Governed the Nation

START WITH THE STANDARDS

California History-Social Science Standards

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

The Big Idea

GOVERNMENT AND LEADERSHIP

The United States Constitution is the foundation of the American republic.

What to Know

✓ Why did many leaders of the United States feel the need to write a constitution?
✓ What were some of the major problems faced by the writers of the Constitution?
✓ How does the Constitution secure our liberty?
✓ How do people express American ideals?

Show What You Know

★ Unit 5 Test
✏ Writing: A Persuasive Letter
🥝 Unit Project: A Constitutional Hall of Fame
1787 The United States Constitution is written, p. 435

1791 The Bill of Rights is added to the Constitution, p. 445

1810 The Mexican Revolution begins

1781 Los Angeles is founded by the Spanish
Governing the Nation

- 1920 The Nineteenth Amendment gives women the right to vote, p. 462
- 1963 Martin Luther King, Jr., leads the March on Washington, D.C., p. 476

1930
1914 World War I begins
1939 World War II begins
1980

PRESENT
2000 The population of California reaches about 34 million
**People**

**James Madison**
- 1751–1836
- Virginia leader who helped organize the Constitutional Convention
- Served as the fourth President of the United States

**Gouverneur Morris**
- 1752–1816
- Pennsylvania representative to the Constitutional Convention
- Wrote the Preamble to the United States Constitution

**Francis Scott Key**
- 1779–1843
- Worked as a lawyer in Washington, D.C.
- Wrote “The Star-Spangled Banner” after the Battle of Fort McHenry

**Katharine Lee Bates**
- 1859–1929
- English professor at Wellesley College
- Wrote the poem “America the Beautiful”
Alexander Hamilton
1757–1804
- New York leader who worked to help ratify the Constitution
- Served as the first Secretary of the Treasury

Mary Pickersgill
1776–1857
- Worked as a flagmaker in Baltimore
- Sewed the flag that inspired “The Star-Spangled Banner”

1900

1950

2000

1899 • Katharine Lee Bates
1909 • Cesar Chavez
1929 • Martin Luther King, Jr.
1933

1927 • Cesar Chavez
1929 • Martin Luther King, Jr.
1968

1927–1993
- Leader of the United Farm Workers
- Led nonviolent protests to get better working conditions for migrant workers

Martin Luther King, Jr.
1929–1968
- African American minister who helped lead the Civil Rights Movement
  - Awarded the Nobel Peace Prize for his work
**Draw Conclusions**

A conclusion is a broad statement about an idea or event. It is reached by using what you learn by reading along with what you already know.

**Why It Matters**

Being able to draw a conclusion can help you better understand what you read.

- Keep in mind what you already know about the subject and the new facts you learn.
- Look for clues, and try to figure out what they mean.
- Combine new facts with the facts you already know to draw a conclusion.

**Practice the Skill**

Read the paragraphs. Draw a conclusion for the second paragraph.

In 1776, Thomas Paine published a pamphlet titled *Common Sense*. In it he wrote that people should rule themselves. He also called for a revolution. (The American colonists fought a revolution against Britain. Thomas Paine helped inspire this revolution.)

The colonies had united to win the Revolutionary War. After the war, many people hoped that all 13 states could act together as one nation under the Articles of Confederation. Instead, the United States government was weak and disorganized.
Freedom Is Just the Beginning

The American colonists had fought hard to win independence from Britain, but the young country still had much work to do. The United States government under the Articles of Confederation was very weak. Because Americans had just fought to rid themselves of one strong and powerful government, they did not want to be ruled by another one.

Most people thought of themselves as citizens of a state first and as Americans second. Each state had its own laws, its own money, and its own soldiers and navy. This created much confusion, and states soon started arguing about taxes, trade, and land ownership. Things were such a mess that some British leaders thought that the Americans might ask the British to come back. Some Americans doubted that they could ever agree to all be part of the same country.

The fighting was over, but the work of making a country had just begun. Someone had to get America organized. Strong leaders, such as Benjamin Franklin, James Madison, and Alexander Hamilton, soon stepped forward to propose a new plan for government in the United States.

Draw Conclusions

1. What conclusions can you draw about the United States after the Revolutionary War?
2. Why did the states begin to argue after the American Revolution?
3. What conclusions can you draw about how American leaders would try to organize the United States?
**Study Skills**

**VOCABULARY**

Using a dictionary can help you learn new words that you come across as you read.

- A dictionary shows all the meanings of a word and tells where the word came from.
- You can use a chart to list and organize unfamiliar words that you look up in a dictionary.

**republic** (ri-ˈpō-blik) **n.** [from the Latin *respublica*, a public thing] 1. **a.** a government whose leader is not a monarch and whose citizens elect leaders and representatives **b.** a political unit, such as a nation, having such a form of government 2. a group of people freely involved in a specific activity.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
<th>Origin</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>republic</td>
<td>re·pub·lic</td>
<td>Latin</td>
<td>A country that has a central government where the people elect leaders to govern the country.</td>
</tr>
</tbody>
</table>

**Apply As You Read**

As you read, look up unfamiliar words in the dictionary. Add them to a chart like the one above.

