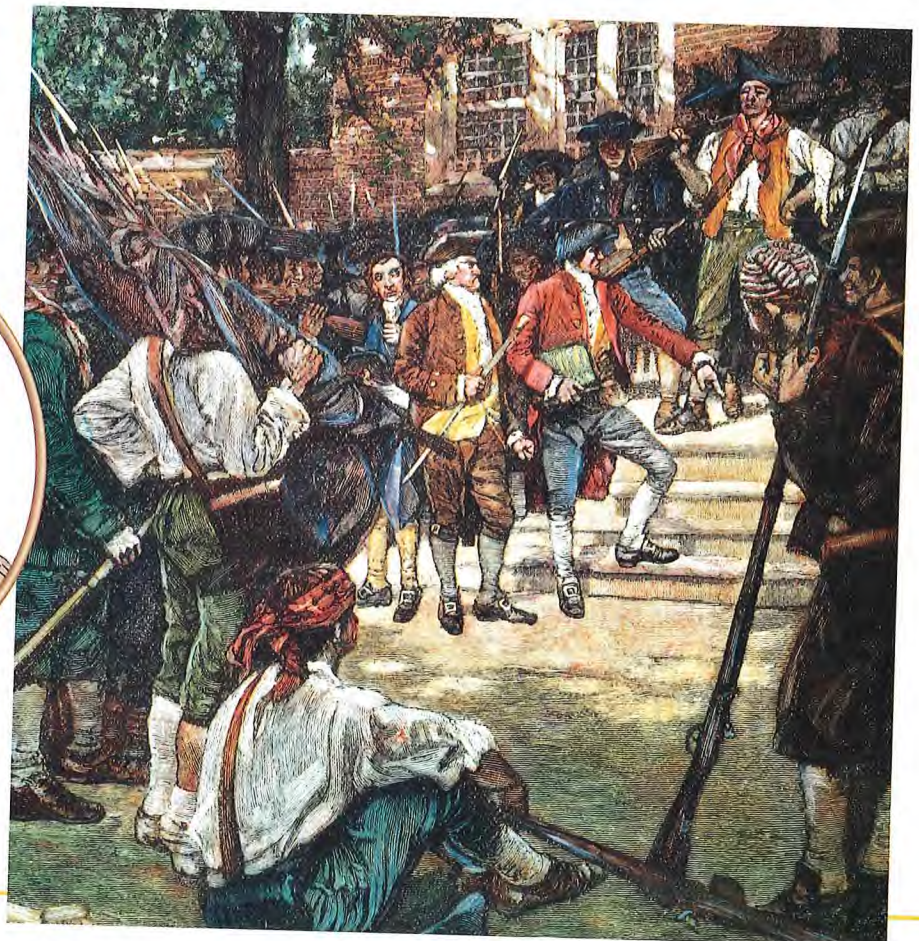
In 1786, a farmer named **Daniel Shays** led a group of about 1,100 farmers in a protest. Shays had been a soldier during the War for Independence.

Shays and the other farmers wanted the state government to stop taking their farms and give them time to pay their debts. They tried to capture weapons belonging to the national government. Congress could not stop the farmers because it did not have an army. State militia defeated the farmers.

Angry Farmers Standing on the courthouse steps, farmers keep the court from holding trials. One of their leaders, Daniel Shays, is shown below.



Daniel Shays

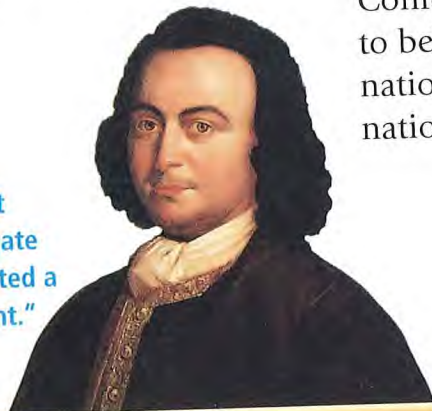


Today, their protest is known as Shays's Rebellion. Shays's Rebellion showed that a weak national government could not keep order. George Washington worried that the government was not strong enough to protect people's rights. He asked,

“... what security has a man for life, liberty, or property?”

Many people agreed with Washington. In February 1787, Congress invited the states to send delegates to a meeting in Philadelphia to discuss how to change the Articles of Confederation.

REVIEW Why did farmers in western Massachusetts protest?



George Mason He went to Philadelphia as a delegate from Virginia. Mason wanted a “wise and just government.”

Lesson Summary

Articles of Confederation

Congress could

- declare war and peace
- deal with other nations
- print and borrow money
- organize new territories

Congress could not

- regulate trade
- set up army
- raise money with taxes
- force states to obey its laws

Why It Matters . . .

The failure of the Articles of Confederation caused many people to believe that they needed a stronger national government to solve the new nation's problems.

Lesson Review



- VOCABULARY** Use **territory** and **ordinance** in a paragraph that shows what you know about the Northwest Ordinance.
- READING SKILL** Which **details** support the idea that Congress was too weak to stop Shays's Rebellion?
- MAIN IDEA: Government** Why did the states want a weak central government at first?
- MAIN IDEA: Economics** Why did Congress have trouble paying its debts?

- FACTS TO KNOW** What are the Articles of Confederation, and why are they important?
- TIMELINE SKILL** When was the Land Ordinance passed?
- CRITICAL THINKING: Analyze** Do you think the Articles of Confederation needed to be changed? Explain your answer.

WRITING ACTIVITY Write an invitation to the convention to change the Articles of Confederation. Be sure to explain what the Articles achieved, and why the Articles have to be changed.

Extend Lesson 1

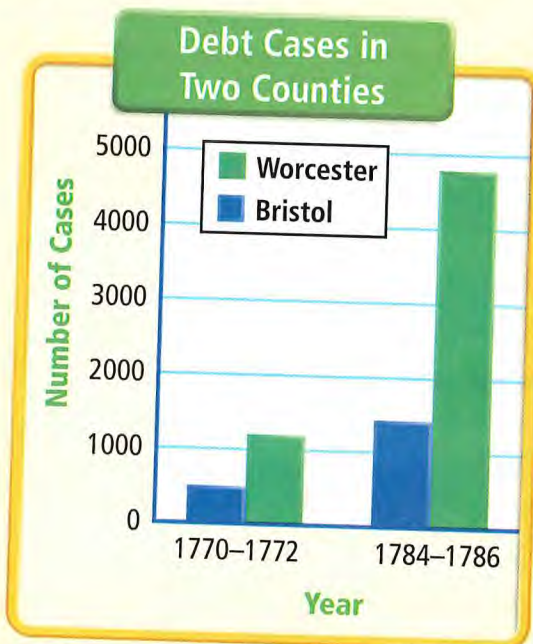


Economics

Chain of Debt

Massachusetts farmers were in trouble. In 1786, many had lost their farms because they could not pay their debts. Farmers had borrowed money to buy goods. Many did not have enough money to repay these loans.

The state of Massachusetts was in trouble, too. To pay the costs of the Revolutionary War, it raised taxes. The taxes put farmers even more into debt. Farmers who could not pay their debts and taxes were brought to court. In western Massachusetts, where Daniel Shays and many other farmers struggled, these court cases, or debt cases, soared into the thousands. Follow the diagram on these pages to see how farmers got into debt and why getting out of debt seemed impossible.



About how many more cases were there in Worcester County, Massachusetts, between 1784-1786 than between 1770-1772?

Between harvests, farmers borrowed money from shopkeepers to buy goods. The farmers would have to pay for the goods later, after they sold their next harvest.



FARMERS

Farmers often did not have enough money to pay their debts and their taxes. Those who did not pay could lose their farms or go to jail.



Shopkeepers in western Massachusetts borrowed money from wealthy merchants in big cities such as Boston.

Boston merchants borrowed money from banks or wealthy merchant companies in Britain. The former colonies still needed British money to run their businesses.



SHOPKEEPERS



MERCHANTS

To pay their debts to the merchants, shopkeepers demanded the money that the farmers owed them.

The debt went back down the chain. To pay what they owed the British banks, merchants demanded the money shopkeepers owed them.

Activities

1. **THINK ABOUT IT** Who suffered most in the chain of debt? Why?
2. **WRITE ABOUT IT** Write a short dialogue between a farmer and a shopkeeper or between a shopkeeper and a merchant.

Core Lesson 2

Constitutional Convention

VOCABULARY

federal
republic
compromise
ratify

Vocabulary Strategy

republic

Public comes from a word that means people. In a **republic**, the people choose leaders.

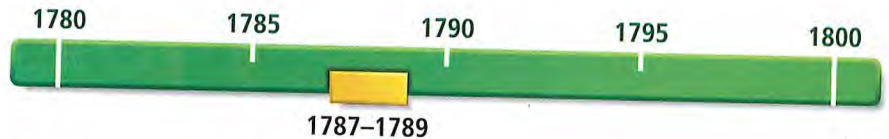


READING SKILL

Problem and Solution

Make notes on how delegates solved their disagreements about the Constitution.

PROBLEM	SOLUTION
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



Build on What You Know Have you ever solved a problem by giving up one thing to get something else? Delegates who met to change the national government had to give up some things they wanted to solve their differences.

