

We Won! Now What? A New Nation

June 2011

Biographies of the Nation, Year One

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Morning Star Elementary, Bozeman, MT

Unit Topics:

Analysis of Primary Documents, Articles of Confederation, The Constitutional Convention, Three Branches of Government, Federalists vs. Anti-Federalists

Essential Questions:

What are primary documents? How do we analyze primary documents? What were the Articles of Confederation? Why couldn't they hold the new nation together? What happened at the Constitutional Convention? What are the three branches of government? What were the Federalists and Anti-Federalists arguing about?

Context and Content Background:

After the improbable victory of the American Revolutionaries over the British Empire, the Americans had to build a new nation. Fighting against a common enemy was tough but constructing a new country based on idealistic and untested principles of government was even tougher. Americans formed a diverse and independent citizenry. They lived in vastly different lands, participated in a wide variety of economic endeavors and distrusted central power to varying degrees.

A host of problems plagued the United States after the Revolutionary War. The states' representatives did not meet regularly and rarely agreed. No one state wished to be under the control of any other state. Important decisions about defense and currency were never addressed. On the economic front, inflation raged, taxes increased and many Americans lost their farms. The desperate situation of farmers led to the failed Shay's Rebellion.

How then could Americans stick together collectively as a country? What kind of new system could guarantee individual liberties yet organize an infant nation?

Unit Focus:

Primary sources give us first account information of the past. To understand that past, we need to interpret primary documents of the time. We must bring our

powers of observation and critical reasoning into the process of interpretation. There are many types of primary documents we can access such as diaries, newspapers, pamphlets, death records, marriage records, ship manifests, paintings, personal letters, sketches and bills of sale. Another area of focus is the Articles of Confederation. This first form of government after the American Revolution had too many weaknesses or holes to bind a diverse citizenry as a nation. Therefore, prominent thinkers and politicians met to figure out how to address the deficiencies of the Articles of Confederation. A new system was conceived at the Constitutional Convention. It resulted from months of fierce debate and compromise on all sides. A major issue split those in attendance at the Convention and continues today: how powerful and far-reaching should a central government be for the United States of America? This question divided the delegates at the Convention into two main factions known as the Federalists and Anti-Federalists. Both sides had compelling reasons for their beliefs.

Unit Sequence and Understandings:

- 1) Give New Nation Era Pretest (see assessment appendix.)
- 2) Students examine church records from the late 18th century in New England (see appendix.) Break students into pairs or triads to analyze one record. Direct attention to bulletin board that has the Primary Source Analysis Tool questions. Familiarize students with the 3 step process of Observe, Reflect and Question used in the primary document analysis process. Review the questions within each category. Practice with the church records document and share findings.
- 3) Conduct a class brainstorming session on primary documents. Create a class chart of as many primary document types as students can think of. Have students choose different types of primary documents and create their own artwork simulating primary documents (see photo appendix.) Share student made primary documents and post on the primary document bulletin board. Explain that historians examine these types of documents to try to discover what life was like in past times.
- 4) Students explore the post-Revolution nation to uncover the problems many citizens faced. Put students into pairs or triads to jigsaw read Unit 5, Lesson 1: "The Confederation Period" in Harcourt Horizons United States: Beginnings textbook. Students then create a sentence strip with one sentence and a drawing about their assigned paragraph that explains the main idea. Next students share their sentence strips in order of the reading. Post sentence strips in pocket chart and then call on students to read through them

sequentially. Leave the pocket chart visible in the classroom for easy reference (see photo appendix.)

- 5) Pass out copies of first page of Articles of Confederation. Students use Primary Document analysis sheet and work in pairs to analyze ideas in each paragraph. Discuss basic ideas that states retain independence and are in a league of friendship under Articles.
- 6) Direct students' attention to bulletin board with Swiss cheese poster (see photo appendix.) Invite them to speculate what it represents and lead discussion to show it represents the Articles of Confederation. Break students into discussion groups of 3-4 and have them predict what the holes or weaknesses of the Articles were. Guide discussion to show the holes represent no national army, no state wanted to be under the control of another state, poor attendance at Congressional meetings, each state had its own money, no central judicial system, no power to collect taxes, no one major leader or executive, each state received one vote regardless of its population and 9 of 13 states needed to enact laws. Put labeled arrows up as you reach these conclusions. (see photo appendix.) Students draw the Swiss cheese in their folders and label the holes to show the weaknesses in the Articles of Confederation.
- 7) Show the movie, "A New Nation 1776-1815" Invision Communication, 1996, available through Safari Montage. Before the movie, review ideas about societal problems in the new nation and how the Articles of Confederation couldn't address them. Point out the holes in the Swiss cheese. Throughout movie stop at designated chapters to discuss and clarify points about why the Constitutional Convention was organized, what were the debates and what was the outcome.
- 8) In Literature Circles read Shhh! We're Reading the Constitution by Jean Fritz. Group students by ability levels for the reading. Students create discussion questions, define unfamiliar vocabulary, draw illustrations, choose important passages and analyze characters as part of their roles in the Literature Circles. They rotate these jobs throughout the reading of the book. Students who finish before other groups use the Primary Document Analysis sheet and are assigned specific sections of the Constitution (found in the back of Shhh! We're Reading the Constitution.) Additionally, the earliest group(s) to finish can create skit about the Constitutional Convention (see appendix for skit starter document.)
- 9) Create a brown and green butcher paper tree bulletin board poster (see photo appendix.) Divide students into pairs and triads and pass out a role/duty of each branch (see hand-out appendix). Students refer to Unit 5, Lesson 3: "The Three Branches of Government" chapter on the Constitution in Harcourt

- Horizons United States: Beginnings textbook to find which branch their role/duty belongs. Students then explain the meaning of this duty in student friendly language and make a drawing on a pre-made leaf (see photo appendix.)
- 10) Students present their leaves with student friendly language and drawing explaining the roles and duties of each branch of government. They attach their leaf on the tree.
 - 11) Compare the sturdiness of Swiss cheese to a tree in a class discussion. Which will last longer? Lead a discussion about the separate branches of government and distill roles of the branches (write laws, interpret laws, enforce laws) and job titles (representative & senator, judge, president). Label these distillations in another color and post (see photo appendix.) Students copy down 3 branches tree in their folders for later study.
 - 12) Watch skit from early finishers of Literature Circles reading of Shhh! We're Writing the Constitution. Discuss the two sides of delegates in the Constitutional Convention: the Federalists and Anti-Federalists. Which historical figures sided on the Federalist side? the Anti-Federalist side? What were their arguments? What was the *Great Compromise*?
 - 13) Remove Primary Document bulletin board and replace with a Constitution bulletin board consisting of Federalist arguments and pictures of Federalists and Anti-Federalists known from book Shhh! We're Writing the Constitution. Also include information comparing/contrasting Civil Rights vs. Civil Liberties and the *Great Compromise*.
 - 14) Conduct quote matching activity. Choose quotes from Federalists and Anti-Federalists from Constitutional Convention found on <http://teachingamericanhistory.org/ratification>. Attach quotes to note cards and pair up students. Pairs should analyze quotes and decide if they hold a Federalist or Anti-Federalist quote card. On the back of the card they write the reason they have chosen their position. Utilize the bulletin board reasons to guide student responses for their reasons. Students line up on sides of the bulletin board and then share their quotes and their reasons for choosing Federalist or Anti-Federalist. Complete activity by ensuring each pair has chose the appropriate side with reasons connected to those posted on the bulletin board.
 - 15) Give students ample time to circulate, talk and take notes from all information visible in the classroom. Add these notes to their folder notes on Swiss cheese (*Articles of Confederation*), Power Tree (3 Branches of Government) and Constitution bulletin board (see photo appendix.)
 - 16) Give New Nation Era Posttest (see assessments appendix.)

Reflection:

This instructional plan was an honest, straight-forward approach to teach students about primary documents and the rough start our country endured. Students had precious little understanding of this historical time period nor of our own national government structure that still persists today. The scores on the pretest revealed extremely low levels of content and vocabulary knowledge.

Interestingly, the low scores on the pretest provided me a clear path in my instruction. I knew that everyone had a lot to learn and that vocabulary terms and abstract concepts like Civil Rights, executive, Anti-Federalist would require a lot of time and many modality approaches. I decided to use the space of the bulletin boards as a visual reference. The metaphors of the Swiss cheese as the Articles of Confederation and the sturdy tree as the Constitution suited visual learners well. They also provided a common language and reference for everyone. I believe these strategies worked well. In addition, the partnering activities of reading, writing, drawing and presenting provided active engagement in content attainment. The post test scores proved these strategies were effective in helping students acquire knowledge vocabulary and concepts related to the New Nation Era.

Despite the solid gains on the posttest, I still feel I could have improved this instructional plan. There are numerous ways I could have made my teaching more effective and increased student understanding. To begin with, I could have introduced more primary documents. In order to make students empathize with the difficult economic realities of farmers losing their land, I would have liked to have introduced primary sources from those disenfranchised farmers. Or perhaps examining the records of foreclosures might have made a more personal connection with students. Another very important area that I didn't address or utilize was maps. In the earlier history of the U.S. we had looked at maps and globes to understand how European exploration traversed the oceans to find new land. I think that showing the changing political boundaries or maps would have added an important visual and geographic understanding of the New Nation. More powerful yet would be to have the students draw these maps and then post them on permanent display in the classroom.

Finally, another change I plan to make next year is a beginning of the year discussion/exploration into the definition of government. On the pretest students showed a passable yet superficial understanding of government. I didn't delve into

the concept too deeply. Next year, I plan to take more time and increase student participation in this definition. It's important for students to construct a shared meaning of government so a framework can be created to understand the big change from colony to country. As I stated in the historical background of this instructional plan, it's no small task to create a new country! I believe it's important for our children to understand the incredible feat our founding fathers and citizenry accomplished when we began this new experiment called the United States of America.