---

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.
...If You Were There
When They Signed the Constitution

by Elizabeth Levy • illustrated by Peter Siu

In 1787, 55 delegates from 12 states met in Philadelphia, Pennsylvania, to discuss the national government of the young United States. Their debates would last for four months. In that time, their efforts would help create a plan of government that still guides us today—the Constitution of the United States. Read now some facts about the Constitutional Convention.
What is the Constitution?

The Constitution of the United States is the basic law of our nation—like the rules for a game, only these rules are for the government, and all citizens must play.

The Constitution sets up the rules for how laws are made, and who will make the laws. Who will decide if we go to war? Who will have power? You? Me? You can find those answers in the Constitution.

The Constitution of the United States was written in 1787... The men who wrote it wanted their new nation to last. They knew how hard it was to create a government that could change with the times. After all, they had just fought and won a war against a government that had refused to change.

When the Convention finally opened, where did the delegates meet?

They met at the Pennsylvania State House or, as people were already beginning to call it, Independence Hall. It was here that Thomas Jefferson had first read his Declaration of Independence to many of the same men who were now gathering to write the Constitution...

The Convention was mostly held in the East Room, a comfortable room about forty feet by forty feet, probably more than twice the size of your classroom, but smaller than your gym. The delegates sat at round tables covered with green cloths, about three or four to a table.

When you visit Independence Hall, you immediately feel that this is a good room for a debate—not too fancy, yet filled with light from the great tall windows on each side.

Response Corner

1. What does the Constitution do?
2. Imagine that you are helping write a constitution for your school. Write a law you think should be part of your school’s constitution. Then write a paragraph defending your law.
The Articles of Confederation

It is 1783, and Congress is meeting at Nassau Hall in New Jersey. Your father is there, serving as a delegate. He has written you many happy letters about meeting General Washington and about the treaty ending the war. However, he worries about the future of the new nation. In his last letter, he wrote that Congress must beg the states for money. You wonder how such a weak Congress can run the government.

Nassau Hall served as the United States capitol for five months in 1783. Congress met there from July to November.
Shortcomings of the Articles

By 1781, the 13 former colonies—now independent states—had approved the Articles of Confederation. Under the Articles, all 13 states formed a confederation known as the United States of America. Each state governed itself, but all were supposed to work together on national issues. However, the shortcomings, or weaknesses, of the Articles made it difficult for the national government to work effectively.

Under the Articles of Confederation, delegates from the states met in a Congress. In order to pass any new law, delegates from at least 9 of the 13 states had to approve it. Often, however, not enough delegates were present to vote.

Even when enough delegates were present, they rarely agreed, since no state wanted to be under the control of the other states. If the delegates approved a law, Congress still did not have the power to enforce it.

The Articles limited other powers of the national, or central, government. For example, Congress had the power to declare war, make treaties, and borrow money, but it could not collect taxes. To cover expenses, such as debts from the war, Congress could ask the states for money, but it could not force the states to pay. The Articles also made Congress depend on the states for the nation’s defense. Congress could ask for an army, but the states had to provide the soldiers.

**Reading Check**

**Draw Conclusions**

How did the Articles of Confederation limit the power of Congress?
The Annapolis Convention

Under the Articles of Confederation, problems developed with commerce, or trade, in the states. Some goods cost much more in one state than in another. Disagreements over trade created problems because the central government could not control trade among the states. In 1786, some leaders called on the states to hold a convention, or important meeting, to discuss commerce. The convention was held in Annapolis, Maryland, in 1786.

Only five states—Delaware, New Jersey, New York, Pennsylvania, and Virginia—sent delegates to the Annapolis Convention. After much debate, delegates decided that a stronger national government was needed to oversee commerce. This meant changing the Articles of Confederation. To change the Articles, however, all the states had to agree.

The delegates sent a report to the states and to Congress, suggesting that another convention should meet in Philadelphia, Pennsylvania, in May 1787. At this convention, representatives from the states would talk not only about commerce but about how to strengthen the Articles of Confederation.

In January 1787, violent events in Massachusetts would demonstrate how little power the central government had under the Articles of Confederation. More leaders began to think that the Articles would have to be changed if the young nation were to survive.

**Reading Check**

**Draw Conclusions**

How could commerce problems be solved?
Shays’s Rebellion

**TIME** 1786–1787

**PLACE** Massachusetts

Economic problems during the 1780s made life difficult for many people in the United States. Some former soldiers still had not been paid for fighting in the Revolutionary War. Many Americans were poor, yet they had to pay high state taxes. To buy supplies, farmers often had to borrow money and go into debt.

Going into debt caused even more problems for those who could not pay their debts or their taxes. The courts of some states took away their farms or threatened to send those who could not pay to prison. Late in the summer of 1786, poor farmers in Massachusetts protested by refusing to let the courts meet. Armed with pitchforks and guns, the farmers shut down courthouses and destroyed debt records.

These protests, known as Shays’s Rebellion, were named for Daniel Shays, who had been a captain in the Continental Army. In January 1787, Shays and his followers threatened to take over a Massachusetts **arsenal**, or weapons storehouse, owned by the central government. Under the Articles of Confederation, there was no national army to defend United States property. Because Congress did not have an army to defend the arsenal, the governor of Massachusetts had to send the state militia to stop Shays.