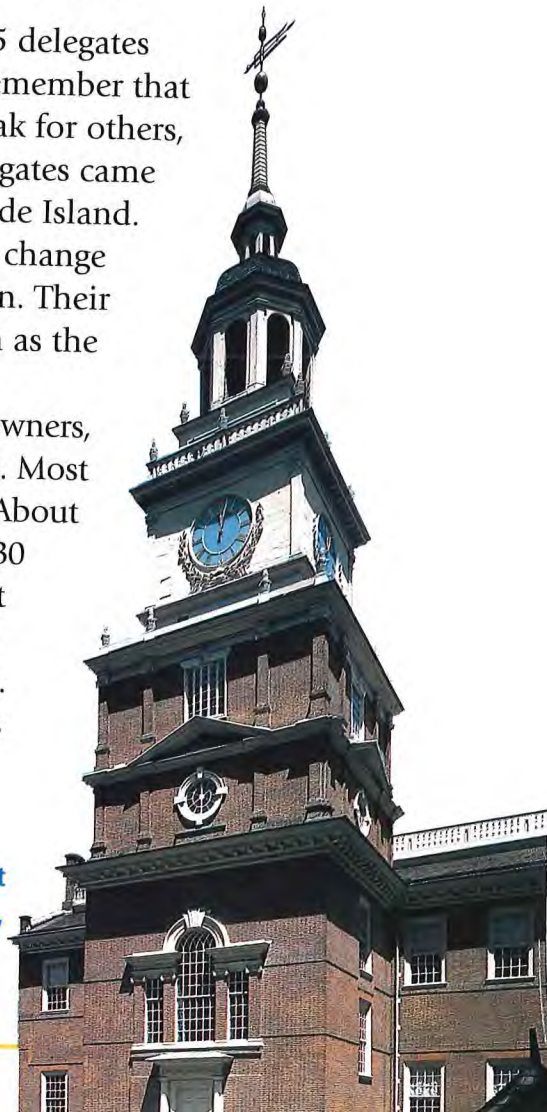
Leaders of the Convention

Main Idea Delegates gathered in Philadelphia to change the way the American government worked.

In the spring of 1787, 55 delegates traveled to Philadelphia. Remember that delegates are chosen to speak for others, or represent them. The delegates came from every state except Rhode Island. They met to discuss how to change the Articles of Confederation. Their meeting has become known as the Constitutional Convention.

The delegates were landowners, business people, and lawyers. Most were wealthy and educated. About 20 were slaveowners. About 30 had fought in the war against Britain. Eight had signed the Declaration of Independence. Many had served in Congress or state government.

Independence Hall Delegates met at Independence Hall in Philadelphia, the same place delegates met in 1776 to declare independence.



Bob was here



Delegates Statues of delegates at the National Constitution Center in Philadelphia include James Madison **1** (above), who read many books on law and government. Other famous delegates at the Convention were George Washington **2** and Alexander Hamilton **3**.

Such a convention today would include Americans of many different backgrounds. In 1787, though, only white men who owned land were included. No women, African Americans, American Indians, or men who were not land-owners took part in the convention.

James Madison of Virginia arrived before the other delegates. He was a member of Congress. Madison wanted to do more than change the Articles. He had a plan for a new system of government. During the convention, Madison took notes. Thanks to these notes, we know much of what people said and did.

George Washington, the hero of the Revolution, came as another Virginia delegate. Ringing bells and cheering crowds greeted him in Philadelphia. Benjamin Franklin, representing Pennsylvania, was respected for his wisdom. He had served the United States for many years.

Goals of the Convention

The delegates knew that the Articles of Confederation had to change. As one said,

“If we do not establish a good government . . . we must either go to ruin, or have the work to do over again.”

The Articles did not give Congress enough power. Some delegates, such as Madison and Washington, wanted a federal system. In a **federal** system, the states share power with the central government, but the central government has more power than the states.

Madison believed that a republic was the only type of government that could keep order and still protect rights. A **republic** is a government in which the citizens elect leaders to represent them. The power in a republic comes from the citizens themselves.

REVIEW What was the advantage of a federal system?



Creating a New Government

Main Idea The delegates all had to give up some of the things they wanted.

The Convention began on May 25, at the start of a very hot summer. The delegates elected George Washington as president of the convention. They also agreed to keep their debates secret. This allowed them to talk openly with each other without being influenced by people who were not part of the convention.

On May 29, **Edmund Randolph**, governor of Virginia, described Madison's plan for the new government. This plan, known as the Virginia Plan, called for a federal system in which the national government had three parts, or branches. Many state governments were already set up this way. One branch, the Congress, would make laws for the nation. Another branch would carry out the laws. Yet another branch, the courts, would settle legal arguments.

Representation

The delegates accepted most of the Virginia Plan, but many did not like one part of it. Madison had suggested that the number of each state's representatives in Congress be based on the state's population. Large states would get more votes in Congress than small states.

The small states did not like this plan. It gave more power to large states. Delegates from the small states created the New Jersey Plan. Like the Articles of Confederation, this plan gave each state one vote, so that small states would have as much power as large states. Delegates argued bitterly about these plans.

Roger Sherman of Connecticut came up with a solution. He suggested dividing Congress into two parts, or houses. Each state would have an equal number of representatives in one house, the Senate. The number of representatives each state sent to the other house, the House of Representatives, would depend on its population. Sherman's suggestion is called the Great Compromise. In a **compromise**, both sides give up something to settle a disagreement. The delegates accepted this compromise, and moved on to other topics.

The Issue of Slavery

Another problem delegates argued about was slavery. Southern delegates wanted slaves to count as part of a state's population. Counting enslaved people would have given their states more representatives in Congress. Other delegates said this was unfair, because slaves were treated as property, not citizens.

Delegates also argued about whether to end the practice of bringing slaves into the United States. Delegates from the southern states said they would not accept the new government unless the slave trade continued.

Arguments over slavery led to another compromise, the Three-Fifths Rule. This rule counted five slaves as three free people. The slave trade was also allowed to continue until 1808. Although some delegates disliked this compromise and wanted to end slavery, they agreed to let it continue so that all states would support the Constitution.

REVIEW Why did delegates argue over representation in Congress?

State Populations in 1790

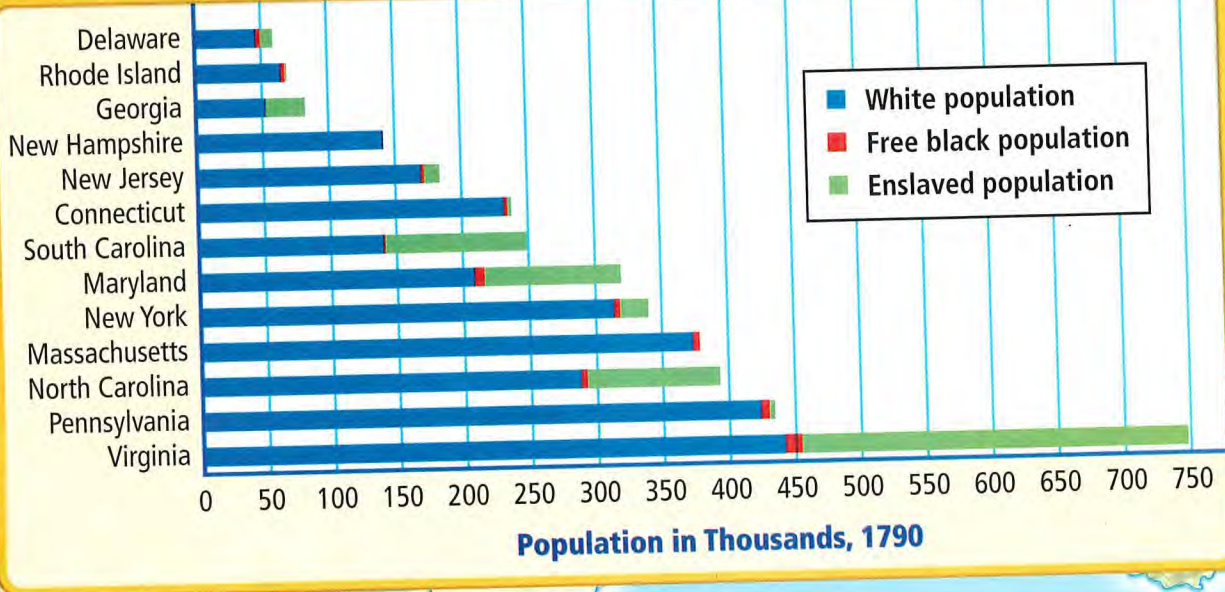
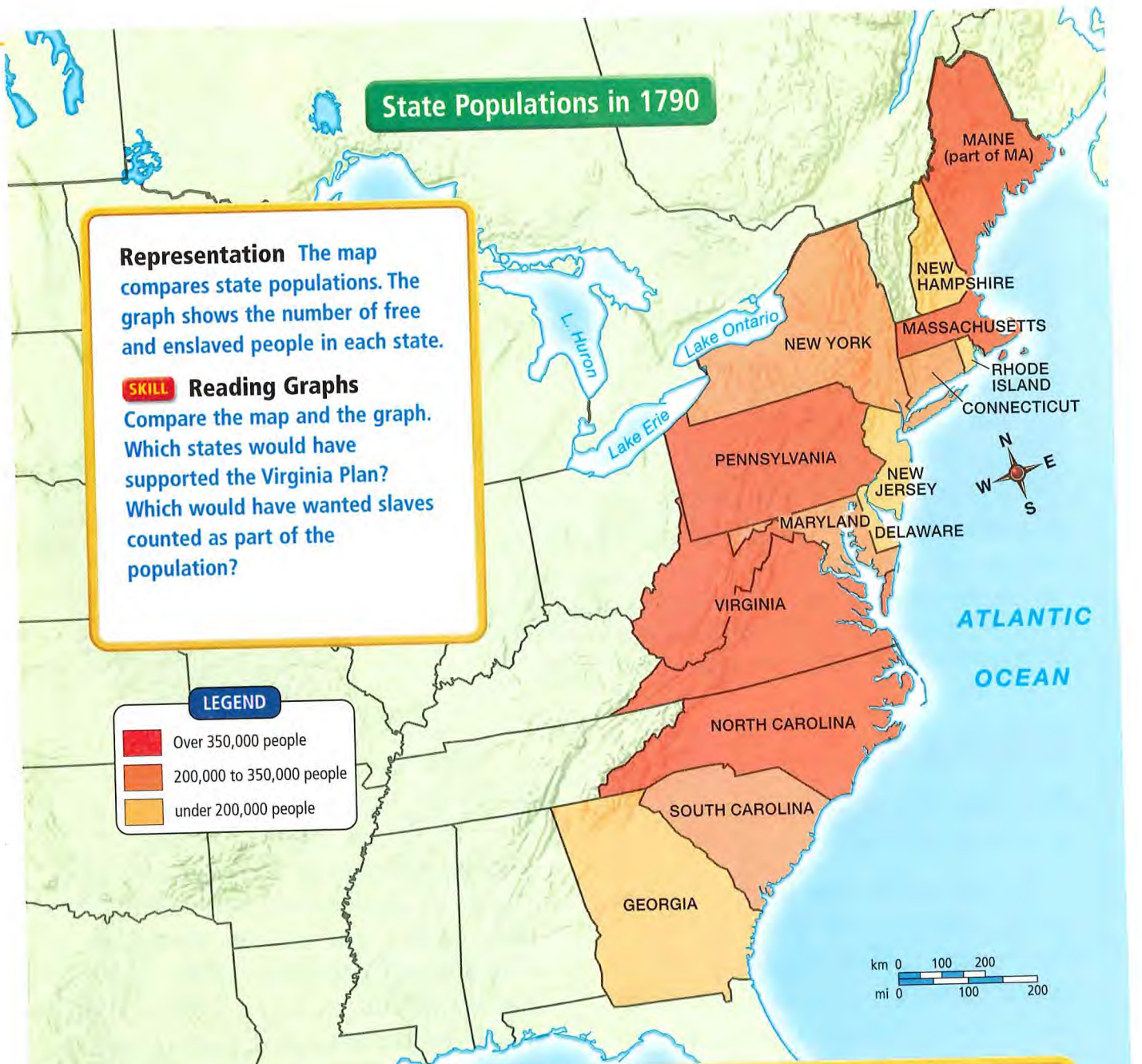
Representation The map compares state populations. The graph shows the number of free and enslaved people in each state.

