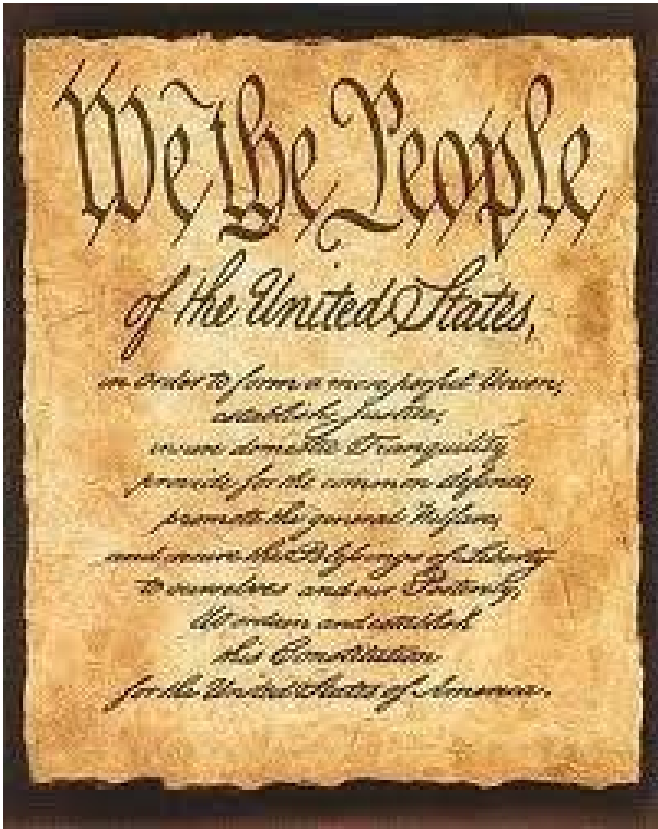


The United States Constitution

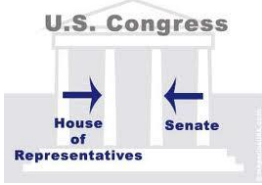

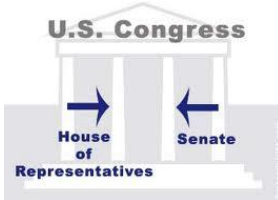

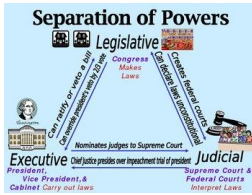

Definition: An organized set of written laws for the United States of America.	Sentence:
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Similar Examples 1. (Magna Carta) Written law, which limited the power of England's kings. 2. 3.	Opposite Examples 1. (Anarchy) No government or law 2. 3.
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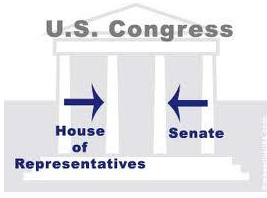

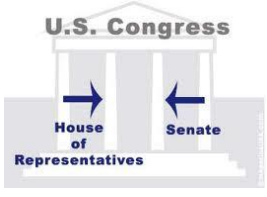

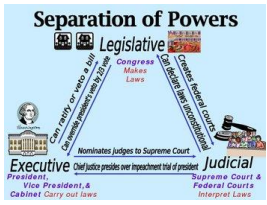

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Constitution Vocabulary Foldable

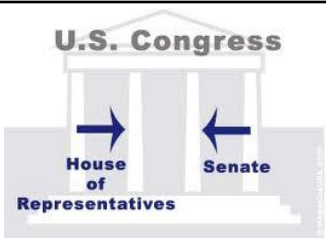

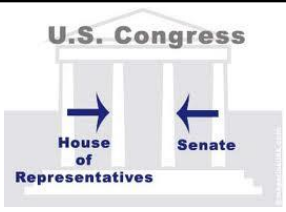
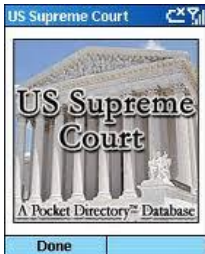
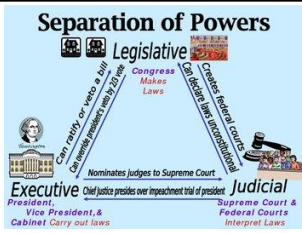

Word	Definition	Sentence	Picture
Bi-Cameral Legislature	A government system, which has two houses that make laws.	The United States Congress proposed a bill to the President.	
Executive Branch (The President)	Presidential branch of the U.S.A. List two responsibilities.		
Legislative Branch (Congress)	The House of Representatives and Senate. They propose bills to the President.	Congress sent a bill to the President, which is aimed at reducing crime.	
Judicial Branch (The Supreme Court)	The Supreme Court, which is responsible for making sure laws follow the Constitution.		
Republic	A government al system, which allows the people to choose representative's to make decisions.	In the United States the people elect leaders.	
Checks and Balances			
Veto	The power of the President to turn down a bill. The power of 2/3 of Congress to overturn a veto	The President vetoed the latest crime bill, which was introduced by Congress.	

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The Constitution of the United States

The United States Constitution is an important document. It tells how the government works. The government has three parts, or branches. There is the legislative (LEJ-is-lay-tiv) branch. There is the executive (eg-ZEK-yoo-tiv) branch. And, there is the judicial (joo-DISH-uhl) branch. Each part has its own job. Each branch has the same amount of power.

The new Americans did not want one branch to be too strong. The British king had used his power against them. They did not want that to happen again. That is why all three parts share power.

Three Equal Branches

The legislative branch makes the nation's laws. It is made up of the members of Congress. The Congress has two parts. They are the Senate and the House of Representatives (rep-rih-ZEN-tuh-tivs). Each state has two senators in the Senate. The House of Representatives is different. The number of representatives from each state is based on how many people live there. States with more people have more representatives in Congress than states with fewer people.

The executive branch carries out the laws. The president is the head of this branch. He picks a group of people. They form his cabinet. They help him. There are rules for who can be the president. The person must be at least 35 years old. The person must have been born a citizen of the United States. He or she must have lived in the nation for at least 14 years.

The judicial branch includes all of the nation's courts. The courts decide what the laws mean. The highest court is the Supreme Court. It has nine judges. They are called justices. The chief justice is the head judge. Being part of this court is a great honor. These judges are chosen for life.

Checks and Balances

The Constitution set up "checks and balances." Each branch must do its job. And, it must watch over the other branches. For example, the president chooses a person to be a Supreme Court judge. The Senate can agree or disagree with the choice. In this way, the branches "check" each other.

Directions: Write down the function of each of the branches listed below and write down how they check each other's power.

Executive

President

Legislative

House of Rep./Senate

Judicial

Supreme Court

Constitution Reading Questions

Star

1. The United States Constitution is important for this reason.

- a. Helps Congress b. Outlines the government c. Helps the people d. Fun

2. All of the following are branches of government **except**.

- a. Legislative b. Supreme c. Judicial d. Executive

3. What was the main reason for keeping one branch from becoming too powerful?

4. The _____ branch makes the nation's laws.

A. List the two parts of Congress.

1.

2.

5. What branch of government does the president lead?

6. What **branch** has the nation's highest court?

a. In what way is this branch involved with the Constitution?

