

THE CONSTITUTION

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FOREWORD

Credits

LIFEPAC CIVICS:

Unit 2: The Constitution

Author:

Stradasphere Creative Services,
Alan R. Dutton

Production Manager:

Alan Christopherson

Content Designers:

Alan Christopherson
Daniel Crumbo
Lisa Vinson

Editors:

Jeannie Burrus
Franklin Stover
Jennifer Davis
Alan Christopherson
Dawn Tessier

Art, Layout, and Design:

Kyle Bennett
Jennifer Davis
Dawn Tessier

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LIFEPAC Civics is a five-unit high school elective course that will examine American government. Through the ages, there have been governments wherever there have been significant numbers of people. Governments are formed because groups need an organization to create and enforce rules that control conduct within the population.

What is needed to establish a government? Who sets up the government? What freedoms should be available to the society? What ingredients make up a good government? By examining the forms of government established by tribes and nations, we can gain an idea for some of the building blocks that are required for making a government successful.

Some magnificent documents were written in the 1700s. One of the most treasured documents in American history is the Declaration of Independence. With the Declaration of Independence, America announced its intention to become a free and self-supporting nation. It took until 1783 to finally win that independence and then the country was already dealing with the problems of collecting taxes, enforcing laws, and establishing trade. Through argument, debate, deliberation, and agreement, brilliant minds assembled what is considered one of the best governmental writings in the history of nations, the Constitution of the United States of America. Though their individual views differed in many aspects the religious influence on the actions of the Founding Fathers was significant. As the settlements grew into colonies, the colonies into states and the states into a nation, the structure of government grew to meet these needs.

LIFEPAC Civics contains the following units. This specific unit is highlighted below.

Unit 1 — A New Nation

Unit 2 — The Constitution

Unit 3 — Branches of Government

Unit 4 — Government by the People

Unit 5 — Relationship to the World

Note: All vocabulary words appear in **boldface** print the first time they are used in the text. If you are unsure of the meaning when you are reading, study the definitions given in the Glossary.

UNIT 2 INTRODUCTION

The writing of the Constitution was an important part of the establishment of the American nation. However, it was only the first step. This unit will examine the events that took place as the Founding Fathers sought to have the Constitution approved by 9 of the 13 colonies. You will see that two groups emerged from the debate, one in support of the Constitution and one in opposition to it. The lives of the men who were engaged in this struggle will be revealed. You will find that they were men of wisdom, integrity, and leadership. They had a historical knowledge of the political process, and were willing to set aside personal interests for the sake of the country. With the approval of the ninth, and finally all thirteen of the colonies, a peaceful transference of power took place.

Section II of this unit takes a detailed look at the Constitution. The historical concept of constitu-

tional government will be examined, with a special emphasis on the structure and design of the American Constitution. The Preamble will be examined, and the seven Articles that make up the main body of the Constitution will be described. The concepts of separation of powers and checks and balances will then be studied.

Several of the states refused to ratify the Constitution unless there were guarantees included which would insure that the rights of the individual would never be challenged.

Section III describes the procedure for amending the Constitution and then discusses the Bill of Rights, which the Founding Fathers submitted to the states for their approval, as they had promised.

UNIT GOALS

When you have completed Unit 2, you should be better prepared to:

- *Explain why the Constitution is not simply a product of the vision of a few men, but is rather a series of compromises reached by men from many different regions of the country, from various walks of life, and from a variety of political and religious philosophies. (Section I)*
- *Describe how the Constitution was designed to be a living document which would allow for necessary, though not easy, changes to resolve problems as the country grew and developed. (Section II)*
- *Describe the ways in which the systems of separation of powers and checks and balances serves to adequately limit the authority and power of government, and thus insures that the rights of the citizen will be preserved. (Section II)*
- *Show how the Bill of Rights adequately protects many of the basic natural rights of the American citizen. (Section III)*

I. RATIFICATION

THE WRITING OF THE CONSTITUTION WAS ONLY THE FIRST STEP IN THE PROCESS OF DEVELOPING A NEW AND LASTING GOVERNMENT. GETTING THE CONSTITUTION APPROVED BY THE REQUIRED NINE STATES AND PARTICULARLY THE LARGER STATES, NEW YORK, PENNSYLVANIA, AND VIRGINIA, WAS A FORMIDABLE TASK FACING THE FOUNDING FATHERS. THIS SECTION WILL BEGIN BY EXAMINING THE ARGUMENTS FOR AND AGAINST THE RATIFICATION OF THE CONSTITUTION, THE MEN WHO WERE INVOLVED IN THE PROCESS, AND THE RESULTS OF ITS ACCEPTANCE AS THE SUPREME LAW OF THE LAND. THE LESSONS FOR THIS SECTION ARE AS FOLLOWS:

LESSON 1 FEDERALISTS AND ANTI-FEDERALISTS

This lesson will outline and provide examples of the arguments put forth by the Federalists and Anti-Federalists, with respect to the ratification of the Constitution. Additionally, the arguments for and against an explicit bill of rights will be introduced. The series of events leading to the eventual ratification, including the conditions that were placed on it, will be discussed. At the completion of this lesson, you should be better prepared to:

- *Identify and evaluate the core arguments of the Federalist and Anti-Federalist positions.*
- *List and identify the contributions of at least four framers of the Constitution.*
- *List explicit reasons for and against the need for a bill of rights.*

LESSON 2 AS GOOD AS IT GETS

This section describes the men who were the key figures in the development of the United States. The account of their joint efforts to achieve, through debate and compromise, the ratification of the Constitution and its successful implementation is a tribute to the wisdom, intelligence, and selflessness of these men. At the completion of this lesson, you should be better prepared to:

- *Identify the key individuals known as the Founding Fathers.*
- *Illustrate the role of representative leadership at the Annapolis Conference.*
- *Discuss key facts related to the history of the Constitution.*
- *Identify the hopes and concerns that the Founding Fathers had regarding the new government.*
- *Identify and evaluate arguments concerning the motives of the Founding Fathers.*

LESSON 3 THE PEACEFUL TRANSFER OF POWER

History bears record of many countries which could never achieve a peaceful means for the changing of governments. Many revolutions and wars have been fought in a struggle for power. In the United States, the power and authority of government passed peacefully, first to the government under the Confederation, and then to the American constitutional republic, the United States of America. Since then, there have been many changes in leadership, sometimes involving changes in political parties, but those changes have always been noted for their peaceful transfer of authority. At the completion of this lesson, you should be better prepared to:

- *Describe and analyze the transfer of power from the government under the Articles of Confederation to a government under the Constitution.*
- *List ways in which the peaceful transfer of power continues today.*

FEDERALISTS AND ANTI-FEDERALISTS

Long before the ink had dried on their signatures on the Constitution, the writers of that document had begun forming their own personal opinions as to their perception of the strengths and weaknesses of the government that had been created. With the exception of two or three representatives who had left the Constitutional Convention before the actual signing, all members of the convention had signed their names to the new Constitution, even though they were not equally in favor of every measure included in it. Some delegates were not at all happy with it. Each representative who had concerns was hopeful that their concerns would be addressed and taken care of somewhere in the **ratification** process.

