

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# CHAPTER 7 CREATING A REPUBLIC 1776-1790

## NOTES AND CLASS ACTIVITIES PACKET



# CHAPTER 7 VOCABULARY

**Top Ten Vocabulary:** These words are in light blue in your book. Remember to write a complete definition that includes what the vocabulary word specifically has to do with the chapter! THEN, complete the sentences on the next page.

**constitution** (p. 200)

Definition:

What it has to do with the chapter:

**bill of rights** (p. 200)

Definition:

What it has to do with the chapter:

**depression** (p. 204)

Definition:

What it has to do with the chapter:

**legislative branch** (p. 208)

Definition:

What it has to do with the chapter:

**executive branch** (p. 208)

Definition:

What it has to do with the chapter:

**judicial branch** (p. 208)

Definition:

What it has to do with the chapter:

**compromise** (p. 208)

Definition:

What it has to do with the chapter:

**republic** (p. 211)

Definition:

What it has to do with the chapter:

**habeas corpus** (p. 213)

Definition:

What it has to do with the chapter:

**separation of powers** (p. 214)

Definition:

What it has to do with the chapter:

# TOP TEN VOCABULARY SENTENCES

Fill in the blanks below with the correct vocabulary words.

1. The \_\_\_\_\_ is headed by Congress and makes the laws for the United States.
2. An economic \_\_\_\_\_ caused farmers to lose money and eventually rebel against the U.S. government.
3. The United States is a \_\_\_\_\_ because citizens elect representatives to make decisions for them.
4. Mrs. Clark had to come to a \_\_\_\_\_ with her students and agree to give them some of her chocolate if they did their homework every day.
5. The people created a \_\_\_\_\_ so their plan of government would be written down with laws and principles.
6. The \_\_\_\_\_ interprets the laws, or sees if the laws are carried out fairly.
7. A \_\_\_\_\_ protects citizens by listing their freedoms that are protected.
8. Because I have the right of \_\_\_\_\_, I must be charged with a crime if I am going to be held in jail.
9. The U.S. government has a \_\_\_\_\_ so that no one branch of government becomes too powerful.
10. The \_\_\_\_\_ in the United States is headed by the President and carries out the laws

## Chapter 7 Word Search

H C N A R B E V I T U C E X E  
M R S C L A R S K I S T R H N  
E B E S T T E T A C H E E R O  
I N T H E W O H R L D B P W I  
C M L M H E T G S I B I U K T  
D E P R E S S I O N K W B G U  
B I E S I M O R P M O C L D T  
Q B C I B G K F A K I I I A I  
H A B E A S C O R P U S C A T  
J U D I C I A L B R A N C H S  
P F O G U E F L Z T C K U H N  
S Y E N D T B I F F B O P T O  
S A E K S G B B G B C J F U C  
C W F K R C C K E K C B O L N  
N E W P E P L Q H C Y I P A X

### **Directions:**

1. Read the definitions below and write the answers.
2. Find the first eight words in the word search puzzle.
3. Put together the remaining letters to find a hidden message.

1. A written list of freedoms the government promises to protect.
2. A settlement in which each side gives up some of its demands in order to reach an agreement.
3. A document that sets out the laws, principles, organization, and processes of a government.
4. A period when business activity slows, prices and wages fall, and unemployment rises.
5. Branch of government that carries out the laws.
6. The right that no person can be held in prison without first being charged with a specific crime.
7. Branch of government that decides if laws are carried out fairly.
8. System of government in which citizens choose representatives to govern them.

### **NOT IN WORD SEARCH, but words you need to know:**

9. Principle by which the powers of the government are divided among separate branches.
10. Branch of government that makes/passes the laws.

# Ch. 7 Timeline Intro

pp. 198-199

Directions: Use pages 198 and 199 in your textbook to answer the questions in the grid.

<p>How many sections are in this chapter?</p> <p>What is the title of the third section?</p>	<p><b>This chapter starts in the year of _____ and ends in the year of _____.</b></p>	<p>According to the timeline, what happened in 1791?</p>
<p><b>When were the Articles of Confederation approved?</b></p> <p><b>When did the Articles of Confederation take effect?</b></p>	<p>What is the title of the map on page 199?</p> <p>The different dates in the parentheses under each state represent what?</p>	<p>In what year did the French Revolution begin?</p>
<p>Look at the picture of the Articles of Confederation on page 198: <i>Who printed it?</i></p> <p><i>The full name was the "Articles of Confederation" and what else?</i></p>	<p><i>According to the map on page 199, what country owned Louisiana and Florida?</i></p> <p><i>What country owned Canada?</i></p>	<p>According to the map on page 199, what is the area called that lies between the Mississippi and Ohio Rivers?</p> <p>According to the same map, what was the last state to approve the U.S. Constitution?</p>

## SECTION 7-1: A LOOSE CONFEDERATION, PP 200-204

### PRE READING ACTIVITY:

Circle what you THINK is the correct answer BEFORE you read the section.

1. The first national government was a very STRONG WEAK one.
2. There was no PRESIDENT CONGRESS in the national government.
3. Different states printed THE SAME DIFFERENT money after the Revolutionary War.
4. After the war, the nation experienced great PROSPERITY DEBT.

### Test Review

### Notes: Supporting Details and Vocabulary

What is a constitution?

The former colonies (new states) did not have much experience working together. Many Americans wondered if they could create a central government that would unite the states effectively.

Most states wrote constitutions.