7. In what way(s) do different branches check each other's power?

Circle Level

The Constitution of the United States

The United States Constitution tells how the nation's government works. The government has three parts. They are called branches. Each branch has a different job. Each branch has the same amount of power. The new Americans wanted to be sure that one branch could not be too strong. The British king had used his power against them. They did not want that to happen in their new government. As a result, the Constitution's writers split the government into three branches. They are the legislative (LEJ-is-lay-tiv), executive (eg-ZEK-yoo-tiv), and judicial (joo-DISH-uhl) branches.

Three Equal Branches

The legislative branch makes the nation's laws. This branch is made up of the members of Congress. The members of the Senate and the House of Representatives (rep-rih-ZEN-tuh-tivs) form the Congress. Every state has two senators. So, every state is equally represented when laws are created in the Senate. In the House of Representatives, the number of representatives from each state is based on how many people live in the state. States with more people have more representatives in Congress.

The executive branch enforces the laws. The president is the head of this branch. He picks a group of people. They form his cabinet. They help him. The Constitution has rules about who can be the president. The person must be at least 35 years old. The person must have been born a citizen of the United States. He or she must have lived in the country for at least 14 years.

The judicial branch includes all of the nation's courts. The courts decide what the laws mean. The highest court is the Supreme Court. It has nine judges. They are called justices. The chief justice is in charge. Being picked for the Supreme Court is a great honor. These judges are chosen for life.

Checks and Balances

The Constitution's writers created "checks and balances." Each branch must do its own job. It must also watch over the other branches. For example, the president nominates, or suggests, a Supreme Court justice. The Senate must then agree or disagree. This is one way in which the branches "check" each other.

Directions: Write down the function of each of the branches listed below and write down how they check each other's power.

Executive

President

Legislative

House of Rep./Senate

Judicial

Supreme Court

Constitution Reading Questions

1. The United States Constitution is important for this reason.

- a. Helps Congress b. Outlines the government c. Helps the people d. Fun

2. In what way is power divided between the branches in the United States Constitution?

3. What was the main reason for keeping one branch from becoming too powerful?

4. All of the following are branches of government **except**.

- a. Legislative b. Supreme c. Judicial d. Executive

5. What branch makes the nation's laws?

A. List the two parts of Congress.

1.

2.

6. What branch of government does the president lead?

7. What branch is the Supreme Court connected to?

a. What is the responsibility of the Supreme Court?

8. Describe in detail how a different branch can check another branch's power?

Square Level

The Constitution of the United States

The Constitution of the United States tells how the nation's government works. The government has three parts. Each part has a different job but the same amount of power. The new Americans wanted to be sure that one branch could not be too strong. The king of Great Britain had used his power against them. They did not want that to happen in their new government. As a result, the Constitution's writers divided the government into the legislative (LEJ-is-lay-tiv), executive (eg-ZEK-yoo-tiv), and judicial (joo-DISH-uhl) branches. They felt that three branches were necessary.

Three Equal Branches

The legislative branch makes the country's laws. This branch is made up of the members of Congress. The members of the Senate and the House of Representatives (rep-rih-ZEN-tuh-tivs) form the Congress. Every state has two senators, which means that every state is equally represented when laws are created in the Senate. In the House of Representatives, the number of representatives from each state depends on the state's population. States with more people have more representatives in Congress than states with fewer people.

The executive branch enforces the laws. The president is the head of this branch. He appoints a group of people to his cabinet to be his assistants. The Constitution states rules about who can become president. The candidate must be at least 35 years old, born a citizen of the United States, and have lived in the country for at least 14 years.

The judicial branch includes all of the nation's courts. The courts interpret laws. This means that they decide what each law really means. The highest court is the Supreme Court, which has nine justices, or judges. The chief justice is the one in charge. Being picked for the Supreme Court is a great honor, especially because these justices are appointed for life.

Checks and Balances

To ensure that no one person or group could have too much power, the Constitution's writers created "checks and balances." Each branch must do its own job. In addition, it must also watch over the other branches. For example, the president nominates a Supreme Court justice. The Senate must then agree or disagree with the nomination. This is one way in which the branches "check" each other.

Directions: Write down the function of each of the branches listed below and write down how they check each other's power.

Executive

President

Legislative

House of Rep./Senate

Judicial

Supreme Court

Constitution Reading Questions

Square

1. What is the purpose of the United States Constitution?
2. What was the main reason for keeping one branch from becoming too powerful?
3. All of the following are branches of government **except**.
 - a. Legislative
 - b. Supreme
 - c. Judicial
 - d. Executive
5. What branch is responsible for making the nation's laws?
 - A. List the two parts of Congress.
 - 1.
 - 2.
6. What branch of government is the president responsible for leading?
7. What is the role of the judicial branch?
8. Describe in detail how a different branch can check another branch's power?

Name: _____

Bill of Rights Reading Questions

1. What is the purpose of the Constitution?
2. In what two ways can the Constitution be changed or adjusted?
3. What is the Bill of Rights?
4. Why do we have the Bill of Rights?
5. What four rights are granted by the First Amendment?
6. List the purpose of each Amendment below.
 - 6a. 2nd Amendment:
 - 6b. 3rd Amendment:

6c: 4th Amendment

7. What issue is addressed by the sixth and seventh Amendment?

8. In what way does the tenth Amendment share power?

Federalist Party was one of the first political organizations in the United States. The Federalists controlled the nation's government from 1789 to 1801. They favored a strong central government, a large peacetime army and navy, and a stable financial system.

After George Washington became president in 1789, a political division appeared between those who favored a strong federal government and those who opposed it. The Federalist Party developed under the leadership of Alexander Hamilton, Washington's secretary of the treasury. Hamilton believed that the Constitution should be loosely interpreted to build up federal power. He favored the interests of commerce and manufacturing over agriculture. Hamilton also wanted the new government to be on a sound financial basis. He proposed tax increases and the establishment of a national bank.

Thomas Jefferson and James Madison opposed Hamilton. Their followers became known as Democratic-Republicans. They believed that the Constitution should be strictly interpreted, and that the states and the citizens should retain as many of their powers and rights as possible. John Adams, a Federalist, succeeded Washington as president in 1797. The Federalists lost control of the national government when Jefferson became president in 1801. Their party ceased to exist as a national organization after the election of 1816. However, it remained influential in a number of states until it disappeared completely during the 1820's.

The term *Federalists* also refers to the group of people who fought for the adoption of the Constitution in 1787 and 1788. This group was a loose alliance, not an organized political party.

Politics and Society in Post-Revolutionary America

Composition of State Assemblies in the 1780s					
State	Farmers	Large Landowners	Artisan	Professional	Merchant
Massachusetts	47	1	12	13	20
New York	37	8	10	18	19
Pennsylvania	37	2	22	15	20
South Carolina	14	32	3	15	13
Virginia			3	21	10

1. Which occupational groups (Areas of work) had the highest number of people in most State Assemblies?

- a. Artisans b. Professionals c. Merchants d. Farmers

2. In what way(s) are the State Assemblies different?

Directions: Use the following excerpts from the Constitution to answer the questions below and use the vocabulary list to answer the questions.

Enumerated powers a list of specific responsibilities found in United States Constitution, which makes undefined power the power of the United States Congress.

Implied Powers: Powers that are allowed, which are not written in the Constitution.

Example: The United States has an Air Force, but this military branch is not defined in the Constitution. When the Constitution was passed it was impossible to imagine an Air Force.