During the long hours of writing, debating, discussing, and compromising, the differing opinions quickly had fallen into one of two groups, those who were in favor of the new Constitution and those who were opposed to it. Early in the ratification process, those who were in favor of the Constitution took the name of **Federalists**. Those who were not in favor of the Constitution as it had been adopted were generally referred to by the name of **Anti-Federalists**. The job that had begun as an attempt to fix the ailing government under the Articles of Confederation had instead become a major task of convincing the states that a whole new system of government was necessary.

OBJECTIVES

- *The student will be able to identify and evaluate the core arguments of the Federalist and Anti-Federalist positions.*
- *The student will be able to list and identify the contributions of at least four framers of the Constitution.*
- *The student will be able to list explicit reasons for and against the need for a bill of rights.*

VOCABULARY

Anti-Federalists — group who were opposed to the adoption of the Constitution, particularly as it appeared without a bill of rights; generally, they favored a weak central government and stronger state governments

autonomy — independent or free; the right of self-government

constituents — citizens or voters within a district who are represented by an elected officer or official

credence — a belief that something is true; to give credit or assurance of the truth of something

Federalists — group who were in support of the adoption of the Constitution; generally, they supported a stronger central government with certain powers held by the states

Nationalists — original name of the Federalists; they favored a strong centralized government

precedent — a decision or act that would set an example; established practice

precursor — a thing or a person that comes before or precedes something

pseudonym — a name that is made up or fictitious in order to conceal one's real identity

republican — form of government in which the power of government is held by the people through their right to vote and is generally carried on through their elected representatives

FEDERALISTS

The public debate over the ratification of the Constitution was by far the greatest challenge that the thirteen states had faced thus far. Men of great intellect and political understanding came together to attempt to convince the people of the worthiness of

their position. The Federalists supported the Constitution, insisting that the country needed a stronger national government to provide leadership and to help create an orderly and unified society. The failures of a weak central government under the Articles of Confederation had become apparent to all,

THE FEDERALISTS



James Madison



Alexander Hamilton



John Jay



John Marshall



James Wilson



John Dickinson



Roger Sherman

“FOR A STRONGER
CENTRAL GOVERNMENT.”



George Washington



Benjamin Franklin

and now the goal of the Federalists was to convince the states to ratify the new Constitution.

A relatively small group of men on each side of the issue became the prominent figures in the public debate and discussion over ratification. The Federalists were led by men such as James Madison, Alexander Hamilton, John Jay, John Marshall, James Wilson, John Dickinson, and Roger Sherman. Their position was greatly strengthened by the fact that the two most influential and popular men of the day, George Washington and Benjamin Franklin, were also assumed to be in the Federalist camp.

The Federalists had a number of advantages in this debate. They were aware that the nation was in a time of political crisis, and they offered a strong program for resolving these problems. They were well organized and had adequate funding. They were men who had been involved in national issues, having been involved in the American Revolution, the formulation of a government under the Articles of Confederation, and now the organization of a new form of government. They had worked together as a group and had worked across state lines in achieving their purposes.

To promote their causes, they published papers and articles in support of their position. These documents were often answered by papers published by the Anti-Federalists, so a lively public debate was carried on during this period of ratification. Alexander Hamilton, James Madison, and John Jay, writing under the

pseudonym of Publius, wrote most of the papers for the Federalists. John Jay's *Address to the People of the State of New York* was one of the most important documents of the supporters of the Constitution. Many of the other articles that were written were collected and published under the name of *The Federalist Papers*, which was a compilation of 85 of the newspaper writings of these 3 men.

While these writings were very thorough and intellectual, their impact on the common citizen was questionable. These papers were used most effectively in the debate that took place in the Virginia and New York conventions. These two large states were key in ratifying the Constitution, because without their support the success of the new nation would be in question. Once the ratification process was complete, *The Federalist Papers* became historical documents, providing perhaps better than any other works a political commentary on the Constitution.

As is apparent from the outcome, the Federalists were successful in their defense of the promise of a new government under the Constitution. With the ratification of the Constitution by the ninth state, and the ultimate support of all thirteen of the original states, the Constitution became the basis for the new government. The Federalists went on to establish a new political party called the Federalist Party. They supported the views of Alexander Hamilton and were a driving force in the early years of the United States. The party, however, did not last long, for it was dead by 1824. ■



Answer True or False.

- 1.1 _____ The Federalists were men who supported the Constitution.
- 1.2 _____ The Articles of Confederation had provided for a strong central government.
- 1.3 _____ *The Federalist Papers* were a compilation of 85 separate papers written by 3 different authors.
- 1.4 _____ *The Federalist Papers* had a strong impact on the decisions of the local citizens.
- 1.5 _____ *The Federalist Papers* have become a valuable source of historical commentary on the Constitution.



Fill in the blanks with the correct answers.

- 1.6 Alexander Hamilton, John Jay, and James Madison wrote articles under the pseudonym of _____ .
- 1.7 List three advantages that the Federalists had in their favor. _____

- 1.8 Two states that were key in assuring the success of the new nation were _____ and _____ .
- 1.9 The Federalist Party lasted until the year _____ .

ANTI-FEDERALISTS

Anti-Federalists (or Antifederalists) opposed the ratification of the Constitution based on a number of key issues. Strangely enough, during the Revolutionary War this group had been known as the Federalists because they supported a federation of independent states. A strong centralized government was supported by the **Nationalists**, as the Federalists were called at that time. However, during the final writing and ratification of the Constitution, the Nationalists assumed the name of Federalists, thus forcing their opponents to be known as the Anti-Federalists.

The main proponents of the Anti-Federalist position were Patrick Henry, George Mason, Richard Henry Lee, James Monroe, John Hancock, Samuel Adams, Thomas Paine, Luther Martin, Elbridge Gerry, George Clinton, Willie Jones, and Melancton Smith. The two groups seemed to have about the same number of **constituents**, but the Anti-Federalists lacked any rep-

resentation in urban areas. In addition, none of them had the political experience of their opponents. However, they did have the advantage of having the support of most of the state legislatures. In addition, most of the citizens had a distrust of a strong central government that was far removed from their immediate needs and desires.

Anti-Federalists also published many articles denouncing the new Constitution and urging the people and the states to refuse to ratify it without some very specific changes. They also published under pseudonyms; for example, Robert Yates published a pamphlet called *Letters of Brutus*. Other examples were *Genuine Information*, by Luther Martin, *Observations on the new Constitution and on the Federal and State Conventions by a Columbian Patriot* by Mercy Otis Warren, and the *Letters from the Federal Farmer to the Republican*, whose authorship is still uncertain.

