

TEACHER EDITION

VIRGINIA
EDITION



UNITED STATES

GOVERNMENT

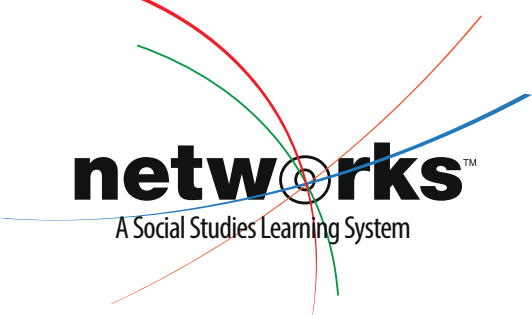
OUR DEMOCRACY

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VIRGINIA

UNITED STATES GOVERNMENT

OUR DEMOCRACY

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Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will apply social science skills as a foundation to examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic roles of Virginia and the United States in the global community.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and United States Government.

STANDARDS**LESSON REFERENCES****Skills**

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
- b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c) comparing and contrasting historical, cultural, economic, and political perspectives;
- d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
- f) explaining how cause-and-effect relationships impact political and economic events;
- g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i) applying civic virtues and democratic principles to make collaborative decisions; and
- j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Student Edition:

- Chapter 1: Lesson 1
- Chapter 3: Lessons 3-4
- Chapter 4: Lessons 1-2
- Chapter 8: Lessons 1, 3
- Chapter 9: Lesson 3
- Chapter 10: Lessons 1, 3
- Chapter 11: Lesson 1
- Chapter 14: Lessons 1, 3
- Chapter 16: Lesson 2
- Chapter 17: Lessons 1-2
- Chapter 18: Lesson 1
- Chapter 20: Lessons 1, 3
- Chapter 22: Lesson 2
- Chapter 23: Lesson 1

STANDARDS	LESSON REFERENCES
<p>GOVT.2 The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by</p> <ul style="list-style-type: none"> a) describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic; b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights; c) evaluating the writings of Hobbes, Locke, and Montesquieu; d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London; e) analyzing the natural rights philosophies expressed in the Declaration of Independence; and f) evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress. 	<p>Student Edition: Chapter 1: Lesson 2 Chapter 2: Lessons 1-2, 4 Chapter 13: Lesson 1 Chapter 15: Lesson 2</p>
<p>GOVT.3 The student will apply social science skills to understand the concepts of democracy by</p> <ul style="list-style-type: none"> a) recognizing the fundamental worth and dignity of the individual; b) recognizing the equality of all citizens under the law; c) recognizing what defines a citizen and how noncitizens can become citizens; d) recognizing majority rule and minority rights; e) recognizing the necessity of compromise; and f) recognizing the freedom of the individual. 	<p>Student Edition: Chapter 1: Lesson 2 Chapter 5: Lesson 1 Chapter 10: Lesson 1 Chapter 15: Lesson 4 Chapter 22: Lesson 5</p>

STANDARDS	LESSON REFERENCES
<p>GOVT.4 The student will apply social science skills to understand the Constitution of the United States by</p> <ul style="list-style-type: none"> a) examining the ratification debates and <i>The Federalist</i>; b) evaluating the purposes for government stated in the Preamble; c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism; d) defining the structure of the national government outlined in Article I, Article II, and Article III; and e) analyzing and explaining the amendment process. 	<p>Student Edition: Chapter 3: Lessons 1-3 HISTORICAL DOCUMENTS (p 827-834)</p>
<p>GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by</p> <ul style="list-style-type: none"> a) evaluating the relationship between the state government and the national government; b) examining the extent to which power is shared; c) identifying the powers denied state and national governments; and d) analyzing the ongoing debate that focuses on the balance of power between state and national governments. 	<p>Student Edition: Chapter 3: Lesson 1 Chapter 4: Lessons 1-2</p>