As a result of Shays’s Rebellion, many began to fear that the government would be unable to prevent other violent protests. This made many leaders again start thinking about how best to strengthen the central government.

**READING CHECK** Ø**DRAW CONCLUSIONS**

How did Shays’s Rebellion show the weakness of the central government?

> During Shays’s Rebellion, four of Shays’s followers were killed in the attack on the arsenal.
Ideas for Change

After Shays’s Rebellion, some people argued that Congress needed more power. James Madison, a Virginia leader, believed that the country needed to replace the Articles of Confederation. Other leaders in the United States, such as George Washington and John Adams, agreed with Madison. They wanted a national government that could keep the country from breaking apart. Washington worried that only a “rope of sand” was holding the nation together.*

Others did not agree with this call for a stronger national government. Patrick Henry, of Virginia, was one of many leaders who wanted to keep the Articles as they were. Henry argued that Americans had fought the British because they did not want a powerful government ruling their lives.

After Shays’s Rebellion, most of the states now agreed to the request of the delegates at the Annapolis Convention to send delegates to a convention in Philadelphia in the spring of 1787. Rhode Island was the only state that refused to send a delegate. Its leaders saw no need to change the Articles of Confederation. They feared a strong national government would threaten the rights of citizens.


John Jay (left) served as the Secretary of Foreign Affairs from 1784 to 1790. Afterward, he served as the first Chief Justice of the United States Supreme Court.
Soon, leaders on both sides started presenting their views on such political matters by writing letters to newspapers. These letters could then be published for all to read.

**READING CHECK** **DRAW CONCLUSIONS**

*Why did James Madison and others want a stronger central government?*

**Summary**

Under the Articles of Confederation, the United States had a weak central government. Some leaders called for a convention to review the Articles. The call for a strong national government increased after Shays’s Rebellion.

---

**REVIEW**

1. 🎓 What were the weaknesses of the central government under the Articles of Confederation?
2. Use the term commerce in a sentence about the Annapolis Convention.
3. Why did many farmers face growing debts after the Revolutionary War?

**CRITICAL THINKING**

4. 📜 Under the Articles of Confederation, what might happen if a state did not like a law passed by Congress?
5. 📜 What were some of the causes and effects of Shays’s Rebellion?

6. ✒️ **Write a Letter** The year is 1786. Write a letter to a newspaper in which you argue for changing the Articles of Confederation. Try to persuade your readers that the Articles have shortcomings.

7. ✏️ **DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete the graphic organizer below.

---

**Evidence**

A weak government cannot keep order.

**Knowledge**

The Articles did not provide for a strong national government.

---

Chapter 10 • 425
WHAT TO KNOW
How was a new plan of government developed at the Constitutional Convention?

✓ Describe how the Constitution set up a new plan of government.
✓ List the contributions of those who helped write the Constitution.
✓ Explain the importance of the Great Compromise.

VOCABULARY
federal system p. 428
republic p. 429
compromise p. 431
bill p. 431

PEOPLE
George Washington
Benjamin Franklin
James Madison
Edmund Randolph
William Paterson
Gouverneur Morris

PLACES
Philadelphia

DRAW CONCLUSIONS

The year is 1787. The city of Philadelphia has hired you to spread dirt over Chestnut Street in front of the Pennsylvania State House. People keep stopping to ask why you are covering up the cobblestones. You explain that a meeting to fix the Articles of Confederation is going on in the State House. The delegates, who have traveled here from the various states, need quiet so they can work. The dirt will soften the clatter of horses’ hooves, helping the delegates concentrate on their work.

Benjamin Franklin arrives at the Pennsylvania State House.
The Delegates

The delegates to the Philadelphia convention began to gather in May 1787. One of the first to arrive was George Washington, from Virginia, who received a hero’s welcome for his service in the Revolutionary War. The delegates would elect him president of the convention.

At 5 feet 4 inches tall and 100 pounds, James Madison, another Virginia delegate, did not command much attention. Madison was shy and quiet and preferred the company of books to people. Yet Madison’s contributions would make him known as the Father of the Constitution.

Benjamin Franklin, of Pennsylvania, made the most colorful entrance. Unable to walk or to ride in a bumpy carriage, the 81-year-old Franklin arrived in a Chinese sedan chair carried by prisoners from the Philadelphia jail.

In all, 55 delegates from 12 states came to the convention at the Pennsylvania State House. Wealthy and educated, the delegates were mainly lawyers, planters, and merchants. All of the delegates were men, and all of them were white. There were no women or enslaved people present at the convention. At that time, not all people had equal rights.

Reading Check  8 Draw Conclusions
Why did the delegates elect George Washington president of the convention?
The Work Begins

From the beginning, the delegates agreed to keep secret the things they talked about. They believed that talking in private would enable them to speak freely and make good decisions. Windows in the State House were covered, and guards stood at the doors.

The Constitutional Convention, as the meeting in Philadelphia came to be known, started on Friday, May 25. At first, the delegates offered ideas on how to improve the Articles of Confederation. Quickly, however, they reached a surprising decision. An entirely new plan of government—a new constitution—needed to be written. In order to write it, the delegates worked hard for the next four months.