SKILL **Reading Graphs**

Compare the map and the graph. Which states would have supported the Virginia Plan? Which would have wanted slaves counted as part of the population?

LEGEND

- Over 350,000 people
- 200,000 to 350,000 people
- under 200,000 people





Founders At the end of the Convention, Benjamin Franklin (center) said that the sun on the back of Washington's chair (right) was a rising and not a setting sun. The completion of the Constitution convinced him that the nation was beginning, not ending.



Ratifying the Constitution

Main Idea Americans argued over whether to accept the Constitution.

All through the hot, muggy summer of 1787, delegates worked on the new plan for government. They signed the final document, the Constitution of the United States of America, on September 17. It was based on Madison's Virginia Plan. Madison has been called the Father of the Constitution.

Before the Constitution could be used, at least nine states had to ratify it. To **ratify** means to accept. In each state, representatives from the towns met to decide whether or not to ratify.

Supporters of the Constitution, who were known as Federalists, faced a big challenge. Many people were shocked by the Constitution. They had expected changes to the Articles of Confederation, not a whole new government.

Federalists had to teach the public about the Constitution. To do this, Madison and two other Federalists, **Alexander Hamilton** and **John Jay**, wrote a series of essays called *The Federalist*. These essays explained how the federal system would work and why the new nation needed it to succeed. They said that the United States needed a strong central government like the one that would be created by the Constitution.

Not everyone wanted a federal system. People who opposed the new Constitution were called Antifederalists. They believed that a strong central government was a threat to liberty. They also thought the Constitution was dangerous because it had no Bill of Rights. A Bill of Rights is a list of the rights of individuals, such as freedom of speech and freedom of religion. Madison and other Federalists promised to add a Bill of Rights. (For more on the Bill of Rights, see pages 334–335.)

Ratification

While Federalists and Antifederalists argued, state representatives met in their own conventions. Delaware was the first state to ratify the Constitution. In June 1788, New Hampshire became the ninth state to ratify. At that point, the Constitution became the country's law. In the end, all 13 states ratified. The United States had a new government.

REVIEW Why did Antifederalists demand a Bill of Rights?

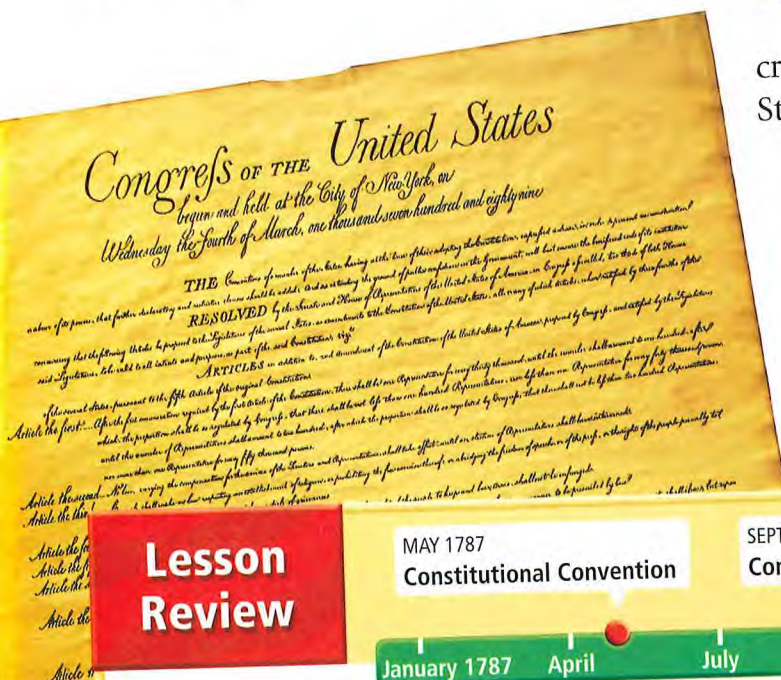
Lesson Summary

In 1787, delegates from the states met in Philadelphia to change the Articles of Confederation. Instead, they wrote a plan for a new government, the Constitution, based on James Madison's Virginia Plan. They made several compromises before agreeing on a final plan. After a long debate between Federalists and Antifederalists, the Constitution was ratified in June, 1788.

Why It Matters...

The Constitutional Convention created the government the United States still has today.

Bill of Rights This single page lists the 10 amendments written to protect many rights of the people of the United States.



Lesson Review



- VOCABULARY** How do **republic** and **federal** describe the U.S. government? Use both words in your answer.
- READING SKILL** What did the delegates do to **solve the problem** of how many representatives each state could have?
- MAIN IDEA: Government** Which compromise did the delegates who wanted slavery agree to?
- MAIN IDEA: Citizenship** Why did Madison, Hamilton, and Jay write *The Federalist*?

- PEOPLE TO KNOW** Why is James Madison known as the Father of the Constitution?
- TIMELINE SKILL** How long after the convention did the Constitution become law?
- CRITICAL THINKING: Decision Making** What were some short-term effects of the delegates' decision to continue to allow slavery? What were some long-term effects?



SPEAKING ACTIVITY Federalists and Antifederalists made many speeches. In a small group, prepare a short speech to convince people to vote for or against the Constitution.



World Constitutions

What are the rules and ideas that guide a nation? In a written constitution, each country lists the rules its citizens are supposed to follow. The U.S. Constitution, ratified in 1788, is the oldest written constitution in the world. It has served as a model for many other countries. At the same time, each constitution is unique. These excerpts from constitutions show what each country values.



People visit the National Archives in Washington, D.C., where they can see the Constitution and the Declaration of Independence.



We, the Japanese people [resolve] that never again shall we be visited with the horrors of war through the action of government.

– Preamble, Constitution of Japan, 1946



The Republic of China, founded on the Three Principles of the People, shall be a democratic republic of the people, by the people, and for the people.

– Article 1, Constitution of Republic of China (Taiwan), 1947



(1) No person shall be held in slavery or servitude.
(2) No person shall be required to perform forced labour.

– Article 18, Constitution of the Bahamas, 1973



Activities tending and undertaken with the intent to disturb peaceful relations between nations, especially to prepare for aggressive war, are unconstitutional.

– Article 26, Constitution of Germany, 1990



Every person has the right to a healthy and ecologically balanced environment.

– Article 50, the Constitution of Costa Rica, 1994



We, the people of South Africa, recognise the injustices of our past; . . . and believe that South Africa belongs to all who live in it, united in our diversity.

– Preamble, Constitution of South Africa, 1996

A nation's history can affect its constitution. For example, both Germany and Japan, which started wars in the 1940s, have constitutions that forbid going to war. In South Africa, the laws used to be very unfair to black people. Now its constitution protects all of its citizens.

Activities

- 1. TALK ABOUT IT** Choose one of the excerpts shown here. Tell why you think it is important.
- 2. WRITE ABOUT IT** Compare these excerpts to the U.S. Constitution. What similarities do you notice?



