**Topic 1.4-1.6 Challenges of the Articles of Confederation**

**1.4 Challenges of the Articles of Confederaton**

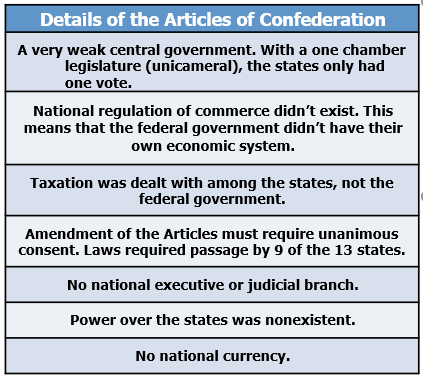
**WHY DID WE COME UP WITH THE ARTICLES OF CONFEDERATION (AND A CONFEDERATION)?**

After the Declaration of Independence was signed, the 2nd Continental Congress created the Articles of Confederation on November 15, 1777 but didn’t go into effect until March 1, 1781. It lasted until 1787 when it was replaced by the Constitution.

LOOK AT THE NAME OF OUR COUNTRY

Declaration of Independence >> Revolutionary War >> Articles of Confederation (1781) and its weak central government. U.S. began as a confederation (a “firm league of friendship”)

“Each state retains its s\_\_\_\_\_\_\_\_\_\_\_\_, f\_\_\_\_\_\_\_\_\_\_\_, and i\_\_\_\_\_\_\_\_\_\_\_\_, and every Power, j\_\_\_\_\_\_\_\_\_\_\_, and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.”

More power given to the s\_\_\_\_\_\_\_\_\_ than the n\_\_\_\_\_\_\_\_\_\_\_ (central) government and that was a problem

**ECONOMIC PROBLEMS UNDER ARTICLES**

One of the biggest problems was that the n\_\_\_\_\_\_\_\_\_\_ government had n\_\_\_ p\_\_\_\_\_\_\_ to i\_\_\_\_\_\_\_\_ t\_\_\_\_\_\_\_. To avoid any perception of “t\_\_\_\_\_\_\_\_\_\_\_ without r\_\_\_\_\_\_\_\_\_\_\_,” the Articles of Confederation allowed ONLY S\_\_\_\_\_\_\_ GOVERNMENTS TO LEVY T\_\_\_\_\_\_\_.

To pay for its expenses, the national government had to r\_\_\_\_\_\_\_\_\_\_ money from the states. The states, however, were often n\_\_\_\_\_\_\_\_\_\_\_\_\_ in this duty, and so the national government was u\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Without money, the US government could not pay debts owed from the Revolution or easily secure new funds. Foreign governments were reluctant to loan money to a nation that might never repay it. The fiscal problems of the central government meant that the currency it issued, called the Continental, was largely worthless.

The country’s economic woes were made worse by the fact that the central government also lacked the p\_\_\_\_\_\_\_\_\_\_ to impose t\_\_\_\_\_\_\_\_\_\_\_ on foreign imports or r\_\_\_\_\_\_\_\_\_\_\_ i\_\_\_\_\_\_\_\_\_\_\_\_\_\_ c\_\_\_\_\_\_\_\_\_\_\_\_. Thus, it couldn’t protect American producers from foreign competitors. Compounding the problem, states often imposed t\_\_\_\_\_\_\_\_ on items produced by other s\_\_\_\_\_\_\_\_\_\_\_\_ and otherwise i\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with their neighbors’ trade.