One of the issues discussed throughout the convention was the relationship between the states and the national government. Some delegates thought that there should be a strong national government. Others believed that the states should have more power than the national government.

Only a few delegates agreed with George Read of Delaware. He said that the states should be done away with altogether. Even most of those who wanted a strong national government thought that getting rid of the states would be going too far.

Instead, the delegates agreed to strengthen the existing federal system.
in which the power to govern was shared by the national government and the state governments. The states would keep some powers and share other powers with the federal, or national, government.

The federal government would have all power over matters that affected the nation as a whole, such as commerce and defense. To keep power over their own affairs, the states would set up state and local governments, make state laws, and conduct state and local elections.

Both the states and the federal government would have their own court systems. Both would raise money by taxing citizens. However, the states would no longer print money or have armies or navies. In the case of an attack by another country or state, the federal government would have to defend the states.

The delegates set up this federal system so that the new rules of government would be the supreme law of the land. They called their plan the Constitution of the United States of America.

The Constitution helped found the American republic, because it said that voters could participate in both state and national elections. In a republic, the people choose representatives to run the government. In this way, the Constitution would guarantee a republican form of government for both the states and the nation.

**READING CHECK**

**SUMMARIZE**

How is power shared in a federal system?
Debate and Compromise

During their work, the delegates to the Constitutional Convention often disagreed with one another. A major disagreement was about how each state would be represented in the new Congress.

Edmund Randolph and the other Virginia delegates introduced a plan for Congress called the Virginia Plan. Under this plan, Congress would have two parts, or houses. The number of representatives that a state would have in both houses would be based on that state’s population. States with more people would have more representatives and more votes in Congress. This plan would favor the large states, such as Virginia, Massachusetts, and Pennsylvania, which had many people.

“Not fair!” replied the delegates from the small states. William Paterson of New Jersey accused the Virginia Plan of “striking at the existence of the lesser States.”* The plan would have given large states control of Congress.

Paterson offered a different plan, called the New Jersey Plan. Under this plan, the new Congress would have one house, in which each state would be equally represented. This plan would give the small states the same number of representatives as the large states.


Analyze Illustrations  This painting of the Constitutional Convention was not painted during the Convention, but nearly 80 years afterward.

1 Benjamin Franklin  2 Alexander Hamilton  3 James Madison  4 Roger Sherman  5 George Read  6 George Washington

Why do you think George Washington is seated on a stage?
For weeks, the delegates argued about how states should be represented in Congress. Finally, the delegates realized that in order to reach an agreement, each side would have to give up some of what it wanted. In other words, the delegates would have to make a compromise. The delegates decided to set up a committee to work out a compromise.

In one committee meeting, Roger Sherman of Connecticut presented a new plan, called the Connecticut Compromise. It was based on the idea of a two-house Congress. In one house, representation would be based on the population of each state, as in the Virginia Plan. In the other house, each state would be equally represented, as in the New Jersey Plan. Either house could present a bill, or an idea for a new law. However, both houses had to approve a bill before it became a law.

Committee members from the large states thought that the compromise gave too much power to the small states. To avoid this, the committee added another idea. Only the house in which representation was based on population would be able to propose tax bills.

The committee presented the Great Compromise, as it became known, to the whole convention. Although the delegates continued to argue, many wanted to make sure that they would have a new plan of government. On July 16, 1787, they approved the Great Compromise.

**READING CHECK**  
**DRAW CONCLUSIONS**

Why was the Great Compromise important to the Constitutional Convention?
Compromises on Slavery

Under Roger Sherman’s plan, population would affect each state’s representation in Congress. This raised an important issue that troubled many people in the young nation—slavery. Delegates from the northern and the southern states argued about whether enslaved African Americans should be counted when figuring each state’s population.

The southern states had many more slaves than the northern states. Delegates from the southern states wanted to count slaves when figuring out how many representatives a state would have in Congress. That way, the southern states could count more people and have more representatives.

Delegates from the northern states did not want slaves to be counted for representation. After all, these delegates argued, slaves were not allowed to vote and did not hold any of the other rights of citizenship. In addition, some delegates wanted slavery to end.

The delegates finally agreed to count three-fifths of the total number of
At the Constitutional Convention, Gouverneur Morris stood out for his attacks on the practice of slavery.

slaves in each state. The Three-fifths Compromise was attached to the Great Compromise. By settling the issue of representation, the delegates moved closer to forming a new government.

After this issue was dealt with, some delegates still spoke out against slavery. Gouverneur (guh-ver-NIR) Morris of Pennsylvania called slavery “the curse of heaven on the states where it prevailed [existed].”* Other delegates were afraid that if the Constitution stopped states from importing slaves, the southern states would not approve it. The delegates agreed that Congress could not end the slave trade before 1808.

**DRAW CONCLUSIONS**

What issue was settled when delegates agreed to both the Great Compromise and the Three-fifths Compromise?


