

AICE US History Summer Assignment

Background: We will begin our curriculum by looking at the causes of the American Civil War. In order to understand those divisions fully (divisions and arguments that still exist today), it is important to take a look at our founding documents.

Instructions:

Reading section	
Page 1	Take notes on each paragraph then write 2-4 sentences at the end of your notes on page 1 in order to answer the question: How did the Articles of Confederation help lay a foundation for a civil war? (If you are not sure how to answer this, think about how much power the federal (national) government had versus the individual state governments.)
Page 2 from Drafting the Constitution until The Issues	Take notes on each paragraph then write 2-4 sentences at the end of your notes on this section answering the question: Why does it matter who was and wasn't allowed to attend the constitutional convention? (Think about what this meant for individual rights based on missing perspectives, etc.)
Page 2-3: Start at The Issues; stop at Adding the Bill of Rights (page 3)	Take notes on each paragraph then write a full paragraph (minimum 5 well-developed sentences) at the end of your notes on this section answering the question: How did this lay the foundation for civil war?
Page 3 Adding the Bill of Rights until the end of the page	Take notes on each paragraph then write a full paragraph (minimum 5 well-developed sentences) at the end of your notes explaining which <u>one</u> amendment you feel is most important and why. (This is your personal opinion and applies to the modern day.)

Tips on effective note-taking (an important skill for AICE US History):

Before you read

1. Activate prior knowledge: what do you already know about this topic?
2. Preview what you're reading. Look at the title, headings, subheadings. Pay attention to diagrams, tables, etc and their captions.
3. Predict what you think you'll learn in this section.
4. Think about how you need to read this particular section:
 - a. read slowly if there are new ideas and vocabulary;
 - b. read quickly if this reviews info you already know.
5. If you don't know a word:
 - a. Try to figure it out through context; use prefixes and suffixes.

Taking notes

- a. Don't skip the chapter overview/introduction when there is one. This will orient you to the big picture.
- b. Leave room on the left to add info from class/thoughts/clarification.
- c. Take notes after you read the entire paragraph rather than writing them after reading a couple sentences or the entire section or chapter.
- d. Move quickly: use bullet points, abbreviations, etc.
- e. Notes should be in your own words and include the page # of the info.
- f. Don't write more than you need to in order to understand the information. The notes are for you; they should save you the trouble of rereading the chapter for the test without taking hours to write.

Due: 1st week of school. Actual date will be announced 1st or 2nd day of school.

The Articles of Confederation

1. At Philadelphia in 1776, at the same time that Jefferson was writing the Declaration of Independence, John Dickinson drafted the first constitution for the United States as a nation. Congress modified Dickinson's plan to protect the powers of the individual states. The Articles of Confederation, as the document was called, was adopted by Congress in 1777 and submitted to the states for ratification.

2. **Ratification.** Ratification of the Articles was delayed by a dispute over the vast stretches of wilderness extending westward beyond the Alleghenies. Seaboard states like Rhode Island and Maryland insisted that such lands be placed under the jurisdiction of the new central government. When Virginia and New York finally agreed to give up their claims to western lands, the Articles were at last ratified in March 1781.

3. **Structure of government.** The Articles established a central government that consisted of just one body, a congress. In this unicameral (one-house) legislature, each state was given one vote, with at least nine votes out of 13 required to pass important laws. To amend the Articles, a unanimous vote was required. A Committee of States, with one representative from each state, could make minor decisions when the full congress was not in session.

4. **Powers.** The Articles gave the congress the power to wage war, make treaties, send diplomatic representatives, and borrow money. Certain important powers *not* given to the Congress were the power to regulate commerce or to collect taxes. (To finance any of its decisions, the congress had to rely upon taxes voted by each state.) Neither did the congress have any executive power to enforce its own laws.

Accomplishments. Despite its weaknesses, the congress under the Articles did succeed in accomplishing the following:

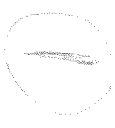
1. **Winning the war.** The U.S. government could claim some credit for the ultimate victory of Washington's army and for negotiating favorable terms in the treaty of peace with Britain.
2. **Land Ordinance of 1785.** Congress established a policy for surveying and selling the western lands. The policy provided for setting aside one section of land in each township for public education.
3. **Northwest Ordinance of 1787.** For the large territory lying between the Great Lakes and the Ohio River, the congress passed an ordinance (law) that set the rules for creating new states. The Northwest Ordinance granted limited self-government to the developing territory and prohibited slavery in the region.

