

Directions- Summer Work for Social Studies:

Mrs. Lobner

Please print and complete the following worksheets and bring them to the first day of class for Geography/Current Events/American Government. These assignments are designed to be supplementary material that will help you understand and get a boost on what we will be covering in those classes. Please only do the work associated with the class(es) you are taking.

The English Colonies

Section 5



MAIN IDEAS

1. British efforts to raise taxes on colonists sparked protest.
2. The Boston Massacre caused colonial resentment toward Great Britain.
3. Colonists protested the British tax on tea with the Boston Tea Party.
4. Great Britain responded to colonial actions by passing the Intolerable Acts.

Key Terms and People

Samuel Adams Boston leader who believed Parliament could not tax the colonists without their permission

Committees of Correspondence method of communication between towns and colonies about British laws

Stamp Act of 1765 required colonists to pay for an official stamp when buying paper items

Boston Massacre shooting by British soldiers killed five colonists

Tea Act an act allowing a British company to sell cheap tea directly to the colonists

Boston Tea Party a protest in which colonists dressed as American Indians and dumped 340 tea chests from British ships into Boston Harbor

Intolerable Acts laws passed to punish colonists for the Boston Tea Party

Section Summary

GREAT BRITAIN RAISES TAXES

Parliament raised the colonists' taxes for money to pay for the French and Indian War. The tax money was also used to keep a British army in North America to protect the colonists against American Indian attacks. Parliament also tried harder to arrest smugglers avoiding taxes.

Many colonists believed Britain had no right to tax them without their permission. Colonists communicated their ideas about British laws in **Committees of Correspondence**. **Samuel Adams** and **James Otis** spread the slogan "No Taxation without Representation." Colonists chose to boycott, refusing to buy British goods. They hoped Parliament would end the new taxes. The **Stamp**

Name one reason that Parliament raised taxes.

How did colonists respond to British taxes?

Section 5, *continued*

Act of 1765 meant a tax had to be paid on legal documents, licenses, and other items.

The Townshend Acts charged taxes on imported glass, lead, paints, paper, and tea. Boston's Sons of Liberty attacked the customs houses to protest the taking of a ship on suspicion of smuggling. British soldiers came in 1768 to restore order.

Underline the sentence that tells what the Townshend Acts did.

BOSTON MASSACRE

On March 5, 1770, a few troops fired on Bostonians who were throwing snowballs at them. That led to the **Boston Massacre**. The soldiers and their officer were charged with murder. A jury found the officer and six soldiers acted in self-defense and were not guilty. Two soldiers were convicted of accidental killing. This calmed Boston for a while.

Why do you think the jury found some of the troops not guilty?

THE BOSTON TEA PARTY

Parliament ended almost all the Townshend Acts but left the tax on tea. Colonists united against the **Tea Act**. In November 1773 the **Boston Tea Party** showed the colonists' spirit of rebellion.

THE INTOLERABLE ACTS

The Boston Tea Party made the new British Prime Minister very angry. Parliament punished Boston by passing the **Intolerable Acts**. The laws closed Boston Harbor until the colonists paid for the lost tea. Other parts of the Intolerable Acts angered the colonists even more.

Why did the Boston Tea Party anger the British Prime Minister?

CHALLENGE ACTIVITY

Critical Thinking: Imagining Imagine you write for Boston's Committee of Correspondence. Give a brief description of the Boston Massacre.

Name _____ Class _____ Date _____

Section 5, *continued*

DIRECTIONS Match the definition with the correct term from the right column.

- | | |
|---|---------------------------------|
| _____ 1. These groups were created to share information with other towns and colonies about ways to challenge British laws. | a. Boston Massacre |
| _____ 2. In this event, colonists disguised as American Indians dumped more than 340 tea chests into Boston Harbor. | b. Boston Tea Party |
| _____ 3. These laws were designed to punish the colonists in Boston for their actions against the British. | c. Committees of Correspondence |
| _____ 4. This man wrote and circulated papers encouraging colonists to join the protest against unfair taxation. | d. Intolerable Acts |
| _____ 5. This took place when British soldiers fired into a crowd, killing five colonists. | e. Samuel Adams |

DIRECTIONS Read each sentence and fill in the blank with the word that best completes the sentence.