---

**REVIEW**

1. **How was a new plan of government developed at the Constitutional Convention?**
2. **Explain how the terms federal system and republic are related.**
3. **Who were some of the people associated with the development of the United States Constitution?**
4. **How did the makers of the Constitution try to fix some of the problems that existed under the Articles of Confederation?**
5. **Write a Letter** Imagine you are a delegate. Write a letter to your family explaining the role of compromise at the Constitutional Convention.
6. **DRAW CONCLUSIONS** On a separate sheet of paper, copy and complete the graphic organizer below.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Compromise settled the issue of representation.</td>
<td>Compromise played an important role in allowing the Constitutional Convention to move forward.</td>
</tr>
</tbody>
</table>
Lesson 3

Three Branches of Government

WHAT TO KNOW
What are the powers of each of the three branches of government?

✓ Explain the purpose of the Constitution as stated in its Preamble.
✓ Compare the powers and functions of the three branches of government.

YOU ARE THERE
“Fresh berries here!” your father announces to people passing by your fruit cart. It is the summer of 1787 and the weather in Philadelphia is hot and muggy. “Be sure those berries look neat, dear,” he says.

You sigh as you start to arrange the berry boxes. After a moment, you notice a well-dressed man beside the cart. He pays for some berries and as he walks away you see that he has a wooden leg. “Who was that?” you ask. “That was Gouverneur Morris, one of the wisest minds in our country.”

VOCABULARY
principle p. 435
legislative branch p. 436
separation of powers p. 436
executive branch p. 437
electoral college p. 437
veto p. 437
impeach p. 437
judicial branch p. 438
justice p. 438
amendment p. 439

PEOPLE
Gouverneur Morris

PLACES
Philadelphia

DRAW CONCLUSIONS

Delegates to the Constitutional Convention worked long hours debating and writing the Constitution.

California Standards
HSS 5.7, 5.7.2, 5.7.3, 5.7.4

434 • Unit 5
The National Archives

The Declaration of Independence and the United States Constitution are important parts of our nation's heritage. Both documents are held at the National Archives (AR•kyvz) Building in Washington, D.C. Created in 1934, the National Archives preserves the most valuable records of the United States government. For safety, the Constitution and the Declaration of Independence are displayed in airtight cases.

The Preamble

The delegates to the Constitutional Convention wrote the new Constitution with great care. Gouverneur Morris had the job of writing the final version of the Constitution. He spent long hours writing and rewriting each sentence.

In the Preamble, or introduction, to the Constitution, Morris begins with these words:

"We the People of the United States..."*

Morris had originally written "We the people of the States of New Hampshire, Massachusetts, ..."** and so on, listing all the states. However, he changed the words to show that the Constitution would make Americans citizens of the nation first and of the states second.

These words also link the Constitution with an idea in the Declaration of Independence. The Declaration said that a government should derive, or get, its power from the people it governs.

The Preamble goes on to explain that the purpose of the Constitution is to create a fairer form of government. This government would be based on some basic principles, or rules. One of these principles is the idea of the importance of individual liberty. The Constitution is designed to protect this liberty.

Other principles of the Constitution include justice and peace. Also, the national government would be expected to defend the country and work for the good of the nation.

READING CHECK

** DRAW CONCLUSIONS
Why does the Preamble to the Constitution mention individual liberty?
The Legislative Branch

In Article I, the Constitution describes the legislative branch, or lawmaking branch, of the new government. Powers granted, or given, to Congress include making laws, raising an army and a navy, declaring war, and coining and printing money. It would also control commerce.

Under the Articles of Confederation, Congress had been the only branch of the national government. Under the Constitution, three branches share those powers. The delegates created this separation of powers to keep any one branch from controlling the government. Congress became two houses—the House of Representatives and the Senate. Either house could propose most bills. For a bill to become law, a majority in each house would have to vote for it.

Citizens were given the power to vote directly for members of the House of Representatives. Senators would be chosen by their state legislatures. Today, citizens vote directly for members of both houses of Congress.

The number of members each state sent to the House of Representatives would depend on the state's population. Today, the number of representatives in the House is limited to 435. That number is divided among the states, based on their populations. In the Senate, each state has two senators.

Article I outlines other rules for Congress that are still in effect. For example, members of the House of Representatives are elected to two-year terms, while members of the Senate serve six-year terms.

**Reading Check**

What are the main powers of Congress?
The Executive Branch

In Article II, the Constitution says the power to enforce laws made by Congress is given to the executive branch. Some delegates believed that one person should be the chief executive, or leader. Others worried that a single executive would be too much like a monarch.

The delegates finally decided on a single chief executive—the President. Citizens vote for electors, who, in turn, vote for the President. This group of electors is called the electoral college.

To be elected President, a person must be at least 35 years old and must have been born in the United States. The President must also have lived in the United States for 14 years. The President is elected to a four-year term.

Once again, the delegates were careful to preserve the separation of powers. They decided that the President would be able to veto, or reject, bills passed by Congress. However, Congress could then override the President’s veto with a two-thirds majority vote.

The delegates also made the President commander in chief of the United States military. The President’s main power, however, would be to “take care that the laws be faithfully executed.”* If this duty was not carried out, Congress could impeach the President, or accuse the President of crimes. If found guilty, the President could be removed from office.

**REVIEW CHECK** DRAW CONCLUSIONS
Why were the delegates careful to preserve the separation of powers?

*Constitution of the United States
The Judicial Branch

According to Article III of the Constitution, the judicial branch must decide whether laws are working fairly. The **judicial branch** is the court system.