A constitution is:

Two reasons states wrote constitutions

1. A written constitution would:
2. It would limit:

Virginia's constitution included a bill of rights, which means:

Virginia's bill of rights guaranteed

- 1.
2. Freedom of :
3. Freedom of:

In this box, write ONE sentence that explains why YOU feel it is important for a country to have a constitution.

# Test Review

# Notes: Supporting Details and Vocabulary

Circle one:

The government under the Articles was:  
weak      strong

What was the name of the first U.S. constitution?

What powers did Congress HAVE under the Articles of Confederation?

What powers did Congress NOT have under the Articles of Confederation?

The states divided power between an \_\_\_\_\_ and a \_\_\_\_\_ . A legislature was elected by voters to \_\_\_\_\_

Every state but Pennsylvania had a governor (executive) to \_\_\_\_\_ , or carry out, laws.

More people had the right to vote than in colonial times. In order to vote, a citizen had to be:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Over the age of : \_\_\_\_\_
4. Own \_\_\_\_\_ or pay \_\_\_\_\_ .

Draw a picture of a citizen who has the right to vote (make sure you use the information to the left of this box!)

Delegates in the Continental Congress believed that the colonists needed to be united by a \_\_\_\_\_ in order to win independence.

It was hard to write a constitution that all states would approve, because:

1. They didn't want:
2. They felt:
3. They feared:

First American constitution was the Articles of Confederation, which created a :

Under the Articles, states sent delegates to Congress.

Each state had one vote.

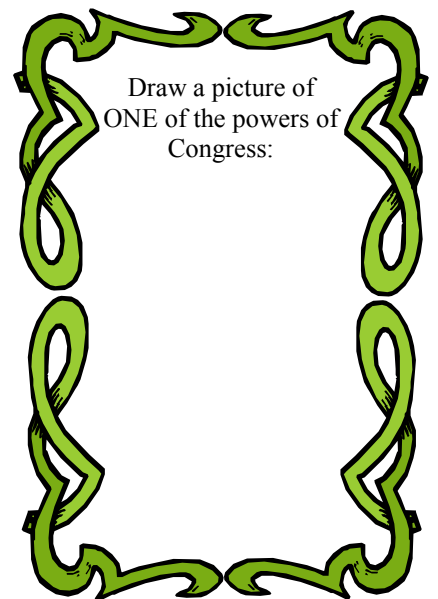
Congress could

1. Declare:
2. Appoint:
3. Coin:
4. Responsible for:

Congress had limited powers:

1. Could pass laws, but nine states had to:
2. Couldn't regulate trade between:
3. Didn't have the power to tax. Had to ask the:

Draw a picture of ONE of the powers of Congress:



# Test Review

# Notes: Supporting Details and Vocabulary

What does "execute" mean?

Weaknesses of Articles of Confederation: No \_\_\_\_\_ to execute laws.  
No system of \_\_\_\_\_ to settle conflicts between states.

What does "cede" mean?

Maryland refused to ratify the Articles unless Virginia and other states ceded, or \_\_\_\_\_, their claims to lands west of the \_\_\_\_\_ Mts.

Problems after the Revolution:

Afraid the big ('landed') states would:

Finally, they all gave up their land claims.

1. States argued over \_\_\_\_\_ claims.

Maryland ratified the Articles of Confederation in the year of \_\_\_\_\_.

2. States printed their own money and used different \_\_\_\_\_.

The end of the American Revolution did not solve the confederation's troubles.

3. U.S. owed millions to \_\_\_\_\_.

New Hampshire and NY both claimed \_\_\_\_\_.

Our confederation, a

4. Foreign countries took advantage—Britain refused to \_\_\_\_\_.

Draw a picture of what Noah Webster said the confederation was in his quote: \_\_\_\_\_ →

and Spain closed \_\_\_\_\_.

After the Revolution, the U.S. owed millions of dollars to:

During the Revolution, the Continental Congress printed paper \_\_\_\_\_, or money.

But the Continental dollar had little value because:

What were the FIVE states in the Northwest Territory?

States started to print their own money, which caused confusion. Most states refused to:

1.

**OTHER NATIONS TAKE ADVANTAGE**

2.

Britain refused to:

3.

Spain closed:

4.

Western farmers depended on the port to ship products east.

5.

The Northwest Territory was the land north of the \_\_\_\_\_ R. and east of the \_\_\_\_\_ R.

What did the Land Ordinance set up?

Congress passed laws about how the territory would be governed.

Land Ordinance of 1785 set up a system for settling and selling land in the Northwest Territory.

- Territory would be:
- Each township would be divided into:
- Settlers could buy the sections for:



# Test Review

# Notes: Supporting Details and Vocabulary

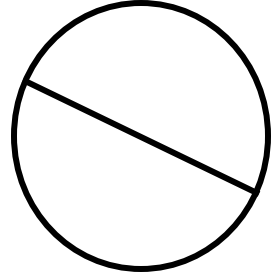
The Northwest Ordinance set up a

\_\_\_\_\_ for the NW Territory and a way to \_\_\_\_\_

## Northwest Ordinance

- Set up a government for the Northwest Territory.
- Guaranteed:
- Outlawed:
- Provided a way to admit new states to the nation.
  - Once a territory had 60,000 free settlers, it

*NW Ordinance said:*



- The five states that were created from the Northwest Territory were:

What is a depression?

The Northwest Ordinance was the \_\_\_\_\_ achievement of the national government under the Articles. But the government was unable to solve its \_\_\_\_\_ problems. After the Revolution, the nation suffered an economic depression.

A depression is:

Depression hit farmers hard.

