



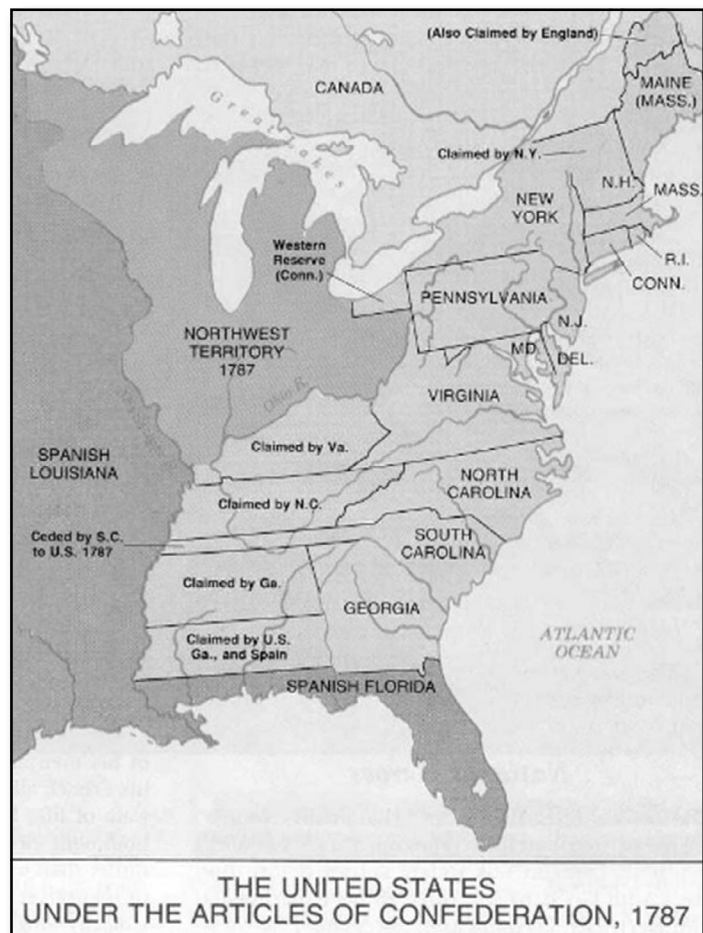
Name: _____ Date: _____

A More Perfect Union Assignment

Discussion

In this lesson you have learned about the establishment of the Articles of Confederation and the U.S. Constitution. The new nation that formed out of the Revolution moved quickly to establish a government based upon the ideals and principles for which so many Americans and American allies had sacrificed so much.

Even prior to the official approval of the Declaration of Independence, individuals and groups were debating and theorizing on how to best govern a new and independent America. Two such individuals were Abigail and John Adams. John was a prominent statesman who would later go on to become the second U.S. President under the Constitution. Abigail was a very intelligent woman and had much to say about how the new government could improve the lives of all Americans. Below are portions of an exchange of letters between John and Abigail dealing with the creation of a new American system. Remember, the roles of men and women in society during the late 1700s were quite different from what they are today. The ideas of Abigail were quite ahead of their time, and those of John seem to be a direct product of the social status of women during the Revolutionary era. Read their words carefully to see how their biases come out.



Continue on next page.

Abigail to John

. . . I long to hear that you have declared an independence—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors.

Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy willingly give up the harsh title of Master for the more tender and endearing of Friend. Why then, not put it out of the power of the vicious and the Lawless to use us with the cruelty and indignity with impunity. Men of Sense in all Ages abhor those customs which treat us only as the vassals of your Sex. Regard us then as Beings placed by providence under your protection and in imitation of the Supreme Being make use of that power only for our happiness.

John's Response to Abigail

. . . As to your extraordinary Code of Laws, I cannot but laugh. We have been told that our Struggle has loosened the bands of Government every where. That Children and Apprentices were disobedient—that schools and Colleges were grown turbulent—that Indians slighted their Guardians and . . . [slaves] grew insolent to their Masters. But your Letter was the first Intimation that another Tribe more numerous and powerful than all the rest were grown discontented. —This is rather too coarse a Compliment but you are so saucy, I wont blot it out. Depend upon it, We know better than to repeal our Masculine [male] systems. Although they are in full Force, you know they are little more than Theory. We dare not exert our Power in its full Latitude. We are obliged to go fair, and softly, and in Practice you know We are the subjects, We have only the Name of Masters, and rather than give up this, which would completely subject us to the Despotism of the Petticoat, (petticoats were a dress-like item of clothing). I hope General Washington, and all our brave Heroes would fight . . . After stirring up Tories, Landjobbers, Trimmers, Bigots, Canadians, Indians, Negroes, Hanoverians, Hessians, Russians, Irish Roman Catholics, Scotch Renegades, at last they have stimulated the [Ladies] to demand new Privileges and threaten to rebel.

Continue on next page.

Define These Terms

20 Points - 2 Each

In a complete sentence or so, give the definition of the following terms used in this lesson.

1. bicameral

2. republic

3. amendment

4. constitution

5. ratify

6. compromise

7. Enlightenment

8. checks and balances

9. depression

10. federalism

Continue on next page.

Map Work

9 Points

Write your answers to questions 1–6 directly onto the map below.