We Won! Now What? A New Nation

Appendix of teaching materials:

Photoappendix:

File names: PDocanalysis, StudentexPDocs, StudentPD1, StudentPD2, confederajigsaw, Swisscheese1, Swisscheese2, Swisscloseup, Swisscheesefinal, 3branchtree, judbranch, legbranch, execbranch, fedantifedwall, antifedside, fedside, greatcompromise

Assessments:

1. Pretest of New Nation Era Vocabulary and Concepts
2. Posttest of New Nation Era Vocabulary and Concepts
3. Assessment Data of New Nation Era Concepts and Vocabulary

Primary Documents:

1. Church records
2. Page 1 Articles of Confederation
3. The Constitution (found in the back of Shhh! We're Writing the Constitution)

Handouts:

1. Primary Source Analysis Tool
2. Articles of Confederation vs. Constitution
3. Roles/Duties of 3 Branches
4. Skit starter

What are the Articles of Confederation?

What is the Constitution?

What is the Bill of Rights?

What is the difference between Civil Liberties and Civil Rights?

Put these names in the appropriate box. Are they Federalists or Anti-Federalists?

John Jay, Thomas Jefferson, Alexander Hamilton, Thomas Paine, James Madison, Patrick Henry

Federalists	Anti-Federalists

What is the big argument between these two sides?

How would you describe government? What does it do?

What are the 3 branches of the United States government? Label them in the boxes below and describe what each branch does. Here are some concept words to help you: ***judge, make laws, senator, interpret laws, executive, congressperson, president, legislative, enforce laws, judicial.***

Please add other duties or jobs that belong in each branch.

_____ branch	_____ branch	_____ branch

What are “checks and balances?”

What are the Articles of Confederation?

What is the Constitution?

What is the Bill of Rights?

What is the difference between Civil Liberties and Civil Rights?

Put these names in the appropriate box. Add names if you can. Are they Federalists or Anti-Federalists?

John Jay, Thomas Jefferson, Alexander Hamilton, William Patterson, James Madison, Patrick Henry

Federalists	Anti-Federalists

What is the big argument between these two sides? Give reasons for each side's position.

How would you describe government? What does it do?

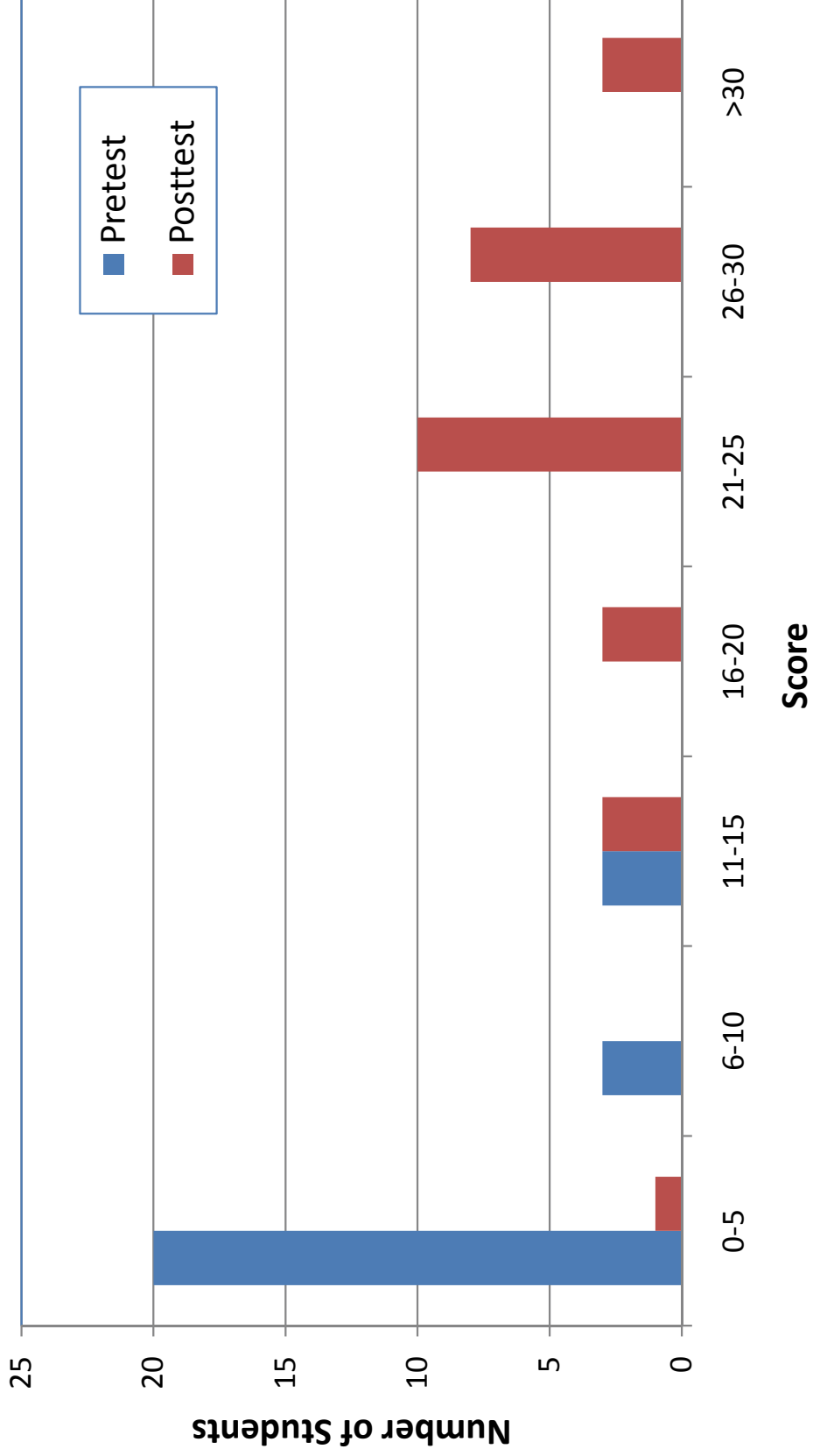
What are the 3 branches of the United States government? Label them in the boxes below and describe what each branch does. Here are some concept words to help you: ***judge, make laws, senator, interpret laws, executive, congressperson, president, legislative, enforce laws, judicial.***

Please add other duties or jobs that belong in each branch.

_____ branch	_____ branch	_____ branch
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What are “checks and balances?” Give examples of how “checks and balances” work between the branches.

Assessment Data of New Nation Era Concepts and Vocabulary



Records of the Gloria Dei Church, A Swedish Luthern Church in the Philadelphia suburb of Southward, 1794. Entries by the Reverend Nicholas Collin.

January 2. Widow Fletcher came to inquire whether her daughter Jane had been married to a young Frenchman, Francis, as they had lately eloped; on hearing that they were not, she forbid the bans [notice of the proposed marriage published in advance of the ceremony] the girl being only 16 years of age, and he a very young tradesman.

January 8. Came Margret Power, who married to John Martin, on the 22d of December last, for a new certificate as he had taken the firs from her, and had left her on the very evening of the marriage. She was a widow, 27 years-old and he 26; natives of Ireland.

January 8. A negro came with a white woman, who called herself Eleonore King, widow of a sea captain. They were refused [marriage].

January 10. Came a man to ask whether a certain Mary White had been married. She was on the 10th of December last, as per record. He declared her to have been his wife, though she pretended widowhood. He had been from her in New York for 3 years. Note well – Hajams and his wife declared at the time of marriage, that this woman was pregnant by the party Philip Land.’

January 12. Sunday. At night came a party, and with strong entreaties called me out of bed. On my refusing to marry the couple, they went off in a vicious manner throwing a large stone against the entry door.

February 1. Rudolph Bartholomew and Aalsey Levering, who had a child together, were married.

March 2. A Spanish mariner was to be married to a young girl, but did not come. I had requested a certificate from her father, though her mother was to present, this he could obtain because the father, who came that day to enquire, had refused his consent until his intended son-in-law had returned from the voyage on which he was going the next day. Same evening, late, came a couple; were refused chiefly because the hour was unpardonable, and no previous notice had been given.

April 24. ... A French captain of a privateer came with a young lady, from Baltimore. Begged very hard but were refused.

July 12. Came a man of mature age, to bespeak his marriage for the next day, his bride was an orphan. These came accordingly but she confessed that her father was living. Refused.

December. Parents came with their son and a girl, by him pregnant, as they said. He was not free [He was an indentured servant.] and therefore refused until his master should certify his consent, the declaration of said parents being insufficient.

In the 1760's, the Philadelphia's overseers of the poor abandoned the traditional system of providing cash, firewood, and to foods in their own homes in favor of an institutional solution, constructing a "bettering house," or Alms House, with tax money and placed it in the hands of a private corporation. This almshouse/workhouse was designed for the dual purpose of minimizing the cost of care for indigents and forcing capable paupers to labor for their livelihood. The following are taken from the Almshouse Daily Occurrence Docket, 1795.

Sept. 29. Admitted John Morris an Old German hath legal residence, he served his time in this City with old Mr. Gorman, Sugar Baker, many years ago; he was a Soldier in our revolutionary War from the beginning to the ending. He is now poor, sick, and palsied, and totally rendered incapable of rallying round the standard of Labour for a Living. Debit City.

October 3: Admitted Margaret Dillmore a Child between four and five years of age, her mother died in the [yellow] fever of 1789, the Father Thomas Dillmore is a Seaman and hath deserted his child ever since the death of his wife ... Debit City. [On December 8, Margaret apprenticed for fourteen years to Griffith Jones, a farmer in Chester County, Pennsylvania.]

October 6: Admitted Mary Berry a Mulatto young Woman twenty three years of age, of legal residence, is far advanced in her pregnancy and says the Father of the Child that she now bears is Named Matthias Clay, a Member of the [U.S.] Congress and to whom she has sworn it before Gunning Bedford Esquire. Said Mary lived with the Widow Sadie in Arch street (and at the same time Clay boarded there) between seventh and eighth streets ... Debit City.

October 7: Admitted Mary Wright, hath legal residence, is twenty years of age, born in this City. Her Husband Dominick Wright twelve months ago went to sea in the Ship Jane Brown to London (the Owner nor Captains Name she cannot tell) and heard only once from him since and as she says, never received one farthing of his Monthly pay ... However, unfortunate it is that she was taken with a fit and contiguous to the fire place, she fell into the Fames and got burnt in a most distressing manner Debit Southwark.