Reserved powers: Powers that the United States Constitution does not give to the federal government, or forbid to the states, are reserved to the states or the people.

Example: What subjects a state test's their students on is a decision, which is made by a state and not the national government.

ARTICLE I

Section 1. All legislative Powers granted shall be vested Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 8. The Congress shall have Power to collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To constitute Tribunals inferior (weaker than) to the Supreme Court;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

And to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

ARTICLE II

Section 1. The executive Power (**The President**) will hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows.

AMENDMENT X

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.

1. List the powers, which are granted to the national government?
2. What part of the Constitution defines power to the states?
3. According to Article II, how is the President elected to office? Do you know how this issue has been involved in any elections?
4. Use your answers and definitions to complete the Venn diagram below. Write the correct statements from the Constitution in the Venn Diagram.

Division of Powers		
National	Unsure/both	State
- Coining Money		- Educating the public

Article II.

Each State has, 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 III.

The sStates 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.

Article VI.

No vessels (**ships**) of war shall be kept up in time of peace by any State, except such number only, as shall be deemed necessary by the United States in Congress assembled, for the defence of such State, or its trade; nor shall any body of forces be kept up by any State, in time of peace, except such number only, as in the judgment of the United States.

No State shall engage in any war without the consent of the United States in Congress assembled, unless such State be actually invaded by enemies.

Articles of Confederation Analysis

1. According to Article II, how were states viewed in relation to the nation?
2. According to Article III, how were the states supposed to act in times of war?
3. According to Article VI, what purpose did war ships serve?
4. According to Article VI, where do the framers of the Articles of Confederation anticipate an attack?

George Mason: "Objections to This Constitution of Government " article (1787)

By 1787, revered Virginia statesman and legal scholar George Mason had become convinced of the need for a stronger central government than the one provided for in the Articles of Confederation, and he played a central role in the debates at the Constitutional Convention. However, at the end of the convention, he could not bring himself to sign the document and subsequently fought against ratification in the Virginia ratifying convention in 1788 because of the lack of a Bill of Rights and what he viewed to be the immoral and economically mistaken compromise between New England and the South that traded a tariff policy for the continuation of the slave trade and slavery. This article, an excerpt of which appears below, was one of several Mason wrote in opposition to the ratification of the Constitution.

There is no Declaration of Rights, and the laws of the general government being paramount to the laws and constitution of the several States, the Declarations of Rights in the separate States are no security. Nor are the people secured even in the enjoyment of the benefit of the common law.

In the House of Representatives there is not the substance but the shadow only of representation; which can never produce proper information in the legislature, or inspire confidence in the people; the laws will therefore be generally made by men little concerned in their consequences.

The Senate have the power of altering all money bills, and of printing of money, and the salaries of the officers of their own appointment, in conjunction with the president of the United States, although they are not the representatives of the people or amenable to them.

These with their other great powers, viz.: their power in the appointment of ambassadors and all public officers, in making treaties, and in trying all impeachments, their influence upon and connection with the supreme Executive (President) from these causes, their duration of office and their being a constantly existing body, almost continually sitting, joined with their being one complete branch of the legislature, will destroy any balance in the government, and enable them to accomplish what usurpations they please upon the rights and liberties of the people.

The Judiciary (Supreme Court) of the United States is so constructed and extended, as to absorb and destroy the judiciaries of the several States; thereby rendering law as tedious, intricate and expensive, and justice as unattainable, by a great part of the community, as in England, and enabling the rich to **oppress** (have power and influence over) and ruin the poor.

The President of the United States has the unrestrained power of granting pardons for treason, which may be sometimes exercised to screen from punishment those whom he had secretly instigated to commit the crime, and thereby prevent a discovery of his own guilt.

By declaring all treaties supreme laws of the land, the Executive and the Senate have, in many cases, an exclusive power of legislation; which might have been avoided by proper distinctions with respect to treaties, and requiring the assent of the House of Representatives, where it could be done with safety.

By requiring only a majority to make all commercial and navigation laws, the five Southern States, whose produce and circumstances are totally different from that of the eight Northern and Eastern States, may be ruined, for such rigid and premature regulations may be made as will enable the merchants of the Northern and Eastern States not only to demand an exorbitant freight, but to monopolize the purchase of the commodities at their own price, for many years, to the great injury of the landed interest, and impoverishment of the people; and the danger is the greater as the gain on one side will be in proportion to the loss on the other. Whereas requiring two-thirds of the members present in both Houses would have produced mutual moderation, promoted the general interest, and removed an insuperable objection to the adoption of this government.

Under their own construction of the general clause, at the end of the enumerated powers, the Congress may grant monopolies in trade and commerce, constitute new crimes, inflict unusual and severe punishments, and extend their powers as far as they shall think proper; so that the State legislatures have no security for the powers now presumed to remain to them, or the people for their rights.

There is no declaration of any kind, for preserving the liberty of the press, or the trial by jury in civil causes; nor against the danger of standing armies in time of peace.

FEDERALIST No. 51

The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments

From the New York Packet. Friday, February 8, 1788.

HAMILTON OR MADISON

To the People of the State of New York:

TO WHAT expedient, then, shall we finally resort, for maintaining in practice the necessary partition of power among the several departments, as laid down in the Constitution?

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own; and consequently should be so constituted that the members of each should have as little agency as possible in the appointment of the members of the others.

But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others. The provision (condition) for defense must in this, as in all other cases, be made commensurate (measured) to the danger of attack.

The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary.

In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions.

We see it particularly displayed in all the subordinate distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other that the private interest of every individual may be a sentinel over the public rights.

But it is not possible to give to each department an equal power of self-defense. In republican government (Representative Government of the people) , the legislative authority necessarily outweighs. The remedy for this inconveniency (challenge) is to divide the legislature into different branches (House of Rep. & Senate); and to render them, by different modes of election and different principles of action, as little connected with each other as the nature of their common functions and their common dependence on the society will admit.

PUBLIUS.

Reading Questions

1. Under the Constitution how was the government organized?
2. How was the new Constitution going to protect against abuses in government?
3. According to the author, why is government necessary?

A Pennsylvanian, wrote this essay on October 17, 1787.

We the **Aristocratic (WEALTHY) party of the United States**, lamenting (complaining) the

many inconveniences to which the late confederation subjected the well-born, the better kind of people, bringing them down to the level of the rabble-and holding in utter detestation that frontispiece to every bill of rights, "that all men are born equal"-beg leave (for the purpose of drawing a line between such as we think were ordained to govern, and such as were made to bear the weight of government without having any share in its administration) to submit to our Friends in the first class for their inspection, the following defense of our monarchical, aristocratical democracy.

1st. As a majority of all societies have men who (who are incapable of thinking or acting in governmental matters) are more readily led than driven, we have spoiled them in something like a democracy in the new constitution, which part we have given the name the House of Representatives. But to guard against every possible danger from this lower house, we have subjected every bill they bring forward, to the double negative of our upper house (senate) and president. Nor have we allowed the POPULATION the right to elect their representatives annually Yearly.

First, it prevents keeps the representatives from mixing with the lower class, and imbibing their foolish sentiments.

2d. We have allowed this house the power to impeach (remove a President through a vote & trial). We hope gentlemen, you will see the policy of this clause-for what matters it who accuses, if the accused is tried by his friends. In fine, this HOUSE OF WEALTHY REPRESENTATIVES will have little power, and that little be rightly shaped by our house of gentlemen, who will have a very extensive influence-from their being chosen out of the genteeler class ... The writer was worried that the lower classes would out vote the higher classes in society.