Although the states already had their own courts, the delegates agreed to create a federal court system, too. The courts in this system would decide cases that dealt with the Constitution, treaties, and national laws. They would also decide cases between states and between citizens of different states.

The delegates did not organize the judicial branch in the same way as the other branches. Most of their decisions applied only to the highest court in the United States, which they called the Supreme Court. The Supreme Court would head the judicial branch. Other courts would be created as needed.

The delegates decided that the President would nominate the Supreme Court **justices**, or judges. The Senate would vote whether to approve them. The delegates decided that Supreme Court justices could stay in office for life. This would allow justices to make decisions without worrying about losing their jobs. At first, there were six Supreme Court justices. Today, there are nine.

The Supreme Court has the power to strike down any law that goes against

> Housed in this building since 1935, the Supreme Court is the highest court in the United States.
This statue, which represents the authority of law, sits at the entrance to the Supreme Court.

the Constitution. Only by changing the Constitution can Congress restore a law struck down by the Supreme Court.

The delegates understood that as the country grew, it might be necessary to change the Constitution. As part of their work, the delegates agreed on how to make amendments, or changes, to the Constitution.

The first step in amending the Constitution requires a two-thirds vote in both houses of Congress or a two-thirds vote of all state legislatures. Then three-fourths of the states have to approve the amendment. This system is set up to give representatives the time they need to study an amendment.

**READ CHECK** **DRAW CONCLUSIONS**

How does the Supreme Court limit the power of Congress?

---

**Summary**

The Constitution divides power among three branches of government—the legislative, the executive, and the judicial.

---

**REVIEW**

1. What are the powers of each of the three branches of government?
2. Use the terms legislative branch, executive branch, and judicial branch to explain the separation of powers.
3. What powers do citizens have in selecting the President and members of Congress?
4. How can Congress restore a law after the Supreme Court has struck it down?

**CRITICAL THINKING**

5. Do you think the Constitution is important to protecting our liberty today?

---

6. **Write a Narrative** Imagine you are visiting the nation’s capital. Write a story that describes the three branches of government and how they honor the principles of the Constitution.

7. **DRAW CONCLUSIONS**

On a separate sheet of paper, copy and complete the graphic organizer below.

- **Evidence**: Leaders work together.
- **Conclusion**: The Constitution divides the powers among the three branches.
Why It Matters

Have you ever read something and had a difficult time understanding it? Sometimes information is easier to understand when it is presented in a different way—such as in a flowchart. A flowchart is a drawing that shows the order in which things happen. It uses arrows to help you read the steps in the correct order.

What You Need to Know

You can use the following steps to help you read a flowchart.

Step 1 Read the title, and ask yourself what you already know about the subject.

Step 2 Determine the direction in which the information flows.

Step 3 Read the steps in the order shown.

Step 4 Review what you have learned.

Practice the Skill

Look at the flowchart on page 441. Use what you know about reading a flowchart to answer the following questions.

1. What happens after both the House and the Senate approve a bill?
2. What happens if the President signs a bill?
3. Where does a bill go if the President vetoes it?
4. How can a bill become a law if the President vetoes it?

Apply What You Learned

Make It Relevant

With a partner, make a flowchart that explains how something works. Write each step on a strip of paper. Glue the steps—in order—onto a sheet of posterboard, and then connect the steps with arrows. Give your flowchart a title, decorate it with some art, and present it to your classmates.

Congress and the President must often work together to make laws.
How a Bill Becomes a Law

A member of either the House or the Senate can introduce a bill, but only a member of the House can introduce a tax bill.

COMMITTEES
The bill is reviewed by committees.

The House and Senate vote to approve the bill.

The bill goes to the President.

SIGN
If the President signs the bill, it becomes a law.

VETO
If the President vetoes the bill, it returns to Congress.

If the bill gets a two-thirds majority vote in both the House and the Senate, it becomes a law.
Approval and the Bill of Rights

It's September 1787, and you're a carpenter's apprentice living in Philadelphia. For the last two months you've heard people around the city talking about an important meeting taking place at the State House. Today is your day off, so you've decided to walk downtown in hopes of hearing some news.

When you arrive, you see Benjamin Franklin leaving the State House. He looks tired but happy. "What's the good news, Mr. Franklin?" you ask, as he steps into his sedan chair. "It is finally finished," he says and waves good-bye.

Delegates to the Convention knew that the struggle to ratify the Constitution would not be an easy one.
The Struggle to Ratify

On September 17, 1787, work on the Constitution was completed. Thirty-nine delegates were still present at the Convention and all but three of them—Elbridge Gerry, George Mason, and Edmund Randolph—signed the Constitution. These three delegates did not sign because they disagreed with parts of the final document.

As the delegates were signing the document, Benjamin Franklin stated how confident he felt in the nation’s future. During the convention, Franklin had often looked at the chair used by George Washington. Its high back had a carving of the sun on it. Franklin had not been able to decide if the sun was supposed to be rising or setting. Now he said, “I have the happiness to know that it is a rising and not a setting sun.”