THE ANTI-FEDERALISTS



The Anti-Federalists generally followed the political philosophy of Thomas Jefferson. They did not feel that a **republican** form of government as established by the Constitution could work in a country as geographically large as the United States. They did not feel that the rights of the individual were sufficiently protected. They felt that the American Revolution had been fought over the values that they supported. They wanted the Articles of Confederation to be simply improved, while still keeping the independence of the states. They felt that government should be small and close to its citizens. Thus, their hope was for maintaining the **autonomy** of each state, with all states working together in some form of a league or union.

The Anti-Federalists ultimately became a political party called at that time the Republican Party. The party then became known as the Democratic Republicans and ultimately evolved into a **precursor** of what is known today as the Democratic Party.

POLITICAL DIFFERENCES

Many issues divided these two groups of statesmen. Everyone was in agreement that the Articles of Confederation were a failure and desperately needed fixing. The main difference between the Federalists and Anti-Federalists was one of degree. In general, the Anti-Federalists did not want to ratify the Constitution because they felt that it gave too much power to the national government. They were concerned that there was no bill of rights. They were worried over the fact that the national government

could maintain an army during peacetime. They also felt that the “necessary and proper” clause gave too much power to Congress. Furthermore, they feared that the executive branch had too much power and could eventually become a monarchy.

The Federalists responded by saying that the separation of powers as defined in the Constitution provided a protection for the rights of the states and of the individuals. Each branch of government was selected by different groups of citizens. Since the branches shared power equally, none could assume authority over another. They responded to the request for a bill of rights by saying that a listing of certain rights might suggest that any right that was not included in the list would suggest that other rights of the individual were, therefore, not protected and could be violated by those in authority. Although not as well organized as the Federalists, the argument for a bill of rights proved to be most effective for the Anti-Federalists. We will examine, in detail, several of the major issues.

PURPOSE OF THE CONVENTION

The Anti-Federalists argued that the delegates had been given the responsibility to amend the Articles of Confederation, thus fixing the problems under that government. They argued that instead of resolving the problems of the Articles, they had abolished them. The Federalists responded by saying that since they had been properly appointed by the Congress of the Confederacy, they therefore had the right to propose a new document. ■



Fill in the blanks with the correct answers.

- 1.10 The Federalists were originally called _____ .
- 1.11 The Federalists were given that name because they supported a _____ of states.



Match the name below with the letter of the correct answer. Answers will be used more than once.

- a. Federalists
- b. Anti-federalists

- 1.12 Patrick Henry _____ James Monroe _____ John Marshall _____
James Madison _____ Thomas Paine _____



Fill in the blanks with the correct answers.

- 1.13 The two most prominent Federalists were _____ and _____ .
- 1.14 What two groups tended to support the Anti-federalists? _____ and _____

DIFFERENCES OF OPINION

Even though there had been many separate important compromises reached at the Constitutional Convention and the Constitution had been approved for ratification, there were still many disagreements between the Federalists and the Anti-Federalists.

DISAGREEMENT OVER POWERS OF STATES VERSUS FEDERAL GOVERNMENT

The Anti-Federalists argued that a strong central government would eventually take over all of the powers and authority of the states, thus reducing them to insignificant institutions. In doing so, the rights of the citizens, generally protected by governments closer to the people, would be lost. The Federalists responded by saying that it was more likely that the states would attempt to usurp authority from the national government rather than the other way around. The Federalists argued that a government established by the Constitution would be strong enough to protect the liberties of its citizens, while preserving the common good for all. The possibility of splitting into multiple small nations or confederacies would be eliminated. The Anti-Federalists responded by saying

that they had no intention of splitting the nation into multiple confederacies. However, they did acknowledge the need to improve the Articles of Confederation.

DISAGREEMENT OVER THE THREE BRANCHES OF GOVERNMENT

Another point of contention was the method suggested for choosing the representatives to the Congress and the powers granted to them. The Anti-Federalists felt that the plan for representation would be inadequate for representing the diverse population of the American people. They felt that the requirements for holding office would limit the opportunity for service in the House or the Senate. According to their argument, only the wealthy and powerful men would be able to serve. In addition, they felt that the powers granted to the Congress far exceeded those which would safeguard the liberties of the states and the people. The Federalists responded by saying that the Constitution provided the opportunity for men of all stature to attain an office in the House or Senate. They felt that growth in the country would increase the size of the Congress and thus increase the representation available to each citizen. Finally, they



believed that the Constitution sufficiently limited the power of the Congress, while, at the same time, granting them sufficient authority to guarantee the protection of the common good of society.

The Anti-Federalists felt that the power granted to the executive office was too extensive. They were concerned that it could evolve into a monarchy, especially since there were no term limits established. They could not see any checks on his power and felt that the impeachment process was too difficult to achieve. The Federalists responded by saying that the president would be more accountable to the states and the people. They felt that the Electoral College would guarantee that the best choice would be made for the job. Through this process, the president would represent both the states through their electors and the people through their vote. Probably, they quietly hoped that George Washington would be elected the first president, for they had confidence in him that he would set good **precedents**.



George Washington

The Anti-Federalists argued against the provision of a federal court system, fearing that it would infringe on the authority of the state courts. The Federalists answered by saying that a federal court system was absolutely necessary to ensure that the concepts of the Constitution would be carried out. Furthermore, it would provide the needed check on the power of the executive and legislative branches of government.

DISAGREEMENT OVER OTHER ISSUES

Another point of disagreement between the two groups was over the amending process of the Constitution. The Anti-Federalists felt that it was too easy—that the approval of all states should be required. The Federalists, on the other hand, felt that the requirement for unanimous approval by the states was much too difficult and unachievable.

The need for a federal capital was challenged by the Anti-Federalists as possibly providing a place where the leaders of the country could fortify themselves against the demands and needs of the people. The Federalists saw a need for a capital in order to provide a place for the new government to do business as well as to give **credence** as a legitimate national government to the nations of the world.

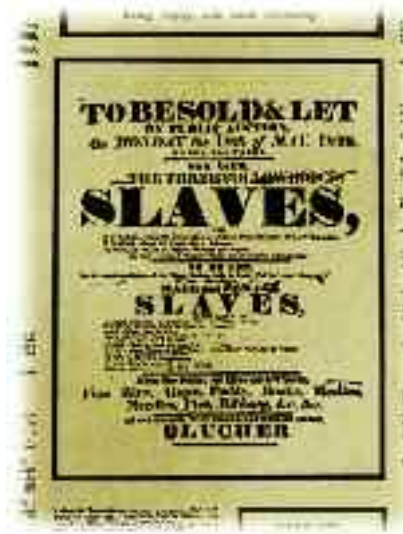
The Constitution's rejection of a religious test for voting or holding an office in the new government caused fear in the hearts of Anti-Federalists. The

Federalists, however, defended this as protection of the most sacred of one's individual rights. Finally, the Anti-Federalists denounced the fact that several clauses in the Constitution tended to protect slavery, although it never mentioned slavery by name. The Federalists from the South felt strongly that these clauses were necessary to protect the institution of slavery.