6. Samuel Adams helped found the _____, which shared ideas and information about the new British laws and ways to challenge them. (House of Burgesses/Committees of Correspondence)
7. The _____ required colonists to pay for an official stamp, or seal, whenever they bought paper items. (Townshend Acts/Stamp Act)
8. As part of the _____, Boston Harbor was closed until colonists paid for tea destroyed in the Boston Tea Party. (Intolerable Acts/Tea Act)
9. The _____ was used as propaganda against the British by Samuel Adams and other protestors. (Boston Massacre/Boston Tea Party)
10. _____ helped create the Sons of Liberty to protest and use violence to frighten tax collectors. (Samuel Adams/George Grenville)

The American Revolution

Section 1



MAIN IDEAS

1. The First Continental Congress demanded certain rights from Great Britain.
2. Armed conflict between British soldiers and colonists broke out with the "shot heard 'round the world."
3. The Second Continental Congress created the Continental Army to fight the British.
4. In two early battles, the army lost control of Boston but then regained it.

Key Terms and People

First Continental Congress gathering of colonial leaders who were deeply troubled about the relationship between Great Britain and its colonies in America

Patriots colonists who chose to fight for independence

minutemen the members of the civilian volunteer militia

Redcoats British soldiers wearing red uniforms

Second Continental Congress meeting of delegates from 12 colonies in Philadelphia in May 1775

Continental Army army created by the Second Continental Congress to carry out the fight against Britain

George Washington the Virginian who commanded the Continental Army

Battle of Bunker Hill battle won by the British but with double the American losses

Academic Vocabulary

reaction response

Section Summary

FIRST CONTINENTAL CONGRESS

Delegates to the **First Continental Congress** were worried about the relationship between Great Britain and its American colonies. The delegates debated whether violence was avoidable. They encouraged the peaceful boycott of British goods but also began preparing for war. They drafted a Declaration of Rights, but King George refused to consider it. Colonists who chose to fight for independence were known as **Patriots**.

What did the delegates debate?

Name _____ Class _____ Date _____

Section 1, *continued*

“SHOT HEARD ‘ROUND THE WORLD”

On April 19, 1775, 700 Redcoats set out for Concord. A British general sent the soldiers to destroy a weapons storehouse they thought was there. Three colonists rode out on horseback to warn that the British were coming. Seventy armed **minutemen** waited for the British at Lexington. To this day nobody knows who fired the first shot. The British killed eight minutemen, then went on to Concord where they destroyed a few buildings. In **reaction** the minutemen fired on the Redcoats. The British suffered many casualties and were forced to retreat.

Why did the British soldiers go to Concord?

SECOND CONTINENTAL CONGRESS

At the **Second Continental Congress** some delegates called for war while others wanted peace. The Congress named the Massachusetts militia the **Continental Army**. The army's commander was **George Washington**. Delegates signed the **Olive Branch Petition** asking King George to make peace. He would not consider it.

What was King George's response to the Olive Branch Petition?

EARLY BATTLES

On June 17, 1775, the British in Boston found colonial forces dug in on Breed's Hill. When the British crossed the harbor in boats to take the hill, the colonists opened fire. The British took the hill on their third try. But the **Battle of Bunker Hill** proved the colonists could hold their own. Soon after, General Washington took command of the Continental Army in Boston. He set up cannons from Fort Ticonderoga to fire on the British. On March 7, 1776, the British retreated from Boston.

CHALLENGE ACTIVITY

Critical Thinking: Analyze List several rights we have as U.S. citizens.

Section 1, continued

The American Revolution

Section 2

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. The _____ chose not to break away from Britain but did create a military force and a new currency with which to pay the soldiers. (First Continental Congress/Second Continental Congress)
2. General George Washington led the main colonial military force, which was called the _____. (Continental Army/minutemen)
3. All of the colonies except Georgia sent delegates to the _____ to discuss Great Britain's decision to close the port of Boston. (First Continental Congress/Second Continental Congress)
4. Members of the civilian volunteer militia of Massachusetts were known as _____. (minutemen/Redcoats)
5. Although the colonists lost, the _____ proved that they could take on the British. (Battle of Bunker Hill/Seige of Fort Ticonderoga)

DIRECTIONS Write two adjectives or descriptive phrases that describe the term, person, or event.