Skillbuilder

Understand Point of View

VOCABULARY

point of view

Information can come from many different sources, including newspapers, books, and television. Each source of information has one or more points of view. A **point of view** is the way someone thinks about an issue, an event, or a person. A point of view is affected by a person's experiences and beliefs.

Understanding different points of view can help you understand the decisions and behavior of others. It can also help you form your own opinions. Part of being a good citizen is listening to and respecting different points of view.

"Who authorized them to speak the language of We, the People, instead of We, the States?... National Government... will destroy the state governments and swallow the liberties of the people without giving previous notice [warning]."

— Patrick Henry



"We have seen the necessity of the Union, as our bulwark [protection] against foreign danger, as the conservator of peace among ourselves, as the guardian of our commerce [trade]."

— James Madison



Learn the Skill

Step 1: Identify the point of view. What is the subject, and what does the writer or speaker think about it?

Step 2: Identify the source of the information. Do you know of any experiences that may have influenced the writer or speaker?

Step 3: Summarize the writer or speaker's point of view in your own words. If you know about the person's experiences, explain how they might have influenced his or her point of view.

Practice the Skill

Read the passages on page 310 about the debate over whether the national government should have more power than the states. Then answer these questions.

- 1 What is Patrick Henry's point of view?
- 2 What is Madison's point of view?
- 3 How might Madison's experience at the Continental Congress have affected his point of view?

Apply the Skill

Choose a topic below or one of your own. Write a paragraph expressing your point of view on the subject. Describe any personal experiences that affect your point of view.

- Some towns have decided to start and end school later in the day. They are trying to give young people more time to sleep.
- A national helmet law has been suggested. Everyone who uses skates, bikes, and skateboards would need to wear a helmet.

Core Lesson 3

VOCABULARY

democracy
checks and balances
veto
unconstitutional
amendment

Vocabulary Strategy

amendment

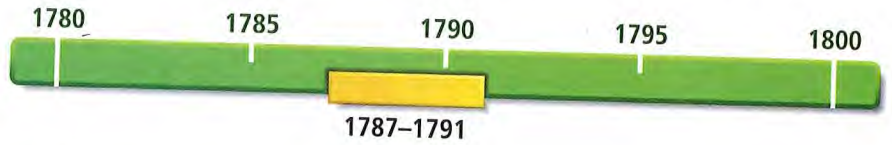
Find **mend** in amendment.
An **amendment** is a way to mend, or fix, a problem.

READING SKILL

Categorize As you read, list the jobs of each branch of the federal government.

The Constitution
This important document is on display at the National Archives in Washington, D.C.

The Constitution



Build on What You Know Builders make a plan before they build a house. The founders of the United States made the Constitution as a plan for the nation's government.

A Plan for Government

Main Idea The Constitution describes how the United States government works.

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

These are the first words of the Constitution, and they have a special meaning. They tell us that our country is a democracy. A **democracy** is a government in which the people have the power to make political decisions. Citizens in a democracy take part in making laws and choosing leaders. In the United States, citizens usually make those decisions through representatives whom they elect.

The United States Constitution is the plan for our democracy. In the Preamble, or beginning, the authors listed their goals for the country. They hoped to create a country where people were safe, could live together in peace, and could have good lives. The rest of the Constitution describes how the government works.

We the People of the United States, in order to form a more perfect Union, insure domestic Tranquillity, provide for the common Defence, promote the Progress of Science and useful Arts, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature of the State in which they may sit, and they shall hold their Offices for six Years, and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature.



State of the Union
Once a year, the President gives a speech called the State of the Union Address. The seal (above) is the symbol of the President.

Branches of Government

The Constitution divides the national government into three parts, or branches: the legislative branch, the executive branch, and the judicial branch. Each branch does a different job.

The legislative branch makes laws for the country. This branch is called Congress. Congress has two parts: the Senate and the House of Representatives. Each state elects two senators to the Senate. Each state also elects a certain number of representatives to the House. The number of representatives from each state depends on its population.

Congress has the power to raise money through taxes or by borrowing. It uses this money to pay for goods and services such as an army, roads, and national parks.

The executive branch can suggest laws. It also carries out the laws made by Congress. The head of this branch is the President. United States citizens elect a President every four years. The President is the commander of the United States military.

The judicial branch decides the meaning of laws and whether laws have been followed. Many courts across the nation make up the judicial branch. The highest court is the Supreme Court.

You remember that the Articles of Confederation created a weak federal government. The U.S. Constitution gives the federal government more power, but it does not give its leaders unlimited power. The Constitution is a plan for a limited government. Everyone must follow the law, including those who run the government.

REVIEW What are the jobs of each branch of the national government?

United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do hereby constitute and ordain these United States of America.

Article II

Section 1. The executive Power shall vest in the President of the United States, who shall hold the Office during the Term of four Years, and until his Successor be qualified; and he shall be elected by the Electors in each State, and the Electors in each State shall have the Qualifications requisite for Electors in that State.

Limits on Government

Main Idea The Constitution puts limits on the power of the government.

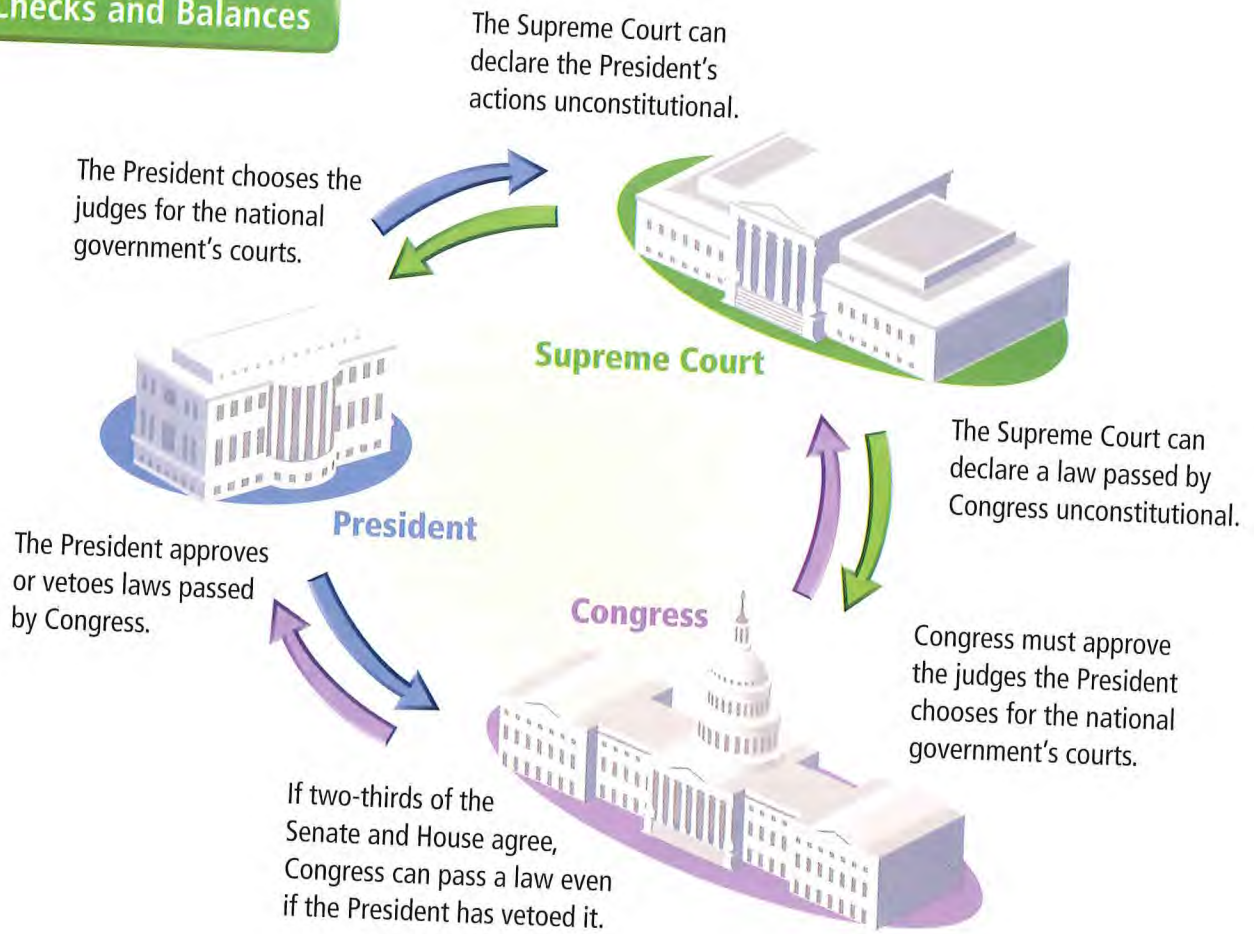
James Madison and the other authors of the Constitution created a government with three branches to make sure that the government's powers were limited. No single person or branch has the power to run the United States government alone. Power is divided among the branches.

The delegates to the Constitutional Convention also worried that one branch might become stronger than the other two. They set up checks and balances to keep this from happening.

Checks and balances are a system that lets each branch limit the power of the other two.

The chart below shows examples of checks and balances. The President makes treaties and chooses judges. The President can also **veto**, or reject, laws made by Congress. Congress may reject judges selected by the President and treaties made by the President. Only Congress can declare war. The Supreme Court decides whether laws are unconstitutional. Laws that are **unconstitutional** do not follow rules laid out by the Constitution. If a law is unconstitutional, the law is no longer in effect.

Checks and Balances



Checks and Balances This diagram shows some of the ways that each branch of the national government can check the power of the other two branches.