LACK OF A BILL OF RIGHTS

Perhaps the most basic point of difference between the two groups was the lack of a bill of rights. This had been an issue that had been discussed even during the Constitutional Convention. It had been rejected at that time for two reasons. In the first place, the delegates at the convention had been concerned about one thing—establishing an effective and organized government. They wanted to avoid as much as possible making philosophical statements about the rights of the individual or the purpose of government relative to those rights. Secondly, the delegates felt that if they listed certain rights in a bill of rights, then a government could assume that any right not listed was not protected. Furthermore, they felt that, since individual states had bills of rights in their official documents, it was not necessary for the national government to also delineate those rights.

For the Anti-Federalists, this argument became their most powerful weapon against the ratification of the Constitution. They felt that there was no means to



defend the rights and liberties of the individual. They argued that since the states enumerated the rights of the individual citizens, then why shouldn't the national government do the same. They reminded the people that the Constitution spoke of the "supremacy" of the Congress and gave it powers that were

"necessary and proper." Their concern was that nothing specifically guaranteed the protection of the citizen from the power of the government. The Federalists answered by saying that nothing in the Constitution gave the federal government the power or the right to assume or interfere with any of those liberties. They felt that the recently fought American Revolution would remind the national government of the importance of individual freedoms. However, the Federalists did concede that there might be some merit to this argument. Thomas Jefferson, an Anti-Federalist who was serving his country as Ambassador to France, is said to have written his Federalist friends telling them that the people were entitled to a listing of their rights. ■



Fill in the blanks with the correct answers.

- 1.15 The Anti-federalists argued that the national government would take over the power of the _____.
- 1.16 The Federalists felt that the Constitution would be strong enough to protect the _____ of its citizens while looking out for the _____ of the country.
- 1.17 Another point of contention was over the method of choosing _____ for Congress.
- 1.18 The Federalists felt that the _____ would assure that the best choice would be made for the president.
- 1.19 The lack of a _____ was perhaps the major point of difference between the two sides.

PROJECT 1: COMPARE BILLS OF RIGHTS

OBJECTIVES

- *Compare and contrast the English Bill of Rights with the American Bill of Rights.*
- *Evaluate the implications of these similarities and differences in respect to the daily life of citizens in each country.*

SUMMARY

Students should compare and contrast the English Bill of Rights and the Bill of Rights in the American Constitution. Similarities and differences should be noted. What were the historical documents that were considered by each of the writers of the two different Bills of Rights? Were they the same documents or different? Included in this project should be a brief explanation of the differing forms of government that developed in each country—Great Britain and the United States. How did their respective Bills of Rights contribute to the development of their government?

QUESTIONS

- *What are the “natural rights” of man, where did they come from, and how are they “self-evident”?*
- *Where did the Bill of Rights come from and why did the Founding Fathers think they were necessary?*
- *How did the United States Bill of Rights compare with the English Bill of Rights?*
- *What were the differences and similarities between the new U.S. government and the English Parliamentary system?*

Adult Check: _____
Initial Date

AS HAPPENS WITH MOST HOTLY DEBATED POLITICAL ISSUES, TWO OPPOSING SIDES DEVELOPED ON THE MATTER OF THE RATIFICATION OF THE CONSTITUTION. THE FEDERALISTS WERE STRONGLY IN FAVOR OF THE NEW DOCUMENT, AND THE ANTI-FEDERALISTS HAD THEIR SERIOUS DOUBTS ABOUT IT. THROUGH THE RATIFICATION PROCESS, EACH SIDE WROTE MANY ARTICLES FOR AND AGAINST THE ADOPTION OF THE CONSTITUTION. IN THE END, THE FEDERALISTS WON OUT, ALTHOUGH THEY ULTIMATELY DREW THE SUPPORT OF SEVERAL STATES WITH THE ASSURANCE THAT THEY WOULD ADD A BILL OF RIGHTS WHICH WOULD GUARANTEE THE PROTECTION OF THE RIGHTS OF THE INDIVIDUAL. THIS PROMISE PROVED SUFFICIENT TO INSURE THE FINAL RATIFICATION OF THE CONSTITUTION BY ALL THIRTEEN STATES.

AS GOOD AS IT GETS

Just who were these men who played such a significant role in the development of the new government following the American Revolutionary War and the unsuccessful attempt at national government under the Articles of Confederation? The years of turmoil and war had forced many colonial leaders to step out of their places of business and work in order to provide leadership to a young country struggling for independence and trying to achieve its place in the world. Men of wisdom, intellect, and integrity stepped forward to provide the direction and foundation for the new country.

OBJECTIVES

- *The student will identify the key individuals known as the Founding Fathers.*
- *The student will be able to illustrate the role of representative leadership at the Annapolis Conference.*
- *The student will be able to discuss key facts related to the history of the Constitution.*
- *The student will be able to identify the hopes and concerns that the Founding Fathers had regarding the new government.*
- *The student will identify and evaluate arguments concerning the motives of the Founding Fathers.*

VOCABULARY

aide-de-camp — an officer who acts as an assistant to a superior officer

continental consciousness — a national awareness of the whole picture, the continent as a whole

fledgling — someone or something that is inexperienced and, perhaps, young

law of nations — international law

virtue — maintaining a proper moral standard of behavior; morally correct behavior

AMERICA'S FOUNDING FATHERS

When the war with Britain ended, it was clear that the states had not become one country. However, there were able, godly leaders in every state. These men understood that the main lesson to be learned from the disputes between the states was the need for a stronger central government. In particular, they saw the need for a government that could settle arguments between the states and that could serve the interests of all citizens.

A CALL FOR CHANGE

Everyone did not see this need. As a result, many states simply did not respond to Virginia's call to meet at Annapolis to address the need for a stronger central government. Only Delaware, New Jersey, and Virginia sent a complete delegation. According to the rules in effect, only a complete delegation had authority to represent a state. Two states, Pennsylvania and New York, sent incomplete delegations. Because votes were cast by state delegation,

incomplete delegations could not vote. New Hampshire, Rhode Island, Massachusetts, and North Carolina appointed delegates who did not arrive. Thus, only three states had full voting rights.

THE STATES RESIST CHANGE

In most cases, the states that did not attend this conference were fearful of the establishment of a central government that was stronger than their state governments. The colonists had just fought a war because a strong central government had tried to regulate the most important area of their lives—the way they worshipped God. In addition, there were many other issues. People who owned slaves did not trust people who wouldn't support their interests. People who ran shops or loaned money did not trust people who borrowed from them to pay their debt. More importantly, however, many people had brought to this land unique customs around which they had organized their lives. These people simply did not want to discuss amending the Articles of Confederation.

KEY LEADERS DISCUSS THE PROBLEMS

The men who went to the Annapolis Convention understood the problem and the fears of their fellow citizens. However, they were not satisfied with the present state of the government. They had earned the trust required of a representative. Past service to their state had put them in a strategic position and provided the opportunity to discuss the problems of government with other leaders. During earlier discussions, the vision of a single political entity, that is a United States, had been discussed. The vision had actually been proposed in 1754 by a much younger Benjamin Franklin in the Albany Plan of Union. That plan had provided for a representative body that would be chosen by the colonial legislatures.