**SHAYS' REBELLION**

* The national government under the Articles also lacked the power to raise an army or navy. Fears of a standing army in the employ of a tyrannical government had led the writers of the Articles of Confederation to leave defense largely to the states. Although the central government could declare war and agree to peace, it had to depend upon the states to provide soldiers. If state governors chose not to honor the national government’s request, the country would lack an adequate defense.
* The weaknesses of the Articles of Confederation became apparent as a result of Shays’ Rebellion. In 1786, farmers in western Massachusetts were heavily in debt, facing imprisonment and the loss of their lands. Many of them were veterans, who owed taxes that had gone unpaid while they were away fighting the British during the Revolution. The Continental Congress had promised to pay them for their service, but the national government did not have sufficient money. Moreover, the farmers were unable to meet the onerous new tax burden Massachusetts imposed in order to pay its own debts from the Revolution.
* Led by Daniel Shays, the indebted farmers marched to a local courthouse demanding relief. Faced with the refusal of many Massachusetts militiamen to arrest the rebels, with whom they sympathized, the governor of Massachusetts called upon the national government for aid, but none was forthcoming. The uprising was finally brought to an end the following year by a privately funded militia.
* Shays’ Rebellion brought home the weaknesses of the Articles of Confederation. The U.S. government had both failed to pay its veterans and failed to raise a militia in order to put down a rebellion. It had become clear the U.S. government’s inability to impose taxes, regulate commerce, or raise an army hindered its ability to defend the nation or pay its debts.
* To find a solution, members of Congress called for a revision of the Articles of Confederation. In 1787, delegates from 12 of the 13 states met in Philadelphia to craft a new Constitution.

**GOLDILOCKS OF GOVERNMENT**

**TOO STRONG (KING)**

**CONSENSUS – WHAT WERE THE THINGS THAT THEY AGREED UPON AT THE START?**

* All delegates supported r\_\_\_\_\_\_\_\_\_\_\_ government (representative republic); scrap Articles
* Common philosophy was a general framework of government favoring the p\_\_\_\_\_\_\_\_\_ of p\_\_\_\_\_\_
* States would determine voting q\_\_\_\_\_\_\_\_\_\_\_\_\_; s\_\_\_\_\_\_\_\_\_\_\_\_ for property owners only because they feared that the majority who had no property could out vote property owners and take away all of their property.
* Provisions designed to increase the e\_\_\_\_\_\_\_\_\_\_\_\_ powers of the c\_\_\_\_\_\_\_\_\_\_\_ g\_\_\_\_\_\_\_\_\_\_\_
* Agreed on national government consisting of a supreme l\_\_\_\_\_\_\_\_\_\_, e\_\_\_\_\_\_\_\_\_, and j\_\_\_\_\_\_\_\_\_ branch
* Agreed on the need for a strong e\_\_\_\_\_\_\_\_\_\_ and an independent j\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* S\_\_\_\_\_\_\_\_\_\_\_ national government (c\_\_\_\_\_\_\_\_\_\_\_), but not t\_\_\_\_\_\_\_\_\_\_\_\_

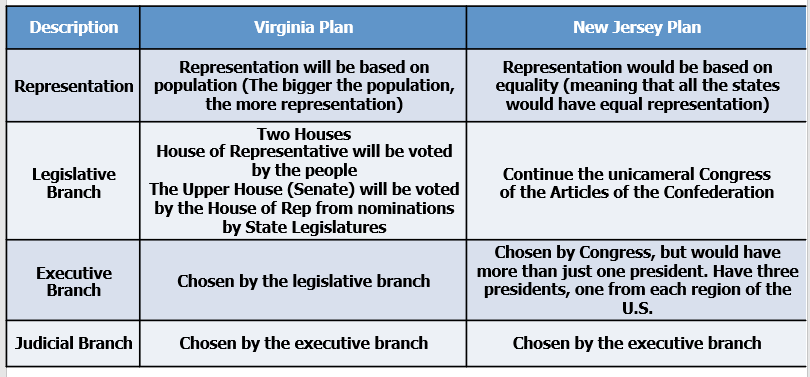
**TOPIC 1.5 Ratification of the U.S. Constitution**

**Conflict And Compromise – On the Issue Of Representation**

* **The V\_\_\_\_\_\_\_\_\_\_ Plan** (favored by more p\_\_\_\_\_\_\_\_\_ states) Representation in each house based on p\_\_\_\_\_\_\_\_\_ and/or monetary contributions to the national government by the state and national legislature (Congress) would have had the power to v\_\_\_\_\_\_\_ state laws, t\_\_\_\_\_\_\_\_-branch system of government, national

executive to administer the business of state, a judiciary, and a b\_\_\_\_\_\_\_\_\_ or two--house legislature, The p\_\_\_\_\_\_\_\_\_ would elect a l\_\_\_\_\_\_\_\_\_\_ house that would then elect members of an u\_\_\_\_\_\_\_\_ house. The national government supreme over the states and offered the ideas for a multitier court system and the separation of powers, defining the distinct responsibilities and limits of each branch to keep any one branch form becoming too powerful.