The Constitution was not yet the law of the land. According to Article VII, 9 of the 13 states had to ratify, or approve, the Constitution before it would be official. In each state, voters elected delegates to a state convention. These delegates would vote for or against the Constitution.

At the state conventions, arguments began again. Many state delegates wanted the Constitution to limit the power of the federal government and to protect the basic rights of the people. Some delegates said they would be more willing to approve the Constitution if a bill, or list, of rights were added to it. Supporters of the Constitution promised to propose a bill of rights after the Constitution was ratified.

**READING CHECK** **DRAW CONCLUSIONS**
What would adding a bill of rights to the Constitution do?


**FAST FACT**
The Constitution of the United States is the oldest written national constitution. It is also the shortest.
The Vote of Approval

The first state to call for a vote on the Constitution was Delaware. In December 1787, all the Delaware state delegates voted to ratify the Constitution. Later that month, delegates in Pennsylvania and New Jersey also approved the Constitution. In January 1788, delegates in Georgia and Connecticut ratified it.

Those in favor of the Constitution and those against it competed for the support of the remaining eight states. Those citizens who favored the Constitution came to be called **Federalists**. Federalists wanted a strong federal government. Those who disagreed with the Federalists became known as **Anti-Federalists**.

Because the Constitution did not include a bill of rights, the Anti-

Federalists feared that the national government would have too much power. The promise of a bill of rights, however, helped change the minds of many people. In February 1788, Massachusetts ratified the Constitution. In the spring, Maryland and South Carolina did the same. Then, on June 21, 1788, New Hampshire became the ninth state to ratify the Constitution. That was the number of states needed to put the Constitution into effect. Four days later, Virginia also ratified it, and New York followed in July. By the spring of 1789, the new government was at work. Later that year, North Carolina approved the Constitution. Rhode Island gave its approval in 1790.

**READING CHECK**

**DRAW CONCLUSIONS**

Why do you think some Anti-Federalists changed their minds about the Constitution?

**Analyse Tables**

Alexander Hamilton (below) worked to convince others of the need for a strong federal government. Ratification of the Constitution made such a government possible.

In which state was the vote closest to being a tie?
The Bill of Rights

As promised, not long after the states ratified the Constitution, ten amendments were added to protect the rights of the people. These ten amendments, called the Bill of Rights, became part of the Constitution in 1791.

The First Amendment gives people the freedom to follow any religion, or none at all. It also says the government cannot promote or financially support any religion. The First Amendment also protects freedom of speech, freedom of the press, and the right of people to assemble, or gather together.

The Second Amendment protects people’s right to have weapons. The Third Amendment says the government cannot force people to house soldiers in peacetime. The Fourth Amendment protects people against unreasonable searches of their homes.

The Fifth through Eighth Amendments deal with due process of law. This term means that people have the right to a fair public trial by a jury. They do not have to testify against themselves in court, and they have the right to have a lawyer defend them. If convicted, they cannot be sentenced to any cruel punishments.

The Ninth Amendment says that the people have many other rights not specifically listed in the Constitution. The Tenth Amendment says that the national government can do only the things that are listed in the Constitution. This means that all other authority, called the reserved powers, belongs to the states or to the people.

**READING CHECK**

**DRAW CONCLUSIONS**

Why is the First Amendment important?
The New Government

In 1789, George Washington was elected to be the nation’s first President. John Adams became the first Vice President. Working with Congress, Washington set up a State Department, a Treasury Department, and a War Department. Together, the heads of these departments and others set up what would come to be known as the Cabinet. Cabinet members advise the President.

Two members of Washington’s Cabinet began to argue about what was best for the United States. Alexander Hamilton wanted a stronger central government. Thomas Jefferson wanted less central government. This argument led to the rise of political parties. A political party is a group that tries to elect officials who will support its policies. Hamilton’s followers formed the Federalist party. Jefferson’s supporters became the Democratic-Republican Party, also known as the Jeffersonian Republicans.

In Congress, members of both parties agreed to build a national capital on the Potomac River. George Washington chose the location for the city that came to carry his name. Benjamin Banneker, a free African American, helped the architect Pierre Charles L’Enfant plan the nation’s capital. In 1800, the federal government was moved from Philadelphia to Washington, D.C.

George Washington served as President for two terms, each of which was four years long. Many people wanted him to run for a third term. He refused because he did not think a President should hold power for life. His decision set an example for future Presidents.

> Benjamin Banneker helped measure the land, known as the District of Columbia (D.C.), where the national capital was built.
In the election of 1796, the Federalist party, led by Alexander Hamilton, backed John Adams as a candidate for President. The Jeffersonian Republican party backed Thomas Jefferson. When the votes were counted, Adams had won.

On March 4, 1797, John Adams became the second President of the United States. The day he took the oath of office was an important day in history. It was the first time that the United States had changed leaders by means of a peaceful election.

**READING CHECK**

**DRAW CONCLUSIONS**

Why do you think it was necessary for the President to have a Cabinet?

**Summary**

After a long struggle, the new Constitution was ratified in 1788. In 1789, the new government began with George Washington serving as the first President. The Bill of Rights was added in 1791.