We have connected national and state legislatures that they cannot exist separately; whereas we in truth only leave them the power of electing us, for what can a provincial legislature do when we possess the exclusive regulation of external and internal trade (which goes in & out of the country),

What have we to fear from state legislatures or even from states, when we are armed with such powers, with a president at our head?

1. Which class is the author of this article from?
2. According to this author, which classes were not supposed to associate with each other?
3. According to the author, what section of society will become too powerful?
 - i. What new powers were granted to the United States under the Constitution?

Passing the Constitution

Pros (+) Good	Cons (-) Bad

**** Directions:** Complete the Graphic Organizer based on the information, which is provided in both primary sources.

Introduction _____

Reason #1

Evidence (support) from the reading _____

Reason #2

Evidence (support) from the reading _____

Conclusion _____

#1 Federalist's

Adams, John (1735-1826), guided the young United States through some of its most serious troubles. He served under George Washington as the first vice president, and followed him as the second president. The United States government moved from Philadelphia to Washington, D.C., during Adams's administration, and he became the first president to live in the White House. Adams was the first chief executive whose son also served as president.

Adams played a leading role in the adoption of the Declaration of Independence, and was a signer of the historic document. He had spoken out boldly for separation from Great Britain (now called the United Kingdom) at a time

when most colonial leaders still hoped to settle their differences with the British. As president, Adams fought a split in his own party over his determination to avoid war with France. He kept the peace, but in the process he lost a second term as president. Adams was succeeded by Thomas Jefferson.

Childhood. John Adams was born in Braintree (now Quincy), Massachusetts, on Oct. 30, 1735. (The date was October 19 by the calendar then in use.) His father, also named John Adams, was a farmer, a deacon of the First Parish of Braintree, and a militia officer. His mother, Susanna Boylston Adams, came from a leading family of Brookline and Boston merchants and physicians.

The Adams farm lay at the foot of Penn's Hill. The National Park Service preserves as a memorial the house in which John Adams was born. It stands close to the place where his great-great-grandfather, Henry Adams, settled before 1640. Henry Adams had sailed from Somerset, England, along with thousands of other Puritans, to escape the religious persecution found in his homeland.

Education. Adams graduated from Harvard College in 1755, ranking 14th in a class of 24. In those days, the rank of a student indicated social position, not scholarship, and Adams was one of the best scholars in his class.

After teaching school for a short time, Adams studied law in the office of James Putnam in Worcester, Massachusetts. He began to practice law in Braintree in 1758. He became a leading attorney of the Massachusetts colony.

National politics. In 1774, in response to the Tea Party, the British government passed several laws that became known as the Intolerable Acts. Under these laws, the British shut down the port of Boston and suspended the Massachusetts government. Massachusetts called for representatives from each colony to meet in Philadelphia. Adams was one of the four Massachusetts delegates at this meeting, later called the First Continental Congress. He and a few other men wanted to seek independence from Britain, but he knew it was too early to propose such drastic action.

Adams's influence had grown by the time the Second Continental Congress met in 1775. By this time, war had begun, and Adams argued forcefully that the colonies should be independent. He persuaded Congress to organize the 16,000 militiamen of New England as the Continental Army. He also helped bring about the appointment of George Washington as commander in chief.

Beginning in 1776, Adams served as chairman of the Continental Board of War and Ordnance. He also worked on a committee appointed to draft a plan for treaties with European powers, especially with France. Adams later wrote: "I was incessantly employed through the whole fall, winter, and spring of 1775 and 1776, in Congress during their sittings, and on committees in the mornings and evenings, and unquestionably did more business than any other member of the house."

On June 7, 1776, Richard Henry Lee of Virginia presented a resolution to Congress declaring that "these United Colonies are, and of right ought to be, free and independent States." Adams seconded the resolution. Congress chose him to be a member of the committee to prepare a declaration of independence. Adams urged Thomas Jefferson to draft the document. Adams defended the Declaration in the stormy debate that followed in Congress.

Diplomat. Early in 1778, Congress sent Adams to Paris to help Benjamin Franklin and Arthur Lee strengthen American ties with France and other European nations. Adams arrived in Paris to find that treaties had already been signed with France. He noted that friction had developed among the American ministers, and wrote to Congress proposing that one person take charge of affairs in France. Congress chose Franklin, and Adams sailed home in 1779.

Upon his return to Massachusetts, the people of Braintree elected Adams to the convention that framed a state constitution. Adams wrote almost all the constitution, which had a detailed bill of rights. The document also included a *separation of powers* that divided the government into three branches—the governor, the legislature, and the courts. In such a system, each branch can use its powers to *check and balance* (exercise control over) the other two. It would be a "government of laws, and not of men," Adams wrote. Many other states, and later, the United States, adopted features of this Massachusetts Constitution of 1780. It is the oldest still-functioning written constitution in the world.

#2 Federalists

Hamilton, Alexander (1755 or 1757-1804), was a noted statesman and political leader during the early years of the United States. He served in President George Washington's Cabinet as the nation's first secretary of the treasury. He also was a leader of the Federalist Party, one of the first political parties in the nation.

Hamilton was one of the boldest and most creative thinkers of his time. He supported the establishment of a strong federal government and believed that the U.S. Constitution should be interpreted loosely to give the government greater powers. Hamilton also favored the development of manufacturing to achieve an economic balance between agriculture and industry. He worked to protect the interests of merchants and other business leaders and believed the nation could best be governed by people from these groups.

Many of Hamilton's policies were strongly opposed by Thomas Jefferson and other political leaders of the time. But today, scholars agree that Hamilton's ideas have had lasting importance.

Early life. Hamilton claimed he was born on Jan. 11, 1757. However, his year of birth may have been 1755. A court document gives Hamilton's age as 13 when his mother died in 1768. Some scholars argue that the document may be inaccurate, pointing out, for example, that it misspells the married name of Hamilton's mother.

Hamilton was born on the island of Nevis in the West Indies. He was the second child of James Hamilton, a Scottish merchant, and Rachael Lavien, who was separated from her husband. In 1765, James Hamilton left her and their two children.

As a boy, Alexander Hamilton worked for a trading firm on St. Croix, an island in what is now the United States Virgin Islands. His talents so impressed his employers that they helped send him to school in North America in 1772. He attended a school in Elizabethtown (now Elizabeth), New Jersey, and then entered King's College (now Columbia University).

In 1776, during the Revolutionary War, Hamilton was appointed captain of a New York artillery company. From 1777 to 1781, he served as a colonel on General George Washington's staff, and as Washington's secretary and assistant.

Early political career. Hamilton was admitted to the bar in New York in 1782 and soon began to practice law there. Also in 1782, he became a delegate from New York to the Congress of the Confederation. The Congress had been established by the Articles of Confederation in 1781, but it had little power. In 1786, Hamilton wrote a proposal calling for a convention of the states for the purpose of strengthening the federal government.

The Constitutional Convention met in Philadelphia in 1787. Few of Hamilton's ideas were included in the U.S. Constitution, but he worked hard for its ratification by the states. Hamilton persuaded two other statesmen, John Jay and James Madison, to join him in writing letters to newspapers urging approval of the Constitution. These essays were later republished in an influential book called *The Federalist*.

