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3.01 Interpreting History—Guided Notes

Directions: Your Guided Notes are a tool to use as you read your lesson pages in the course. These important notes will help you complete your lesson assessment, as well as prepare you for Discussion-Based Assessments, unit exams, and segment exams. You do not need to submit your Guided Notes for grading.

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Interpretations |   |
| Bias |   |

Use this chart to note how people reacted to specific historical events.

| **Name the Event/Conflict** | **Why did some people support the event?** | **Why were some citizens against the event?** | **What was the main issue they were debating over?** |
| --- | --- | --- | --- |
| **Boston Tea Party** | *Did not want to pay Parliament's high taxes on tea.* | *Taxes help pay for the cost of governing the colonies.* | *Government's rights to impose taxes.* |
| **Alien and Sedition Act**  |   |   |   |
| **Stamp Act** |   |   |   |
| **Arrival of British Troops in the Colonies** |   |   |   |

3.02 Recipe for America—Guided Notes

**Culture**

Define “culture” in your own words.

What are some examples of culture in America?

**Groups and Contributions**

List three main groups that shaped American colonial culture. Give an example of a cultural contribution from each group.

| **Group** | **Cultural Contribution** |
| --- | --- |
| Native Americans |   |
| African Americans |   |
| Women |   |
| Children |   |

**3.03 Who has the Power?—Guided Notes**

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Ratified |   |

**Strengths and Weaknesses**

List the strengths and weaknesses of the Articles of Confederation:

1.

2.

3.

**Powers of the Articles of Confederation**

On the chart, list the powers expressed in the Articles of Confederation. The first one has been done for you.

| **The Power to...**  | **State Government or National Government [Congress]** | **In my own words:** |
| --- | --- | --- |
| *Collect taxes* | *State Government* | *Only the states have the power to raise taxes, not the national government; states need to collect taxes to pay for schools.* |
| Make foreign treaties  |   |   |
| Declare war |   |   |
| Print and borrow money |   |   |
| Set up mail delivery system |   |   |
| Make rules for setting up western lands |   |   |
| Raise and lead army and navy |   |   |
| Send soldiers and officers to the army and navy |   |   |
| Establish courts to settle disputes |   |   |
| Elect or appoint leaders to enforce the law |   |   |

3.04 We Can Make a Difference!—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Delegates |   |
| Constitution |   |
| Civic participation |   |
| Judicial branch |   |
| Compromise |   |
| Electoral College\* |   |

 \*How is the number of Electoral College members determined for each state?

**The Great Compromise**Organize each of the following details into the appropriate categories in the chart. Note: *Some options may be used more than once.*

· favored by small states

· created one house in Congress

· favored by large states

· created two houses in Congress

· recommended by Roger Sherman

· created the House based on state population and the Senate based on equal representation

· determined representation by state population

· provided equal representation for each state

· balanced the needs of small and large states

| **New Jersey Plan** | **The Great Compromise** | **Virginia Plan** |
| --- | --- | --- |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

**The Three-Fifths Compromise**Organize each of the following details into the appropriate categories in the chart. Note: *Some options may be used more than once.*

· wanted enslaved persons to count towards representation

· argued that only citizens should count towards representation

· did not want enslaved persons to count towards representation

· partially counted enslaved persons towards representation

· wanted enslaved persons to count towards states’ population to determine rate of taxation

· had the highest population of enslaved persons

· counted each enslaved person as 3/5 a person

· did not want slaves to count towards states’ population to determine tax rates

| **Northern States** | **The Three-Fifths Compromise** | **Southern States** |
| --- | --- | --- |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

3.05 For the Common Good—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Tyranny |   |
| Context clue |   |
| Ratification |   |
| Federalists |   |
| Anti-federalists |   |
| Common good |   |

**The Preamble**Use the graphic organizers to help you organize your thoughts on the “For the Common Good” lesson. Write the part of the Preamble as presented in the lesson in the first column. In the second column, write what it means to you. The first one has been done for you.