October 10: Admitted Sarah Baker, Pregnant, she was born in New England, is thirty years of age, came to Philadelphia very young, and was bound to one James Hanniker of said City, Gardener, who in about three months after, moved to the Bek [New Jersey], where she stayed and served her time out, which was nine years of Indenture. After she was free, went to Lancaster [Pennsylvania] and hired herself out as maid, when she got married and moved to Hanover, York County [Pennsylvania] were she continued seventeen months, when her Husband died. After which she went to Baltimore and hired herself out in different families for the space of four years and seven months, as it was in November 1795 when she went there and came to this City from there the 1st July last. The Father of the child she now bears is Named Jacob Adams of Baltimore, Merchant, and with whom she hired herself as a Maid, and she says he went to sea last May, and thinks to the East Indies. However, she never swore the child ... Debit City. [Sarah was discharged in April 1801.]

ARTICLES OF CONFEDERATION.

To all to whom these presents shall come,

We, the undersigned, Delegates of the States affixed to our names, send greeting :

Whereas the Delegates of the United States of America in Congress assembled, did on the fifteenth day of November, in the year of our Lord one thousand seven hundred and seventy-seven, and in the second year of the Independence of America, agree to certain Articles of Confederation and Perpetual Union between the states of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia, in the words following, viz.

ARTICLES OF CONFEDERATION AND PERPETUAL UNION,

between the States of New Hampshire, Massachusetts Bay, Rhode Island and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

July 9, 1778.

ARTICLE 1. The style of this confederacy shall be, "THE UNITED STATES OF AMERICA."

ART. 2. Each State retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation, expressly delegated to the United States, in Congress assembled.

ART. 3. The said States hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

ART. 4. § 1. The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States; and the people of each State shall have free ingress and regress to and from any other State, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions, and restrictions, as the inhabitants thereof respectively; provided that such restrictions shall not extend so far as to prevent the removal of property imported into any State, to any other State, of which the owner is an inhabitant; provided also, that no imposition, duties, or restriction, shall be laid by any State on the property of the United States, or either of them.

§ 2. If any person guilty of, or charged with, treason, felony, or other high misdemeanor in any State, shall flee from justice, and be found in any of the United States, he shall, upon demand of the governor or executive power of the State from which he fled, be delivered up, and removed to the State having jurisdiction of his offence.

§ 3. Full faith and credit shall be given, in each of these States, to the records, acts, and judicial proceedings of the courts and magistrates of every other State.

ART. 5. § 1. For the more convenient management of the general interests of the United States, delegates shall be annually appointed in such manner as the legislature of each State shall think proper.



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE | **REFLECT** | **QUESTION**

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FURTHER INVESTIGATION

ARTICLES OF CONFEDERATION

CONSTITUTION

Each state represented according to population in the House

No executive to administer/enforce legislation

President administers and enforces federal laws

Unicameral (1 house legislature)

Congress established temporary courts to hear cases of piracy

Bicameral (2 house legislature)

Amendment by unanimous vote

States retain independence

Each state has equal representation in Senate

Executive committee to oversee government when Congress out of session

Simple majority to enact legislation

National court system headed by Supreme Court

Each state has 1 vote regardless of population

Amendment to Constitution by 2/3 vote of both houses or by national convention, followed by ratification by 3/4 of the states

Nine votes (of original 13) needed to enact major legislation

States accept as the "Supreme Law of the Land"

Congress has sole authority to govern

Executive

Judicial

Legislative

Administers the laws

Proposes laws

Conducts foreign policy

Writes the laws

Appoints ambassadors and other officials

Approves treaties

Reviews lower-court decisions

Confirms presidential appointments

Grants Money

Makes treaties

Declares War

Interprets the Constitution and other laws

Commands armed forces

Crafting the Constitution Skit

The Federalists: *Alexander Hamilton of New York:* Kameryn, *James Madison of Virginia:* Althea,
George Washington of Virginia: Cooper,

The Anti-Federalists: *Patrick Henry:* Keely, *William Patterson of New York:* Augusta,
Ghost of Thomas Jefferson: Elliot

Set the scene: Characters should arrive into Philadelphia's State House in 1787 in late May. Include handshakes, dialogue of greetings with names and where they're arriving from. They might poke fun at each other's states. They should mention the secrecy of the meeting too. James Madison should arrive first and say something like: "I know I'm 11 days early, but this meeting will determine the future of our country. I wouldn't miss it for anything! I came all the way from Virginia." Write this dialogue below to set the scene.

GW:

AH:

PH:

WP:

TJ: Wave your arms and sway eerily as you enter. Maybe begin with line like, "Oooh, my spirit is drawn to this historical meeting. My body is in Paris but I'll just float around to get the gist of this great meeting. No one can see me but perhaps I can will my thoughts into some of these great minds. I know we need a new government but we can't replace one king with another. Let's remember we must preserve the republic and the power of the people."

Crafting the Constitution Skit

Scene 2: Getting down to business: Look to pages 14-21 for ideas in this section.

Begin with some dialogue about the current government (Articles of Confederation) not working. Throw in some “national” words like they’re bad words (i.e., offensive, etc.) GW is placed as the leader/moderator of the convention. He doesn’t say much but his presence is calming and intimidating at the same time. JM has that slight voice but takes all the notes and is right in the front.

TJ’s ghost can tell the audience about the Virginia Plan by Edmund Randolph. It can almost be like a sports announcer describing the action: see p.15-17

On page 18 there are many questions that can be asked rapid fire by the characters, except for JM who is taking notes furiously.

Finally, WP gets up to make his point: WP:

Scene ends with JM tearing apart WP’s arguments: JM:

Crafting the Constitution Skit

Scene ends with TJ declaring the federation dead and everyone ready for the next challenge to write the new plan.

Scene 3: Hashing out the details in the long, hot summer in the stuffy, closed room with flies buzzing and tempers rising. Include a line for each character in this part.

TJ announces the sticking point of the states' representation. Describe the stalemate:

Have delegates come together like a huddle with GW looking on sternly and expecting them to get the compromise completed. Show some hands thrown in the air, shrugs of shoulders until finally they break and produce a piece of paper titled, "The Great Compromise...The Bicameral Legislature" Make a quick sketch of the two houses of Congress and how the issue of population is addressed. Maybe one or two of the characters can explain it briefly.

Scene 4: Ratifying the Constitution and unfinished business...no Bill of Rights attached to the document!

In this final scene you show how the Constitution was barely passed and some like Patrick Henry didn't sign it because it had no Bill of Rights. TJ's ghost should get hot under the collar about that too. Good idea to have some dialogue between AH and JM about explaining the new system to the public (later they become The Federalist Papers). End the skit with something about one half of our country's freedom/government figured out, but there was still something missing. Guess what we study next in social studies? Yes, the Bill of Rights!

HE

President

Executive

Enforce laws

Armed Forces

ation
tes of America

SETTING

FAMOUS FO

TIME

Legislative

Approves treaties
A treaty is an agreement with any number of areas. It also informs whether or not to have an agreement.

IMPORTANT EXPERIENCE

Makes treaties
If you discuss something and then you make an agreement, you need to agree and compromise.

Proposes laws
Proposes laws means to suggest ideas, bring up something, and follow.

Congress
Senate
House of Representatives

\$

Confirms Presidential appointments
The President sends the names of each place of the Supreme Court.

This job is about
How we deal with other countries!

Make/write laws

Writes the laws
The Congress writes the laws. Laws are something people have to follow. This is not easy to make a lot of thinking and...

Judicial
Supreme Court

Interprets the Constitution and other laws
The Judicial branch of government explains the meaning of the constitution and laws passed by Congress. In other words, they decide whether or not a law fits in with the constitution.

Grants money
The Legislative Branch has the power to print money.
Declares War

FA

Judge

Interpret laws

Reviews lower-court decisions
If lower court makes a decision, the Supreme Court can look over that decision.

Power

ACTS
SECURE
to "LIFE, LIBERTY, and the

TECHNOLOGY, TOOLS and TRANSPORTATION

and QUIRKS

FOOD, CLOTHING,

Government

Anti-Federalists

"We the people?!" We're not one people. We're all different. How about women, slaves...

A national army could turn against us and take us over.

An executive could be like a king and lead us in the wrong directions.



as person

ise...
x=



3
YEARS
LATER
THE BILL OF
RIGHTS.
1791

The Bill of Rights

First Amendment
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Second Amendment
A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Third Amendment
No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Fourth Amendment
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Fifth Amendment
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Sixth Amendment
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Seventh Amendment
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Eighth Amendment
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Ninth Amendment
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Tenth Amendment
The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Civil Liberties

Our freedoms:

Religion 

Speech 

The press 

To gather 

To keep & bear arms 

Civil Rights

Our protections:

No search and seizure

Speedy, public trial

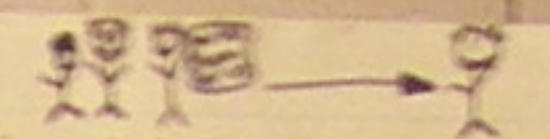
No housing soldiers unless you want to

Be a witness against *yourself*



Main Idea:

The 13 independent states decided on The Articles of Confederation a form of gov called a republic. A republic is a gov in which people elect representatives.



No states wanted to be under control of the other states. Also the Articles Limited how much power the Central Government had.

The Central Government asked State Leaders to donate money to them, but they didn't because there was no consequences to not pay. So they started to print so much money that there was \$200 that something that was \$2 became \$20!

Aug 22nd

State leaders were afraid that a large army would enforce their laws.



Handwritten notes on a separate piece of paper, including a circular diagram with the number '6' and some illegible text.

The economic times was very bad for many people in the US because they did not get paid for being in the Revolution and so they had to borrow money. They could not pay the high taxes on their land.

Courts in some states would take away farmers farms because taxes were to much for them to pay, they were in debt.



Shay's army wanted the courts to stop taking their land so they attacked the courts.