The Federal System

The Constitution created a federal system. Remember that under a federal system, the national government and the state governments each have certain powers. This system gives the national government more power than it had under the Articles of Confederation.

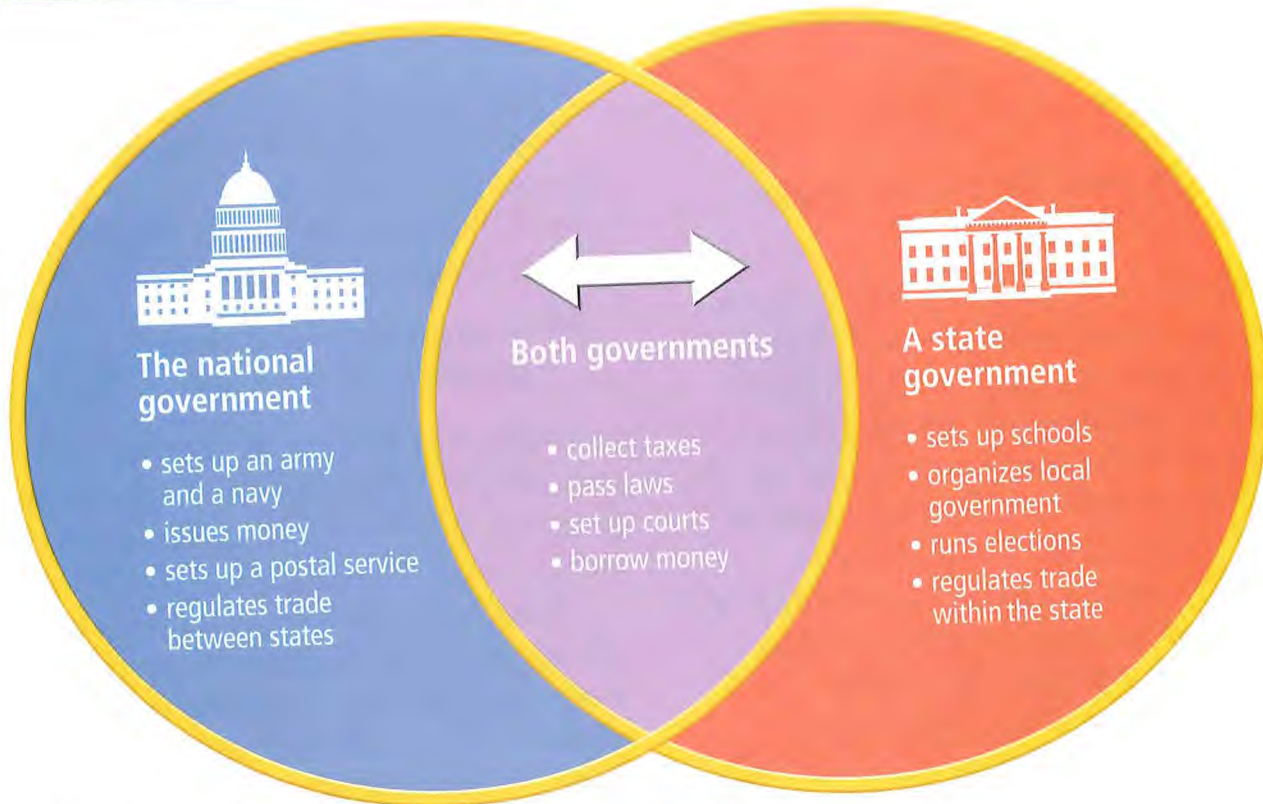
The federal government has power over issues that affect the whole country. Its jobs include defending the country, printing money, running the Post Office, and regulating trade between states.

States have more power over local issues. Public education and elections are two state responsibilities. The federal and state governments share certain powers as well. For example, federal and state governments both collect taxes and set up court systems.

Even though the federal government's power is limited, the Constitution makes its laws stronger than state laws. When a state law and a federal law do not agree, the federal law must be obeyed.

REVIEW Why did the authors of the Constitution create checks and balances and a federal system?

Federal System of Government



Federal System Some powers belong only to the national government, while others belong to state and local governments.

SKILL Reading Diagrams What are two powers that the state governments and the national government share?



The Right to Vote Over time, amendments to the Constitution have protected the right to vote for more citizens. The chart on the right shows three amendments that have affected who can vote.

Changing the Constitution

Main Idea The Constitution is designed so that it can be changed.

The authors of the Constitution knew that the nation would grow and change. They included a way to add amendments to the Constitution. An **amendment** is a change to the Constitution. Usually, an amendment is proposed by two-thirds of the members of the House of Representatives and the Senate. Three-fourths of the states must ratify, or officially accept, the amendment. Only then is the amendment part of the Constitution.

Many Americans demanded that a Bill of Rights be added to the Constitution. People wanted to be sure that the stronger federal government would recognize the rights of individuals.

Voting Rights

1870

Fifteenth Amendment

Right of African American men to vote recognized.

1920

Nineteenth Amendment

Right of women to vote recognized.

1971

Twenty-sixth Amendment

Voting age lowered from 21 to 18.

State constitutions listed the rights of citizens and people wanted the U.S. Constitution to do so as well. **Thomas Jefferson** wanted a Bill of Rights

“to guard the people against the federal government . . .”

James Madison agreed. He wrote amendments listing rights that were to be protected. In 1791, the 10 amendments known as the Bill of Rights were ratified.

Some of Madison's amendments are famous. The First Amendment protects many important rights, such as freedom of speech and freedom of religion. The Tenth Amendment says that the federal government only has the powers given to it by the Constitution. All other powers belong to the states or to the people.



Speaking Out Americans have often worked together to demand their rights. These women demanded the right to vote.

The Growth of Democracy

In 1790, the Constitution did not protect the rights of all Americans. Thousands of African Americans remained in slavery. Some states allowed only white men who had a certain amount of land or money to vote. The rights of women, African Americans, American Indians, and poor people were not recognized.

Ideas about democracy have changed since 1790, and the Constitution has changed with them. Different groups have fought for their rights and won.

Amendments have been added to the Constitution to protect the voting rights of men and women of all races. Today the equal protection promised by the Constitution is given to more citizens than ever before.

REVIEW Why does the Constitution include a way to make amendments?

Lesson Summary

- The federal government is divided into the legislative, executive, and judicial branches.
- Checks and balances keep any one branch from becoming too powerful.
- The Constitution divides power between the federal government and the states.
- The Constitution can be changed by amendment.

Why It Matters . . .

The Constitution describes the rules for the government under which you live today.

Lesson Review

- 1 VOCABULARY** Use **democracy** and **amendment** in a paragraph about the Constitution.
- 2 READING SKILL** Think about the **categories** of jobs the federal government does. What jobs can the legislative branch do that other branches cannot?
- 3 MAIN IDEA: Government** Which powers do the states have that the federal government does not have?
- 4 MAIN IDEA: Government** What must happen for an amendment to become part of the Constitution?
- 5 CRITICAL THINKING: Conclude** Why did the authors of the Constitution want a limited government?
- 6 CRITICAL THINKING: Summarize** How do the judicial and executive branches limit the power of the legislative branch?

RESEARCH ACTIVITY Find out who represents you in the Senate and the House of Representatives. The President is also your representative. List these people. Explain what each person's job is and how he or she represents you.

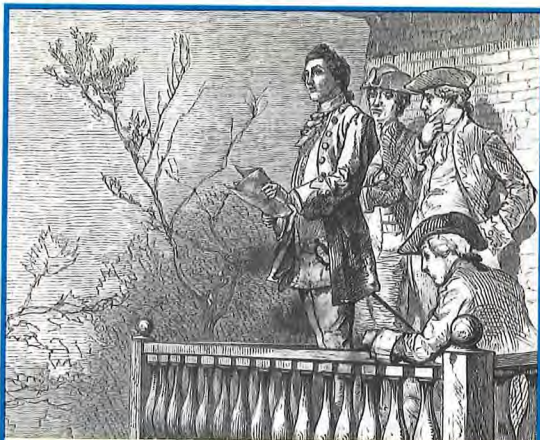


The Liberty Bell

In 1751, Pennsylvania lawmakers had a bell made to celebrate freedom. That year was the 50th anniversary of Pennsylvania's charter. This charter, or official document, promised freedom to people in the colony.

Quakers founded Pennsylvania so they would be free to practice their religious beliefs. They gave people who practiced other beliefs the same freedom. They wrote a verse from the Bible on the bell: "Proclaim LIBERTY throughout the land unto all the inhabitants thereof."

The Bell rang to bring citizens together for important announcements and events. It rang on July 8, 1776 for the first public reading of the Declaration of Independence. It rang when the U.S. Constitution was ratified.



Independence

The Bell rang on July 8, 1776, to call the people of Philadelphia. They listened to Captain John Dixon read aloud the Declaration of Independence.



The Great Train Ride

In 1915, the Bell traveled from Philadelphia to San Francisco by train. In towns and cities along the way, flag-waving crowds greeted the Bell with brass bands.

Liberty Bell Facts



Circumference around the lip: 12 feet

Height from lip to crown: 3 feet

Weight: 2080 pounds

Length of clapper: 3 feet, 2 inches

Length of crack: 2 feet, 1/2 inch

Activities

- 1. DRAW YOUR OWN** What object would you choose to celebrate freedom on a special anniversary? Draw the object. Explain why it is a symbol of freedom.
- 2. ACT IT OUT** More than one million people visit the Liberty Bell each year. Prepare a talk that a tour guide might give visitors about the bell's history.