This council would have the power to make laws, to tax, and to find solutions for issues affecting all the colonies. Although the idea had not been adopted in 1754, Franklin resubmitted the idea in 1775 when the Articles of Confederation were developed. Again, Franklin's idea was not accepted; however, perhaps now the need would be recognized. Certainly, the presence of John Dickinson, Franklin's friend, at the Annapolis Conference meant the vision would have an acknowledged spokesman.

JOHN DICKINSON

Dickinson was an especially influential voice. He is known as "the penman of the Revolution." He had been a strong voice in several previous conventions of the states, including the Stamp Act Congress, which was held before the signing of the Declaration of Independence. Dickinson had helped draft the Articles of Confederation. Dickinson's presence linked the vision and experience of an older generation to a younger group of men. An acknowledged leader, Dickinson had held both the presidency of Pennsylvania, and the governorship of Delaware. Not only was his voice influential, but it would also call for a strong central government.



JAMES MADISON

John Dickinson would receive support from James Madison of Virginia. Madison had played a significant role in organizing this conference and was a member of the younger generation. As a member of the convention that framed the Constitution of the State of Virginia, he was noticed by Jefferson and served in various roles with him. He had attended Princeton and had studied the Bible with Jonathan Witherspoon. Thus, Madison was strongly connected to the men who played key roles in the political history of the various states. He was an advisor to Washington and benefited from that relationship. Although he could have written the final report, he did not. Perhaps he preferred to remain in the background; or perhaps he believed there was a practical value to working behind the scenes. Whatever his reasons might have been, he allowed Alexander Hamilton of New York to be the public spokesperson for The Annapolis Conference.



EDMUND RANDOLPH

It was often through personal relationships, such as those already described, that key ideas could be both shared and later acted upon. For example, Madison was friendly with Edmund Randolph, who was also a member of the younger generation. He had served as *aide-de-camp* to Washington and would later serve in Washington's cabinet. At the age of 23, he was a delegate to the Virginia Constitutional Convention. Later, he would serve in the Continental Congress and as governor of the state. His service as a delegate to the Annapolis Convention is evidence of





the strength of the vision and the recognition of the need for the states to collectively eliminate the basic weaknesses of the Articles of Confederation.

ALEXANDER HAMILTON

Another important figure at this convention was Alexander Hamilton. Like Randolph and Madison, Hamilton was also a member of the younger generation. He had been an aide-de-camp to Washington and had been at Yorktown. He was also a friend of John Jay. He had met Madison while serving as a member of the Continental Congress. Both men were concerned about the weaknesses of the Articles of Confederation.



Hamilton was especially concerned about the inability of the central government to pay its debts. As one of the men responsible for collecting his state's funds needed to pay the soldiers, Hamilton had firsthand experience with the problem. He had listened repeatedly to the excuses used to explain why there were no funds for the army. At the same time, as an army officer, he recognized the need for the army to have proper supplies as well as for the soldiers to be paid. Hamilton clearly saw problems arise when he could not enforce the collection of needed monies.

He was also a lawyer. One of the cases Hamilton had argued was the case of *Rutgers v. Waddington*. As part of his argument, Hamilton pointed out the importance for the states to recognize the **law of nations** and the terms of the treaty signed with England if they wanted peace. The foresight of this need to maintain peace with other nations would only become clearer in the years to come. ■



Match each statement to the corresponding letter beside the correct name. Answers may be used more than once. Not all answers will be used.

- | | | | |
|------|-------|---|-------------------------|
| 1.20 | _____ | proposed the first national government in the Albany Plan of Union. | a. Alexander Hamilton |
| 1.21 | _____ | studied the Bible with James Madison. | b. Benjamin Franklin |
| 1.22 | _____ | held elected office in Pennsylvania and Delaware. | c. Edmund Randolph |
| 1.23 | _____ | was chief organizer of the Annapolis Conference. | d. James Madison |
| 1.24 | _____ | was a delegate to the Virginia Constitutional Convention at age 23. | e. John Dickinson |
| 1.25 | _____ | was called the "Penman of the Revolution." | f. Jonathan Witherspoon |
| 1.26 | _____ | and _____ were two men who had served in the role of aide-de-camp to George Washington. | |

WASHINGTON'S VIEW OF THE PROBLEMS

The Annapolis Conference brought together many influential men who believed in the need for a stronger central government. Many were lawyers who held political offices in their states. All were acting as representatives of the citizens of their state. Although Benjamin Franklin and George Washington were not present, these highly respected leaders also knew the weakness of the present government. Washington, in particular, understood the need to manage the vast western lands he had surveyed for Lord Fairfax. He understood that service in the army had built a kind of **continental consciousness** in others, but he also knew firsthand the problems created when the states refused to pay their debts. After all, it was Washington who had had to deal with Congress regarding complaints created by lack of pay for his men.

A famous example took place late in the year of 1782. Officers in the Continental Army at Newburgh had sent a letter to Congress requesting the pay they were owed. When there was no prompt reply, a second letter was circulated. Washington became aware that a meeting of the officers had been called, and he issued orders for a meeting of his own. When he arrived, Washington supposedly spoke of going gray. Then, taking out his glasses to read a memo, he spoke of going "blind in your service!" The dramatic effect worked. The officers decided to follow the



example of the commander-in-chief and perform their duty to others as expected. There may be no better example of the moral nature of Washington's leadership or his political savvy than this episode at Newburgh, nor is there a better example to illustrate the importance of leadership focused on removing the weaknesses of the Confederation's government.

ONE MORE MEETING

On the other hand, it was clear that the states were reluctant to work together to facilitate commerce. One

small state, like Rhode Island, could alone prevent strong measures from being enacted, because all thirteen states had to agree before taking any course of action. Spain was bribing leaders in the western territories and controlled navigation of the Mississippi. France could not be trusted, and neither could Great Britain. The men at Annapolis waited three weeks for the other delegates to arrive. During those weeks, the representatives who were present had discussed the issues and were ready to adjourn by the time the other delegates arrived. However, first they asked Alexander Hamilton to draft the report to the legislatures of the respective states. The report called attention to the defects in the Articles of Confederation related to commerce. He stated that these defects proved the need to discuss matters that were both delicate and critical and that **virtue** and wisdom needed to be applied. That discussion would require still another meeting.

Madison acted quickly to secure Washington's willingness to attend such a meeting as a Virginia delegate. This was necessary because Washington had stated earlier that he would take no part in future public service. Now, however, he reconsidered and agreed to be listed as a provisional delegate from Virginia. The importance of his name can not be overestimated.

After several of the state legislatures acted promptly upon the recommendation to call another meeting to consider the problems facing the nation, the Congress of the Confederation acted. They called the convention with the intent of solving the problems that had surfaced. This, they felt, would guarantee the preservation of the union. All of the states except Rhode Island appointed delegates to attend the convention.