| **The Preamble** | **What this means to me** |
| --- | --- |
| *We the people of the United States* | *The people are the American citizens; The Constitution speaks for the people of America* |
| *in order to form a more perfect union,* |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |
|  |   |

**The States Debate**

This is a copy of the comparison chart that can be found in the lesson. Please add your own thoughts and ideas about the differences between the Federalists and Anti-federalists.

|   | **Federalists** | **Anti-federalists** |
| --- | --- | --- |
| People | James Madison, Alexander Hamilton, John Jay | George Mason, Thomas Jefferson |
| Thoughts on Ratification | In favor of ratifying the Constitution | Against ratification of the Constitution; some supported ratification if a bill of rights was added to the document |
| Thoughts on Government | Wanted a strong federal government with less powerful state governments | Preferred stronger state governments over a powerful federal government |
| Thoughts on Individual Liberties | Thought a strong central government would be better at protecting citizens’ rights | Believed that a bill of rights should be added to the Constitution to ensure that citizens’ rights were protected |
| Thoughts on the Economy | Supported growing industries and merchants over farmers | Supported farming as the basis for the economy |
| In Their Own Words | The federal and State governments are … different agents and trustees of the people, constituted with different powers, and designed for different purposes.—*from Federalist No. 46* | I had rather be a free citizen of the small republic of Massachusetts, than an oppressed subject of the great American empire.—*from Anti-federalist No. 1* |
| My thoughts and ideas |     |   |

3.06 Know Your Rights!—Guided Notes

**Key Vocabulary**

| **Word** | **Meaning (use context clues)** |
| --- | --- |
| Bill of Rights |   |

**Bill of Rights**In your own words, answer the question: “Why is the Bill of Rights important?”

In your own words, explain the first 10 Amendments to the U.S. Constitution. The first one has been done for you.

| **Amendment Number** | **Explanation of the Amendment in My Own Words** |
| --- | --- |
| 1 | *Being able to speak my mind and write about how I feel about events that take place around me*  |
| 2 |   |
| 3 |   |
| 4 |   |
| 5 |   |
| 6 |   |
| 7 |   |
| 8 |   |
| 9 |   |
| 10 |   |

3.07 Set Sail Discussion-Based Assessment—Guided Notes

 **Reviewing the Lessons**

Use the charts from your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Three to complete this chart.

| **Island of Exploration** | **Lesson** | **What is something you learned in this lesson that you think is important?** |
| --- | --- | --- |
| Island of Interpretations | 03.01 Interpreting History |       |
| Island of Culture | 03.02 Recipe for America |       |
| Island of Confederation | 03.03 Who Has the Power? |       |
| Island of Convention | 03.04 We Can Make a Difference! |        |
| Island of Compromise | 03.05 For the Common Good |       |
| Bill of Rights Island     | 03.06 Know Your Rights! |   |

### **Making Connections**

Use your guided notes, the interactive on the introduction page of the lesson, and what you remember from Module Three to complete this chart.

| **Question** | **Response** |
| --- | --- |
| **Why do people view events differently?** | Describe the different views Patriots and Loyalists had about events of the American Revolution.      |
| **How did American culture develop?** | What groups contributed to the culture of America?   What types of contributions have different groups made to the culture of the US?     |
| **What were the strengths and weaknesses of the Articles of Confederation?** | Why were some Americans afraid to give too much power to the federal government?  Why did some people think it was necessary to give the federal government more power than the states?  |
| **How did we get the Constitution of the United States?** | What led to the writing of the Constitution?    What was the Great Compromise and how did it compare to the Virginia and New Jersey Plans?    What was the Three-Fifths Compromise and how did it satisfy the states with and without enslaved persons?    |
| **Who were the Federalists and Anti-federalists?** | Why were the Anti-federalists against ratifying the Constitution?  What were the *Federalist Papers*?  |
| **What freedoms are protected by the Bill of Rights?** | Why is the Bill of Rights important?   How might life be different if there wasn’t a Bill of Rights?   |

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