Shay's Rebellion showed the Congress that many Americans were unhappy with what the government was doing. Shay's Rebellion was a cause of a more powerful government.

THERE WERE NO RULES!!!

The Western lands belonged to the national government and the states.



They couldn't tell who land was who's it was and who it was.

Part of the land that the states owned was taken away. They were not to be allowed to have any more land.

Some people wanted the states freedom of religion, the right to trial by jury, and did not allow slavery.

Some major Patriots believed in a strong Central Government, while others feared it.

JULY EXECUTIVE President

A display board with a red border, featuring a drawing of a person and the text 'JULY EXECUTIVE President'. It is mounted on a shelf.

A shelf containing several stacks of papers, folders, and a small blue container, likely used for organizing classroom materials.

A shelf containing a stack of papers with a decorative border and a small blue container, similar to the shelf above.

President

Executive

Enforce laws

Armed Forces

Appoints ambassadors and other officials

The Executive Branch has the power to choose a representative for the government in other countries



Administers the Laws

Organizes the Executive Branch
Organizes the departments
Organizes the agencies
Organizes the courts



Commands armed forces

A person or group that enforces the laws



Makes treaties

Definition
If you discuss something and then you make an agreement. And both sides need to agree and compromise.



COMPROMISE

This job is about ~~the~~ How we deal with other countries!

Proposes laws

Proposes laws means the person brings up something and follows.
Laws are rules that guide every one.



Executive Branch

nce
write?
Pills
Santa
friends
M...
Mark...
Santa Claus

The Constitution

We The People...

Purpose

Why do we write?
to ask for a
part of a raise

Federalists

"We the people" represents our country
We need a national army for our common defense
We need an executive to take charge and lead us all

John Jay
James Madison
Alexander Hamilton

of the United States in Order to form a more perfect Union
establish Justice, insure domestic Tranquillity, provide for the
common Defense, promote the general Welfare, and secure the
Blessings of Liberty to ourselves and our Posterity, do hereby
constitute and establish this Constitution for the United States of America.

All legislative Powers herein granted shall be vested in a
Congress of the United States, which shall consist of a Senate
and House of Representatives. The House of Representatives
shall be composed of Members chosen every second Year by
the People of the several States, and the Electors in each
State shall have the Qualifications requisite for Electors of the
most numerous Branch of the State Legislature. No Person
shall be a Representative who shall not have attained to the
Age of twenty five Years, and been seven Years a Citizen
of the United States, and also shall not, when elected, be an
Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among
the several States which may be included within this Union
according to their respective Numbers, which shall
be determined by adding to the whole Number of free Persons,
including those bound to Service and including Indians
free of them, not least three fifths of all other Persons

James
1788



Patrick Henry

William Patterson

Thomas Jefferson

Strong central government

Anti-Federalists

"We the people?" We're not one people
We're all different. How about women's...
A national army could turn
against us and take us over.
An executive could be like a king
and lead us in the wrong direction.

1 state, 1 vote keeps the states equal

The states aren't equal because of the
difference in population.

LEGISLATIVE
Senate

LEGISLATIVE
House of
Representatives

The Great
Compromise

3
YEARS
LATER
THE BILL OF
RIGHTS.
1791

Civil Liberties
Our freedom
Religion
Speech
The press
to gather
to keep & bear arms



Federalists

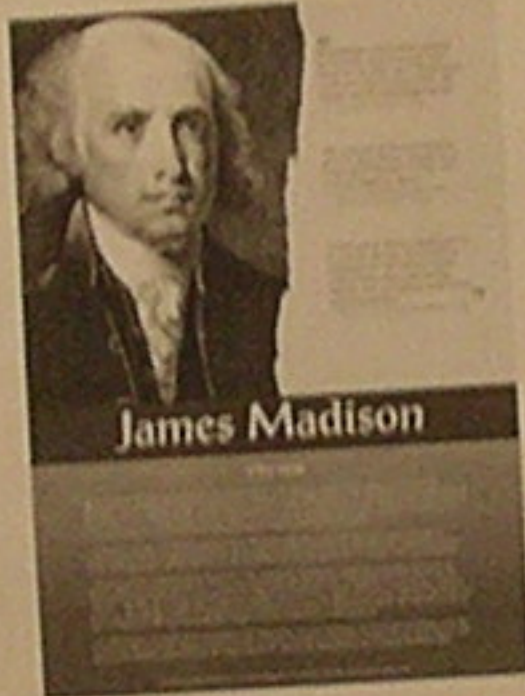
"We the people" represents our country.

We need a national army for our common defense.

We need an executive to take charge and lead us all.