During the war, farmers borrowed:

When the war ended, demand for farm goods:

As prices fell, many:

Massachusetts raised taxes.

The \_\_\_\_\_ seized farms of those who could not pay.

Shays' Rebellion: An uprising of \_\_\_\_\_ (how many?) farmers in 1786 led by \_\_\_\_\_ (who?). Militia drove them off.

Many felt that Shay's Rebellion was a sign that the:

Leaders called for a convention to revise the Articles.

Met in \_\_\_\_\_ (place) in \_\_\_\_\_ (year) .

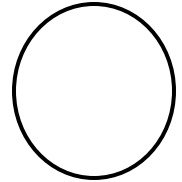
But they will end up creating an entirely new framework of government.

What did Massachusetts do to taxes?

What did Daniel Shays do?

What did Shays Rebellion prove?

Draw a sad face for the economic depression here:



**POST READING ACTIVITY:**

**Circle what you KNOW is the correct answer now that you have read the section.**

1. The first national government was a very   STRONG   WEAK   one.
2. There was no   PRESIDENT   CONGRESS   in the national government.
3. Different states printed   THE SAME   DIFFERENT   money after the Revolutionary War.
4. After the war, the nation experienced great   PROSPERITY   DEBT.

**ANSWER THE 7-1 BIG IDEA QUESTION: What type of government did the Articles of Confederation create?**

The Articles of Confederation created a \_\_\_\_\_ central government and a \_\_\_\_\_ alliance of states.

There was only one branch of government, the \_\_\_\_\_ branch. There was no \_\_\_\_\_ to enforce laws or a system of \_\_\_\_\_ to resolve disputes.

**YOU ARE DONE WITH 7-1!**  
**(HEY, THAT RHYMES!)**

# 7-1 Ordinances

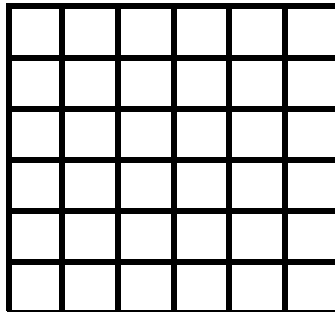
**Test Review**

## Land Ordinance of 1785

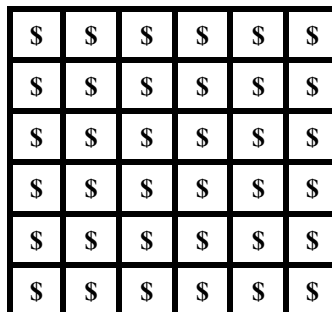
Important because it set up a system for selling and settling land.



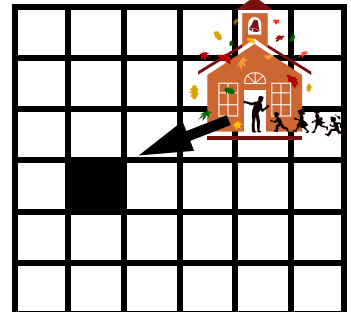
1.



2.



3.



4.

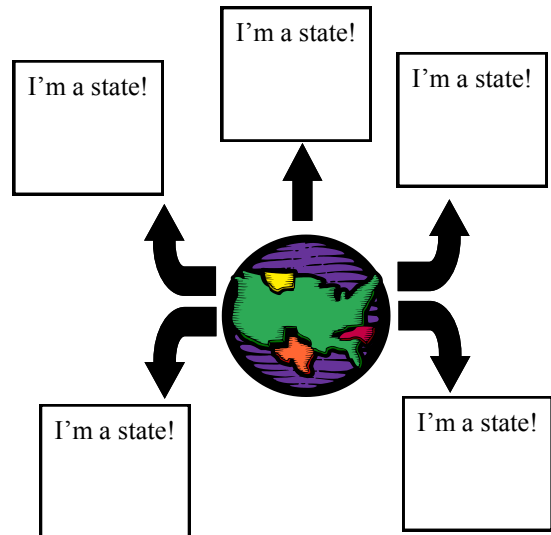
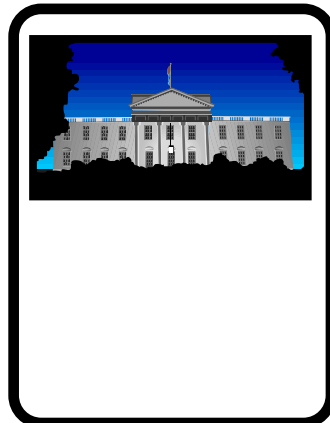
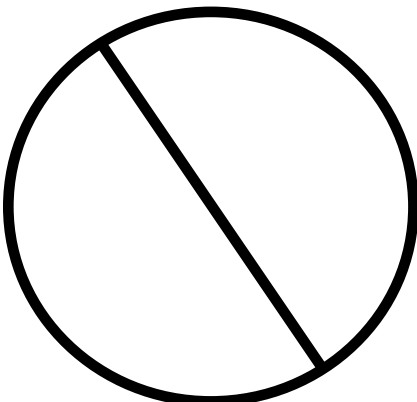
What part of the ordinance does each step above show?

**Test Review**

## Northwest Ordinance

Important because it set up a government for and a system of admitting new states to the NW Territory

Needed \_\_\_, \_\_\_ free settlers



Fill in these graphics with facts about the ordinance.