6. Battle of Bunker Hill _____
7. George Washington _____
8. minutemen _____
9. Redcoats _____
10. Second Continental Congress _____

The American Revolution

Section 2



MAIN IDEAS

1. Thomas Paine's *Common Sense* led many colonists to support independence.
2. Colonists had to choose sides when independence was declared.
3. The Declaration of Independence did not address the rights of all colonists.

Key Terms and People

Common Sense a 47-page pamphlet that argued against British rule over America
Thomas Paine author of *Common Sense*, who wrote that citizens, not monarchs, should make laws

Thomas Jefferson the main author of the Declaration of Independence

Declaration of Independence the document that formally announced the colonies' break from Great Britain

Loyalists colonists, sometimes called Tories, who remained loyal to Britain

Section Summary

PAINE'S COMMON SENSE

Common Sense was published anonymously, or without the name of its author, who was **Thomas Paine**. At this time the idea that citizens should pass laws made news. As word of the pamphlet spread throughout the colonies, it eventually sold about 500,000 copies. The pamphlet made a strong case for political and economic freedom. It supported the right to military self-defense. *Common Sense* changed the way many colonists viewed their king.

Why do you think *Common Sense* was so popular?

INDEPENDENCE IS DECLARED

The first point argued by **Thomas Jefferson** in the **Declaration of Independence** was that all men possess unalienable rights, or rights that cannot be denied. These rights include "life, liberty, and the pursuit of happiness." Jefferson also maintained that King George III had trampled on the colonists' rights by supporting unfair laws and wrongly

Section 2, *continued*

meddling in colonial governments. In addition, Jefferson argued that the colonies had the right to independence from Britain. He believed in the Enlightenment idea of the social contract. This idea says that citizens should agree to be governed only when rulers and governments support their rights. Jefferson said that King George III had violated the social contract, so the colonies should not obey his laws.

Why did Jefferson think the colonies should not obey King George III?

On July 4, 1776, the Continental Congress voted in favor of the Declaration of Independence. In approving the Declaration, the Congress finally broke away from Great Britain. Today we celebrate the Fourth of July as the birthday of our nation.

Not everyone rejoiced over the approval of the Declaration. Patriots and Loyalists became divided. Sometimes family members were on opposite sides during the war. More than 50,000 Loyalists left the colonies during the Revolution.

What did some families experience during the war?

UNFINISHED BUSINESS

Looking back, we realize that the Declaration paid no attention to many colonists. Abigail Adams, wife of delegate John Adams, tried to influence him to include women in the Declaration. It did not happen. Enslaved African Americans also had no rights under the Declaration. Slavery was legal in all colonies in July 1776. The Revolutionary War would not end the battle over slavery, even though New England states moved to end it by the 1780s.

Name two groups who had no rights under the Declaration.

CHALLENGE ACTIVITY

Critical Thinking: Develop Imagine that you are a delegate to the Second Continental Congress. Deliver a two-minute speech arguing that the Declaration should also give women and slaves rights.

Name _____ Class _____ Date _____

Section 2, *continued*

<i>Common Sense</i>	Thomas Jefferson	Loyalists
Patriots	unalienable	Thomas Paine
tyranny	Declaration of Independence	

DIRECTIONS Answer each question by writing a sentence that contains at least one word from the word bank.

1. What did Thomas Paine write to encourage the colonists to declare independence?

2. What did the Second Continental Congress do to formally declare the colonies free from Great Britain?

3. What group of colonists faced hostility as a result of their views regarding the Declaration of Independence?

4. Who was the main author of the Declaration of Independence, and what three main points did he make in the document?

Forming a Government

Section 1



MAIN IDEAS

1. The American people examined many ideas about government.
2. The Articles of Confederation laid the base for the first national government of the United States.
3. The Confederation Congress established the Northwest Territory.