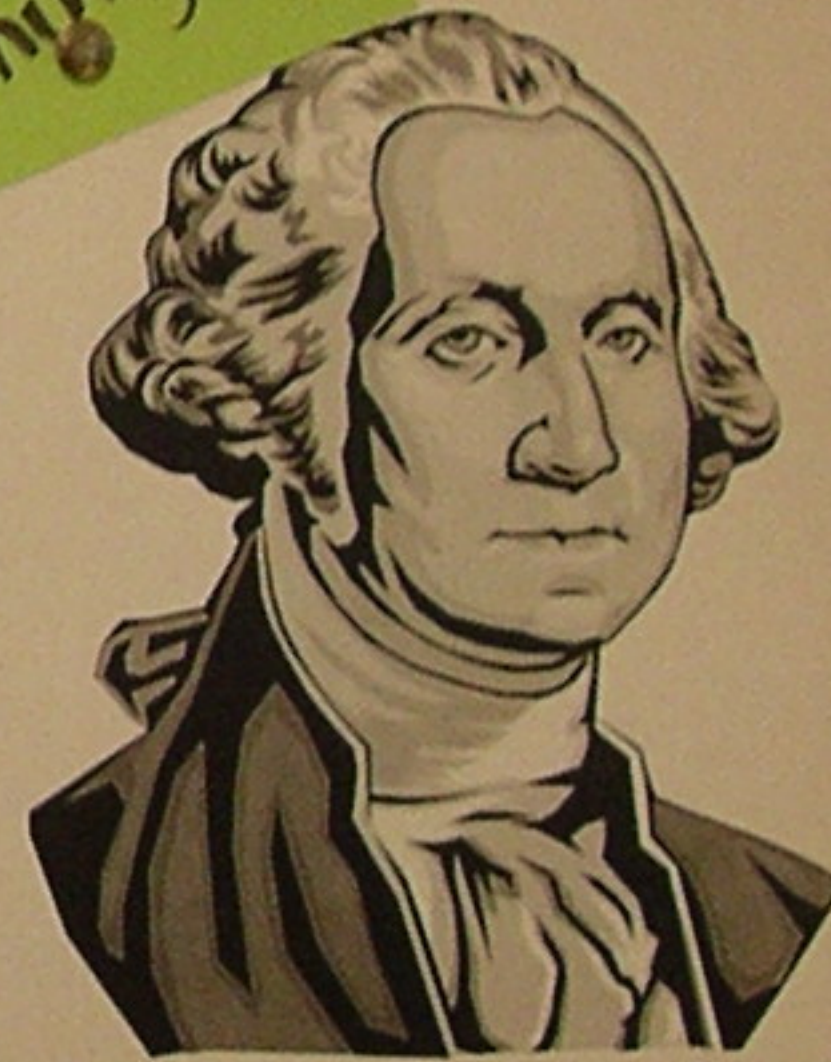


John Jay



James Madison

George Washington



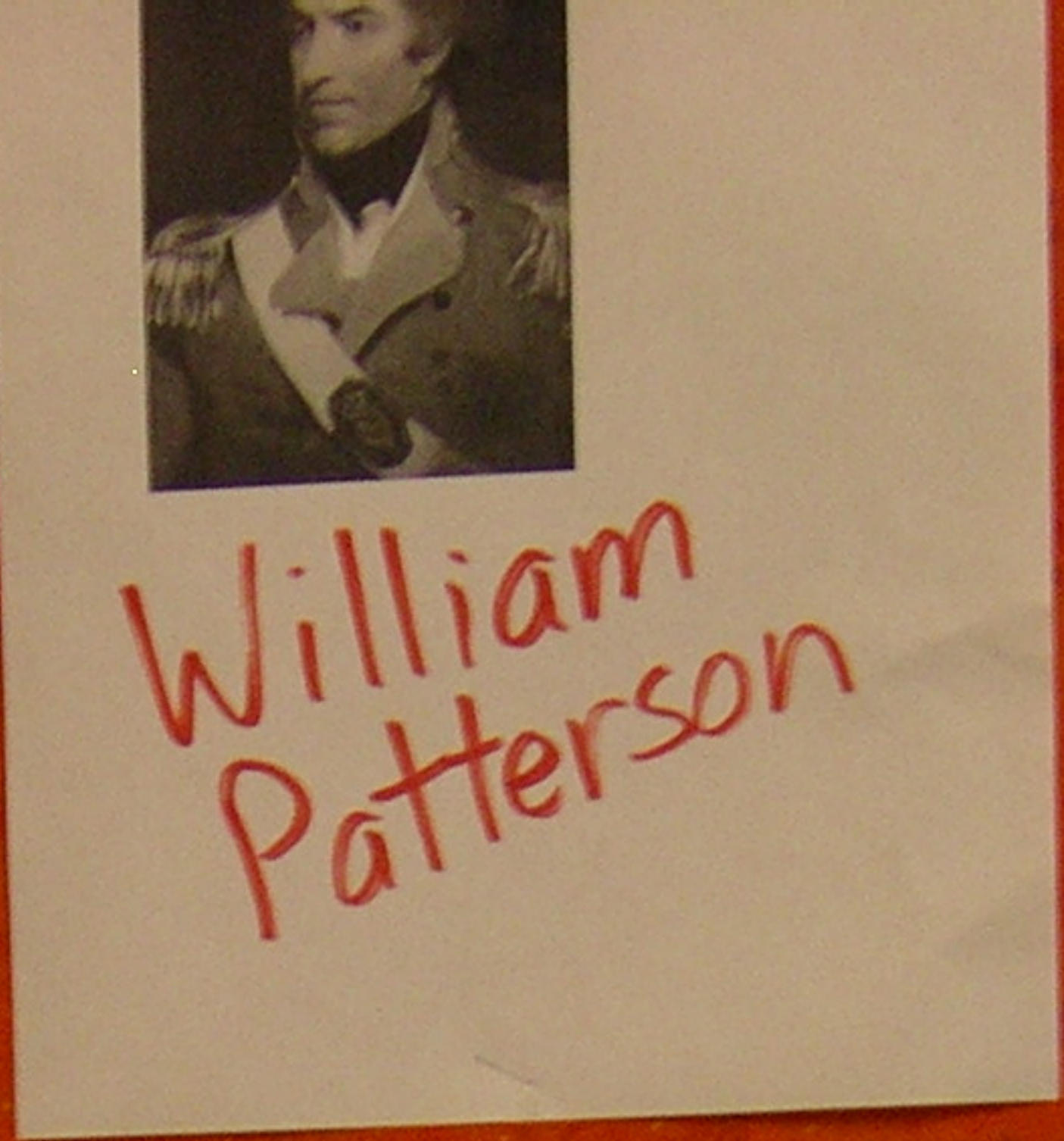
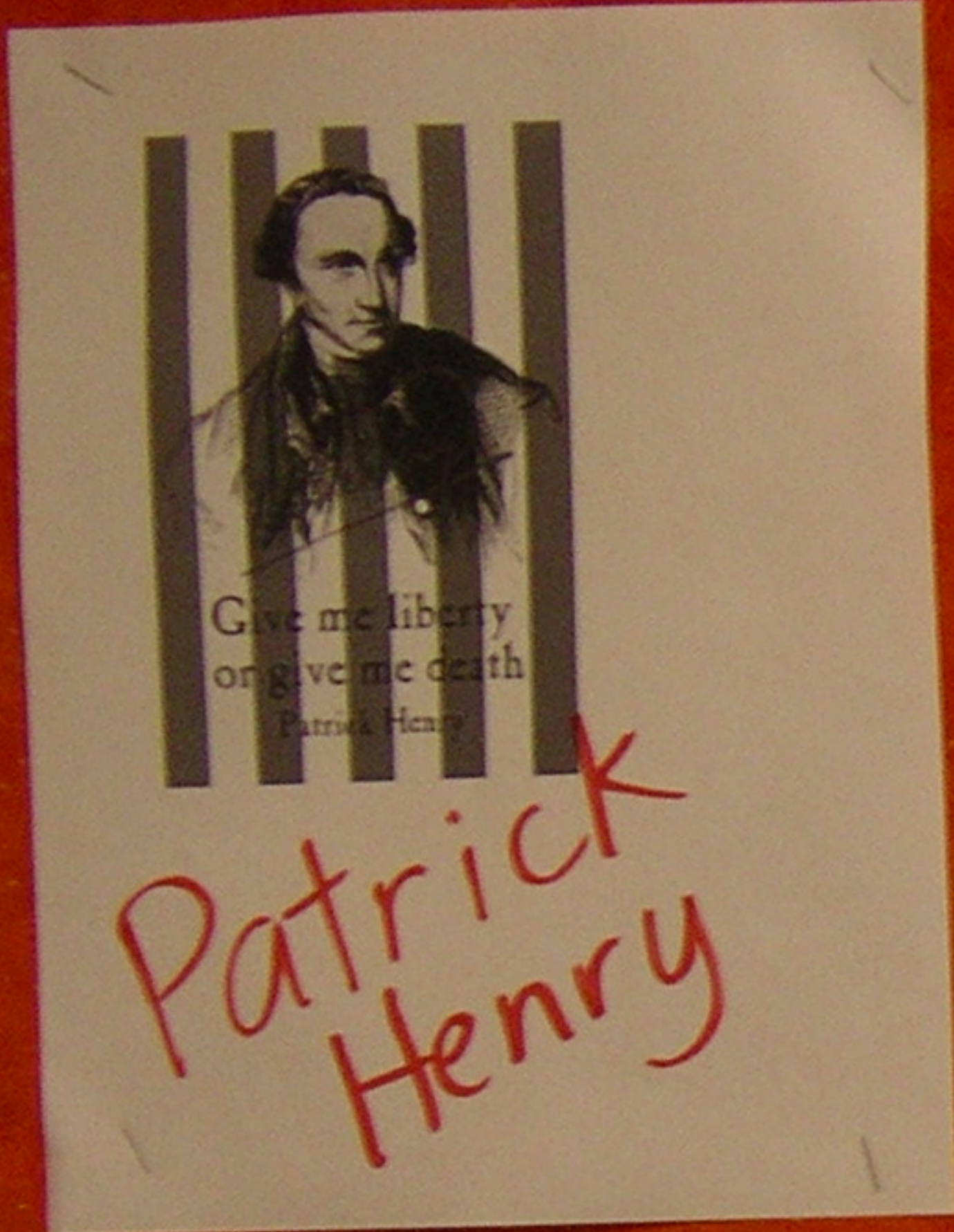
Alexander Hamilton

Hooray! Strong Security Central government Great idea! 😊

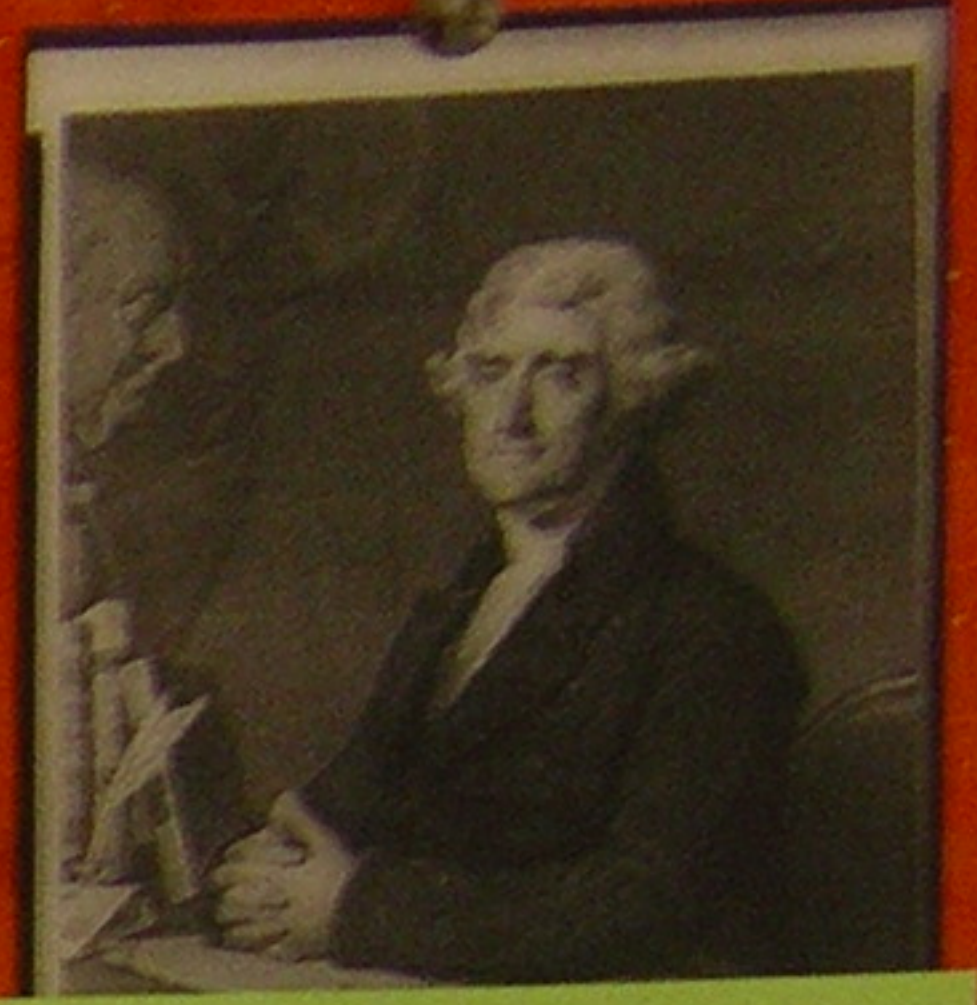
and House of Representatives shall be composed of Members the People of the several States State shall have the Qualification most numerous Branch of the shall be a Representative who Age of twenty five Years, and be of the United States, and who shall be an Inhabitant of that State in which (Representatives and direct Taxes the several States which may be according to their respective Numbers be determined by adding to the whole including those bound to Service and for a Term of Years, not taxed, three

Washington
James
1788

CUTIVE
sident



Bad
idea!



LEGISLATIVE
Senate

1 state, 1 vote keeps the states equal.

The states aren't equal because of the
difference in population.