Core Lesson 4

President Washington

VOCABULARY

inauguration
Cabinet
political party
interest
capital

Vocabulary Strategy

Cabinet

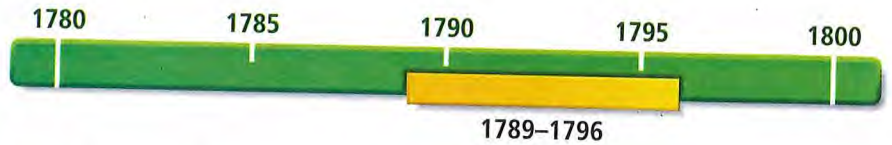
The President's group of advisors is called the **Cabinet**. Such groups used to meet in small private rooms. Rooms like this were called cabinets.



READING SKILL

Cause and Effect As you read, note results of George Washington's presidency.

Washington's Presidency



Build on What You Know Are you sometimes nervous when you start something new? Many people are. Even George Washington was not sure he would do a good job as the first President of the United States.

The First President

Main Idea George Washington became the first President under the Constitution.

The United States elected a President for the first time in 1789. The Constitution set up the system for elections. The states chose representatives for a group called the Electoral College. It was the job of the members of the Electoral College to vote for the President. Everyone in the first Electoral College agreed that **George Washington** was the only one for the job. Washington, however, was not sure he would succeed. He wrote,

“ My Countrymen will expect too much from me, ”

Washington knew his actions would set an example for other Presidents to follow. He acted with thought and care.



Souvenirs These buttons celebrated the new Congress and President.

SKILL Primary Source What do you think the letters GW on the souvenir stand for?



Inauguration George Washington takes the oath of office at Federal Hall in New York City. Those behind him include Alexander Hamilton and Henry Knox.

Washington's Government

In April 1789, Washington traveled to New York City, where the government met. He was greeted as a hero. An excited crowd watched his inauguration (ihn aw gyur AY shun) in New York City. An **inauguration** is an official ceremony to make someone President. Washington promised to

“ preserve, protect, and defend the Constitution of the United States. ”

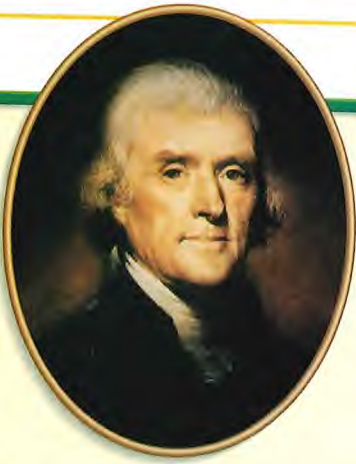
Every President since Washington has made the same promise.

Congress created three departments to help the President run the executive branch. Washington chose people he trusted to run the departments. They were called Secretaries. **Thomas Jefferson** became Washington's Secretary of State.

He would decide how the United States acted toward other countries. Washington picked **Alexander Hamilton** to take care of the nation's finances as Secretary of the Treasury. General **Henry Knox**, who had been in the army with Washington, became Secretary of War. Knox would be in charge of protecting the nation. **Edmund Randolph** became Attorney General. He would see that federal laws were obeyed.

These men often met at Washington's house to advise him. Together, they became known as the President's Cabinet. The **Cabinet** is a group chosen by the President to help run the executive branch and give advice. Every President since Washington has had a Cabinet.

REVIEW What is the purpose of the Cabinet?



Jefferson wanted the nation's economy to help the farmers who owned small plots of land. He felt the people should be as free of government control as possible.

Points of View

Thomas Jefferson and Alexander Hamilton were both in Washington's Cabinet. They argued about the role of the government in the United States.



Hamilton believed that the nation would be stronger if its economy helped large businesses and trade. He thought that a strong government was necessary to keep order and make rules about trade.

Arguments in the Cabinet

Main Idea Hamilton and Jefferson argued about how the government should act.

Two Cabinet members, Hamilton and Jefferson, often disagreed. Hamilton wanted a strong national government that supported trade and manufacturing. Jefferson felt that the government should be limited so that it could not take away states' rights. He said it should support farming instead of trade.

Jefferson and Hamilton both had followers who formed political parties. A **political party** is a group of people who share similar ideas about government. People supporting Jefferson formed the Democratic-Republican Party. Hamilton's party was known as the Federalist Party.

Hamilton and Jefferson often gave the President opposite advice. For example, Hamilton wanted to start a national bank. He believed it would make the nation wealthier and stronger.

Jefferson was against the idea. He said that the government did not have the power to create the bank. Washington took Hamilton's advice. He approved the law that created a national bank.

The national bank controlled the money of the United States. Customers could keep money in savings accounts there. Today, a savings account is a way to earn money. The bank borrows from savings accounts to make loans. It earns money on the loans by charging interest. **Interest** is what people pay to borrow money. The bank also pays interest for the use of the money to each person who has a savings account.

Hamilton and Jefferson compromised on some problems. Hamilton supported Jefferson's wish to build a new national capital on the Potomac River, between Virginia and Maryland. A **capital** is the city where the government meets. In return, Jefferson agreed to Hamilton's plan to pay the nation's war debts.

President Washington chose the new capital's exact location. **Andrew Ellicott** and **Benjamin Banneker**, both astronomers, measured the land. A French engineer, **Pierre L'Enfant** (lahn FAHN), designed the city. Building began in 1792. The city was named Washington, to honor the President.

After eight years as President, Washington announced his retirement in a farewell address, or speech, to the nation. In his address, he advised people not to form political parties. He felt parties divided people. Washington also wanted the nation to stay out of wars between other countries. Britain and France were at war at this time. Washington refused to take sides. For many years after that, the nation did not take sides in any foreign wars.

George Washington is remembered as a great hero. One of Washington's friends said that he was

“first in war, first in peace, and first in the hearts of his countrymen.”

REVIEW Why did Hamilton and Jefferson disagree about creating a national bank?

Lesson Summary

- George Washington became the first President under the Constitution.
- Disagreements in the Cabinet led to the first political parties.
- Washington agreed to a plan for a national bank and chose the location of a capital city.

Why It Matters . . .

The presidency of George Washington set up traditions that have been followed by all American Presidents.

Lesson Review

1789
Washington becomes President

1792
Washington, DC founded

1796
Washington's Farewell Address

1789

1791

1793

1795

1797

- VOCABULARY** Choose the correct word to complete each sentence.
inauguration **Cabinet** **political party**
Thomas Jefferson and Henry Knox both served in Washington's _____.
Jefferson's supporters formed a _____.
- READING SKILL** What was one effect that President George Washington had on later Presidents?
- MAIN IDEA: Government** What was the Electoral College created to do?

- MAIN IDEA: Citizenship** Why did political parties form during Washington's presidency?
- TIMELINE SKILL** When did Washington become President?
- CRITICAL THINKING: Compare and Contrast** How were Hamilton's ideas about government different from Jefferson's ideas about government?

WRITING ACTIVITY Write a newspaper article announcing that President Washington is going to retire. Describe the examples he set for future Presidents. Be sure to answer the questions *Who?*, *What?*, *When?*, and *Where?*



Washington, D.C.

Could Washington, D.C. be changed from a small, muddy town to a city as glorious as Paris? A French city planner thought so. Pierre L'Enfant [lahn-FAHN] imagined a great capital city for the United States.

Located on the Potomac River, the city would have parks, tree-lined avenues, and grand public buildings.

He created a plan for the city in 1791. By 1800, his plan became reality. Washington, D.C. became the capital of the United States. The city center is much as L'Enfant designed it.

Although L'Enfant planned the city, many other people helped make it what it is today. Three of them are shown here.



Abigail Adams

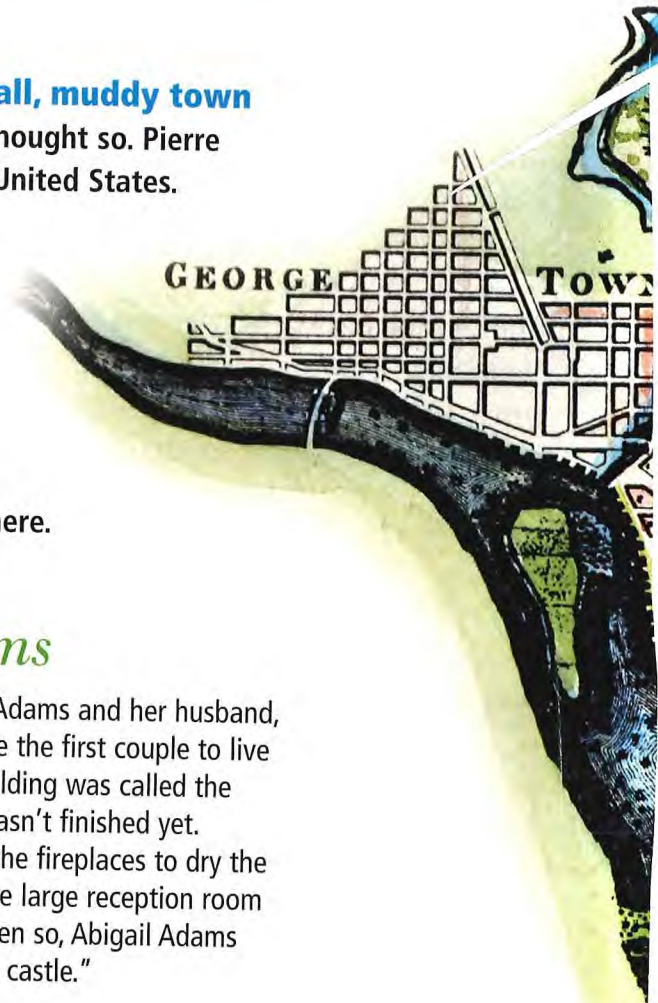
In 1800, First Lady Abigail Adams and her husband, President John Adams, were the first couple to live in the White House. The building was called the President's House, and it wasn't finished yet.