* **The New Jersey Plan (favored by s\_\_\_\_\_\_\_\_\_ states)**
  + Representation in-house would-be e\_\_\_\_\_\_\_\_\_\_ among the states
* **The Connecticut Compromise (Great Compromise)**
  + Created a b\_\_\_\_\_\_\_\_\_\_\_\_ congress – two legislative houses
    - One house in which representation would be based on p\_\_\_\_\_\_\_\_\_\_ – only form of direct democracy in original Constitution for elected officials (Virginia Plan = H\_\_\_\_\_\_\_ of R\_\_\_\_\_\_\_\_\_\_\_) and in which all b\_\_\_\_\_\_ for r\_\_\_\_\_\_\_ or a\_\_\_\_\_\_\_\_\_\_ money (aka revenue bills) would originate
    - Second house in which each s\_\_\_\_\_\_\_\_\_ would have an equal vote (New Jersey Plan = S\_\_\_\_\_\_\_)



**Would either of these plans work?**

**Virginia vs. New Jersey – Population in 1787**

**New Jersey**

**Virginia**

**THE GREAT COMPROMISE brought to you by Connecticut**

**Combing both plans together would create a two chamber (b\_\_\_\_\_\_\_\_\_\_\_) house.**

* **The H\_\_\_\_\_\_\_\_ of R\_\_\_\_\_\_\_\_\_\_\_ would be based on the V\_\_\_\_\_\_\_\_ P\_\_\_\_\_\_\_, meaning representation is based on s\_\_\_\_\_\_\_\_ p\_\_\_\_\_\_\_\_\_\_\_.**
* **The S\_\_\_\_\_\_\_\_\_\_\_ would be based on the N\_\_\_\_\_\_\_\_ J\_\_\_\_\_\_\_\_\_ P\_\_\_\_\_\_\_ and representation**

**would be e\_\_\_\_\_\_\_\_\_\_ divided among the s\_\_\_\_\_\_\_\_\_\_\_.**

**CONFLICT and COMPROMISE NORTH-SOUTH COMPROMISES**

**Ratification of treaties**

* + - Southern delegates insisted on a t\_\_\_\_\_-t\_\_\_\_\_ vote (s\_\_\_\_\_\_\_\_\_\_\_) in the S\_\_\_\_\_\_ before presidents could ratify treaties

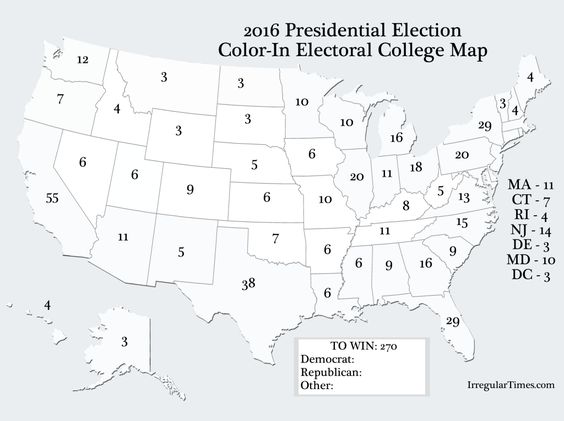
**Three-fifths Compromise**

* + Issue of counting slaves for representation in the House of Representatives
  + For every f\_\_\_\_\_\_\_ slaves, they would count as t\_\_\_\_\_\_\_\_\_ people for representation in the House
  + North happy because South has to pay more taxes
  + South happy because they get more reps

**Slave Trade Compromise**

* + Forbidding Congress the power to tax the e\_\_\_\_\_\_\_\_\_ of goods from any State, and, for 20 years, the power to act on the slave trade.

**CONFLICT AND COMPROMISE – THE PRESIDENT**

* **Method of election:**
  + Some wanted election by Congress
  + Some wanted election by state legislatures
  + Some wanted direct election
  + **Compromise: E\_\_\_\_\_\_\_\_\_\_ C\_\_\_\_\_\_\_\_\_ system; created for two reasons**
    - First - Buffer between the people and the selection of a President
      * The founding fathers were afraid of direct election of presidency
      * Feared a tyrant could manipulate public opinion & come to power
      * Vast majority of the people were uneducated, uninformed, etc
    - **Second - Structure of the government that gave extra power to the smaller states**
      * Small states had more p\_\_\_\_\_\_\_\_ in selection of president
      * Under the system of the Electoral College each state had the same number of electoral votes as they have r\_\_\_\_\_\_\_\_\_\_\_\_ in Congress, thus no state could have less then 3 >> disproportionate power to the smaller states
      * To avoid t\_\_\_\_\_\_\_\_\_ of the majority.