LEGISLATIVE
House of
Representatives

The
Great
Compromise...

~~~~~

The  
Patterson  
Jefferson  
Guth  
Bunker

Executive

Judicial

Supreme Court

Judge

Interpet laws

Interprets the Constitution and other laws

The Judicial branch of government explains the meaning of the constitution and laws passed by Congress. In other words; They decide whether or not a law fits in with the constitution.

Michael/Nikhayla

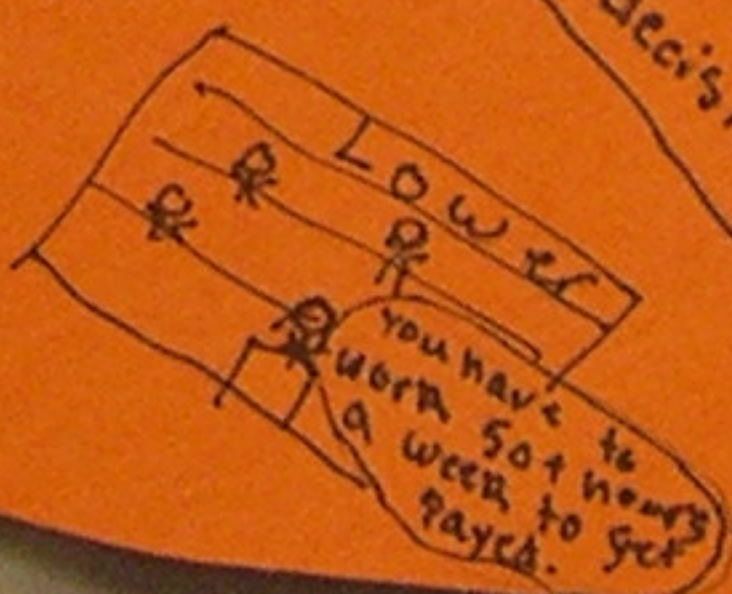


Reviews lower-court decisions

If Lower-Court makes a decision supreme court can look over that decision and edit it if needed.



Judicial



F A

ACTS  
SECUR  
to "LIFE, LIBERTY, and the

Power

ALIOTTED

1. STATE

Congress

Legislative

Senate



Approves  
A treatie is an agreement with any number of areas. It also informs wether or not to have an agreement.



Confirms Presidential appointments  
They confirm or say its OK, to have when the President wants to have in each place of the Supreme Court.

House of Representatives

Judge: Tom S.  
Senator: Fred X.  
Secretary: John D.  
of a table

Before

VOTES

After

No, Mr President. You can not have Tom S. for Judge. But you can have Fred X. for Senator

Writes the laws

The Congress writes the laws. Laws are something people have to listen to and follow. This is not easy and takes a lot of thinking and compromising.

I think we've written enough laws.

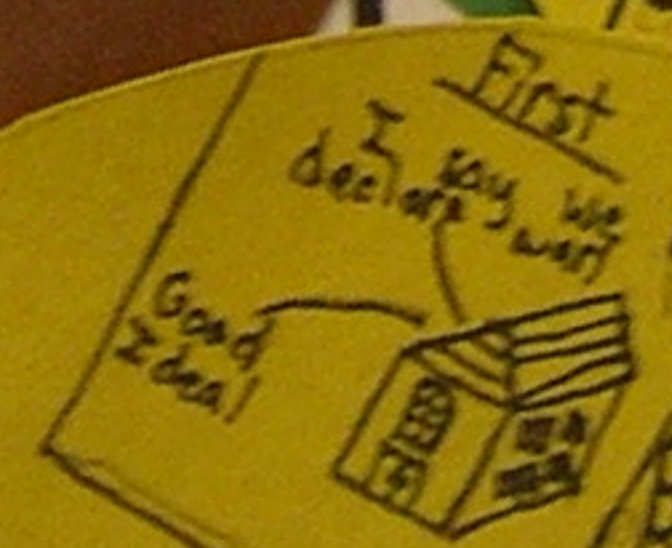
Grants money  
The Legislative Branch has the power to print money.

Make/write laws

pg. 359  
+ 362

Branch and give out money.

Declares War



Robert/Andre

Colleagues  
Boss/Employee  
Students  
Mrs Clause / Mr Santa Claus  
Friends  
Adults  
FAMILY  
CHILDREN!

# Purpose

## Why do we write?

to describe something  
to celebrate  
to express your feelings  
to ask for a job or a raise  
to issue a warning  
to thank someone  
to demonstrate courage  
to find and resolve a problem

### Observe

What do you notice first?

Find something small but interesting.

What do you notice that you didn't expect?

What do you notice that you can't explain?

What do you notice now that you didn't earlier?

### Reflect

Where do you think this came from?

Why do you think somebody made this?

What tool was used to create this?

What do you think was happening when this was made?

Who do you think the audience was for this item?

Why do you think this item is important?

What can you learn from analyzing this?

### Primary Documents

### Question?

What do you wonder about...

where?

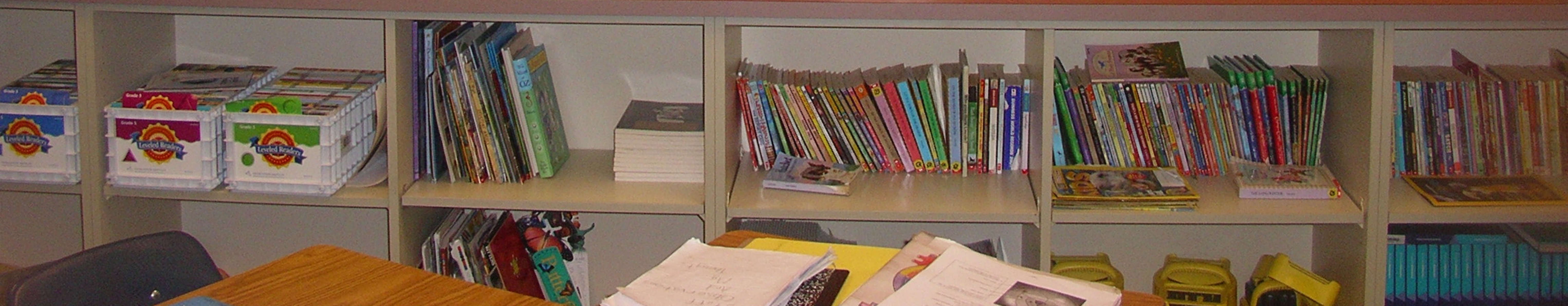
what?

when?

how?

who?

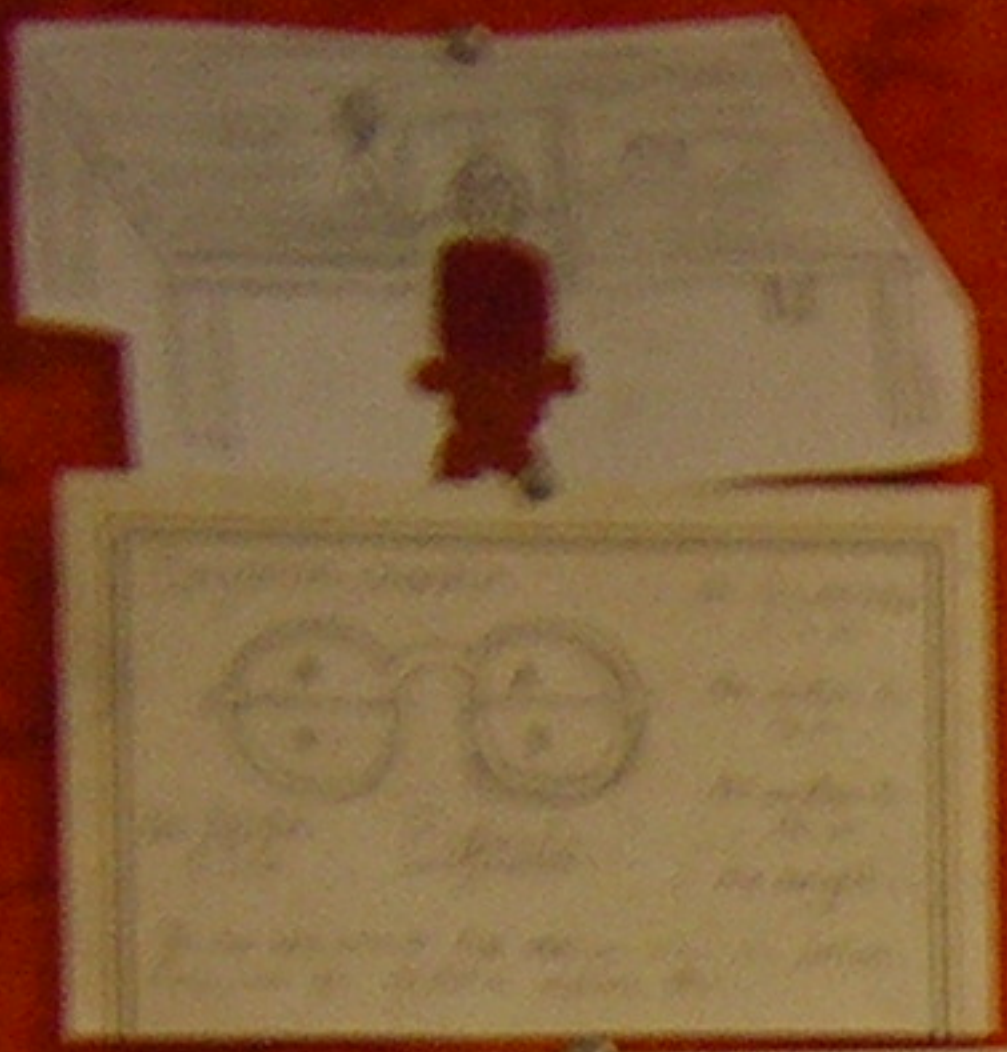
why?



# Primary Documents

Dear Diary,  
I have written today  
about my first  
experience with  
the slave trade  
in the  
West Indies.  
I have written  
about the  
horror of it.

Question

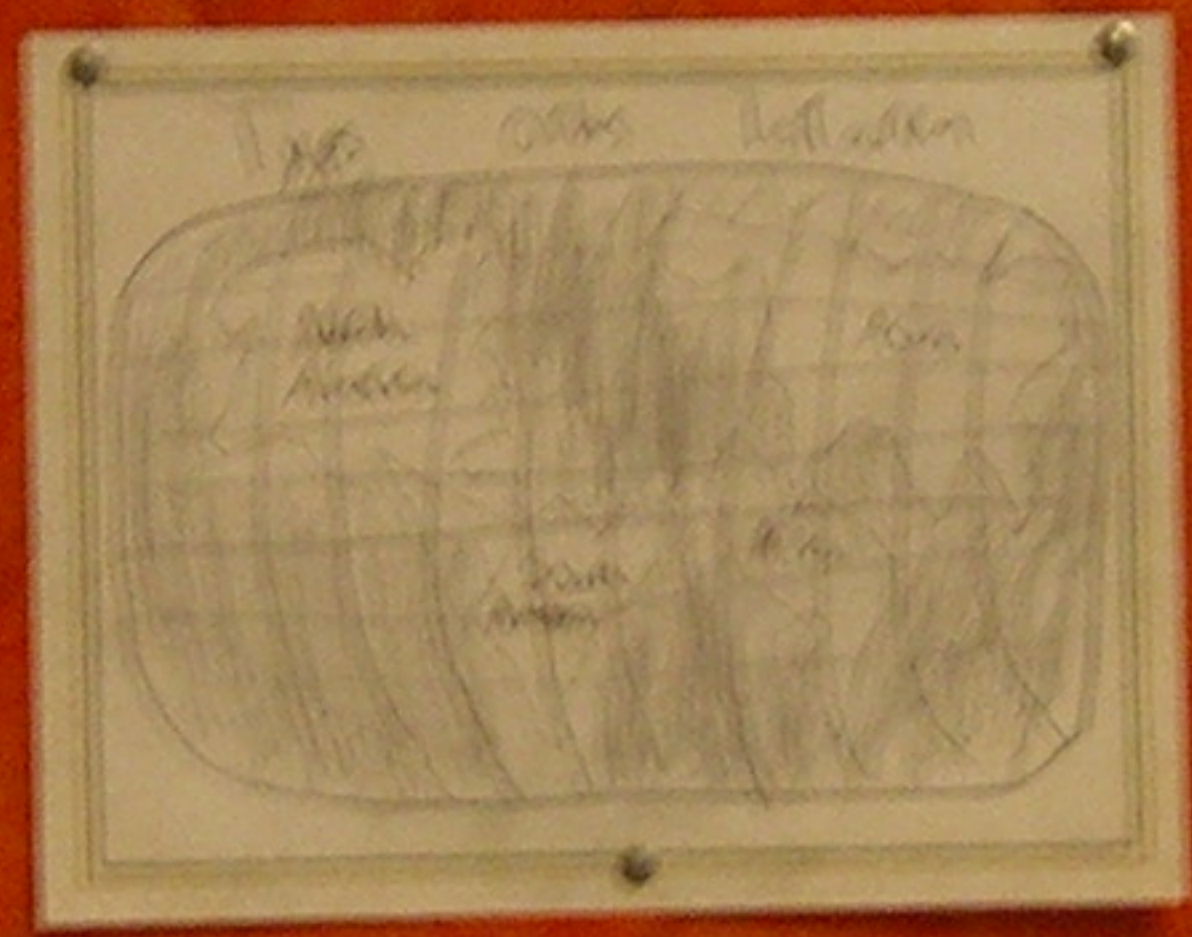


Declaration of Sentiments  
1848  
We, the undersigned,  
do hereby certify  
that we are  
of the same  
opinion.

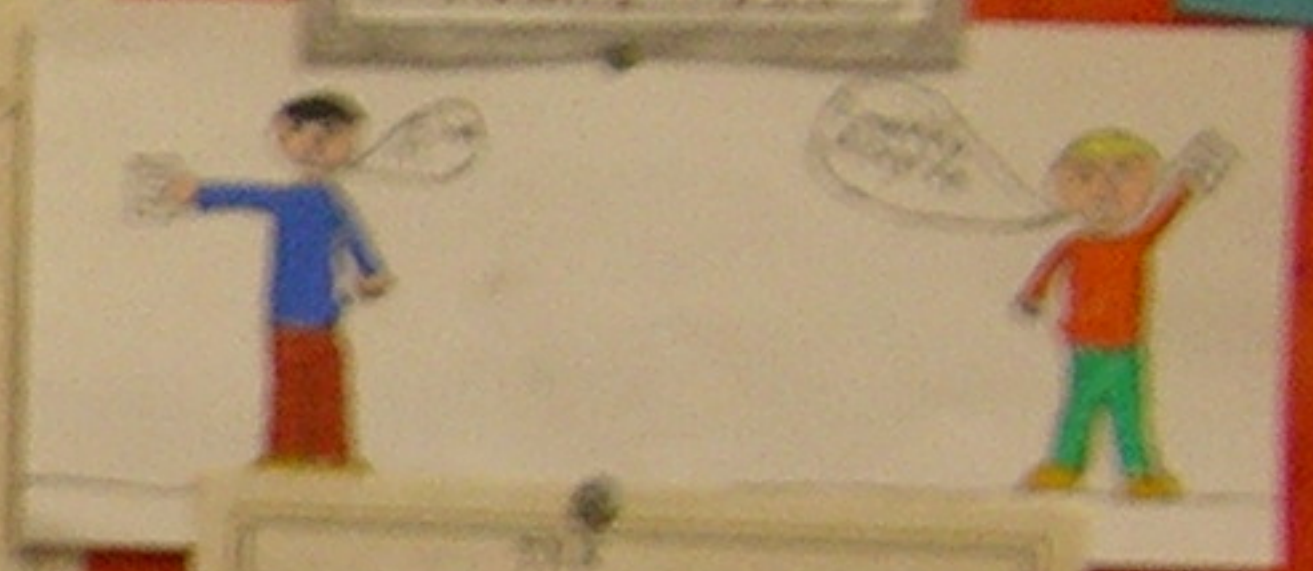
Tom Die

where

1st CONGRESS  
1792-1793  
The Declaration of Independence  
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.



In the Name of the Lord  
We have signed the  
New-England Compact  
to improve the  
State of our  
Country.



New-England Compact  
1780

how?

What is this about?

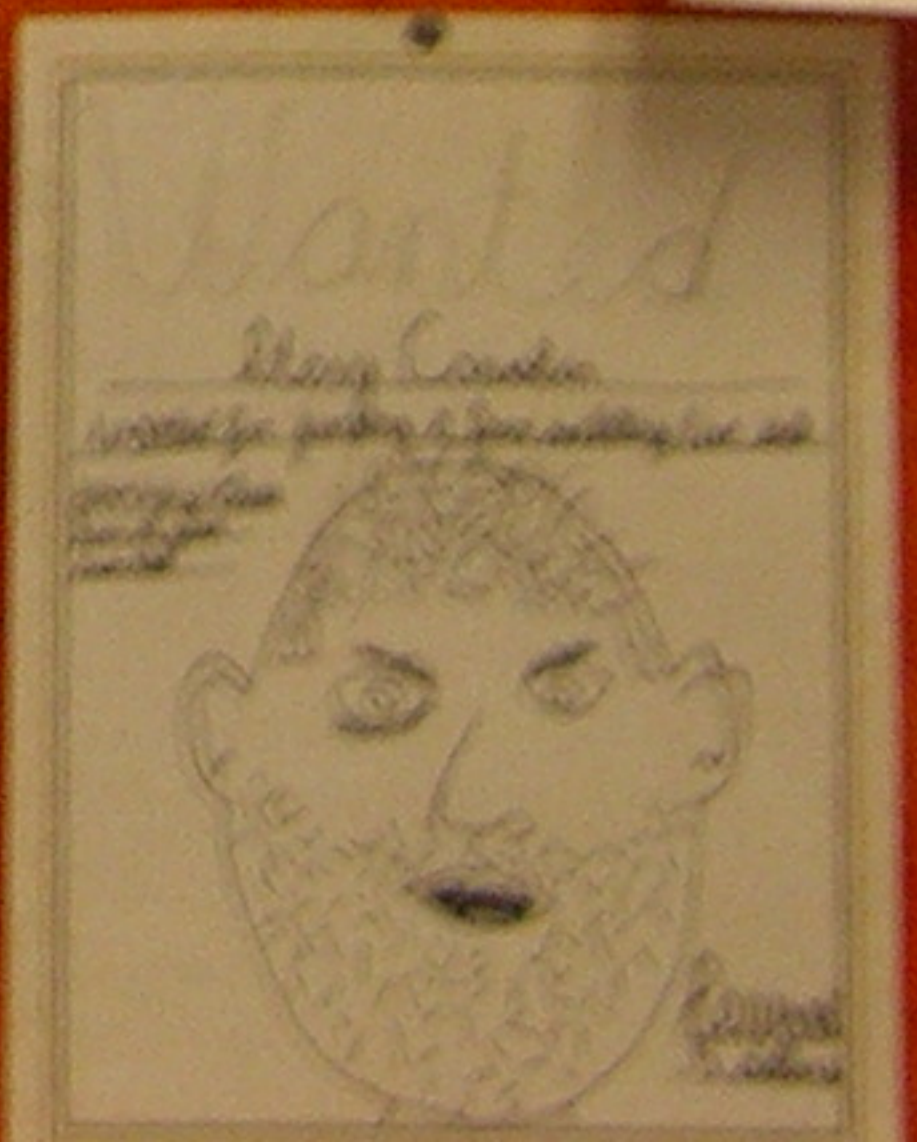
How do you learn this?



In the beginning God created the  
Heaven and the Earth. Now the  
Earth was formless and empty.  
Darkness was over the deep and the  
Spirit of God hovered over the water.



Light came into being, and there was  
light. And God saw that the light was  
good. And there was evening, and there was  