Fires were kept burning in the fireplaces to dry the wet plaster on the walls. The large reception room was used to dry laundry. Even so, Abigail Adams called the building a "great castle."



Benjamin Banneker

Benjamin Banneker was a farmer who studied astronomy and other sciences. In 1791, Banneker helped survey, or measure, the land for the new capital city. As part of the job of surveying the land, Banneker set the boundaries for what would be the city. Today, many buildings and organizations are named for Banneker, including a high school in Washington, D.C.





William Thornton

Born in Britain, William Thornton moved to the United States because he admired the ideals of the Revolution. In 1793, he won a contest to design the Capitol Building, where Congress would meet. George Washington liked Thornton's plan for its "grandeur, simplicity, and beauty." The Capitol Building has grown and changed, but it looks like Thornton's basic plan.

This map shows L'Enfant's design for Washington, D.C. The President's House and the Capitol Building still stand where they were shown in his plan.

President's House (White House)

Capitol Building

Activities

- 1. DRAW YOUR OWN** Draw a plan for a capital city. What would it look like? What are some of the important buildings in your city? What would you name your city?
- 2. PRESENT IT** Research the history of an important building in Washington, D.C. Prepare a short presentation about what you learned.

Special Section

The Government of the United States

Principles of DEMOCRACY



All nations have governments. A government is a group of people who make and enforce the laws of a political region, such as a country. Just as your school has rules, the nation has laws to govern its citizens.

Life in the United States would be difficult without government. The government sets up ways to choose leaders and makes laws to protect people at home and in the community. Governments run public schools and libraries and print stamps and money. When governments work well, they protect freedom and keep order.

Democratic Government

Governments take many forms. The United States is a democracy. A democracy is a government in which people govern themselves. In a democracy, citizens have the power to make political decisions.

The United States has a form of democracy called representative democracy. That means citizens elect representatives who speak or act for them in making laws.

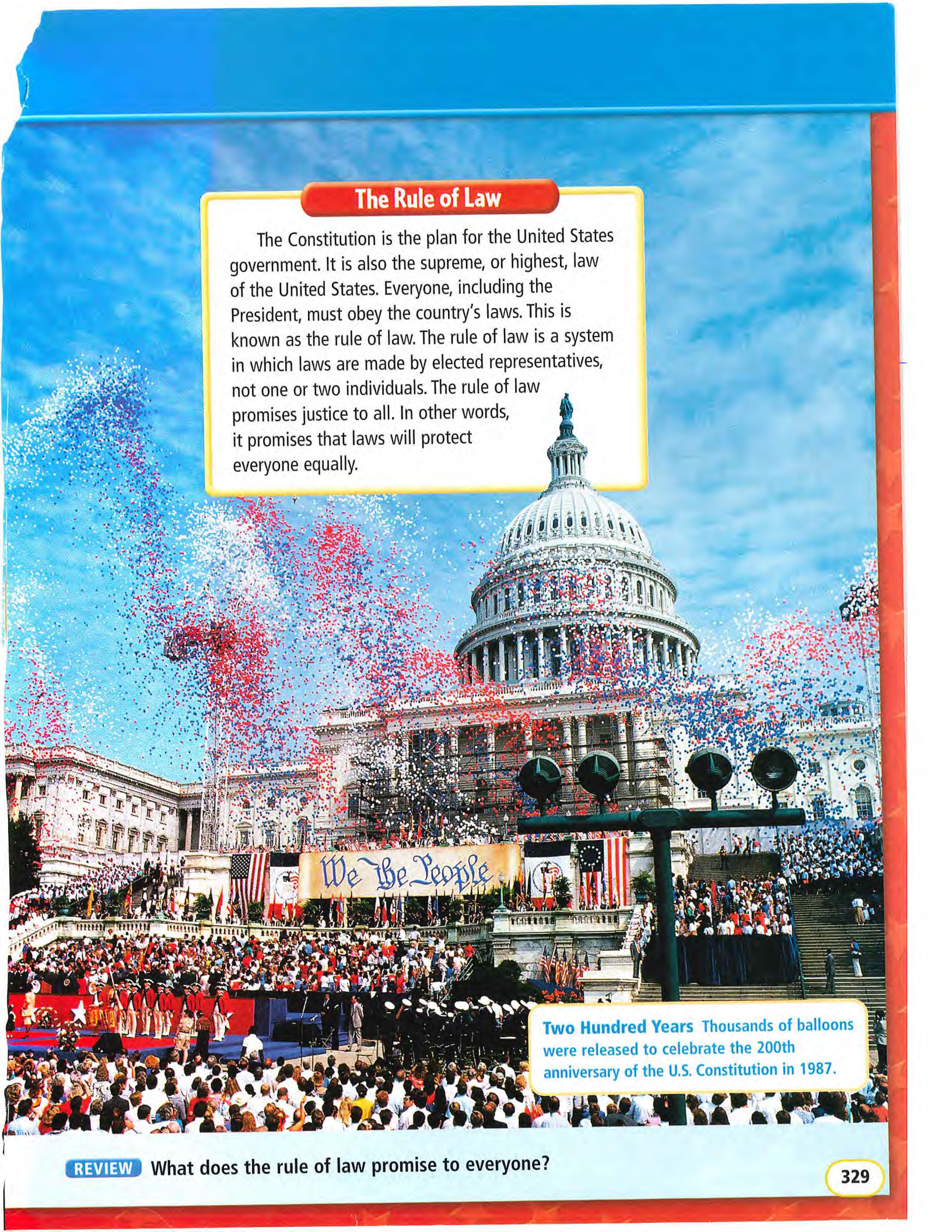
Majority and Minority

In the United States, the majority of voters usually decides who will win an election. Majority means more than half. Many important decisions are made by majority rule. For example, the majority of lawmakers in Congress must agree on a law before it is passed.

Even though most decisions are made by majority rule, the rights of the minority are protected. Minority means fewer than half. The majority cannot take away the rights of small groups of people to express unpopular views or take part in the government. This limit on majority rule is sometimes called minority rights.

The Rule of Law

The Constitution is the plan for the United States government. It is also the supreme, or highest, law of the United States. Everyone, including the President, must obey the country's laws. This is known as the rule of law. The rule of law is a system in which laws are made by elected representatives, not one or two individuals. The rule of law promises justice to all. In other words, it promises that laws will protect everyone equally.



Two Hundred Years Thousands of balloons were released to celebrate the 200th anniversary of the U.S. Constitution in 1987.

Structure *of the* GOVERNMENT



The federal government is our national government. The Constitution created a federal government with three branches. These branches, or parts, are the legislative, executive, and judicial branches.

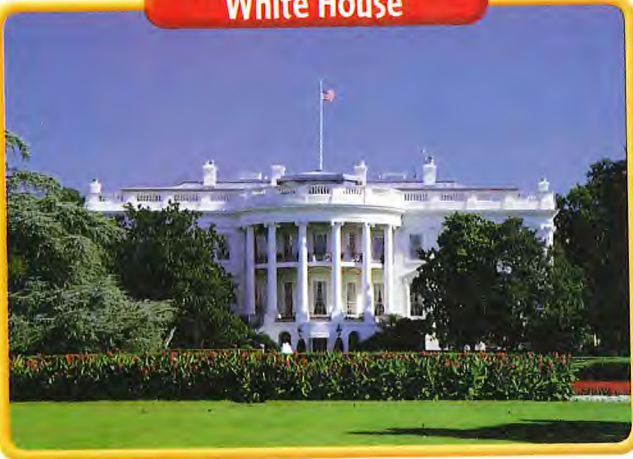
The three branches of government work together, but each branch has its own powers. A system of checks and balances prevents any one branch from having too much power. In this system, each branch limits the power of the other two branches.

For example, the President can veto, or reject, laws passed by Congress. Congress can refuse to approve treaties made by the President. The courts of the judicial branch can rule that laws made by Congress or actions taken by the President are unconstitutional.

All three branches are supposed to work toward the common good of the country's citizens. The common good means what is best for the whole country, not just for a few individuals.



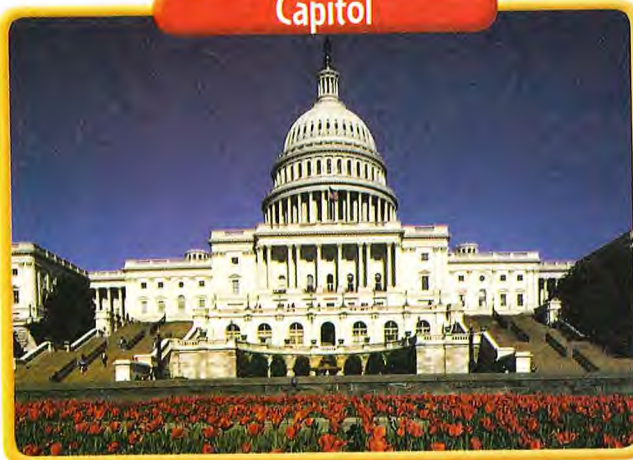
White House



Executive Branch The head of the executive branch is the President. The Vice President and the heads of government departments give advice to the President.