Key Terms and People

Magna Carta an English document that limited the power of the monarch

constitution a set of basic principles and laws that states the powers and duties of the government

Virginia Statute for Religious Freedom a law that included Thomas Jefferson's ideas granting religious freedom

suffrage voting rights

Articles of Confederation the new national constitution, which made a new Confederation Congress the national government

ratification official approval of the Articles of Confederation by the states

Land Ordinance of 1785 a law that set up a system for surveying land and dividing the Northwest Territory

Northwest Ordinance of 1787 a law that established the Northwest Territory and formed a political system for the region

Northwest Territory a territory including Illinois, Indiana, Michigan, Ohio, and Wisconsin

Section Summary

IDEAS ABOUT GOVERNMENT

After winning independence from Great Britain, the United States needed to form new governments. The Americans first looked to English law for ideas. The English Bill of Rights and **Magna Carta** gave them inspiration. Ideas from the Enlightenment also influenced them. English philosopher John Locke had thought the government had a duty to guard people's rights.

Where did Americans find ideas for their government?

In 1639 the people of Connecticut had created a government plan considered to be the first written **constitution** in the colonies. During the American Revolution nearly every state wrote a constitution to ensure that citizens elected representatives to make laws. **Suffrage** varied considerably from state to state. Some constitutions banned slavery. The **Virginia Statute for Religious Freedom** was an example of a law providing religious freedom.

Should the states that banned slavery have been more insistent that other states ban it also? Why or why not?

ARTICLES OF CONFEDERATION

The Continental Congress named a Committee of Thirteen, with one member from each colony. This committee drafted the **Articles of Confederation**.

Under the Articles the Confederation Congress had limited powers to guard the people's freedoms. Each state had one vote in the Congress. The Congress had powers, but it could only ask the states for money and soldiers. States could refuse these requests. After some conflicts the Articles were **ratified** by all the states to form the first American government.

Why would you have voted for or against the Articles?

NORTHWEST TERRITORY

Congress decided to raise money to pay debts by selling the ordinance lands. Congress passed the **Land Ordinance of 1785**. The **Northwest Ordinance of 1787** formed the **Northwest Territory**. It was then split up into several smaller territories. When the population of a territory hit 60,000, its settlers could draft their own constitution and ask to join the Union. Slavery was banned in the Northwest Territory.

Underline the sentence that explains when a territory could ask to join the Union.

CHALLENGE ACTIVITY

Critical Thinking: Elaborating You plan to settle in the Northwest Territory. List 10 items you will take with you and explain why you chose the items you did.

Name _____ Class _____ Date _____

Section 1, *continued*

constitution	Magna Carta
Virginia Statute for Religious Freedom	Articles of Confederation

DIRECTIONS Read each sentence and choose the correct term from the word bank to replace the underlined phrase. Write the term in the space provided and then define the term in your own words.

1. The Land Ordinance of 1785 was the national constitution created by the thirteen-member committee appointed by the Second Continental Congress.

Your definition: _____

2. The English Bill of Rights, which included Jefferson's ideas about religious freedom, stated that no Virginian would be forced to attend a particular church nor to pay for one with tax money.

Your definition: _____

3. Northwest Territory, which limited the power of England's kings and queens, was signed by King John in 1215.

Your definition: _____

4. A Virginia Statute for Religious Freedom is a set of basic principles and laws that states the powers and duties of the government.

Your definition: _____

Forming a Government

Section 2



MAIN IDEAS

1. The United States had difficulties with other nations.
2. Internal economic problems plagued the new nation.
3. Shays's Rebellion pointed out weaknesses in the Articles of Confederation.
4. Many Americans called for changes in the national government.

Key Terms and People

tariffs taxes on imports or exports

interstate commerce trade between two or more states

inflation increased prices combined with the reduced value of money

depression a period of low economic activity combined with a rise in unemployment

Daniel Shays a poor farmer and Revolutionary War veteran

Shays's Rebellion an uprising in which Daniel Shays led hundreds of men in a forced shutdown of the Supreme Court in Springfield, Massachusetts

Section Summary

RELATIONS WITH OTHER COUNTRIES

The Continental Army broke up soon after the signing of the Treaty of Paris of 1783. The Articles of Confederation provided no way to raise a new army. The United States had a hard time guarding against foreign threats.

Problems arose in trading with Britain, which closed many British ports to U.S. ships. The British also forced American merchants to pay high **tariffs**. U.S. merchants increased prices to pay them, and costs were passed on to customers.

