

FACTS ABOUT THE ARTICLES OF CONFEDERATION

Read the following statements carefully. If a statement is true, write **True** after it. If a statement is false, write **False** after it. Then write the reasons for your answer in the space provided. For help, refer to pages 342–345 in your textbook.

1. The cartoon at the right shows one of the major weaknesses of the Articles of Confederation.



2. The Articles of Confederation gave almost all power to the central government.

3. The lack of unity created by the Articles of Confederation resulted in conflicts between the states.

4. The Articles of Confederation made it easy for Congress to resolve conflicts between the states.

5. Shays's Rebellion had little effect on how people felt about the Articles of Confederation and the new government.

6. The Northwest Ordinance was an important law passed by Congress under the Articles.

PLANNING A NEW GOVERNMENT

Think about what happened at the Constitutional Convention. Then complete the activities on this page. For help, you can refer to pages 346–351 in your textbook.

1. Explain how the framers of the Virginia Plan and the New Jersey Plan proposed to decide on the number of representatives in Congress.

Virginia Plan: _____

New Jersey Plan: _____

2. What compromise did the states finally reach?

3. What was the compromise called? _____

4. Describe two other compromises the Convention's delegates reached.

5. Complete the chart below to show how the delegates agreed to organize the national government.

| BRANCH OF GOVERNMENT | RESPONSIBILITY |
|----------------------|----------------|
| Legislative | |
| Executive | |
| Judicial | |

Name: _____

RECOGNIZING POINT OF VIEW

Read the statement each person made about the new Constitution. Then read each question below and circle the letter next to the correct answer. For help, you can refer to pages 352–353 in your textbook.

My political curiosity . . . leads me to ask: Who authorized them to speak the language of *We the people*, instead of, *We the states*? . . . The federal Convention ought [only] to have amended the old system; for this purpose they were solely delegated.



Patrick Henry

Sir, I agree with this Constitution with all its faults, if they are such; because I think a general government necessary for us. . . . I doubt too whether any other Convention we can obtain may be able to make a better Constitution.