**ELECTORAL COLLEGE**

With Presidential Elections, the Founding Fathers believed that the average American was not well e\_\_\_\_\_\_\_\_\_\_ enough and couldn’t trust them to elect a p\_\_\_\_\_\_\_\_\_\_.

Founders created the Electoral College, which created electors in each state (# House Members + 2 Senators = Number Electoral vote) will cast votes.

Popular vote helps elect the electors, but many Americans believe that their vote doesn’t matter. Why?

**What is a Typical Presidential Election Cycle?**

The presidential election process follows a typical cycle:

* **Spring of the year** **before an election** – Candidates announce their intentions to run.
* **Summer** **of the year before an election** through spring of the election year primary and caucus debates take place.
* **January to June of election year** – States and parties hold primaries and caucuses.
* **July to early September** – Parties hold nominating conventions to choose their candidates.
* **September and October** – Candidates participate in presidential debates.
* **Early November (8)** – Election Day. Popular vote. The people are actually voting for electors.
* **December (26-28?)** – Electors cast their votes in the Electoral College.
* **Early January (5, 6 or 7) of the next calendar year** – Congress meets in joint session to count the electoral votes.
* **January** \_\_\_\_ – I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Day

**Explain how the following compromises were deemed necessary for adoption and ratification of the Constitution.**

* **Great (Connecticut) Compromise\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Electoral College\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Three-fifths Compromise\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Compromise on the importation of slaves\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TO ADOPT OR NOT TO ADOPT?**

**FEDERALISTS VS. ANTIFEDERALISTS**

**Main debate was primarily about the scope of power of the central government**

* + The Federalists wanted a stronger national government and weaker state governments (balanced relationship between federal and state governments)
  + The Anti-federalists wanted a weaker national government and stronger state governments

**Federalists:**

* + **Views**
    - E\_\_\_\_\_\_\_\_\_ most fit to govern
    - Feared “excesses” of democracy; m\_\_\_\_\_\_\_\_\_\_\_\_
    - Favored strong central government

**Antifederalists:**

* + **Views**
    - Feared concentration of power in hands of elites; Believed that government should be closer to the people
    - Feared strong central government, favored stronger state governments
    - Feared the lack of B\_\_\_\_\_\_ of R\_\_\_\_\_\_\_\_ (which would be added later to protect individual liberty) – their strongest argument

**The *F\_\_\_\_\_\_\_\_\_\_\_* essays (written by Alexander Hamilton, James Madison, and John Jay) helped the ratification process**

**The A\_\_\_\_\_\_\_\_-Federalist response was written in a series of essays by Brutus**

**RATIFICATION – THE GREAT DEBATE**

**BILL OF RIGHTS – THE FINAL COMPROMISE** [**Federalist versus Anti-Federalists (4:44)**](https://www.youtube.com/watch?v=DnDh9-X12Gc)

**At stake – individual rights and the role of the national government in economic development**

One of the many points of contention between F\_\_\_\_\_\_\_\_\_, who advocated a strong n\_\_\_\_\_\_\_\_\_ g\_\_\_\_\_\_\_\_\_, and A\_\_\_\_-F\_\_\_\_\_\_\_\_\_, who wanted power to remain with s\_\_\_\_\_\_\_\_ and l\_\_\_\_\_\_\_\_ g\_\_\_\_\_\_\_\_\_, was the Constitution’s lack of a b\_\_\_\_\_\_\_ of r\_\_\_\_\_\_\_\_\_ that would place specific limits on g\_\_\_\_\_\_\_\_\_\_ p\_\_\_\_\_\_\_. Federalists argued that the Constitution did not need a bill of rights, because the people and the states kept any powers not given to the federal government. Anti-Federalists held that a bill of rights was necessary to s\_\_\_\_\_\_\_\_\_\_ individual liberty from the newly created F\_\_\_\_\_\_\_\_\_\_ government.