morning. The first day.



# RAN AWAY!

W.M. Harris property of John Bowshanzon



Northern  
Indian  
Center for  
History

From the Subscriber



March 11<sup>th</sup>, 1772

Dear Diary,

Thomas Williams' Birthday  
to day. We had pork  
steer with sweet corn and  
cabbage. Dessert was an  
orange for each (8 in all) and

Mother's Fruitcake.

Thus Yours until Sun,

Hope M.

# The Articles of Confederation



Articles of Confederation and Perpetual Union, 1777

ARTICLES OF CONFEDERATION.

By the unanimous Declaration of the thirteen united States of America, We the Representatives of the United States of America, in Congress assembled, do hereby declare, that the thirteen united States of America, have united themselves together, to form a more perfect Union, to establish Justice, to insure domestic Tranquillity, to provide for the common Defence, and to secure the Blessings of Liberty to ourselves and our Posterity; and do hereby agree to the following Articles of Confederation and Perpetual Union.

ARTICLES OF CONFEDERATION AND PERPETUAL UNION.

Article 1. The style of the confederacy shall be, "The United States of America."

Article 2. Each State shall retain its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled.

Article 3. The said States hereby severally agree into a firm League of Friendship with each other, for their common Defence, the security of their Liberties, and their mutual and general Welfare, binding themselves to assist each other against all force offered to them, to attack each other, to do or to suffer any act of violence, to give or receive aid or assistance, to do any thing, in any way, which shall be against the interest or the injury of the United States, or either of them.

Article 4. The better to secure and perpetuate mutual Friendship and Commerce among the people of the different States, in this confederacy, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice, shall be entitled to all the Privileges and Immunities of free Citizens in the several States; and the people of each State shall have the same Rights and Immunities in each other State, as the free Citizens thereof shall enjoy in their own State; and shall enjoy the same Privileges and Immunities in every State, as the free Citizens thereof shall enjoy in their own State; and the Citizens of one State shall be entitled to all the Privileges and Immunities of free Citizens in the several States, in which they may be sojourning; provided that such Privileges and Immunities shall not be subject to any Tax, or Duty, or Impost, or Assessment, or other Burden, which shall be laid on any State, or on the Citizens thereof, in violation of the Treaty made between the United States, and either of them.

Article 5. The better to secure and perpetuate mutual Friendship and Commerce among the people of the different States, in this confederacy, the free Inhabitants of each of these States, paupers, vagabonds, and fugitives from justice, shall be entitled to all the Privileges and Immunities of free Citizens in the several States; and the people of each State shall have the same Rights and Immunities in each other State, as the free Citizens thereof shall enjoy in their own State; and shall enjoy the same Privileges and Immunities in every State, as the free Citizens thereof shall enjoy in their own State; and the Citizens of one State shall be entitled to all the Privileges and Immunities of free Citizens in the several States, in which they may be sojourning; provided that such Privileges and Immunities shall not be subject to any Tax, or Duty, or Impost, or Assessment, or other Burden, which shall be laid on any State, or on the Citizens thereof, in violation of the Treaty made between the United States, and either of them.