LEADERS SEE THE PROBLEMS

Hamilton's report brought focus to the problems. Despite their differences, the leading citizens understood that action was necessary. These men were merchants, lawyers, planters, and scholars. Clergy, magistrates, professional people, and college professors also ranked high in leadership. Plantation owners held leadership positions in the South. New York had great landholders around the Hudson River, as well as men from the other classes. They had money, and they were educated. These were prominent men in their communities. They understood finance and the importance of a sound credit rating, which was a necessary concern because of those nations, such as the Dutch, who had loaned them the funds to conduct the war. The time for change was at hand. ■



Choose the letter next to the name or phrase that best completes each of the following statements. Not all words will be used.

- | | | |
|------|---|------------------------------|
| 1.27 | Service in the army had given many leaders a broader view called a(n) _____ . | a. Alexander Hamilton |
| 1.28 | At Newburgh, _____ had had to handle the soldier's complaints about lack of pay. | b. Benjamin Franklin |
| 1.29 | _____ was the state most likely to resist the vision of a national government. | c. continental consciousness |
| 1.30 | _____ was selected to write the recommendations to the state legislatures. | d. George Washington |
| 1.31 | Loans to conduct the war had been obtained from the _____ . | e. Rhode Island |
| 1.32 | Alexander Hamilton, in his report to the legislatures, said that solving the problems of the Articles of Confederation would take _____ and wisdom. | f. three weeks |
| | | g. pirates |
| | | h. education |
| | | i. virtue |
| | | j. import and export |
| | | k. leadership |
| | | l. Dutch |



ANOTHER CALL FOR CHANGE

In May of 1787, another call had gone out for the states to send delegates to Philadelphia. It had become clear now that the national government had to be strengthened. Fifty-five delegates had met together and quickly determined that they were going to write a completely new plan of government. These men represented the social and economic elite of each of the states. It was this fact that has stirred a debate among historians as to the role that personal interest played in the organizing of the new government. Were these men simply trying to protect their own interests, or were they, as others have argued with equally great zeal, men of great principle, ethics and patriotism? Certainly there may have been an element of each of these factors at work, but the result was a document of incredible wisdom and insight.

Throughout the long, hot summer in Philadelphia the men had labored to present a workable plan of government that would embody the principles for which

they and their ancestors had struggled since first setting foot on American soil. Some of these men and the roles that they played were discussed in the previous lesson. They had discussed, debated, and compromised on issues of urgent importance to each. Out of these debates rose the two groups—the Federalists and Anti-Federalists—as discussed in the previous lesson. Several of the men on each side of the issues were also men who shared much personal animosity. In New York, George Clinton, an Anti-Federalist, was a political adversary of John Jay, who was a leading Federalist, and he also disliked Alexander Hamilton. In Virginia, Patrick Henry was a political rival of James Madison. So the roots of political controversy ran deeply among the delegates of the Constitutional Convention. This fact makes the success of their endeavor even more amazing. This was perhaps the first and possibly the greatest achievement in the political process in the history of this country, but it was also representative of the same activity that takes place every day in the halls and chambers of government across America. ■



Answer the following question.

1.34 What decision did the men who gathered in Philadelphia quickly make?

THE FLEDGLING STATES WANTED AND NEEDED A STABLE CURRENCY AND A STABLE GOVERNMENT SO PLANTERS COULD EXPORT PRODUCTS AND IMPORT GOODS WITHOUT PAYING EXCESSIVE TAXES. THEY NEEDED A NAVY SO THAT THEIR MERCHANT SHIPS COULD BE PROTECTED FROM PIRATES. THESE WERE NOT THE CONCERNS OF EVERYDAY CITIZENS. HOWEVER, THEY WERE CONCERNS RELATED EITHER DIRECTLY OR INDIRECTLY TO THE WELFARE OF EVERYONE. THEY WERE ALSO THE PROPER CONCERNS OF LEADERSHIP WITH THESE CHALLENGES IN MIND, THE FOUNDING FATHERS MET TOGETHER IN DIFFERENT CONVENTIONS AND WORKED THROUGH DIFFICULT AND PERILOUS TIMES. THEIR SUCCESS SHOWS THAT THEY HAVE FULFILLED, AS STATED IN THE PREAMBLE TO THE CONSTITUTION, THE PRESERVATION OF FREEDOM AND LIBERTY FOR THEIR POSTERITY.

THE PEACEFUL TRANSFER OF POWER

The story of America's passage from its struggle for independence from England to the establishment of a stable government under the Constitution is an account that is rare in the records of history. Few societies made up of such diverse peoples and cultures have ever been able to work together to achieve a common goal. Perhaps England's greatest contribution to her colonies was the spirit of freedom that was linked together with a feeling of kinship for one another. The bonds of the colonists, first as Englishmen and then as Americans, was undoubtedly the force that kept the colonies and then the states working together for the common good.

OBJECTIVES

- *The student will be able to describe and analyze the transfer of power from the government under the Articles of Confederation to a government under the Constitution.*
- *The student will be able to list ways in which the peaceful transfer of power continues today.*

VOCABULARY

bias — a strong opinion; a tendency toward prejudice that may cause partiality, oftentimes unfavorable

implement — to put into action according to a set plan

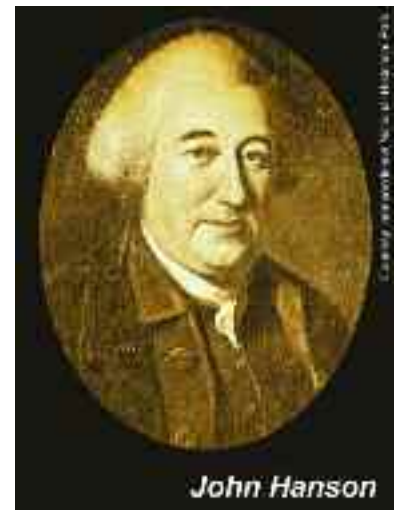
FROM THIRTEEN COLONIES TO A CONFEDERATION OF STATES

The year 1764 dawned much as many years had previously. The colonies were benefiting from the independence and freedoms that they enjoyed as English citizens in colonial America. Their lands, their businesses, their religious worship, and their family activities went unsupervised and uncontrolled by governmental authorities, but all of that changed in 1764. With the passage of the first tax acts by Parliament and the continual levying of taxes and other oppressive measures by the king and Parliament, colonial life changed drastically. No longer were they assured of the profits from their businesses or the privacy of their homes. The king of England and Parliament had seen to that.

Twelve years of aggressive acts by England and retaliatory responses by the colonies followed. The one thing that became apparent during these years was that each colony learned that it had much in common with each of the other colonies. They quickly banded together for their mutual protection and defense, and each worked for the common good of the thirteen colonies. They joined together in the signing of the Declaration of Independence and thus announced to the world their intention to be free and

independent. Though loosely knit as colonies, they formed an alliance that was able to successfully defeat the strongest country of their day; namely, England.

To run the war, they joined forces, not only as an army, but also as a Congress to manage the affairs of the war and to provide leadership for the thirteen colonies. With the conclusion of the war drawing near, the colonists realized the need for some kind of government to oversee the cooperative activities of the thirteen states. The result was the government under the Articles of the Confederation, run by the Congress of the Confederation. The United States in Congress Assembled, as the new nation was called, was now established with John Hanson as its president.