6. **Problems with the articles.** The 13 states intended the central government to be weak—and it was. Making such a government work presented three kinds of problems:

1. **Financial.** Most war debts were unpaid. Individual states as well as the congress issued worthless paper money. The underlying problem was that the congress had no taxing power and could only request that the states donate money for national needs.

2. **Foreign.** European nations had little respect for a new nation that could neither pay its debts nor take effective and united action in a crisis. Britain and Spain threatened to take advantage of U.S. weakness by expanding their interests in the western lands soon after the war ended.

3. **Domestic.** In the summer of 1786, Captain Daniel Shays, a Massachusetts farmer and Revolutionary War veteran, led other farmers in an uprising against high state taxes, imprisonment for debt, and lack of paper money. The rebel farmers stopped the collection of taxes and forced the closing of debtors' courts. In January 1787, when Shays and his followers attempted to seize weapons from the Springfield armory, the state militia of Massachusetts broke Shays' Rebellion.



Drafting the Constitution at Philadelphia

After a number of states elected delegates to the proposed Philadelphia convention, congress consented to give its approval to the meeting. It called upon all 13 states to send delegates to Philadelphia "for the sole and express purpose of revising the Articles of Confederation." Only Rhode Island, not trusting the other states, refused to send delegates.

The Delegates

Of the 55 white male delegates who went to Philadelphia for the convention in the summer of 1787, most were college-educated and relatively young (averaging in their early forties). With few exceptions, they were far wealthier than the average American of their day. They were well acquainted with issues of law and politics. A number of them were practicing lawyers, and many had helped to write their state constitutions.

The first order of business was to elect a presiding officer and decide whether or not to communicate with the public at large. The delegates voted to conduct their meetings in secret and say nothing to the public about their discussions until their work was completed. George Washington was unanimously elected chairperson. Benjamin Franklin, the elder statesman at age 81, provided a calming and unifying influence. The work in fashioning specific articles of the Constitution was directed by James Madison (who came to be known as the father of the Constitution), Alexander Hamilton, Gouverneur Morris, and John Dickinson. While they represented different states, these convention leaders shared the common goal of wanting to strengthen the young nation.

The Issues

At first the delegates disagreed sharply on the fundamental issue of whether they should simply make changes in the Articles or draft an entirely new document. Those committed to the latter alternative were strong nationalists like Madison and Hamilton, who quickly took control of the convention.

Americans in the 1780s generally distrusted government and feared that officials would seize every opportunity to abuse their powers, even if they were elected democratically. Therefore, James Madison and other convention delegates wanted to make sure that the new constitution would be based on a system of checks and balances (one branch of government having sufficient power to check the others).

Representation. Especially divisive was the issue of whether the larger states such as Virginia and Pennsylvania should have proportionally more representatives in Congress than the smaller states such as New Jersey and Delaware. Madison's proposal—the Virginia Plan—favored the large states; it was countered by the New Jersey Plan, which favored the small states. The issue was finally resolved by a compromise solution. The Connecticut Plan, or *Great Compromise*, provided for a two-house Congress. Each state would be given equal representation in the Senate; but in the larger body, the House of Representatives, each state would be represented according to the size of its population.

Slavery. How were slaves to be counted in the populations of the states?

Were the slave trade and slavery itself to be allowed under the Constitution? Disagreement on these questions between northern and southern states was finally resolved by:

The Constitution and the New Republic, 1787–1800

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- the so-called *Three-fifths Compromise*, which counted each slave as three-fifths of a person for the purposes of determining a state's level of taxation and representation
- a guarantee that slaves could be imported for at least 20 years longer (until 1808), at which time Congress could vote to abolish the practice.

Trade. The northern states wanted the central government to regulate interstate commerce and foreign trade. The South was afraid that export taxes would be placed on its agricultural products such as tobacco and rice. The *Commercial Compromise* allowed Congress to regulate interstate and foreign commerce, including placing *tariffs* (taxes) on foreign imports, but it prohibited placing taxes on any exports.

Powers and election of the president. The delegates disagreed over the president's term of office (some arguing that the chief executive should hold office for life) and also over the method for electing a president. It was finally decided to grant the president considerable power, including the power to veto acts of Congress. The delegates limited the president's term of office to four years but set no limit to the number of terms to which a president could be reelected. Rather than having the people elect a president directly, the delegates decided to assign to each state a number of electors equal to the total of that state's representatives and senators. This electoral college system was instituted because the delegates at Philadelphia feared that too much democracy might lead to mob rule.