# 7-1 REVIEW SQUARES

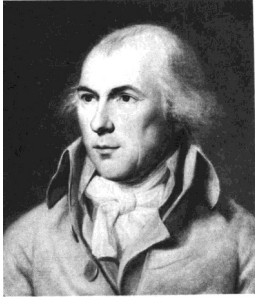
<p>Why did states write constitutions?</p>	<p>Draw a picture of the requirements to vote in the new states</p>	<p>What are three rights that the Virginia Bill of Rights protected?</p>
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<p>Draw a flow chart illustrating the events that led to Shays' Rebellion:</p> <p><b>Test Review</b></p>	<p>Make this into a chart comparing the two Ordinances:</p> <table border="1"> <thead> <tr> <th data-bbox="576 877 1057 940">Land Ordinance of 1785</th> <th data-bbox="1057 877 1537 940">Northwest Ordinance</th> </tr> </thead> <tbody> <tr> <td data-bbox="576 940 1057 1375"></td> <td data-bbox="1057 940 1537 1375"></td> </tr> </tbody> </table>		Land Ordinance of 1785	Northwest Ordinance		
Land Ordinance of 1785	Northwest Ordinance					

<p>List four problems under the Articles and the reason for each:</p> <table border="1"> <thead> <tr> <th data-bbox="77 1514 305 1577">Problem:</th> <th data-bbox="305 1514 532 1577">Specific Example:</th> </tr> </thead> <tbody> <tr> <td data-bbox="77 1577 305 1682"></td> <td data-bbox="305 1577 532 1682"></td> </tr> <tr> <td data-bbox="77 1682 305 1787"></td> <td data-bbox="305 1682 532 1787"></td> </tr> <tr> <td data-bbox="77 1787 305 1892"></td> <td data-bbox="305 1787 532 1892"></td> </tr> <tr> <td data-bbox="77 1892 305 1997"></td> <td data-bbox="305 1892 532 1997"></td> </tr> </tbody> </table>	Problem:	Specific Example:									<p>Circle the powers Congress had under the Articles:</p> <ul style="list-style-type: none"> <li>• Declare war</li> <li>• Tax</li> <li>• Appoint military officers</li> <li>• Settle disputes between states</li> <li>• Coin money</li> <li>• Take care of foreign affairs</li> <li>• Control trade between states</li> </ul> <p><b>Test Review</b></p>	<p>Draw a picture of the power Congress DIDN'T have that you think was the biggest problem:</p>
Problem:	Specific Example:											

# SECTION 7-2: THE CONSTITUTIONAL CONVENTION, PP. 206-210

PRE READING ACTIVITY True False Statements	Your Guess BEFORE Reading
1. The "Father of the Constitution" is George Washington.	
2. The President of the Constitutional Convention was John Hancock.	
3. Small states disagreed with large states over representation in Congress	
4. There are three branches of government in the Constitution.	
5. Ben Franklin was the oldest delegate at the Constitutional Convention	

<b>Test Review</b>	<b>Notes: Supporting Details and Vocabulary</b>
<p><u>Delegates:</u> Ben Franklin was from _____ and was the _____ member.</p> <p>George Washington was from _____ and was the _____ of the Convention.</p> <p>James Madison was from _____ and was called the _____ because he influenced other delegates.</p>	<p><u>Constitutional Convention</u></p> <ul style="list-style-type: none"> <li>• Opened on:</li> <li>• Goal was to:</li> <li>• Every state sent representatives EXCEPT:</li> </ul> <p><u>The Delegates:</u></p> <ul style="list-style-type: none"> <li>• _____ (how many?) Delegates.</li> <li>• _____ (how many?) of them had signed the Declaration of Independence.</li> <li>• _____ was the oldest, 81 years.</li> <li>• _____ was elected President of the Convention.</li> <li>• There were many young men, including _____ of NY.</li> </ul> <p><u>James Madison</u></p> <ul style="list-style-type: none"> <li>• _____ years old.</li> <li>• From:</li> <li>• Very well prepared.</li> <li>• His ideas influenced other delegates.</li> <li>• He is called the:</li> </ul> <div style="text-align: right; margin-top: 20px;"> <p>Who is this man?</p>  <p>_____</p> </div> <p>They kept the windows _____ to keep their debates secret.</p> <p>The delegates agreed they needed to write an entirely _____ constitution, but they disagreed about:</p>

# Test Review

# Notes: Supporting Details and Vocabulary

Circle the Correct Answer:

A person from a large state with a large population would support the

VA Plan NJ Plan

A person from a small states with a small population would support the

VA Plan NJ Plan

The NJ Plan said each state should have the same different number of votes in Congress.

What did small states fear that large states could do if representatives chosen according to population?

The Great Compromise is great because it settled the difference between

\_\_\_\_\_ and \_\_\_\_\_ states.

Roger Sherman was from \_\_\_\_\_ and thought of the \_\_\_\_\_.

This is the basis for Congress today.

## Virginia Plan

- Proposed by Edmund \_\_\_\_\_ and James \_\_\_\_\_ of Virginia.
- Called for strong national government with \_\_\_\_\_ branches.
  - Legislative Branch would:
  - Executive Branch would:
  - Judicial Branch (system of courts) would:
- Legislature would have two houses.
  - Seats would be awarded based on:
  - This meant that larger states would:

## New Jersey Plan

- Proposed by William Patterson of:
- Because small states feared that large states:
- Also called for a strong national government with three branches.
- Legislature would have only one house.
  - Each state would have:

A compromise is a:

## Great Compromise

- By Roger Sherman of:
- Two-house legislature.
  - Lower house, House of Representatives
    1. Members would:
    2. Seats would:
  - Upper house, Senate
    1. Members would be chosen:
    2. Each state, regardless of size, would have:
- Plan approved on:

In the speech bubble, write what someone would say who is making a compromise with someone else:



# Test Review

# Notes: Supporting Details and Vocabulary

Southerners wanted slaves counted because they would have more

\_\_\_\_\_ in the \_\_\_\_\_.