Secretary of the treasury. Hamilton became secretary of the treasury in 1789. He proposed that Congress establish a national bank to handle the government's financial operations. This measure was opposed by Secretary of State Thomas Jefferson, who did not believe that Congress had the power to establish such an institution. Hamilton then developed the *doctrine of implied powers*. This doctrine states that the government has *implied powers* (those reasonably suggested by the Constitution). The Supreme Court later upheld this doctrine.

Hamilton wanted the government to encourage manufacturing, and he recommended measures for that purpose. Jefferson and Madison opposed such a program because they thought that it would hurt farming interests. Congress did not follow Hamilton's suggestions until many years later.

In the early 1790's, the conflicts between Hamilton and a group led by Jefferson and Madison resulted in the development of the nation's first two political parties. Hamilton led the Federalist Party, which favored a strong federal government. The Democratic-Republican Party, headed by Jefferson and Madison, wanted a weak national government.

#3 Federalist

Madison, James (1751-1836), the fourth president of the United States, is often called the Father of the Constitution. He played a leading role in the Constitutional Convention of 1787, where he helped design the checks and balances that operate among Congress, the president, and the Supreme Court. He also helped create the U.S. federal system, which divides power between the central government and the states.

Madison was a close friend of Thomas Jefferson, who also was a Virginian. The two men formed an important political partnership. During the Revolutionary War in America, they worked together for American independence.

After the United States won independence, Madison favored the formation of a strong federal government. In the 1790's, however, he and Jefferson resisted the efforts of Alexander Hamilton to establish a national bank and so make the central government even stronger.

Madison and Jefferson also opposed Hamilton's attempts to promote the growth of manufacturing in the United States. They wanted the country to remain a farming republic. They organized people who opposed Hamilton's

policies into the Democratic-Republican Party, the forerunner of today's Democratic Party.

James was a frail and sickly child. He studied with private tutors and attended the Donald Robertson School in King and Queen County. At the age of 18, he entered the College of New Jersey (now Princeton University). He took an active interest in politics and was an early member of the American Whig Society. Madison studied very hard and completed the regular course at the college in two years. He graduated in 1771.

Madison spent the next six months studying Hebrew, philosophy, and other subjects that showed his deep interest in religious questions. A weak speaking voice prevented him from taking up a career as a minister. He soon turned his attention to politics.

Entry into politics. Madison entered politics in 1774, when he was elected to the Committee of Safety in Orange County, Virginia. Committees of this kind provided local government in the days when the British colonial government was crumbling. In 1776, Madison helped draft a new Virginia constitution and the Virginia Declaration of Rights. Other colonies later drew upon these documents in writing their own constitutions.

Madison served in Virginia's revolutionary assembly in 1776, when he met Thomas Jefferson. The two men soon began a lifetime friendship.

Madison took his seat in Congress in March 1780. In those days, Congress had no power to raise taxes and found it difficult to pay national debts. Madison strongly favored increasing the powers of Congress in financial matters. He also advocated many other measures to stabilize and dignify the government.

Virginia assemblyman. Madison returned to Virginia in 1783. By that time, Americans generally recognized him as the ablest member of Congress. He planned to study law, history, and the sciences. Madison's studies were partially interrupted when the people of Orange County elected him to the state assembly for three successive one-year terms.

In the assembly, Madison continued the struggle Jefferson had begun for separation of church and state in Virginia. Madison's chief opponent was Patrick Henry, who favored state support for teachers of the Christian religion. In 1786, the assembly passed Virginia's Statute of Religious Freedom. Madison wrote to Jefferson that thus in Virginia "was extinguished forever the ambitious hope of making laws for the human mind."

Constitutional Convention. Madison represented Virginia at the Constitutional Convention of 1787. Although only 36 years old, he took a leading part. Madison fought for a stronger central government and drafted the Virginia Plan for the union. This plan, also called the Randolph Plan, foreshadowed the constitution that the convention finally adopted

Madison proved valuable to the convention in many ways. He had read deeply in political history and knew firsthand the weaknesses of the Articles of Confederation, the basic law that the Constitution later replaced. Madison also kept a more complete record of the debates that took place at the convention than did anyone else who attended them.

Madison next served as a member of the convention that was called in Virginia to consider whether the state should ratify the new Constitution. He also joined Alexander Hamilton and John Jay of New York in writing *The Federalist*, a series of pro-ratification letters to newspapers. Scholars still consider these letters the most authoritative explanation of the American constitutional system.

Congressman. Madison's efforts on behalf of the Constitution cost him the support of Virginians who opposed a stronger union. They united in the Virginia legislature to defeat him in 1788 for a seat in the first United States Senate. Early the next year, Madison defeated James Monroe in an election for the U.S. House of Representatives.

Madison, one of the ablest members of the House, proposed resolutions for organizing the Departments of State,

Treasury, and War. He also drafted much of the first tariff act. Most important, he was largely responsible for drafting the first 10 amendments to the Constitution, the Bill of Rights.

At first, Madison supported many policies of President George Washington's first administration. But he gradually came to oppose the financial plans of Washington's treasury secretary, Alexander Hamilton. Madison believed that Hamilton's plans favored wealthy Easterners at the expense of ordinary citizens, particularly small farmers in what were then the Southern and Western United States. As a result, Madison turned against the Washington administration and Hamilton's Federalist Party. In 1791 and 1792, Madison and Jefferson formed the Democratic-Republican Party to oppose the Federalists.

The Federalist's Graphic Organizer

Directions: Complete the questions in the horizontal line (going across) based on the information, which is provided in the reading. Complete the graphic organizer with a group after you are instructed by the teacher.

Name	What did they study? Where did they go to school?	Where was this person from?	In what way(s) were they involved with the Constitutional Convention?	For what reason(s) did this person support the Constitution?	Did this person support any occupation(s)?
John Adams					

Alexander Hamilton					
James Madison					

Class Vote: Who is your favorite Anti-Federalist? List the reason(s) for your vote.

#1 Anti-Federalist

Monroe, James (1758-1831), is best remembered for the Monroe Doctrine, proclaimed in 1823. This historic policy warned European countries not to interfere with the independent nations of the Western Hemisphere.

Monroe became president after more than 40 years of public service. He had fought in the Revolutionary War in America (1775-1783). During the first years after independence, he had served in the Virginia Assembly and in the Congress of the Confederation. He later became a United States senator; minister to France, Spain, and the United Kingdom; and governor of Virginia. During the War of 1812, he served as secretary of state and secretary of war at the same time.

In appearance and manner, Monroe resembled his fellow Virginian, George Washington. He was tall and rawboned, and had a military bearing. His gray-blue eyes invited confidence. Even John Quincy Adams, who criticized almost everyone, spoke well of Monroe.

At his inauguration, Monroe still wore his hair in the old-fashioned way, powdered and tied in a queue at the back. He favored suits of black broadcloth with knee breeches and buckles on the shoes. To the people, he represented the almost legendary heroism of the generation that led the country to independence.

As president, Monroe presided quietly during a period known as "the era of good feeling." He looked forward to

America's glorious future, the outlines of which emerged rapidly during his presidency. The frontier was moving rapidly westward, and small cities sprang up west of the Mississippi River. Monroe sent General Andrew Jackson on a military expedition into Florida that resulted in the acquisition of Florida from Spain. Rapidly extending frontiers soon caused Americans to consider whether slavery should be permitted in the new territories. The Missouri Compromise "settled" this problem in the Louisiana Purchase area by setting definite limits to the extension of slavery there.