Ratification. On September 17, 1787, after 17 weeks of debate, the Philadelphia convention approved a draft of the Constitution to submit to the states for ratification. Anticipating opposition to the document, the Framers (delegates) specified that a favorable vote of only nine states out of 13 would be required for ratification. Each state would hold popularly elected conventions to debate and vote on the proposed Constitution.

Federalists and Anti-Federalists

Ratification was fiercely debated for almost a year, from September 1787 until June 1788. Those who supported the Constitution and a strong federal government were known as Federalists. Opponents were known as Anti-Federalists. Those on either side of the question could be found in all regions and classes, although Federalists tended to be most numerous along the Atlantic Coast and in the large cities while Anti-Federalists tended to be small farmers and settlers on the western frontier. The table on page 100 summarizes the arguments, advantages, and disadvantages of the opposing forces.

Federalists	George Washington, Benjamin Franklin, James Madison, Alexander Hamilton
Anti-Federalists	From Virginia: George Mason and Patrick Henry. From Massachusetts: James Winthrop and John Hancock. From New York: George Clinton

Arguments	Stronger central government was needed to maintain order and preserve the Union	Stronger central government would destroy the work of the Revolution, limit democracy, and restrict states' rights
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Strategy	Emphasized the weaknesses of the Articles of Confederation; showed their opponents as merely negative opponents with no solutions	Argued that the proposed Constitution contained no protection of individual rights, that it gave the central government more power than the British ever had
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Advantages	Strong leaders; well organized	Appealed to popular distrust of government based on colonial experience
Disadvantages	Constitution was new and untried; as originally written, it lacked a bill of rights	Poorly organized; slow to respond to Federalist challenge

Adding the Bill of Rights

Was it necessary for people's rights to be listed in the Constitution? In the early months of the ratification debates, Anti-Federalists argued vehemently in favor of a bill of rights; while Federalists argued against it.

Arguments for a Bill of Rights

Anti-Federalists argued as follows: Americans had fought the Revolutionary War to escape the tyranny of a central government in Britain. What was to stop a strong central government under the Constitution from acting in a tyrannical manner? Only by adding a bill of rights could Americans be protected against such a possibility.

Arguments Against a Bill of Rights

Federalists argued as follows: Since members of Congress would be elected by the people, they did not need to be protected against themselves. Furthermore, it was better to assume that all rights were protected than to create a limited list of rights, since unscrupulous officials could then assert that unlisted rights could be violated at will.

In order to win adoption of the Constitution in the ratifying conventions, the Federalists finally backed off their original argument and promised to add a bill of rights to the Constitution as the first order of business of a newly elected Congress.

The First Ten Amendments

In 1789, the first Congress elected under the Constitution acted quickly to adopt a number of amendments listing people's rights. Drafted largely by James Madison, the amendments were submitted to the states for ratification. The ten that were adopted in 1791 have been known ever since as the U.S. Bill of Rights. Together they provided the guarantees that Anti-Federalists wanted against possible abuses of power by the central (or federal) government. Here is a summary of the rights guaranteed in each amendment:

First Amendment. Congress may make no laws that infringe a citizen's right to freedom of religion, speech, press, assembly, and petition. Congress may not favor one religion over another (separation of church and state).

Second Amendment. The people have the right to keep and bear arms in a state militia.

Third Amendment. The people cannot be required to quarter (house) soldiers during peacetime.

Fourth Amendment. The government may not carry out unreasonable searches or seizures of the people's property.

Fifth Amendment. No individual may be deprived of life, liberty, or property without due process of law. No defendant in a criminal case may be forced to give evidence against himself or herself or to stand trial twice for the same crime (double jeopardy).

Sixth Amendment. Anyone accused of a crime has the right to a speedy and public trial and the right to call and question witnesses.

Seventh Amendment. In most civil cases (one person suing another in court), citizens have the right to trial by jury.

Eighth Amendment. Persons accused or convicted of crimes are protected against excessive bail and fines and cruel and unusual punishments.

Ninth Amendment. Any rights not specifically mentioned in the Constitution are also guaranteed against government infringement.

Tenth Amendment. All powers not delegated to the federal government belong to the states or to the people.