In 1784 Spanish officials shut down the lower Mississippi River to U.S. shipping. Western farmers and merchants used the river to ship goods east and overseas. The U.S. government failed to work out an agreement with Spain. Critics thought Spain would have negotiated longer if America had a strong military force. The loss of the British West Indies markets meant farmers could not sell goods

Point out one weakness in the Articles of Confederation.

Why did tariffs hurt U.S. citizens?

there. U.S. exports dropped while lower-priced British goods kept entering America. Congress could not pass tariffs.

ECONOMIC PROBLEMS

Trade problems among the states, war debt, and a poor economy hurt the states. The Confederation Congress had no power to regulate **interstate commerce**. States looked out only for their own trade interests.

In addition, states had trouble paying off war debts. They printed paper money, but it had no gold or silver backing and little value. This caused **inflation**, which occurs when increased prices for goods and services combine with the reduced value of money. The loss of trade with Britain coupled with inflation created a **depression**.

Underline the sentence that lists problems facing the states.

What conditions caused a depression in the United States?

SHAYS'S REBELLION

Massachusetts collected taxes on land to pay its war debt. This policy hurt farmers who owned land. The courts made them sell their property to pay taxes.

Daniel Shays and his followers defied a state order that would stop **Shays's Rebellion**. They were defeated by state troops, and 14 leaders were sentenced to death. However, the state freed most, including Shays. Many citizens agreed with Shays.

CALLS FOR CHANGE

The weaknesses of the Confederation government led leaders, including James Madison and Alexander Hamilton, to ask all 13 states to send delegates to a Constitutional Convention. It was held in Philadelphia in May 1787 to revise the Articles of Confederation and create a better constitution.

CHALLENGE ACTIVITY

Critical Thinking: Predicting Consider how the new U.S. Constitution might change the Articles of Confederation. List three key changes.

Name _____ Class _____ Date _____

Section 2, *continued*

tariffs	interstate commerce	depression
Daniel Shays	Shays's Rebellion	inflation

DIRECTIONS Answer each question by writing a sentence that contains at least one word from the word bank.

1. What happens when there is an increase in prices for good and services combined with a reduction in the value of money?

2. What do we call taxes on imports and exports?

3. What revolt was started by farmers in three western Massachusetts counties?

4. What do we call a period of low economic activity combined with a rise in unemployment?

5. Who was the leader of the group of farmers that forced a shutdown of the Supreme Court in Springfield, Massachusetts, in 1786?

6. What do we call trade between two or more states?

Forming a Government

Section 3



MAIN IDEAS

1. The Constitutional Convention met to improve the government of the United States.
2. The issue of representation led to the Great Compromise.
3. Regional debate over slavery led to the Three-Fifths Compromise.
4. The U.S. Constitution created federalism and a balance of power.

Key Terms and People

Constitutional Convention meeting held in Philadelphia to create a new constitution

James Madison a leading convention delegate from Virginia

Virginia Plan a plan giving supreme power to the central government and creating a bicameral legislature made of two groups, or houses, of representatives

New Jersey Plan a plan creating a unicameral, or one-house, legislature

Great Compromise an agreement that gave each state one vote in the upper house of the legislature and a number of representatives based on its population in the lower house

Three-Fifths Compromise only three-fifths of a state's slaves were counted when deciding representation in Congress

popular sovereignty the idea that political power belongs to the people

federalism the sharing of power between a central government and the states

legislative branch a Congress of two houses that proposes and passes laws

executive branch the president and the departments that help run the government

judicial branch a system of all the national courts

checks and balances a system that keeps any branch of government from becoming too powerful

Section Summary

CONSTITUTIONAL CONVENTION

The Constitutional Convention met in May 1787 in Philadelphia, where America had declared independence. Twelve states sent delegates. Most delegates were educated and had served in state legislatures or Congress. **James Madison** attended.

Name one reason
Philadelphia was chosen
as the site of the
Convention.

Name _____ Class _____ Date _____

Section 3, *continued*

GREAT COMPROMISE

States disagreed about representation, tariffs, slavery, and strength of the central government. In the **Virginia Plan**, the legislature would be selected on the basis of population. The **New Jersey Plan** proposed that each state receive an equal number of votes. The **Great Compromise** gave every state, regardless of size, an equal vote in the upper house of the legislature. Each state would be represented in the lower house based on population.