Early life

Boyhood. James Monroe was born in Westmoreland County, Virginia, on April 28, 1758. His father, Colonel Spence Monroe, came from a Scottish family that had settled in Virginia in the mid-1600's. The family of his mother, Elizabeth Jones Monroe, came from Wales, and also had lived in Virginia for many years. James was the eldest of four boys and a girl.

James studied at home with a tutor until he was 12 years old. Then his father sent him to the school of Parson Archibald Campbell. The boy had to leave home early in the morning and tramp through the forest to reach Campbell's school. He often carried a rifle and shot game on the way. At the age of 16, James entered the College of William and Mary. However, the stirring events of the Revolutionary War soon lured him into the army.

Soldier. Although only 18, Monroe was commissioned a lieutenant. He soon saw action, fighting at Harlem Heights and White Plains in New York in the fall of 1776. His superior officers praised Monroe for gallantry in the Battle of Trenton, N.J., where he was wounded in the shoulder. During the next two years, he fought at Brandywine and Germantown in Pennsylvania and Monmouth in New Jersey.

In 1778, Monroe was promoted to lieutenant colonel and sent to raise troops in Virginia. He failed in his mission, but it greatly influenced his future career. It brought him into contact with Thomas Jefferson, then governor of the state. Monroe began to study law under Jefferson's guidance, and became a political disciple and lifelong friend of his teacher.

Political and public career

Monroe began his public career in 1782, when he won a seat in the Virginia Assembly. In 1783, he was elected to the Congress of the Confederation, where he served three years (see [Congress of the Confederation](#)). Monroe did not favor a highly centralized government. But he supported moderate measures intended to let Congress establish tariffs. Monroe worked to give pioneers the right to ship goods down the Mississippi River through Spanish territory. He also helped Jefferson draft laws for the development of the West. Two hurried trips to the West had left Monroe unimpressed with its beauty or fertility. But he still believed the region would be important for the country's future growth.

#2 Anti-Federalist

Mason, George (1725-1792), was a Virginia statesman who wrote the first American bill of rights, the Virginia Declaration of Rights of 1776. In 1787, Mason played an important role in the Constitutional Convention, though he refused to sign the final draft of the United States Constitution. Mason held few public offices, but his writings and leadership had great influence.

Perhaps Mason's most important work was his writing of the Virginia Declaration of Rights. Thomas Jefferson drew on this document when he wrote the Declaration of Independence. James Madison also used Mason's ideas in 1789 when he drafted the 10 constitutional amendments that became the Bill of Rights.

His constitutional views. Mason played an active role in creating the Constitution but disagreed with parts of it. For example, he favored a system of *proportional representation*, in which a state's population determines the number of its members in Congress. But he eventually supported the compromise that gave each state an equal vote in the Senate and a proportional vote in the House of Representatives.

Mason objected strongly to the compromise that allowed the importation of slaves to go on until 1808. He was one of the few Southerners who opposed slavery. He felt slaves should be educated and gradually freed.

Mason also had other concerns. He opposed concentrating executive power in one person—the President—without an advisory council appointed by the House of Representatives. He feared that the Senate might develop into an aristocratic (Wealthy members) institution that would dominate the government. He was concerned that the economic interests of the South might be damaged if laws regulating commerce could be passed by a simple majority in each house of Congress. Mason also wanted a bill of rights to protect personal liberties against possible

interference by the federal government.

Mason was dissatisfied because his fellow delegates did not meet these concerns, and he refused to sign the Constitution. When the Constitution was submitted to the states for ratification, he opposed it, and made the absence of a bill of rights his main objection. The Bill of Rights was finally added in 1791.

Early life. Mason was born in Fairfax County, Virginia, where his family had extensive landholdings. He studied law, managed his plantation, and was active in community affairs. His paper *Extracts from the Virginia Charters* (1773) formed a basis for U.S. claims to land south of the Great Lakes.

Mason preferred private life and refused many public offices. Finally, he became a member of the second Virginia Convention in Richmond in 1775. He also attended the third Virginia Convention in Williamsburg in 1776, where he wrote the Declaration of Rights and a large part of the state Constitution.

#3 Anti-Federalist

Jefferson, Thomas (1743-1826), was the third president of the United States. He was also a leading figure in America's movement toward independence and development as a nation. Jefferson was a tall man with red hair. He was a native of central Virginia, where he became a leading lawyer and plantation owner. During the American Revolution (1775-1783), he rose to a position of leadership in both his state and the nation, most famously as the author of the Declaration of Independence. After the Americans won independence from Great Britain (later also called the United Kingdom), Jefferson held political office almost continuously until his retirement in 1809. He was president of the United States from 1801 to 1809. His presidency was a period of tremendous growth for the nation.

Beyond politics, Jefferson's interests and talents were wide-ranging. He was one of the leading American architects of his time, designing the Virginia Capitol, the University of Virginia, and his own home, Monticello (see [Monticello](#)). He greatly appreciated art and music and encouraged their advancement in the United States. Jefferson also served as president of the American Philosophical Society, an organization that encouraged a wide range of scientific and intellectual research.

Early life and family

Boyhood. Thomas Jefferson was born on April 13, 1743, at Shadwell, the family farm in Goochland (now Albemarle) County, Virginia. (The date was April 2 by the calendar then in use.) Thomas was the third child in the family and grew up with six sisters and one brother. Two other brothers died in infancy. His father, Peter Jefferson, had served as a surveyor, sheriff, colonel of militia, and member of Virginia's House of Burgesses, a colonial legislative body.

Thomas was 14 years old when his father died. As the oldest son, he became head of the family. He inherited more

than 2,500 acres (1,010 hectares) of land and at least 20 enslaved African Americans. Thomas's guardian, John Harvie, managed the estate until Jefferson was 21.

Education. The colony of Virginia had no public schools, so Thomas began his studies under a tutor. At age 9, he went to live with a Scottish clergyman who taught him Latin, Greek, and French. After his father died, Thomas entered the school of James Maury, an Anglican clergyman, near Charlottesville.

In 1760, when he was 16, Jefferson entered the College of William and Mary at Williamsburg. The town had a population of only about 1,000. But as the provincial capital, it had a lively social life.

Lawyer. After leaving college in 1762, Jefferson studied law with George Wythe. Because there were no formal law schools in the colonies at that time, Jefferson's studies involved reading law books under Wythe's supervision and watching Wythe practice law in court.

Jefferson was admitted to the *bar* (legal profession) in 1767. He practiced law with great success until public service began taking all his time.

Slave ownership. Jefferson hired some white laborers, but slaves performed the vast majority of the work. Slaves planted and harvested wheat, tobacco, and other crops; constructed buildings and furniture; and were responsible for cooking, cleaning, and other household chores. Jefferson freed a few of his slaves during his life, but he did not attempt to free all, or even most, of his slaves in his will.

The Declaration of Independence. Jefferson took a leading role in the Continental Congress. After the first major battles of the Revolutionary War, he was asked to draft a "Declaration of the Causes and Necessity of Taking up Arms." However, the Congress found Jefferson's declaration "too strong." The more moderate John Dickinson drafted a substitute, which included much of Jefferson's original version.