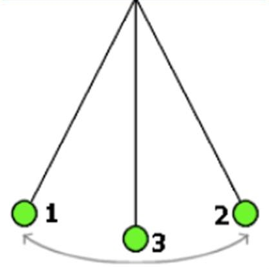
Madison, then a member of the U.S. House of Representatives, altered the Constitution’s text where he thought appropriate. However, several representatives, led by Roger Sherman, objected, saying that Congress had no authority to change the wording of the Constitution. Therefore, Madison’s changes were presented as a list of amendments that would follow Article VII.

The House approved 17 amendments. Of these, the Senate approved 12, which were sent to the states for approval in August 1789. T\_\_\_\_\_\_\_\_\_ amendments were approved (or r\_\_\_\_\_\_\_\_\_). Virginia’s legislature was the final state legislature to ratify the amendments, approving them on December 15, 1791.

**FEDERALISTS VS. ANTI-FEDERALISTS**

**GOLDILOCKS**

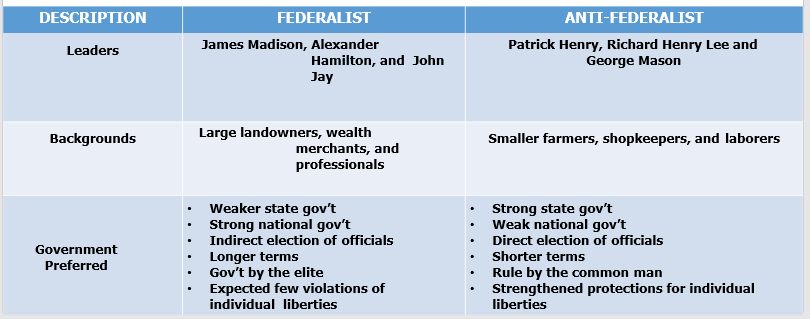
**OF GOVERNMENT**



**TOO STRONG (KING)**

**TOO WEAK (ART OF CONF)**

**JUST RIGHT (CONSTITUTION)**



**Types of Governments. Define each term in the box below.**

**Dictatorship Oligarchy**

**Despot(ism) Anarchy**

**Tyrant Theocracy**

**Totalitarian**

**Autocracy (Autocratic)**

**Authoritarianism**

**Krytocracy**

**Plutocracy**

**Kleptocracy**

**Monarchy**

**Republic (Representative Democracy)**

**Democracy**

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**Constitutional Debates Today**

The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power, as represented by:

* Debates about government surveillance resulting from the federal government’s response to the 9/11 attacks
* The debate about the role of the federal government in public school education

|  |  |  |
| --- | --- | --- |
| **Debate over the role of the central government, the powers of state governments, and the rights of individuals** | | |
| **Government Surveillance post 9/11** | **Role of Fed Gov in Public Education** | | |
| **Patriot Act**  **Individual Rights**  **1st amendment**  **4th amendment** | **Education- NCLB Act**  **Healthy, Hunger-Free Kids Act of 2010** | **State Power-** Ed is a reserved power-10th amendment. States can make edu policy, ie curriculum, promote voucher programs- charter & private schools | |

**TOPIC 1.6 Principles of American Government**

**Madison’s 3 Part Model in Preventing Tyranny**

**Federalist 51**

**Examples:** President can veto laws; Congress can override presidential veto with **2/3 majority**

|  |  |  |
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| **SEPARATION OF POWERS** |  | **CHECKS AND BALANCES** |
| ***Definition:***  ***Legislative*** | ***Executive*** | ***Definition:***  ***Judicial*** |

**A picture containing orange, dark

Description automatically generatedChecks and Balances: Impeachment**

Impeach- to be accused of a crime. The H\_\_\_\_\_\_ of Representatives holds vote to determine if a crime has been committed- I\_\_\_\_\_\_\_\_\_\_\_\_\_

If the House votes yes, the t\_\_\_\_\_ is held in the S\_\_\_\_\_\_\_\_ with the C\_\_\_\_\_\_\_ Justice presiding. Senators are the j\_\_\_\_\_.

If the majority in the Senate votes yes, the President is removed from office.

**You need to know the difference between checks and balances and separation of powers. Impeachment proceedings is a good example of separation of powers.**