Three Fifths Compromise  
\_\_\_\_\_ thousand out of every \_\_\_\_\_ thousand slaves would be counted in the population for purposes of representation in the \_\_\_\_\_ of Representatives.

Disagreement between northern and southern states over:

Two questions

1. Would:
2. Would the slave trade:

**Southerners DID** want slaves counted in population, because if slaves were counted, southern states would have more:

**Northerners DID NOT** want slaves counted in population, because slaves could not vote, so:

Three-Fifths Compromise

- 3/5 of :
- In other words, if a state had 5,000 slaves:

Write the compromise fraction in this box:

There was another disagreement over slavery.

- By 1787, some \_\_\_\_\_ states had banned the slave trade within their borders.
- They urged that the slave trade be banned in the \_\_\_\_\_.
- Southerners warned that a ban would ruin their \_\_\_\_\_.

Compromise

1. Congress could not outlaw:
2. After 20 years, Congress could:
3. No state could:

Constitution was ready to be signed on \_\_\_\_\_ It's opening line reads:

Three delegates refused to sign because they believed it:

Each state had to hold a convention to approve or reject the Constitution. When nine states:

<b>POST READING ACTIVITY</b> <b>True False Statements</b>	<b>Your answer</b> <b>AFTER Reading</b>
1. The "Father of the Constitution" is George Washington.	
2. The President of the Constitutional Convention was John Hancock.	
3. Small states disagreed with large states over representation in Congress	
4. There are three branches of government in the Constitution.	
5. Ben Franklin was the oldest delegate at the Constitutional Convention	

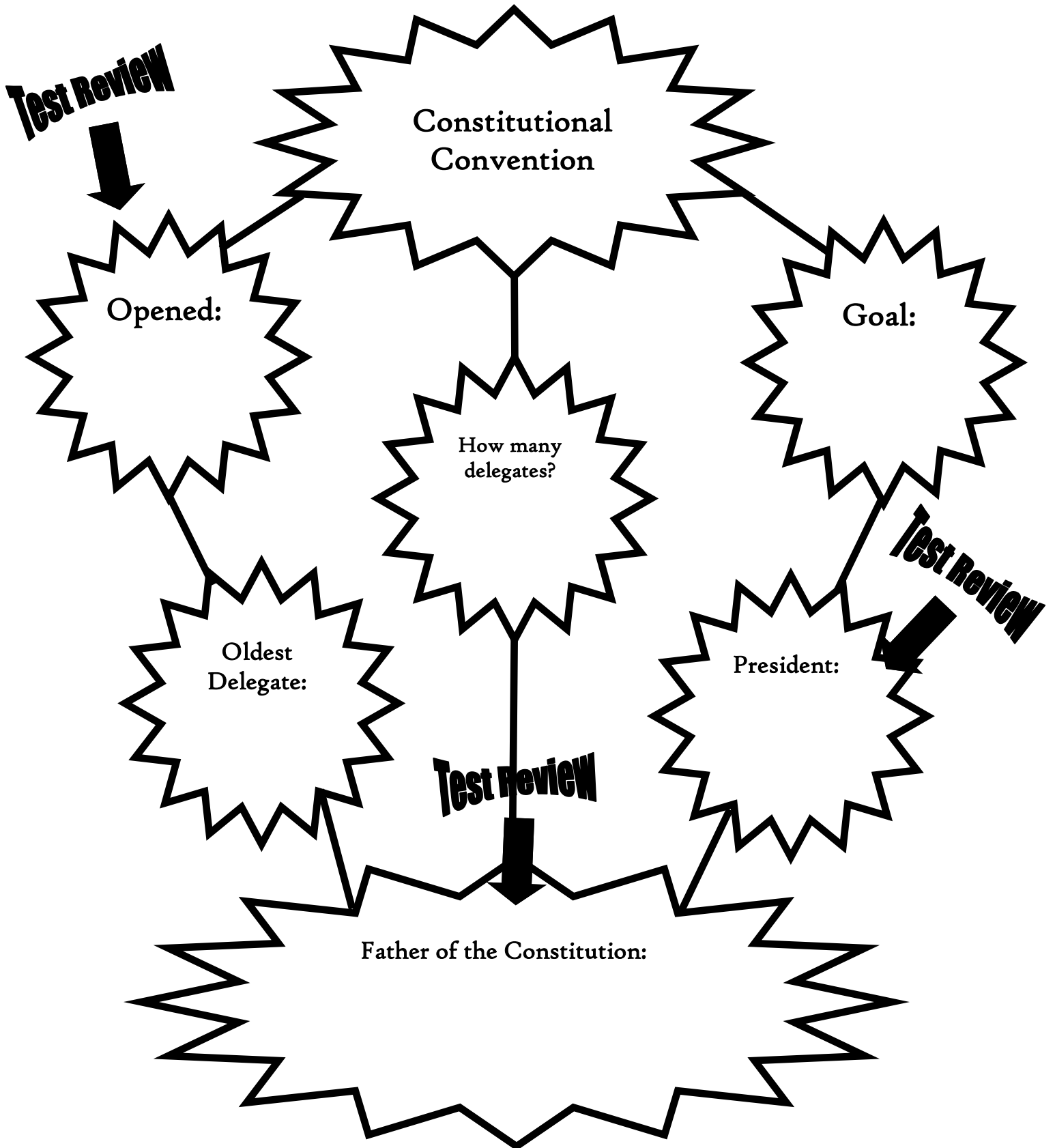
**ANSWER THE 7-2 BIG IDEA QUESTION:**  
**What compromises did the delegates have to make to agree on a new constitution?**

The \_\_\_\_\_ Compromise created government we have today. There are \_\_\_\_\_ branches of government, and \_\_\_\_\_ houses of Congress. The \_\_\_\_\_ Compromise settled the issue of how to count \_\_\_\_\_ in the population for purposes of representation in the \_\_\_\_\_ of Representatives.