During the spring of 1776, sentiment rapidly grew stronger in favor of seeking independence from Britain. On June 7, Richard Henry Lee of Virginia introduced a resolution stating that "these United Colonies are, and of right ought to be, free and independent States." The Congress appointed a committee to draw up a declaration of independence. On the committee were Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert Livingston. The committee unanimously asked Jefferson to prepare the draft and approved it with few changes.

The Declaration of Independence remains Jefferson's best-known work. It set forth with eloquence, supported by legal argument, the position of the American revolutionaries. It affirmed belief in the natural rights of all people.

National statesman

During Jefferson's stay in France, Americans at home had begun reorganizing the government. In 1787, statesmen assembled at the Constitutional Convention in Philadelphia and drew up the document that became the Constitution of the United States. Jefferson's friend James Madison sent him a draft, which he approved. But Jefferson objected strongly to the lack of a bill of rights and wrote letters urging one. Soon after the Constitution went into effect, Madison introduced the 10 amendments that became the Bill of Rights.

The Anti-Federalist's Graphic Organizer

Directions: Complete the questions in the horizontal line (going across) based on the information, which is provided in the reading. Complete the graphic organizer with a group after you are instructed by the teacher.

Name	What did they study? Where did they go to school?	Where was this person from?	For what reason(s) were they opposed to the Constitution?	Did this person support any specific occupation(s)?
James Monroe				
George Mason				

Thomas Jefferson				
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Class Vote: Who is your favorite Anti-Federalist?

a. For what reason(s) did you vote for this person?

Federalist v. Anti-Federalist Persuasive Speech

Purpose: To apply the different opinions, which were involved in the adoption of the Constitution into a dialogue.

Procedure: Everyone will receive a number a group and a role. The group will be appointed to debate from the point of view as a prominent Federalist or Anti-Federalist. The group will create a persuasive speech for their person and they will attempt to receive the most votes for their view. The group will present the speech and after all of the speeches the class will vote on their favorite speech. **The winning group will win a free assignment pass and 10 extra points on a test! Work to the best of your ability and raise your hand for help if you need help.**

Role/Character:

The Adoption of the Constitution

Scenario Description: You are meeting with a crowd of people and you must persuade the crowd to adopt your point of view on The Constitution. The crowd does not know anything about The Constitution and you must 1. Inform the crowd of the pros & cons, 2. Persuade the crowd 3. Answer and address all questions from the crowd.

Directions: Demonstrate your knowledge of this role.

1. What party are you connected to?

A. Federalist

B. Anti-Federalist

C. Neither

2. List the other people involved in your party?

3. What section(s) of the country agree with your views?

a. North

b. South

c. East

d. West

4. What occupation(s) would support your party's point of view on the Constitution?

a. In what way(s) would the Constitution benefit people in this occupation?

b. In what way(s) would the Constitution negatively impact people in this occupation?

5. How will the Constitution help or hurt the United States?

Directions: Include 2 pros and 2 cons

Pros (+)	Cons (-)
1.	1.
2.	2.

What needs to be Demonstrated? This skit must demonstrate your role's opinion of the Constitution and your understanding of the positive or negative aspects of the Constitution.

Persuasive Speech : Federalist v. Anti-Federalist Speech

CATEGORY	100-90	89-80	79-65	64-50
Position Statement	The position statement provides a very clear, strong statement of the speaker's position on the Constitution.	The position statement provides an understood statement of the speaker's position on the Constitution.	A position statement on the Constitution is present, but the statement is not easily understood or explained.	There is no position statement.
Written paper	The paper is at least one page in length. The paper has very few spelling & grammar errors.	The paper is at least one page in length. The paper has some, spelling & grammar errors, which make the paper difficult to understand.	The paper is 3/4th's of a page long. The paper has some spelling & grammar errors, which detract from the reader's understanding.	The paper is half of a page in length and has too many spelling & grammar errors, which make the paper too hard to for the reader to understand.
Accuracy	The speech includes at least 3 supportive facts and statistics for their speaker's point of view on the Constitution. All of the facts, which were	The speech includes 3 supportive facts and statistics for their speaker's point of view on the Constitution. One of the	The speech includes 2 supportive facts and statistics for their speaker's point of view on the Constitution. One of the facts may not be entirely accurate.	The speech includes only 1 supportive fact and statistic for their speaker's point of view on the Constitution. The facts may not be entirely accurate.

	presented accurate.	facts may not be entirely accurate.		
Presentation Skills	The speaker made eye contact with the class, used an acceptable volume and spoke at an acceptable rate.	The speaker made eye contact with the class, but may have paused too often to look at cards or sheet of paper.	Most of the information from this speech was understood, but the speaker may have paused too much, spoke too low or too fast.	This speech was very difficult to understand. The speaker spoke too loud or soft, used too many body gestures, paused too much or spoke too fast.

Background Summary & Questions (*)

In the early 1950s, many students went to different schools because of their race. White children went to one school and black children went to a different school. This system was called **segregation**. During this time, segregation was legal. Many other public **facilities** were also segregated.

Segregation was legal because of past court decisions. In 1896, the Supreme Court of the United States decided a case called *Plessy v. Ferguson*. In this case, the Court said that segregation was legal when the facilities for both races (trains, bathrooms, restaurants, etc.) were similar in quality.

Under segregation, all-white and all-black schools sometimes had similar buildings, busses, and teachers. Sometimes, the buildings, busses, and teachers for the all-black schools were lower in quality. Often, black children had to travel far to get to their school. In Topeka, Kansas, a black student named Linda Brown had to walk through a dangerous railroad to get to her all-black school. Her family believed that segregated schools should be **illegal**.

The Brown family sued the school system (Board of Education of Topeka). The district court said that segregation hurt black children. However, the **district court** also said the schools were equal. Therefore, the segregation was legal.

The Browns disagreed with the decision. They believed that the segregated school system did violate the Constitution. They thought that the system violated the Fourteenth Amendment guaranteeing that people will be treated equally under the law.

**No State shall ... deny to any person within its jurisdiction the equal protection of the laws.
—Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution**

The Browns **appealed** the case to a higher court. The Supreme Court of the United States agreed to hear the case.



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QUESTIONS TO CONSIDER

1. Circle the best definition for segregation.
 - a. Racial equality
 - b. Facilities for everyone
 - c. Separate facilities
 - d. No facilities
2. List the name of the Supreme court case, which allowed segregation?
3. For what reason(s) was segregation unfair?
4. What right does the Fourteenth Amendment give citizens?
5. It is important for this case to determine what "equal" means.
 - a. What do you think equality means to the Browns?
 - b. What do you think equality means to the Board of Education of Topeka?
6. What do you think should have happened as a result of this case?

Background Summary & Questions (**)

In the early 1950s, many students went to different schools because of their race. White children went to one school and black children went to a different school. This system was called **segregation**. During this time, segregation was legal. Many other public **facilities** were also segregated.

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QUESTIONS TO CONSIDER

1. Circle the best definition for segregation.
 - a. Racial equality
 - b. Facilities for everyone
 - c. Separate facilities
 - d. No facilities
2. What right does the Fourteenth Amendment give citizens?
3. How did the case of *Plessy v. Ferguson* (1896) affect segregation?
4. How were racially segregated facilities unequal?
5. It is important for this case to determine what "equal" means.
 - a. What do you think equality means to the Browns?
 - b. What do you think equality means to the Board of Education of Topeka?
6. What do you think should have happened as a result of this case?