THREE-FIFTHS COMPROMISE

The **Three-Fifths Compromise** satisfied northerners, who wanted the number of slaves in southern states to determine taxes but not representation. It also satisfied southern delegates, who wanted slaves counted as part of their state populations to increase their power. The delegates agreed to end the slave trade in 20 years.

Underline the sentence that explains what action the delegates took about the slave trade.

THE LIVING CONSTITUTION

The delegates wanted to protect **popular sovereignty**. They thought **federalism** could accomplish that. States would control government functions not assigned to the federal government.

CHECKS AND BALANCES

The Constitution balances power among the **legislative branch**, the **executive branch**, and the **judicial branch**. The Constitution's framers established **checks and balances** to prevent any one branch from becoming too strong. The Constitution was completed in September 1787. Congress and then the states ratified the Constitution.

What do you think about checks and balances?

CHALLENGE ACTIVITY

Critical Thinking: Making Judgments Decide whether you support the Three-Fifths Compromise. Give a two-minute speech about your view.

Section 3, *continued*

DIRECTIONS Match the terms in the first column with their correct definitions from the second column by placing the letter of the correct definition in the space provided before each term.

- | | |
|---|--|
| <p>_____ 1. checks and balances</p> <p>_____ 2. Constitutional Convention</p> <p>_____ 3. Great Compromise</p> <p>_____ 4. James Madison</p> <p>_____ 5. New Jersey Plan</p> <p>_____ 6. popular sovereignty</p> <p>_____ 7. Three-Fifths Compromise</p> <p>_____ 8. Virginia Plan</p> <p>_____ 9. federalism</p> <p>_____ 10. legislative branch</p> | <p>a. meeting where delegates discussed ways to improve the Articles of Confederation</p> <p>b. the sharing of power between a central government and the states it is comprised of</p> <p>c. called the Father of the Constitution</p> <p>d. called for a bicameral legislature with representation in both houses based on population</p> <p>e. responsible for proposing and passing laws</p> <p>f. called for a one-house legislature in which each state had an equal number of votes</p> <p>g. gave each state an equal vote in the upper house of the legislature while granting to the lower house representation based on population</p> <p>h. agreement that only part of the slave population of a state would be used when determining representation</p> <p>i. the idea that political authority belongs to the people</p> <p>j. system by which any one branch of government is prevented from becoming too powerful</p> |
|---|--|

Forming a Government

Section 4



MAIN IDEAS

1. Federalists and Antifederalists engaged in debate over the new Constitution.
2. The *Federalist Papers* played an important role in the fight for ratification of the Constitution.
3. Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.

Key Terms and People

Antifederalists people who opposed the Constitution

George Mason delegate who opposed the Constitution

Federalists people who supported the Constitution

Federalist Papers essays supporting the Constitution

amendments official changes to a document

Bill of Rights Constitutional amendments that protect the rights of citizens

Academic Vocabulary

advocate to plead in favor of

Section Summary

FEDERALISTS AND ANTIFEDERALISTS

Antifederalists believed that the Constitutional Convention should not have formed a new government. Delegate **George Mason** opposed the Constitution because it did not contain a section that guaranteed individual rights.

Most **Federalists** thought that the Constitution provided a good balance of power. Many wealthy planters, farmers, and lawyers were Federalists. Yet, many craftspeople, merchants, and poor workers also backed the Constitution. Several groups made speeches to **advocate** their views.

Why did George Mason oppose the Constitution?

FEDERALIST PAPERS

The *Federalist Papers* were written anonymously by Alexander Hamilton, James Madison, and John

Section 4, *continued*

Jay in defense of the Constitution. They tried to persuade people that the Constitution would not overwhelm the states. Madison stated that the diversity of the United States meant no single group would take over the government.

The Constitution needed only nine states to pass it, but each state should ratify it as a way of proclaiming national unity. Every state except Rhode Island held state conventions that gave citizens the right to discuss and vote on the Constitution. On December 7, 1787, Delaware became the first state to ratify it. The Constitution went into effect in June 1788 after New Hampshire became the ninth state to ratify it. Several states ratified the Constitution only after a bill protecting individual rights was promised.

Why did states hold constitutional conventions?

What kind of bill did several states demand?