1. Write the abbreviations for the name of each state in the correct location.
2. Trace a Red border around the states where enslaved people were held. Label these states "Slave States."
3. Trace blue borders around the states whose representatives proposed the Virginia Plan, the New Jersey Plan, and the Great Compromise, and label them "P."
4. Draw arrows on the map showing the direction of movement of settlers into the Northwest Territory.
5. The Constitution became law when nine states ratified it. Place a triangle next to the first state to ratify it. Then, place a star next to the ninth state to ratify the Constitution.
6. Trace around the borders of the last three states to ratify the constitution. Label each of them "R."

Multiple Choice

7 Points

In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

- ___ 1. To avoid the concentration of power, the states divided government functions between the ___?_.
A. people and the governor
B. people and legislature
C. governor and the president
D. governor and the legislature

Continue on next page.

___ 2. Under most state constitutions, which government branch was most powerful?

- A. the judicial branch
- B. the legislative branch
- C. the executive branch
- D. none

___ 3. Which of these functions could the national government not perform under the Articles of Confederation?

- A. conduct foreign affairs
- B. impose taxes
- C. maintain armed forces
- D. issue currency

___ 4. How many states had to approve the Articles of Confederation?

- A. 13
- B. 9
- C. 11
- D. 10

___ 5. What area did the ordinance passed in 1787 create?

- A. Mississippi River valley
- B. Appalachia
- C. Northwest Territory
- D. Ohio River valley

___ 6. When could a territory apply for statehood?

- A. when it abolished slavery
- B. when it elected a governor
- C. when it wrote a constitution
- D. when its population reached 60,000

___ 7. How did Robert Morris propose to pay off the national debt left over from fighting the Revolutionary War?

- A. 5 percent state sales tax
- B. 5 percent import tax
- C. 5 percent national income tax
- D. 10 percent inflation tax

Essay

16 Points - 4 Each

Write at least two or three sentences to answer each of the following questions. Be sure your answers are detailed and clearly stated.

1. Name the three branches of the government set up at this time by the newly formed nation. Tell the major function of each branch.
2. Describe the powers that the federal and state governments gained under the Constitution.
3. What were the differences in the opinions of the Federalists and the Antifederalists regarding the Constitution?
4. As presented in the lesson discussion in a letter to her husband the President, Abigail Adams asked him to consider carefully the rights of which groups? What was his response to her arguments for these rights?

Continue on next page.

Recognizing Cause and Effects

7 Points

After each cause, write the letter of its Effect from the Fact Bank.

Fact Bank

- | | |
|---|--|
| A. The state's free African American population grew rapidly. | F. Congress agreed not to interfere with the slave trade for twenty years. |
| B. The approval process for the Constitution was nine of the thirteen states. | G. Some delegates rallied around William Paterson's proposal for a one-house Congress with equal representation. |
| C. State officials seized farmer's land to pay the farmer's debts. | H. A depression occurred. |
| D. The meeting took on a higher significance. | I. Delegates could speak freely and change their minds. |
| E. Elbridge Gerry and George Mason would not sign the constitution. | J. Americans worried whether the government could control unrest and prevent violence. |

1. **Cause:** Rice exports dropped sharply; trade fell off when Great Britain closed the West Indian market to Americans; the little bit of money available went to pay foreign debt.

Effect: _____

2. **Cause:** American farmers could not pay the taxes levied by the states.

Effect: _____

3. **Cause:** Daniel Shays led Shays' Rebellion, during which four rebels were killed by the state militia.

Effect: _____

4. **Cause:** Virginia passed a law that encouraged manumission.

Effect: _____

5. **Cause:** George Washington agreed to travel to the Constitutional Convention.

Effect: _____

6. **Cause:** The proceedings of the convention were kept secret.

Effect: _____

Continue on next page.

7. **Cause:** In the Virginia Plan, the number of representatives in the legislature would correspond to a state's population.

Effect: _____

8. **Cause:** Southern states refused to abolish slavery.

Effect: _____

9. **Cause:** The Constitution did not contain a bill of rights.

Effect: _____

10. **Cause:** The Articles of Confederation had required unanimous approval of the states, a slow and frustrating process.

Effect: _____

Matching

12 Points

Match each item in Column A with its corresponding definition or description in Column B. Write the letter of the correct answer in each space provided.

Column A

Column B

_____ 1. Rhode Island	A. lawmaking branch of the government that includes the House of Representatives and the Senate
_____ 2. Enlightenment	B. supporters of the new Constitution
_____ 3. John Locke	C. a special group responsible for electing the President and Vice President
_____ 4. Delaware	D. a movement in the 1700s that spread the idea that knowledge, reason, and science could improve society
_____ 5. Federalists	E. first state to ratify the Constitution
_____ 6. Bill of Rights	F. court system that includes the Supreme Court
_____ 7. legislative branch	G. protects individual freedoms
_____ 8. executive branch	H. last state to ratify the Constitution
_____ 9. Electoral College	I. headed by the President
_____ 10. judicial branch	J. rejecting a bill or proposal
_____ 11. Supreme Court	K. English philosopher who believed that all people have a right to life, liberty, and property
_____ 12. veto	L. hears cases involving the Constitution