**REVIEW**

1. 💡 What is the Bill of Rights, and why was it added to the Constitution?
2. Explain the meaning of the term ratify.
3. What rights does the Bill of Rights guarantee?
4. What is the role of cabinet members?

**CRITICAL THINKING**

5. 🤔 Why do you think some delegates felt nervous about signing the Constitution without a bill of rights?
6. 🤔 How does the Bill of Rights support the idea of individual liberty?

7. 🎨 **Make a Poster** Design a poster that honors the Bill of Rights. List some of the amendments and illustrate your poster with pictures of freedoms that you enjoy.

8. 🎨 **DRAW CONCLUSIONS**

   On a separate sheet of paper, copy and complete the graphic organizer below.

   ![Graphic Organizer](image-url)

   **Evidence**
   - The Bill of Rights includes freedom of speech.

   **Knowledge**
   - Freedoms are important to people.

   **Conclusion**
Delegates to the Constitutional Convention created a new plan of government. Americans had different ideas about how this plan would affect their state governments and their individual liberties. Here are some points of view that reflect those different ideas about the new Constitution.

In Their Own Words

**John Adams**, a Massachusetts leader, writing about the Constitution

"A result of compromise cannot perfectly coincide [agree] with every one’s idea of perfection; but, I hope to hear of its [the Constitution’s] adoption by all states."

George Mason, a Virginia leader, speaking about the Constitution

“...there never was a government over a very extensive [large] country, without destroying the liberties of the people... Where is there one exception to this general rule?”


George Washington, a Virginia leader, writing about the Constitution

“I sincerely believe it is the best that could be obtained at this time... the adoption of it [the Constitution]... is in my opinion desirable.”


Mercy Otis Warren, a Massachusetts writer, writing about the Constitution

“There is no security in the [Constitution], either for the rights of conscience or the Liberty of the Press.”


It’s Your Turn

**Analyze Points of View** Work with a classmate to summarize the point of view held by each person. Decide which people supported the Constitution and which people opposed it.

**Make It Relevant** Explain whether you would have supported the Constitution when it was first written.
Reading Social Studies
When you **draw conclusions**, you combine facts that you read with facts that you know to understand ideas that are not stated.

**Draw Conclusions**
Complete this graphic organizer to show that you can draw a conclusion about the Constitutional Convention. A copy of this graphic organizer appears on page 110 of the Homework and Practice Book.

**The Constitutional Convention**

**Evidence**
The discussions at the Constitutional Convention were kept secret.

**Knowledge**

**Conclusion**
The delegates at the Constitutional Convention did not want others to influence their decisions.

---

**California Writing Prompts**

**Write a Persuasive Letter** Imagine you are living in 1788. You have read the Constitution. Write a letter to the delegates in your state who will decide whether to accept or reject it. Tell them how you want them to vote, and why.

**Write a Report** Choose one of the delegates who attended the Constitutional Convention. Then write a report, using facts and details about that delegate's role.
1788
The Constitution is ratified

1791
The Bill of Rights is added to the Constitution

Use Vocabulary
Identify the term that correctly matches each definition.

1. to accuse of crimes
2. trade
3. a government made up of representatives chosen by the people
4. a change
5. to approve

-commerce, p. 422
-republic, p. 429
-impeach, p. 437
-amendment, p. 439
-ratify, p. 443

Use the Time Line
Use the chapter summary time line above to answer these questions.

6. In what year was the Constitution ratified?
7. How many years after the Constitution was ratified was the Bill of Rights added?

Apply Skills
Read a Flowchart
Use the flowchart on page 441 to help you answer these questions.

8. Where is a bill introduced?
9. What happens just before the House and the Senate vote to approve a bill?

Recall Facts
Answer these questions.

10. Under the Articles of Confederation, how were national laws passed?
11. The Great Compromise resolved a conflict about which branch of the federal government?
12. Which branch of the federal government has the power to enforce laws?

Write the letter of the best choice.

13. Who wrote the Preamble to the Constitution?
   A George Washington
   B Benjamin Franklin
   C James Madison
   D Gouverneur Morris

14. Which of the following does the First Amendment protect?
   A the right to bear arms
   B the right to a trial by jury
   C the right to privacy
   D the right to free speech

Think Critically
Name one primary source and one secondary source that you could use if you wanted to learn more about the Constitution.

15. What caused leaders to want to replace the Articles of Confederation?
SKIM AND SCAN

Skimming and scanning are tools that help you quickly learn the main ideas of a lesson.

To skim, quickly read the lesson title and the section titles. Look at the visuals, or images, and read the captions. Use this information to identify the main topics.

To scan, look quickly through the text for specific details, such as key words or facts.

<table>
<thead>
<tr>
<th>Skim</th>
<th>Scan</th>
</tr>
</thead>
</table>
| **Lesson Title:** A Constitutional Democracy | **Key Words and Facts:**  
| **Main Idea:** The Constitution organizes the government and protects citizens’ rights. | - The Constitution protects citizens’ rights.  
| **Section Titles:** Powers and Limits, The Branches Work Together | - The three branches of government share power.  
| **Visuals:** Election day painting, Checks and Balances diagram. | |

Apply As You Read

Before you read each lesson, skim the text to find the main ideas. Then look for key words. If you have questions about a topic, scan the text to find the answers.