BILL OF RIGHTS

Many Antifederalists did not believe that the Constitution would safeguard personal rights. In the first session of Congress, James Madison spurred the legislators to develop a bill of rights. The rights would then become **amendments** to the Constitution after a two-thirds majority of both houses of Congress and three-fourths of the states approved them. Article V of the Constitution spelled out this way of changing the document to respond to the will of the people.

In December 1791 Congress proposed 12 amendments and turned them over to the states for ratification. By December 1791 the states had ratified the **Bill of Rights**. Ten of the proposed 12 amendments were written to protect citizens' rights. These amendments show how the Constitution was amended to meet the needs of a growing nation.

Why do you think the Constitution has lasted more than 200 years?

CHALLENGE ACTIVITY

Critical Thinking: Comparing and Contrasting

Write a short essay comparing and contrasting the views of Federalists and Antifederalists. Use specific examples.

Name _____ Class _____ Date _____

Section 4, *continued*

DIRECTIONS Read each sentence and fill in the blank with the word in the word pair that best completes the sentence.

1. A group of essays that defended the Constitution was the _____ . (Bill of Rights/*Federalist Papers*)
2. _____ was an Antifederalist who felt the Constitution needed a bill of rights. (George Mason/Alexander Hamilton)
3. The _____, established a clear precedent for amending the Constitution. (Bill of Rights/*Federalist Papers*)
4. Supporters of the Constitution were known as _____ . (Federalists/Antifederalists)
5. People who felt the Constitutional Convention should not have created a new government were called _____ . (Federalists/Antifederalists)
6. _____ defended the Constitution in the *Federalist Papers*. (George Mason/Alexander Hamilton)
7. Official changes to the Constitution are called _____ . (Bill of Rights/amendments)

Citizenship and the Constitution

Section 1



MAIN IDEAS

1. The framers of the Constitution devised the federal system.
2. The legislative branch makes the nation's laws.
3. The executive branch enforces the nation's laws.
4. The judicial branch determines whether or not laws are constitutional.

Key Terms and People

federal system the government system that gives certain powers to the federal government

impeach vote to bring charges of serious crimes against a president

veto cancel

executive orders commands from the president that have the power of law

pardons orders from the president that grant freedom from punishment

Thurgood Marshall the first African American Supreme Court Justice, appointed in 1967

Sandra Day O'Connor the first female Supreme Court Justice, appointed in 1981

Academic Vocabulary

distinct separate

Section Summary

THE FEDERAL SYSTEM

Under the federal system, the U.S. Constitution divides powers between the states and the federal government. The Constitution gives the federal government delegated powers, including coining money. It gives state governments or citizens reserved powers, including forming local governments. Concurrent powers are shared by federal and state governments. These powers include taxing.

Describe concurrent powers.

Congress has added powers under the elastic clause to handle new issues.

LEGISLATIVE BRANCH

The federal government has three branches, each with distinct responsibilities. Congress, the

Name _____ Class _____ Date _____

Section 1, *continued*

legislative branch, has two parts. The House of Representatives has 435 members. A state's population determines the number of representatives for that state. Each state has two senators. They are elected statewide and represent the interests of the entire state.

What determines each state's number of representatives?

EXECUTIVE BRANCH

This branch enforces laws made by Congress. The president heads the branch. Americans elect a president every four years. Presidents are limited to two terms. The House of Representatives can **impeach** the president. The Senate tries the cases. Congress dismisses the president if he or she is found guilty.

The president and Congress work together. A president can veto a law passed by Congress. Congress can undo a veto with a two-thirds majority vote. The president issues **executive orders** to carry out laws affecting the Constitution and other areas. The president also issues **pardons**.

How can Congress undo a presidential veto?

JUDICIAL BRANCH

A system of federal courts with the U.S. Supreme Court at the head makes up this branch. Federal courts can undo a state or federal law if the court finds it unconstitutional. Congress can then change the law to make it constitutional.

If someone thinks a conviction was unfair, he or she can take the case to the court of appeals. The losing side in that trial may appeal the decision to the U.S. Supreme Court. If the Court declines to hear a case, the court of appeals decision is final. The Supreme Court has become more diverse with the appointments of **Thurgood Marshall** and **Sandra Day O'Connor**.