- ★ proposes, approves, and enforces laws made by Congress
- ★ makes treaties with other countries
- ★ leads the military

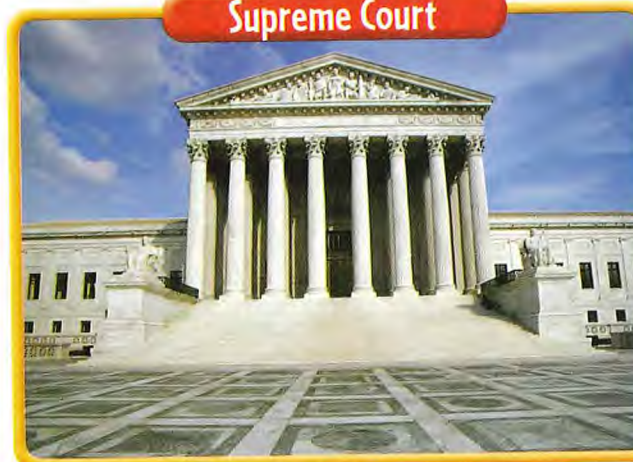
Capitol



Legislative Branch The legislative branch is called Congress. Congress has two parts: the Senate and the House of Representatives.

- ★ makes laws
- ★ raises money by collecting taxes or borrowing money
- ★ approves the printing of money
- ★ can declare war

Supreme Court



Judicial Branch The Supreme Court and other courts make up the judicial branch. One Chief Justice and eight Associate Justices serve on the Supreme Court.

- ★ decides whether laws follow the guidelines of the Constitution
- ★ decides what laws mean
- ★ decides whether laws have been followed

REVIEW Why is it important that a balance of power exist among the three branches of government?

Levels of GOVERNMENT



The federal government is not the only government in the United States. Every state has a government, which is led by a governor. Some decisions are made by the federal government, while others are made by a state government.

Each state is broken into smaller units that have local governments. These units may include counties (parts of states made up of several towns), townships (small parts of counties), cities, and school districts. Local governments take many forms. Some are headed by a mayor. Others are run by a city manager or by a group of people such as a town council.

Federal, state, and local governments have their own powers, but they also share some powers. For example, both the federal and state governments collect taxes, set up courts, and make and enforce laws.



Federal Government



Main Powers

- ★ prints money
- ★ declares war
- ★ runs the postal system
- ★ makes treaties with other countries
- ★ collects income taxes





State Government



Main Powers

- ★ issues licenses, such as marriage licenses and driver's licenses
- ★ runs elections
- ★ sets up local governments
- ★ collects income and sales taxes



Local Government



Main Powers

- ★ provides police and fire protection
- ★ runs public schools and public libraries (with help from the state)
- ★ provides public transportation, such as buses and subways
- ★ collects sales and property taxes



The Bill of RIGHTS



The first 10 amendments to the Constitution are called the Bill of Rights. An amendment is an official change or addition to a law. The Bill of Rights is like a promise to the people of the United States. It lists many of the individual rights the U.S. government promises to protect. This chart explains each amendment.

The First Amendment says we have the right to speak our minds.



1 First Amendment The government cannot support any religion above another. It may not prevent people from practicing whichever religion they wish. People have the right to say and write their opinions, and the press has the right to publish them. People can also meet together and ask the government to make changes.

2 Second Amendment Because people may have to fight to protect their country, they may own weapons.

3 Third Amendment People do not have to allow soldiers to live in their homes.

4 Fourth Amendment The police cannot search people or their homes without a good reason.

5 Fifth Amendment People accused of a crime have the right to a fair trial. They cannot be tried more than once for the same crime. Accused people do not have to speak against themselves at a trial.

6 Sixth Amendment People accused of a crime have the right to a speedy, public trial by a jury. A jury is a group of people who hear evidence and make a decision. Accused people also have the right to a lawyer, to be told what crime they are accused of, and to question witnesses.

7 Seventh Amendment People who have a disagreement about something worth more than \$20 have the right to a trial by a jury.

8 Eighth Amendment In most cases, accused people can remain out of jail until their trial if they pay bail. Bail is a sum of money they will lose if they don't appear for their trial. Courts cannot demand bail that is too high or punish people in cruel ways.

9 Ninth Amendment People have other rights besides those stated in the Constitution.

10 Tenth Amendment Any powers the Constitution does not give to the federal government belong to the states or the people.

REVIEW List three rights that are protected by the Bill of Rights.

Review



Complete two of the following activities.

Art Activity Work with a group to create a poster titled, *What Democracy Means to Me*. Cut out pictures from newspapers and magazines that illustrate some part of government or something government does.

Writing Activity Choose one of the branches of government and write a short report about it. Give an example of how the branch provides for the common good of the American people.

Research Activity A state capital is a city in which a state's government is located. Make a list of every state's capital. Write a fact card for one capital on your list, including its population and the year it was founded.

Writing Activity Find out who your leaders are at each level of government. Write the names of the President and your senators, representatives, and local leaders. Write to a local leader. Ask questions about that person's job.


Speaking Activity The Bill of Rights still matters today. Prepare an oral report on one of the amendments, explaining how it has affected a current event.

Vocabulary and Main Ideas

Write a sentence to answer each question below.


1. Why did American colonists object to the **Proclamation** of 1763?
2. Why were the Americans against paying **taxes** to the British?
3. What was the main difference between the **Patriots** and the **Loyalists**?
4. Why was the American **victory** at Saratoga a turning point of the Revolution?
5. How did the **delegates** to the Constitutional Convention settle their differences?
6. What are the three branches of the **federal** government?

Critical Thinking

 **TEST PREP** Write a short paragraph to answer each question below.

7. **Drawing Conclusions** Why do you think the Patriots would continue to fight the British even when it seemed that they could not win?
8. **Synthesize** Write a short paragraph explaining how the system of checks and balances protects democracy. Use details from the unit to support your answer.

Apply Skills

 **TEST PREP** Use the paragraph below and what you have learned about cause and effect to answer each question.

Nine states needed to ratify the new Constitution for it to become law. Some of the states, however, thought the Constitution did not protect people's rights. The Federalists agreed to add a Bill of Rights to the Constitution. Then, all 13 states ratified the Constitution.

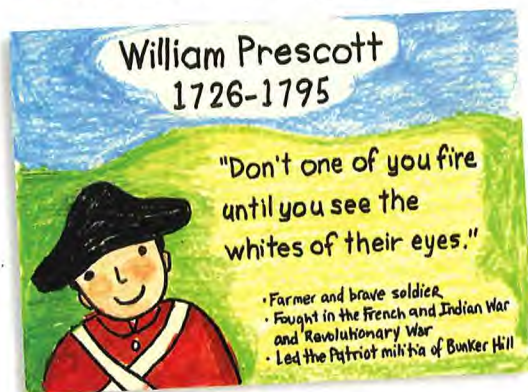
9. What caused the Bill of Rights to be added to the Constitution?
 - A. Some states wanted to protect people's rights.
 - B. Some states did not want a Constitution.
 - C. Thirteen states needed to ratify the Constitution.
 - D. The Constitution was too short.
10. What was an effect of adding the Bill of Rights to the Constitution?
 - A. The government's rights were protected.
 - B. The people's rights were taken away.
 - C. Thirteen states ratified the Constitution.
 - D. Nine states refused to ratify the Constitution.

Unit Activity



Create a Freedom Fighters Portrait Gallery

- Choose a person mentioned in this unit who fought for freedom.
- Research to find a picture of the person and facts about his or her life.
- Create a portrait, or picture, of the person. Write about his or her life underneath the picture.
- Post the portraits in your classroom.



At the Library

You may find these books at your school or public library.

The Boston Tea Party, by Steven Kroll

The events of December 16, 1773, changed the course of American history.

If You Lived at the Time of the American Revolution, by Kay Moore

What was life like for Patriots and Loyalists during the Revolution?

CURRENT EVENTS

WEEKLY WR READER

Connect to Today

Create a bulletin board about freedom and independence around the world today.

- Find articles that tell about nations of the world and ideals of freedom and independence.
- Write a summary of each article. Draw a picture or map to illustrate each summary.
- Post your illustrated summaries on a bulletin board.

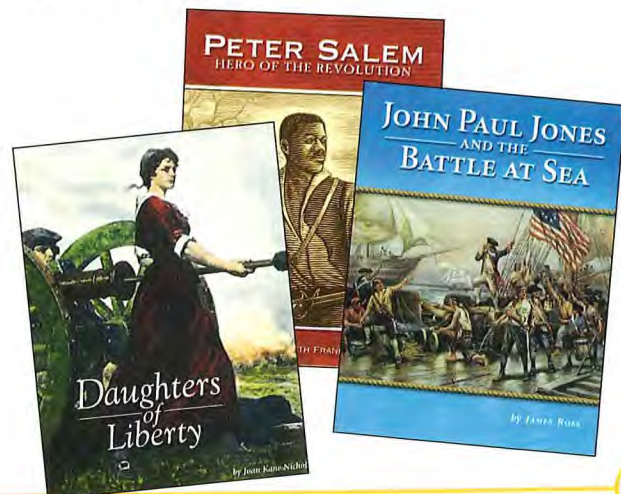


Technology

Get your information for the bulletin board from the Weekly Reader at www.eduplace.com/kids/hmss05/

Read About It

Look for these Social Studies books in your classroom.



UNIT 5

The New Nation

The
Big
Idea

What gave the new
country its identity?

*“Where liberty is, there
is my country.”*

A saying used by Benjamin Franklin



Meriwether Lewis

1774–1809

Thomas Jefferson chose this man to lead the Corps of Discovery across North America. The information that he gathered helped people learn about the West.

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