**YOU ARE THROUGH WITH 7-2!**  
**(HEY, THAT RHYMES!)**



# 7-2 Constitutional Convention

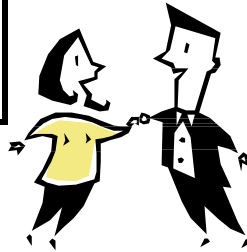


## THE GREAT COMPROMISE

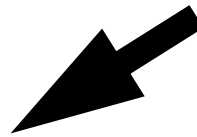
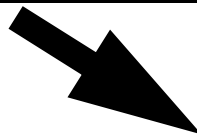
Know this: The big deal is that it settled the difference between large and small states

Virginia Plan	
Proposed by:	
Called for:	
Branches of government:	
_____ Branch	_____ the laws
_____ Branch	_____ the laws
_____ Branch	_____
_____ houses	How many seats each state got was based on:
Would large or small states like this plan?	
Why?	

G  
R  
E  
A  
T  
!



New Jersey Plan	
Proposed by:	
Called for:	
Branches of government:	
_____ Branch	_____ the laws
_____ Branch	_____ the laws
_____ Branch	_____
_____ house	Each state would get _____ vote
Would large or small states like this plan?	
Why?	

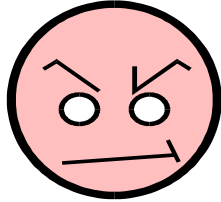


Great Compromise		
Proposed by:		from the state of:
Called for:		
Three branches of government:		
_____ Branch	Head: _____	_____ the laws
_____ Branch	Head: _____	_____ the laws
_____ Branch	Head: _____	_____
_____ houses		
Name of Upper House:		Name of Lower House:
Each state has how many seats?		Seats based on:

7-2 Three-Fifth's Compromise

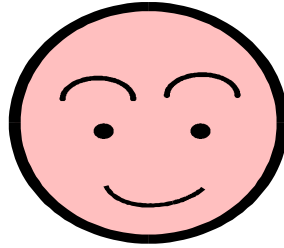
**Test Review**

I want:  
because:

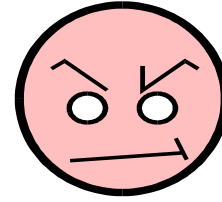


Southerner

How would  
slaves be  
counted in the  
population?



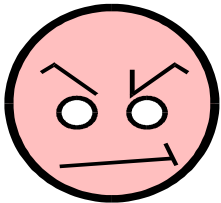
I don't want:  
because:



Northerner

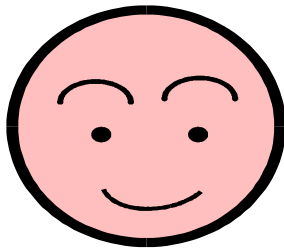
Compromise:

I want:  
because:

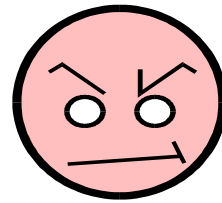


Southerner

What would  
happen to the  
slave trade?



I want:  
because:



Northerner

Compromise:

**PRE READING ACTIVITY:** Finish the sentence with what you THINK is the correct place.

1. King John was from: \_\_\_\_\_
2. Caesar Augustus was from: \_\_\_\_\_
3. John Locke was from: \_\_\_\_\_
4. Baron de Montesquieu was from: \_\_\_\_\_

CHOICES:

- England
- France
- Rome

## Test Review

## Notes: Supporting Details and Vocabulary

What is a republic?

Today we often refer to \_\_\_\_\_, and other leaders who laid the groundwork for the United States as the \_\_\_\_\_. They took ideas from elsewhere to form the new government.

Rome started out as a \_\_\_\_\_.

A republic is:

What happened to Rome?

Americans greatly admired the virtues of independence and public service in the citizens of :

What is a dictatorship?

The founding fathers saw the collapse of Rome's republic as a:

Who signed the Magna Carta?

Under the rule of Caesar Augustus, Rome became a dictatorship, which means:

It said that no one, not even the \_\_\_\_\_, was above the law.

A republic can decay from within if the citizens aren't educated and dedicated. Leaders of the Revolution valued British traditions of freedom.

King John of England signed the Magna Carta in \_\_\_\_\_.

1. It made clear that:
2. Had a Great Council, that grew into:
3. Stated that English nobles had:

# Test Review

# Notes: Supporting Details and Vocabulary

What is "habeas corpus"?

1689 the English Bill of Rights went further to protect the rights of citizens.

The English Bill of Rights was passed by \_\_\_\_\_.

1. Parliamentary elections should:
2. Upheld the:
3. Affirmed the right of habeas corpus, which is:

It called for regular \_\_\_\_\_.

Americans were used to documents that clearly identified the powers and limits of government.

and trial by \_\_\_\_\_.

The Mayflower Compact was signed by the \_\_\_\_\_.