Why might a president appoint more diverse Justices?

CHALLENGE ACTIVITY

Critical Thinking: Judging Would you prefer to serve in the House or the Senate during an impeachment? Write a brief essay explaining why.

Name _____ Class _____ Date _____

Section 1, *continued*

DIRECTIONS On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, rewrite it on the line provided so that it is a true statement.

_____ 1. The House of Representatives can impeach a president.

_____ 2. Congress can veto a law that the President passes.

_____ 3. The powers granted by the Constitution to the federal government are called delegated powers.

_____ 4. A vote to bring charges of "treason, bribery, or other high crimes and misdemeanors" against a president is called impeachment.

_____ 5. Sandra Day O'Connor became the first African American justice on the Supreme Court.

_____ 6. The powers kept by the state governments or the citizens are called delegated powers.

_____ 7. A president of the United States has been impeached.

_____ 8. Thurgood Marshall became the first African American president of the United States.

Citizenship and the Constitution

Section 2



MAIN IDEAS

1. The First Amendment guarantees basic freedoms to individuals.
2. Other amendments focus on protecting citizens from certain abuses.
3. The rights of the accused are an important part of the Bill of Rights.
4. The rights of states and citizens are protected by the Bill of Rights.

Key Terms and People

James Madison a Federalist who promised that a Bill of Rights would be added to the Constitution

majority rule the idea that the greatest number of people in a society can make policies for everyone

petition a request made of the government

search warrant an order authorities must get before they search someone's property

due process a rule that the law must be fairly applied

indict formally accuse

double jeopardy a rule that says a person cannot be tried for the same crime more than once

eminent domain the government's power to take personal property to benefit the public

Section Summary

FIRST AMENDMENT

James Madison began writing a list of amendments to the Constitution in 1789. The states ratified 10 amendments, called the Bill of Rights. **Majority rule** could take away smaller groups' rights. The Bill of Rights protects all citizens. First Amendment rights include freedom of religion, freedom of the press, freedom of speech, freedom of assembly, and the right to **petition**. The U.S. government cannot support or interfere with the practice of a religion.

The freedoms of speech and the press give Americans the right to express their own ideas and hear those of others. Freedom of assembly means Americans may hold lawful meetings. Citizens can petition for new laws.

What does the Bill of Rights do?

PROTECTING CITIZENS

The Second, Third, and Fourth Amendments stem from colonial problems with Britain. The Second Amendment gives state militias the right to bear arms in emergencies. The Third Amendment protects citizens against housing soldiers. The Fourth Amendment protects against certain “searches and seizures.” Authorities must obtain a **search warrant** to enter a citizen’s property.

When is a search warrant needed?

RIGHTS OF THE ACCUSED

The Fifth, Sixth, Seventh, and Eighth Amendments guard the rights of the accused. The Fifth Amendment says that the government cannot take a person’s life, liberty, or property without **due process**. A grand jury decides whether to **indict** a person. No one can face **double jeopardy**. Under **eminent domain** the government must pay owners a **fair amount** for their property.

Predict a situation in which a government might exercise its right of eminent domain.

The Sixth Amendment protects an indicted person’s rights. The Seventh Amendment says that juries can decide civil cases, usually about money or property. The Eighth Amendment allows bail, or money defendants pay if they fail to appear in court. This amendment also prevents “cruel and unusual punishments” against a person convicted of a crime.

RIGHTS OF STATES AND CITIZENS

The Ninth Amendment states that all citizens’ rights are not given by the Constitution. According to the Tenth Amendment, any powers not delegated to the federal government or prohibited to the states are held by the states and the people.

What powers are held by the states and the people?

CHALLENGE ACTIVITY

Critical Thinking: Developing In a small group, draw up a new law for which you would like to petition a government official.

Name _____ Class _____ Date _____

Section 2, continued

DIRECTIONS Write two adjectives or descriptive phrases that describe the term.

- 1. double jeopardy _____
- 2. due process _____
- 3. eminent domain _____
- 4. indict _____
- 5. James Madison _____
- 6. petition _____
- 7. search warrant _____

DIRECTIONS Write a word or phrase that means the opposite of the term given.

- 8. indict _____
- 9. due process _____
- 10. majority rule _____