After six years of struggling to function as a central government, it became apparent to all that the government under the Articles of Confederation did not have the power to accomplish much of anything. It was unable to require states to contribute taxes and revenues. The government had no control over commerce. They had no authority in dealing with disputes between states. To their credit, they did achieve the signing of the Treaty of Paris, which was perhaps their greatest accomplishment. However, the fear of the early Founding Fathers of a strong central government had led them to the formation of one that was without power or ability to govern. Throughout this time period, states sent delegates to conventions in an effort to find peaceful means to resolve the problem. Nothing seemed to offer a solution.

Finally, on February 21, 1787, the Congress of the Confederation endorsed a plan to revise the Articles of Confederation. Every state except Rhode Island sent delegates. Just a few months later, on September 17, 1787, the Constitutional Convention signed the final draft of the Constitution and sent it back to the Congress of the Confederation. At this point, there was no assurance that it would be ratified. ■



Fill in the blanks with the correct answers.

- 1.35 The American colonial problems with England began generally around the year _____ .
- 1.36 The first president of the United States in Congress Assembled under the Articles of Confederation was _____ .
- 1.37 What two things could the government NOT do under the Articles of Confederation?

- 1.38 The Constitutional Convention began its work on _____ and sent the final draft of the Constitution to the Congress of the Confederation on _____ .

FROM CONFEDERATION OF STATES TO A CONSTITUTIONAL REPUBLIC

Article VII of the Constitution gave a detailed description of the process that must be followed in order to ratify the new Constitution. The first step of the process was to submit the Constitution to the Congress of the Confederation for their approval. The second step was to transmit the Constitution by the Congress to the state legislatures. The third step was the election of delegates to conventions in each state to consider the new Constitution. The fourth step was the ratification of the Constitution by at least nine of the state conventions.

Knowing the jealousy that each state held for its own power and rights, the framers of the Constitution wisely provided for the adoption of the Constitution by appointed conventions, rather than by the state legislatures. This they felt would provide for a less **biased** decision by individuals outside of the control of the state governments. They perhaps also hoped for a greater involvement by citizens who would, therefore, view themselves as part of this new nation.

Needless to say, the ratification of the Constitution was not a sure thing. The Congress of the Confederation might not approve it or might try to change it. Perhaps there would not be nine states that would ratify it, or the large states of Massachusetts, New York, Pennsylvania, or Virginia, might not ratify it. Even with nine other states ratifying the Constitution, without the support of these states, the success of the new nation would be in doubt.

On September 28, 1787, after three days of rather heated debate, the Congress of the Confederation sent the Constitution on to the states without either approving it or condemning it. A period of active campaigning for and against the ratifying of the Constitution by the Federalists and the Anti-Federalists ensued during this time. Every state except Rhode Island elected a ratifying convention during the year 1787–1788. Only North Carolina adjourned without voting on the Constitution. In rapid succession, five ratifications took place: Delaware, (unanimous), Pennsylvania, (46–23), New Jersey (unanimous), Georgia (unanimous), Connecticut (128–40). In Massachusetts, the ratification process ran into problems. The delegates demanded that amendments, including a bill of rights, be added to

the Constitution. At first, the Federalists fiercely refused, but finally Samuel Adams and John Hancock, two Anti-Federalists, negotiated a compromise whereby it was agreed that the first Congress would consider amendments, including the bill of rights. Massachusetts then ratified the Constitution by a vote of 187–168. With the Massachusetts compromise, additional ratifications came quickly, each approving the compromise as part of their approval.

The following states went on to ratify the Constitution: Maryland (63-11), South Carolina (149-73), New Hampshire (57-47), Virginia (89-79), and New York (30-27). Eleven states, including all four of the major states, had now ratified the Constitution, and the process for putting it into effect began. When the First Congress met and began planning for the addition of a bill of rights, the final two states of North Carolina (195-77) and Rhode Island (34-32) ratified the new Constitution.

On July 2, 1788, the Congress of the Confederation announced that the Constitution had been ratified. In September, a committee was named to provide for the transition in the government. They named the city of New York to be the temporary capital and set dates for elections and for the change to the First Congress under the Constitution. The last act of the Congress of the Confederation was to give ten square miles of land to the new Congress for the establishment of a national capital. For possibly the first time in history, the people of a nation had freely and peacefully decided upon their form of government. The process of debate and compromise continues in our government to the present day. ■



The U.S. Capitol in 1856



Fill in the blanks with the correct answers.

1.39 List the four steps that had to be followed in order to get the Constitution ratified.

1.40 What were two reasons why the Founding Fathers required that the Constitution be ratified by conventions rather than by the state legislatures? _____

1.41 Describe the Massachusetts compromise. _____

1.42 The Constitution was ratified in the year _____ .



Answer *True or False*.

1.43 _____ The temporary capital of the new government was in Philadelphia.

1.44 _____ The Congress of the Confederation sent the Constitution to the state legislatures without either approving it or condemning it.

FROM PRESIDENT TO PRESIDENT

The peaceful transition from thirteen colonies to one United States of America is only part of the story. Every four years, as provided in the Constitution, there is an election that provides for either the peaceful transition from one president to another or for another term for the president currently in office. The precedent for this was set by the first president of the United States, George Washington.

The Federalists had undoubtedly hoped that George Washington



would accept the office of the president. He held the confidence and the respect of all of the people, and they knew that he would be diligent in establishing precedents that would be in keeping with the intent of the Constitution. It was with reluctance that he came out of retirement to assume the office of presidency, but he clearly saw his duty and accepted that call.

Perhaps the greatest precedent set by George Washington was that based on his decision to serve just two terms in office. This was not directly related to his desire to



return to retirement, but rather upon his realization that he had fulfilled his usefulness. To stay longer would enhance the pitfalls created by a monarchy. The writers of the Constitution had faced and rejected the idea of a president elected for life, and it was George Washington's goal to **implement** the intent of their decision. Since that time, only one president, Franklin Delano Roosevelt, ever served more than two terms, and President Roosevelt's terms were during a very trying time in this nation's history—first, the Great Depression and then, World War II. An amendment to the Constitution now prohibits any individual from ever being elected more than two times. ■



Answer True or False.

- 1.45 _____ George Washington came out of retirement from public office to accept the position of president.
- 1.46 _____ An amendment to the Constitution now prohibits a man from ever being elected more than two times.



Fill in the blanks with the correct answers.

- 1.47 _____ established the precedent for a president remaining in office for only two terms if he was so elected.
- 1.48 It was felt that to stay longer than two terms in the office of the president would enhance the pitfalls created by a _____.
- 1.49 The only president to ever serve more than two elected terms was _____.