1. The Mayflower Compact, 1620, was the first:
2. Each colony had a:

The Mayflower Compact was the first \_\_\_\_\_.

The Founding Fathers remembered their \_\_\_\_\_ against the English King.

In North America.

They wanted to prevent such abuses in the Constitution.

What did John Locke write?

Example: The King made judges "dependent on his will alone," so in the Constitution they set up a court system \_\_\_\_\_ of the President and legislature.

What does he say all people have?

Enlightenment thinkers believed that people could:

The Constitution's framers read things written by these people.

What did Baron de Montesquieu write?

English writer John Locke published \_\_\_\_\_ in 1690.

Two important ideas.

1. All people:
2. Government is:  
If the ruler violates natural rights,

How many branches did he say the government should be divided into?

French thinker Baron de Montesquieu wrote \_\_\_\_\_ in 1748.

1. He said the powers of government
2. Suggested three separate branches: legislative, executive, and judicial.
  - This is called the:
  - It was designed to:

**POST READING ACTIVITY:** Now that you are finished reading, the sentence with what you KNOW is the correct place.

1. King John was from: \_\_\_\_\_
2. Caesar Augustus was from: \_\_\_\_\_
3. John Locke was from: \_\_\_\_\_
4. Baron de Montesquieu was from: \_\_\_\_\_

CHOICES:

England

France

Rome

**ANSWER THE 7-3 BIG IDEA QUESTION:**

**In writing the Constitution, what experiences and documents did Americans use?**

Ideas for the U.S. Constitution date back to the \_\_\_\_\_ Empire. It originally was a \_\_\_\_\_, which mean people elect representatives to make decisions for them. British traditions of freedom dated back to the \_\_\_\_\_, signed by King John, which made it clear that no one was above the law. Americans were used to documents that set up rules for governing, such as the \_\_\_\_\_, which was signed by the Pilgrims. \_\_\_\_\_ of England

We also used the idea of Baron de Montesquieu of France, who stated that government should be balanced into \_\_\_\_\_ separate branches.

**YOU ARE FREE OF 7-3!**  
**(HEY, THAT RHYMES!)**

# 7-3 Constitution Ideas

**Test Review**

Document	From What Country?	Year	Who wrote, signed, or was involved in it?	What ideas from each document did our Founding Fathers use to form our Constitution?
<i>Magna Carta</i>				<ol style="list-style-type: none"> <li>1. Even English monarchs (kings/queens) had to . . .</li> <li>2. English nobles had . . .</li> </ol>
English Bill of Rights			Parliament	<ol style="list-style-type: none"> <li>1. Elections:</li> <li>2. Rights of:               <ol style="list-style-type: none"> <li>A.</li> <li>B.</li> <li>C.</li> </ol> </li> </ol>
<b>Mayflower Compact</b>	Settlers came to:			<p>Was the first:</p> <p>Americans were used to documents that clearly identified:</p>
<i>Two Treatises of Government</i>				<ol style="list-style-type: none"> <li>1. All people:</li> <li>2. Government is:</li> </ol>
<b>The Spirit of the Laws</b>				<ol style="list-style-type: none"> <li>1. Stressed:</li> <li>2. Powers of government:</li> <li>3. This is called:</li> </ol>

## 7-3: Documents that Influenced the Founding Fathers

### Magna Carta, England, 1215

- No bailiff for the future shall, upon his own unsupported complaint, put anyone to his "law", without credible witnesses brought for this purposes.
- No freemen shall be taken or imprisoned or . . .exiled or in any way destroyed, nor will we go upon him nor send upon him, except by the lawful judgment of his peers or by the law of the land.
- No constable or other bailiff of ours shall take corn or other provisions from anyone without immediately tendering money therefore, unless he can have postponement thereof by permission of the seller.
- No sheriff or bailiff of ours, or other person, shall take the horses or carts of any freeman for transport duty, against the will of the said freeman.
- Neither we nor our bailiffs shall take, for our castles or for any other work of ours, wood which is not ours, against the will of the owner of that wood.

*We= King John*

*Bailiff=official who assists a British sheriff*

*List three rights listed in the Magna Carta, in your own words:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Mayflower Compact, Massachusetts, 1620

In the name of God, Amen. **We**, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God, of England, France and Ireland, King, Defender of the Faith, &. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia; **do** by these presents, **solemnly** and mutually in the Presence of God and one of another, covenant and **combine ourselves together into a civil Body Politick, for our better Ordering and Preservation**, and Furtherance of the Ends aforesaid; **And** by Virtue hereof to **enact, constitute, and frame**, such just and equal **Laws, Ordinances, Acts, Constitutions and Offices, from time to time, as shall be thought most meet and convenient for the General good of the Colony; unto which we promise all due submission and obedience.** In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord, King James of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Domini, 1620.

1. *Why are the writers of this combining themselves together?*
2. *What are they allowed to 'enact'?*
3. *What are they promising?*



## English Bill of Rights, England, 1689

*The following passage is just a small list of the rights written in the English Bill of Rights*

And thereupon **the** said **Lords** Spiritual and Temporal and Commons, pursuant to their respective letters and elections, being now assembled in a full and free representative of this nation, taking into their most serious consideration the best means for attaining the ends aforesaid, **do** in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties **declare**

- That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;
- That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;
- That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;
- That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;
- That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

1. *What is one thing that is illegal, in your own words?*
2. *What are two rights, in your own words?*
3. *What have we learned about so far this year that comes to mind when you read this?*

## **Two Treatises of Government, Book II “On the State of Nature,” England, John Locke, 1690**

To understand political power aright, and derive it from its original, we must consider what estate all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons as they think fit, within the bounds of the law of Nature, without asking leave or depending upon the will of any other man.