Background Summary & Questions (***)

In Topeka, Kansas in the 1950s, schools were segregated by race. Each day, Linda Brown and her sister, Terry Lynn, had to walk through a dangerous railroad switchyard to get to the bus stop for the ride to their all-black elementary school. There was a school closer to the Brown's house, but it was only for white students.

Topeka was not the only town to experience segregation. Segregation in schools and other public places was common throughout the South and elsewhere. This segregation based on race was legal because of a landmark Supreme Court case called *Plessy v. Ferguson*, which was decided in 1896. In that case, the Court said that as long as segregated facilities were equal in quality, segregation did not violate the Constitution.

However, the Browns disagreed. Linda Brown and her family believed that the segregated school system did violate the Constitution. In particular, they believed that the system violated the Fourteenth Amendment guaranteeing that people will be treated equally under the law.

No State shall . . . deny to any person within its jurisdiction the equal protection of the laws.

—Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution

The National Association for the Advancement of Colored People (NAACP) helped the Browns. Thurgood Marshall was the attorney who argued the case for the Browns. He would later become a Supreme Court justice.

The case was first heard in a federal district court, the lowest court in the federal system. The federal district court decided that segregation in public education was harmful to black children. However, the court said that the all-black schools were equal to the all-white schools because the buildings, transportation, curricula, and educational qualifications of the teachers were similar; therefore the segregation was legal.

The Browns, however, believed that even if the facilities were similar, segregated

schools could never be equal to one another. They appealed their case to the Supreme Court of the United States. The Court combined the Brown's case with other cases from South Carolina, Virginia, and Delaware. The ruling in the *Brown v.*



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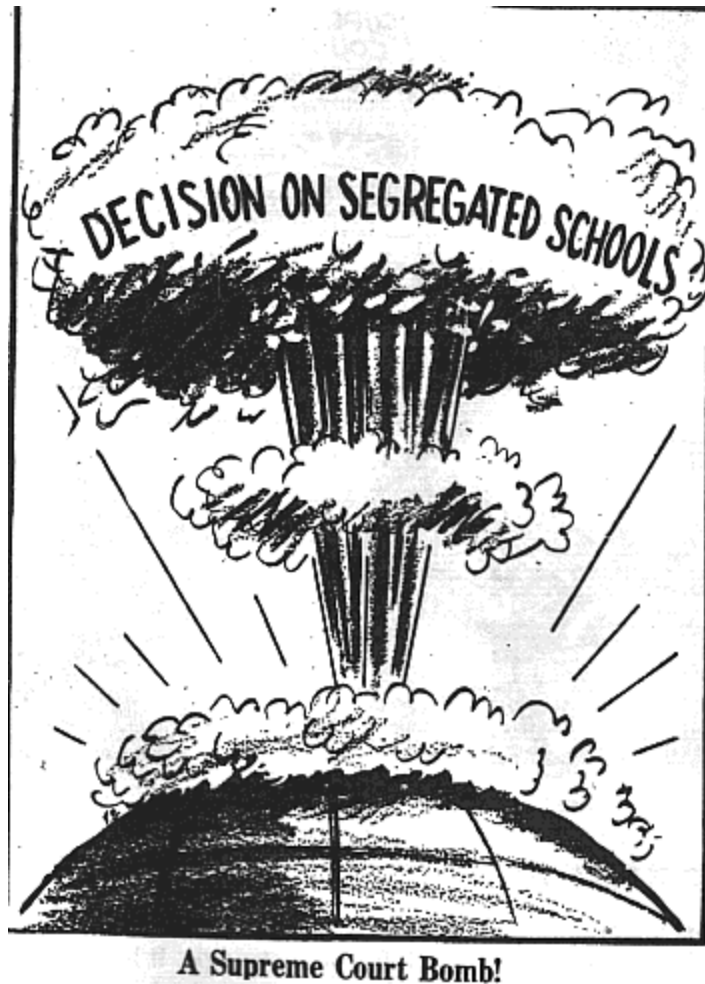


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Board of Education case came in 1954.

QUESTIONS TO CONSIDER

1. What does it mean to have segregated schools?
2. What right does the Fourteenth Amendment give citizens?
3. How were segregated facilities unfair?
4. How did the case of *Plessy v. Ferguson* (1896) affect segregation?
5. It is important for this case to determine what "equal" means. What do you think equality means to the Browns? What do you think equality means to the Board of Education of Topeka?
6. What do you think should have happened as a result of this case?



Analyze the cartoons in terms of their relation to the *Brown v. Board of Education* case.

1. What do you see in the cartoon? Make a list.
2. Which of the items on the list from Question 1 are symbols? What does each stand for?
3. What is the artist's message in the cartoon?
4. What is the artist's opinion on the case?

5. Do you agree or disagree with the artist's message? For what reason(s)

Classroom Activity

Directions: Answer the questions below with your group after you have completed your questions for Brown v. Board of Ed..

Write A one paragraph solution with your group, which addresses the issues that were presented in the reading for Brown V. Board of Ed..

How was the United States Constitution still important to the American People over one hundred years after it was signed?

List the issue(s), which you would like to have the government address?

Politics and Society in Post-Revolutionary America

Composition of State Assemblies in the 1780s					
State	Farmers	Large Landowners	Artisan	Professional	MERCHANT
Massachusetts	47	1	12	13	20
New York	37	8	10	18	19
Pennsylvania	37	2	22	15	20
South Carolina	14	32	3	15	13
Virginia	20	36	3	21	10

Questions To Consider

1. Which occupational groups were most highly represented in the new state legislatures?
2. What differences can you identify between the occupational make-up of the various state legislatures?

Changes in Wealth of Elected Officials			
	Over 5,000 pounds sterling	2,000-5,000 pounds sterling	Under 2,000 pounds sterling
North			
1765-75	36 %	47 %	17 %
1783-90	12 %	26 %	62 %
South			
1765-75	52 %	36 %	12 %
1783-90	28 %	42 %	30 %

Questions To Think About

1. What changes took place in the wealth of elected officials over time?
 2. In what respects did the wealth of elected officials in the North and South differ?
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Differences between Federalists and Antifederalists

Political Alignments of State Senators by Wealth		
	Federalist	Antifederalist
Wealthy	82 %	18 %
Well-to-do	65 %	35 %
Moderate means	42 %	58 %

Questions To Think About

1. Were state senators who supported the Constitution wealthier or poorer than opponents of the Constitution?
2. What conclusion might you draw about support for and opposition to the Constitution?

Votes of Delegates to Connecticut, Pennsylvania, and New Hampshire Ratifying Conventions, by Occupation		
	Federalist	Antifederalist
Merchants, manufacturers, doctors, lawyers, ministers, large landholders	84 %	16 %
Artisans, innkeepers, surveyors	64 %	36 %
Farmers	46 %	54 %

Questions To Think About

1. Which occupational groups were most likely to support ratification of the Constitution?
2. Which occupational groups were least likely to support ratification?

Name: _____

New Nation Reading

Directions: Read pages 17 & 18. Answer the questions below based on the information provided from the reading.

1. What were three problems most Americans experienced after the Revolutionary War?
2. How did the new nation face difficulty dealing with foreign nations?
3. In what way did the Articles of Confederation negatively impact the country?
4. What event proved that the Articles of COnfederation were weak?
5. How was the Constitution different than the Articles of COnfederation?