Article 6. The better to secure and perpetuate mutual Friendship and Commerce among the people of the different States, in this confederacy, the free Inhabitants of each of these States, paupers, vagabonds, and fugitives from justice, shall be entitled to all the Privileges and Immunities of free Citizens in the several States; and the people of each State shall have the same Rights and Immunities in each other State, as the free Citizens thereof shall enjoy in their own State; and shall enjoy the same Privileges and Immunities in every State, as the free Citizens thereof shall enjoy in their own State; and the Citizens of one State shall be entitled to all the Privileges and Immunities of free Citizens in the several States, in which they may be sojourning; provided that such Privileges and Immunities shall not be subject to any Tax, or Duty, or Impost, or Assessment, or other Burden, which shall be laid on any State, or on the Citizens thereof, in violation of the Treaty made between the United States, and either of them.

Article 7. The better to secure and perpetuate mutual Friendship and Commerce among the people of the different States, in this confederacy, the free Inhabitants of each of these States, paupers, vagabonds, and fugitives from justice, shall be entitled to all the Privileges and Immunities of free Citizens in the several States; and the people of each State shall have the same Rights and Immunities in each other State, as the free Citizens thereof shall enjoy in their own State; and shall enjoy the same Privileges and Immunities in every State, as the free Citizens thereof shall enjoy in their own State; and the Citizens of one State shall be entitled to all the Privileges and Immunities of free Citizens in the several States, in which they may be sojourning; provided that such Privileges and Immunities shall not be subject to any Tax, or Duty, or Impost, or Assessment, or other Burden, which shall be laid on any State, or on the Citizens thereof, in violation of the Treaty made between the United States, and either of them.

# The Articles of Confederation

Poor attendance

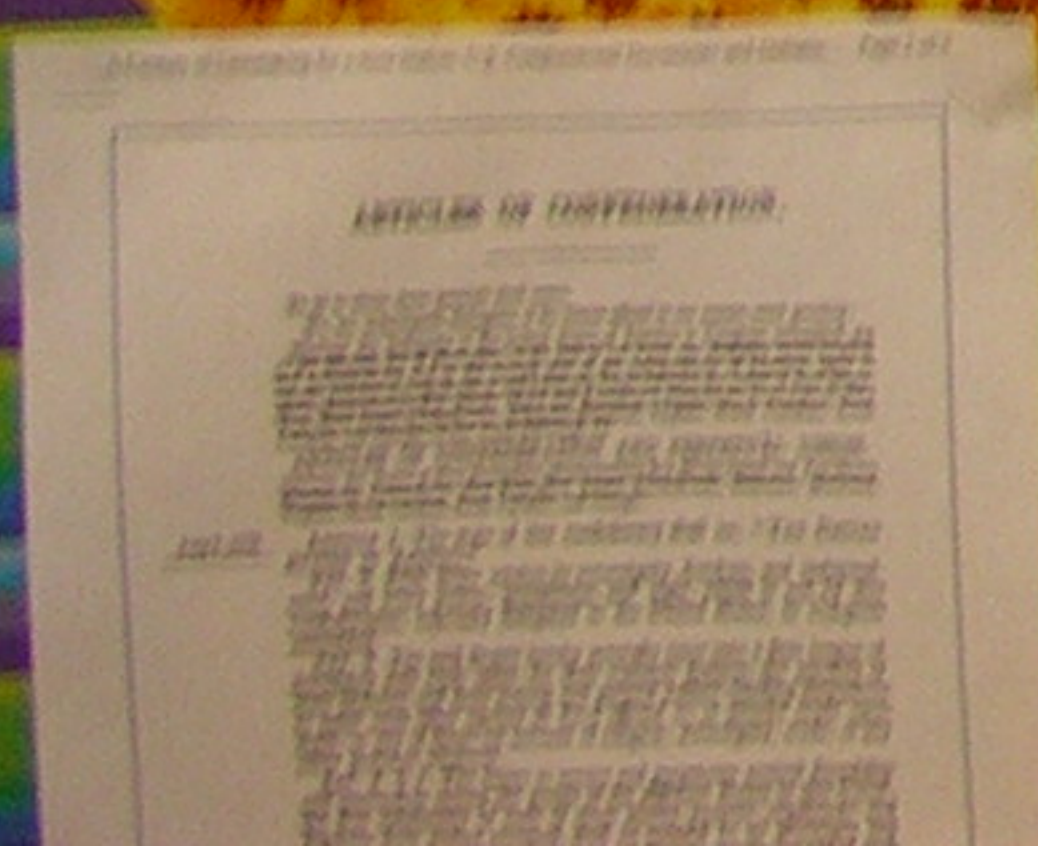
Each state got only one vote, regardless of population size!

No state wanted to be under the control of any other state!

NO National Army!

central judicial system

Congress didn't have the right to collect taxes!



TING

This document was our first government after we won the Revolution!

# The Articles of Confederation

Poor attendance

Each state got only one vote regardless of population size!

No state wanted to be under the control of any other state!

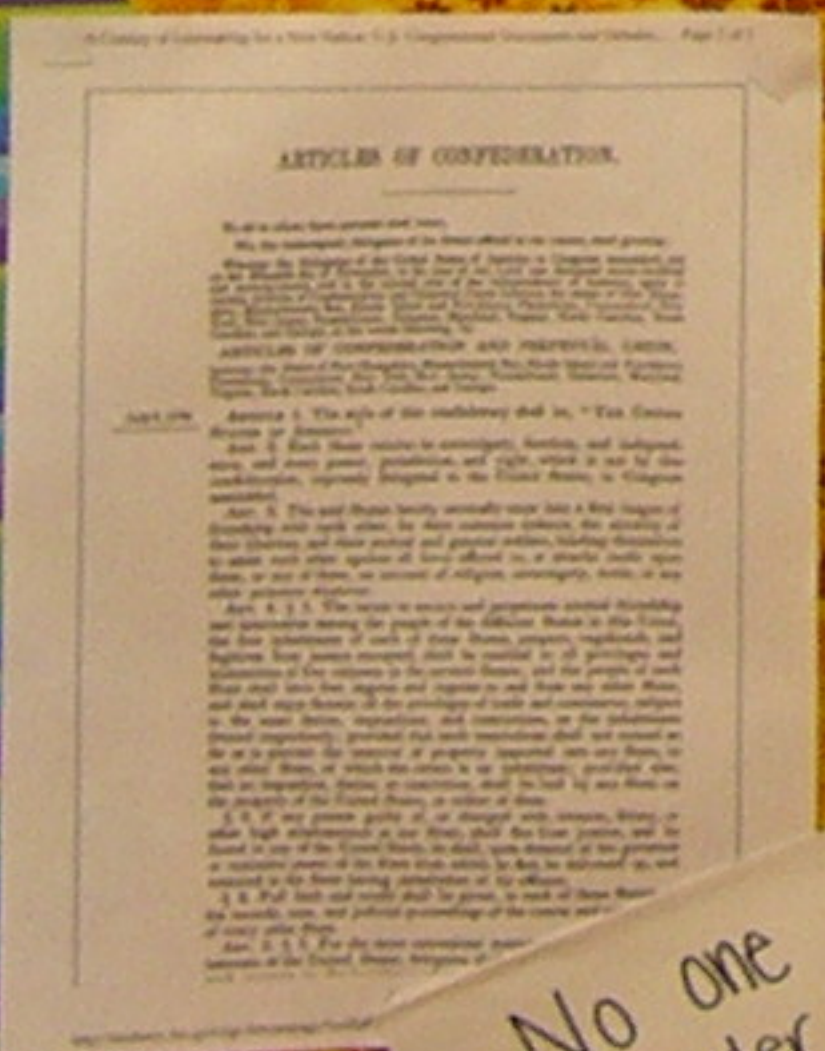
NO National army!

NO central judicial system

Congress didn't have the right to collect taxes!

No one major leader (executive)

9 of 13 states needed to make laws!



**Approves treaties**

A treaty is an agreement with any number of areas. It also involves whether or not to have an agreement.

**Confirms Presidential appointments**

...the Senate shall have the power to confirm and reject all appointments of ambassadors, ministers, judges, and officers of the United States.

**Checks the laws**

...the Senate shall have the power to impeach and try all judges, officers, and ministers of the United States who shall be so impeached.

**Money**

...the Congress shall have the power to borrow money on the credit of the United States.

**Legislative power to print**

Y, TOOLS  
ORTATION

HING,  
NT

- Poor attitude

No state wanted to be under the control of any other state!

System