THE HISTORY OF AMERICA HAS BEEN THE ACCOUNT OF THE SUCCESSFUL TRANSITION OF POWER. FROM THIRTEEN COLONIES TO A CONFEDERATION OF STATES TO A CONSTITUTIONAL REPUBLIC, THE TRANSFERENCE OF POWER HAS ALWAYS FOLLOWED A PATH OF DISCUSSION, DEBATE, AND COMPROMISE. THE HISTORY OF THIS COUNTRY FROM THE PRESIDENCY OF GEORGE WASHINGTON TO THE PRESENT TIME HAS BEEN A RECORD OF PEACEFUL TRANSFERENCE OF POWER, A TRIBUTE TO THE WISDOM AND PLANNING OF THE FOUNDING FATHERS.

Adult Check: _____
Initial Date

REVIEW FOR SELF TEST I

Read the section review that follows and look over the objectives and problems in this section to prepare for Self Test I. If you did not complete the problems successfully or are not sure about the information that relates to each objective, review the material again.

When you are ready, take Self Test I. The Self Test will check your understanding of this section. Any items you miss on this test will show what areas you need to restudy.

THE WRITING OF THE CONSTITUTION WAS ONLY THE FIRST STEP IN THE PROCESS OF DEVELOPING A NEW AND LASTING GOVERNMENT. GETTING THE CONSTITUTION APPROVED BY THE NECESSARY NINE STATES AND PARTICULARLY THE LARGER STATES OF NEW YORK, PENNSYLVANIA, AND VIRGINIA, WAS A FORMIDABLE TASK FACING THE FOUNDING FATHERS. THIS SECTION BEGAN BY EXAMINING THE ARGUMENTS FOR AND AGAINST THE RATIFICATION OF THE CONSTITUTION, THE MEN WHO WERE INVOLVED IN THE PROCESS, AND THE RESULTS OF ITS ACCEPTANCE AS THE SUPREME LAW OF THE LAND. THE LESSONS FOR THIS SECTION WERE AS FOLLOWS:

LESSON 1

FEDERALISTS AND ANTI-FEDERALISTS

This lesson outlined and provided examples of the arguments put forth by the Federalists and Anti-Federalist, in respect to whether the Constitution should be ratified. Additionally, the arguments for and against an explicit bill of rights were introduced. The series of events leading to the eventual ratification, including the conditions that were placed on ratification, were discussed. Having completed this lesson, you should be better prepared to:

- *Identify and evaluate the core arguments of the Federalist and Anti-Federalist positions.*
- *List and identify the contributions of at least four framers of the Constitution.*
- *List explicit reasons for and against the need for a bill of rights.*

LESSON 2

AS GOOD AS IT GETS

This section described the men who were the key figures in the development of the United States. The account of their joint efforts to achieve, through debate and compromise, the ratification of the Constitution and its successful implementation is a tribute to the wisdom, intelligence, and selflessness of these men. Having completed this lesson, you should be better prepared to:

- *Identify the key individuals known as the Founding Fathers.*
- *Illustrate the role of representative leadership at the Annapolis Conference.*
- *Discuss key facts related to the history of the Constitution.*
- *Identify the hopes and concerns that the Founding Fathers had regarding the new government.*
- *Identify and evaluate arguments concerning the motives of the Founding Fathers.*

LESSON 3

THE PEACEFUL TRANSFER OF POWER

History bears record of many countries that could never achieve a peaceful means for the changing of governments. Many revolutions and wars have been fought in a struggle for power. In the United States, the power and authority of government passed peacefully, first to the government under the Confederation, and then to the American constitutional republic, the United States of America. Since then, there have been many changes in leadership, sometimes involving changes in political parties. However, those changes have always been noteworthy for the peaceful transfer of authority. Having completed this lesson, you should be better prepared to:

- *Describe and analyze the transfer of power from the government under the Articles of Confederation to a government under the Constitution.*
- *List ways in which the peaceful transfer of power continues today.*

SELF TEST I

Answer True or False. (3 points for each answer)

- 1.01 _____ The Anti-Federalists hoped to maintain the autonomy of each state.
- 1.02 _____ The Federalists argued that the shared powers of the branches of government would keep any one branch from gaining too much power.
- 1.03 _____ Benjamin Franklin was known as the “Penman of the Revolution.”
- 1.04 _____ Ratification is the term given to the process of approving a Constitution.
- 1.05 _____ James Madison wrote the final report of the Annapolis Conference.
- 1.06 _____ Alexander Hamilton served in the army under Washington.
- 1.07 _____ Edmund Randolph argued the case of *Rutgers v. Waddington*.
- 1.08 _____ Patrick Henry supported the development of a strong central government.
- 1.09 _____ Ratification by nine states was required to make the Constitution the law of the land.
- 1.010 _____ The Federalists supported the Constitutional rejection of religion as a test for voting and holding office.
- 1.011 _____ The term “slavery” never appeared in the Constitution.
- 1.012 _____ Once the Constitution was drafted or written, it was a sure thing that it would be ratified.
- 1.013 _____ The Congress of the Confederation sent the Constitution to the state legislatures without either approving it or condemning it.
- 1.014 _____ The First Congress had met before the final two states had ratified the Constitution.
- 1.015 _____ The temporary capital of the new government was at Philadelphia.

Fill in the blanks in the statements with the correct words from the list below. Not all answers will be used. (4 points for each answer)

Alexander Hamilton
amending process
bill of rights
Congress

George Washington
John Adams
ratify

monarchy
representatives
state courts

Thomas Jefferson
1788
1767

- 1.016 The primary concern of the Anti-Federalists about the design of the Congress was that there was not fairness in the method of choosing _____ .
- 1.017 There was concern that the presidency would evolve into a(n) _____ .
- 1.018 The Federalists hoped that _____ would be elected as the first president.
- 1.019 Anti-Federalists felt that a federal court system would infringe on the power of the _____ .
- 1.020 A detailed process to _____ the new Constitution was provided in Article VII of the Constitution.
- 1.021 The most basic point of difference between the Federalists and the Anti-Federalists was its lack of a(n) _____ .
- 1.022 The Constitution was ratified in the year _____ .
- 1.023 The precedent for a president remaining in office for two terms, if he was so elected, was set by _____ .

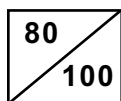
Fill in the blanks with the correct answers. (4 points for each answer)

1.024 What were two things that the government under the Articles of Confederation could NOT do?
_____ , _____

1.025 Describe the Massachusetts compromise.

Match the statement with the letter of the correct answer. Not all letters will be used. (3 points for each answer)

- 1.026 One of the states which was key in ratifying the new Constitution was _____ .
- 1.027 The Federalists were given that name because they supported a strong _____ of states.
- 1.028 One of the two most prominent Federalists was _____ .
- 1.029 The Anti-Federalists generally followed the philosophy of _____ .
- 1.030 The pseudonym used by the Federalists when they wrote the Federalist Papers was _____ .
- a. Benjamin Franklin
 - b. nationalists
 - c. Rhode Island
 - d. Thomas Jefferson
 - e. federation
 - f. James Monroe
 - g. Delaware
 - h. league
 - i. Brutus
 - j. Publius



**Score
Adult Check**

Initial Date