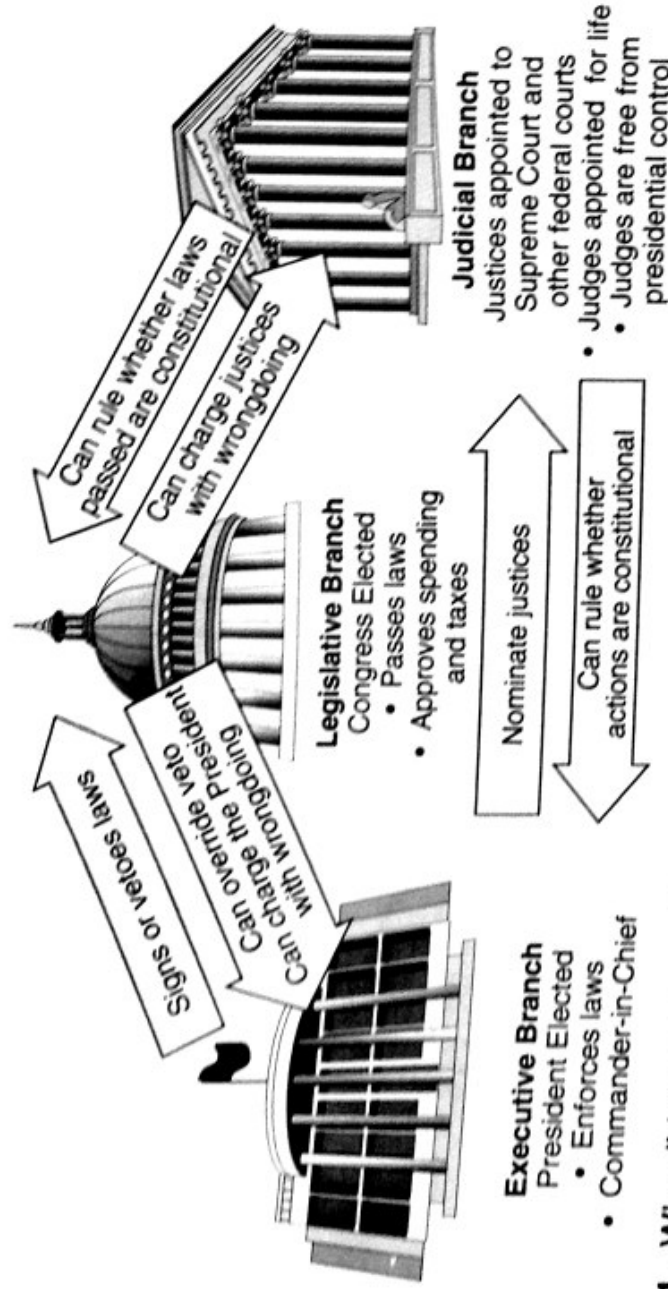


Benjamin Franklin

- What was Patrick Henry's point of view?
 - He felt that the delegates to the Constitutional Convention should have amended the old form of government.
 - He felt that the delegates had done a good job writing the Constitution and establishing a new form of government.
 - He felt that the new Constitution should have been written differently, leaving out the words "We the people."
 - What was Benjamin Franklin's point of view?
 - He felt that a new Convention should be assembled to try to write another Constitution.
 - He supported the new Constitution even if it wasn't perfect because he felt it was the best one that had been written.
 - He felt that the new Constitution had many faults and didn't deserve to be supported by him or anyone else.
 - Why is it important to be able to recognize a person's point of view?
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THINKING ABOUT THE CONSTITUTION

Read the chart. Then complete each item below. For help, you can refer to pages 354–357 in your textbook.



1. Why did the authors of the Constitution set up the system of checks and balances?

2. How does this system affect the branches of government?

3. Study the chart and review Lesson 3 in your textbook. Then circle the letter next to each sentence that gives an example of how the system works.

- The President can order the army into battle, but only Congress can declare war.
- Congress has the power to appoint the President.
- The President can veto laws passed by Congress.
- The Supreme Court can stop a law passed by Congress if the law does not follow the Constitution.

4. What system of government did the Constitution set up? _____

How does this system share power? _____

THINKING ABOUT THE NEW GOVERNMENT

Complete the activities on this page. Refer to pages 358–363 in your textbook.

- The Federalists and the Antifederalists disagreed about the Constitution. Use the chart below to explain each side's point of view.

| FEDERALISTS | ANTIFEDERALISTS |
|-------------|-----------------|
| | |

- What role did James Madison, Alexander Hamilton, and John Jay play in persuading reluctant states to ratify the Constitution?

- What role did John Hancock play?

- What amendments did Congress make in the Constitution to fulfill John Hancock's promise?

- To help the President run the government, Congress set up a Cabinet. Each Cabinet member headed an office or department. Complete the chart below by describing the responsibilities of each office or department.

| DEPARTMENT OR OFFICE | RESPONSIBILITY |
|----------------------|----------------|
| Treasury | |
| State | |
| War | |
| Attorney General | |

MATCHING TERMS WITH THEIR MEANINGS

Write the letter of the term from the box that matches each definition. For help, you can refer to the lessons in Chapter 13 of your textbook.

| | | | |
|----------------|------------------------------|------------------------|--------------------|
| a. veto | f. Constitutional Convention | k. executive branch | p. judicial branch |
| b. Senate | g. House of Representatives | l. Antifederalists | q. political party |
| c. preamble | h. Articles of Confederation | m. Supreme Court | r. amendment |
| d. Cabinet | i. legislative branch | n. Great Compromise | s. federal system |
| e. Federalists | j. New Jersey Plan | o. checks and balances | t. Bill of Rights |

- _____ 1. the document that set up our country's first central government
- _____ 2. the meeting at which delegates from the 13 states wrote the United States Constitution
- _____ 3. the law-making branch of government
- _____ 4. the branch of government that carries out the laws made by Congress
- _____ 5. the branch of government that decides the meaning of the laws
- _____ 6. the head of the judicial branch of government
- _____ 7. a plan that gave small and large states an equal number of representatives
- _____ 8. a proposal that Congress should have two separate houses, one based on state population and the other based on equal state representation
- _____ 9. the house of Congress in which representation is based on population
- _____ 10. the house of Congress in which each state has two representatives
- _____ 11. an addition to a constitution or other document
- _____ 12. an introduction to a document
- _____ 13. a system in which the states and the federal government share power
- _____ 14. a system in which one branch of government is balanced by another
- _____ 15. to refuse to approve
- _____ 16. supporters of the ratification of the Constitution
- _____ 17. opponents of the ratification of the Constitution
- _____ 18. a document that describes the basic rights of people
- _____ 19. a government body made up of secretaries of departments
- _____ 20. a group of people who share similar ideas about government