A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another . . .

1. *What state does Locke say all men are naturally in?*
2. *In that state, they do not have to depend on what?*
3. *What other state are men in?*
4. *Do these ideas remind you of another document we have already studied in class? If so, which one?*

*The Spirit of the Laws, Book IX, Chapter 6, Baron de Montesquieu, 1748*

**In every government there are three sorts of power: the legislative; the executive** in respect to things dependent on the law of nations; and the executive in regard to matters that depend on the civil law.

By virtue of the first, the prince or magistrate enacts temporary or perpetual laws, and amends or abrogates those that have been already enacted. By the second, he makes peace or war, sends or receives embassies, establishes the public security, and provides against invasions. By the third, he punishes criminals, or determines the disputes that arise between individuals. **The latter we shall call the judiciary power**, and the other simply the executive power of the state.

The political liberty of the subject is a tranquility of mind arising from the opinion each person has of his safety. **In order to have this liberty, it is requisite the government be so constituted as one man need not be afraid of another.**

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

**Again, there is no liberty, if the judiciary power be not separated from the legislative and executive.** Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would be then the legislator. **Were it joined to the executive power, the judge might behave with violence and oppression.**

**There would be an end of everything, were the same man or the same body**, whether of the nobles or of the people, **to exercise those three powers**, that of enacting laws, that of executing the public resolutions, and of trying the causes of individuals.

**Most kingdoms in Europe enjoy a moderate government because the prince who is invested with the two first powers leaves the third to his subjects.** In Turkey, where these three powers are united in the Sultan's person, the subjects groan under the most dreadful oppression.

1. *What are the three powers to which Montesquieu refers?*
2. *Give one reason these three powers shouldn't be combined in one group or person.*
3. *What is the problem in Turkey, according to Montesquieu?*

**PRE READING ACTIVITY:**

Write what you THINK is the definition of a FEDERALIST.

Write was you THINK is the definition of an ANTIFEDERALIST.

<b>Test Review</b>	<b>Notes: Supporting Details and Vocabulary</b>
<p><u>Circle one of the italicized choices in each statement:</u></p> <p><b>Federalists:</b>  <i>Supported</i>  <i>Did not support</i>                      The Constitution.</p> <p>Wanted a strong  <i>State</i>  <i>National</i>                      Government.</p> <p><b>Antifederalists:</b>                      Felt the Constitution gave the President  <i>Too much</i>  <i>The right amount of</i>                      Power</p> <p><i>Supported</i>  <i>Did not support</i>                      The Constitution.</p> <p>Wanted a strong  <i>State</i>  <i>National</i>                      Government.</p> <p>Said the Constitution  <i>Needed</i>  <i>Did not need</i>                      A bill of rights</p>	<p>Framers of the Constitution sent the document to _____                      _____ of the 13 states had to _____ it before it could go into effect.</p> <p>In 1787 and 1788, voters in each state elected _____ to decide whether or not to ratify the Constitution.</p> <p><u>Federalists:</u></p> <ul style="list-style-type: none"> <li>• Supporters of the:</li> <li>• Favored a:</li> <li>• 'Federal' means:</li> <li>• Argued that Articles left too much power with:</li> <li>• Believed the Constitution gave the national government:</li> </ul> <p><u>Federalist Papers</u></p> <ul style="list-style-type: none"> <li>• Written by:</li> <li>• Series of essays to:</li> </ul> <p><u>Antifederalists</u></p> <ul style="list-style-type: none"> <li>• Opposed the Constitution.</li> <li>• Felt the Constitution made the national government:</li> <li>• And left the states:</li> <li>• Thought it gave the President:                             <ul style="list-style-type: none"> <li>• Washington was okay, but what about the others who follow him?</li> </ul> </li> </ul>

# Test Review

# Notes: Supporting Details and Vocabulary

What does "amend" mean?

Who wrote the Bill of Rights?

Chief objection of Antifederalists was that:

It was needed to protect basic liberties like:

George Mason

- From state of:
- 1776 wrote a bill of rights for:
- Antifederalist.

First state to ratify the Constitution:

- 
- December 7, 1787.

Last state to ratify the Constitution:

- 
- May 29, 1790.

First election was in January 1789.

- President was:
- Vice-President was:
- First Congress met in:

Framers had established a way to \_\_\_\_\_, or change, the Constitution. But they made it fairly difficult, so people:

Bill of Rights

- Set of 12 amendments.
- Written by:
- \_\_\_\_\_ were ratified by December 1791.

Madison insisted:

- The Bill of Rights did not:
- The rights listed in the Bill of Rights were:
  
- The Bill of Rights simply prevents:

**POST READING ACTIVITY:**

Write what you KNOW is the definition of a FEDERALIST.

Write what you KNOW is the definition of an ANTIFEDERALIST.

**ANSWER THE 7-4 BIG IDEA QUESTION:**

**The delegates to the Constitutional Convention disagreed on what issues before the states ratified the Constitution?**

The biggest disagreement the delegates had was over whether the Constitution would have a

\_\_\_\_\_, which is a list of freedoms the government protects.

James \_\_\_\_\_ wrote them. People who supported the Constitution were called

\_\_\_\_\_, and people who did not were called \_\_\_\_\_.

**YOU SHUT THE DOOR ON 7-4!**  
**(HEY, THAT RHYMES!)**