STANDARDS	LESSON REFERENCES
<p>GOVT.6 The student will apply social science skills to understand local, state, and national elections by</p> <ul style="list-style-type: none"> a) describing the nomination and election process, including the organization and evolving role of political parties; b) examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups; c) analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections; d) investigating and explaining the impact of reapportionment and redistricting on elections and governance; e) describing how amendments have extended the right to vote; and f) analyzing voter turnout in local, state, and national elections. 	<p>Student Edition: Chapter 18: Lessons 1-4</p>
<p>GOVT.7 The student will apply social science skills to understand the organization and powers of the national government by</p> <ul style="list-style-type: none"> a) examining the legislative, executive, and judicial branches; b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and c) investigating and explaining the ways individuals and groups exert influence on the national government. 	<p>Student Edition: Chapter 3: Lesson 2</p>

STANDARDS	LESSON REFERENCES
<p>GOVT.8 The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by</p> <ul style="list-style-type: none"> a) examining the legislative, executive, and judicial branches; b) examining the structure and powers of local governments (county, city, and town); c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; d) investigating and explaining the ways individuals and groups exert influence on state and local governments; and e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events. 	<p>Student Edition: Chapter 8: Lessons 1-3 Chapter 12: Lessons 1, 3 Chapter 13: Lesson 4</p>
<p>GOVT.9 The student will apply social science skills to understand the process by which public policy is made by</p> <ul style="list-style-type: none"> a) defining public policy and determining how to differentiate public and private action; b) examining different perspectives on the role of government; c) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the <i>Americans with Disabilities Act (ADA)</i>, and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965; d) describing how the state and local governments influence the public agenda and shape public policy; e) investigating and evaluating the process by which policy is implemented by the bureaucracy at each level; f) analyzing how the incentives of individuals, interest groups, and the media influence public policy; and g) devising a course of action to address local and/or state issues. 	<p>Student Edition: Chapter 22: Lessons 1-5</p>

STANDARDS	LESSON REFERENCES
<p>GOVT.10 The student will apply social science skills to understand the federal judiciary by</p> <ul style="list-style-type: none"> a) describing the organization, jurisdiction, and proceedings of federal courts; b) evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in <i>Marbury v. Madison</i>; c) describing how the Supreme Court decides cases; d) comparing the philosophies of judicial activism and judicial restraint; and e) investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual. 	<p>Student Edition: Chapter 13: Lessons 1-2 Chapter 14: Lessons 1-2</p>
<p>GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by</p> <ul style="list-style-type: none"> a) examining the Bill of Rights, with emphasis on First Amendment freedoms; b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments; c) explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation; d) investigating and evaluating the balance between individual liberties and the public interest; and e) examining how civil liberties and civil rights are protected under the law. 	<p>Student Edition: Chapter 3: Lesson 3 Chapter 15: Lessons 1-4</p>
<p>GOVT.12 The student will apply social science skills to understand the role of the United States in a changing world by</p> <ul style="list-style-type: none"> a) describing the responsibilities of the national government for foreign policy and national security; b) assessing the role of national interest in shaping foreign policy and promoting world peace; and c) examining the relationship of Virginia and the United States to the global economy, including trends in international trade. 	<p>Student Edition: Chapter 23: Lessons 1-3 Chapter 24: Lesson 4</p>

STANDARDS	LESSON REFERENCES
<p>GOVT.13 The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by</p> <ul style="list-style-type: none"> a) describing the distribution of governmental power; b) explaining the relationship between the legislative and executive branches; c) comparing and contrasting the extent of participation in the political process; and d) comparing and contrasting economic systems. 	<p>Student Edition: Chapter 4: Lesson 1 Chapter 9: Lesson 4 Chapter 24: Lesson 3</p>
<p>GOVT.14 The student will apply social science skills to understand economic systems by</p> <ul style="list-style-type: none"> a) identifying the basic economic questions encountered by all economic systems; b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and c) evaluating the impact of the government's role in the economy on individual economic freedoms. 	<p>Student Edition: Chapter 1: Lesson 3 Chapter 24: Lesson 3</p>

STANDARDS**LESSON REFERENCES**

GOVT.15 The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- a) describing the provision of government goods and services that are not readily produced by the market;
- b) describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
- c) investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- d) analyzing how Congress can use fiscal policy to stabilize the economy;
- e) describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
- f) evaluating the trade-offs in government decisions.

Student Edition:

Chapter 21: Lessons 2-3

GOVT.16 The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a) exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b) obeying the law and paying taxes;
- c) serving as a juror;
- d) participating in the political process and voting in local, state, and national elections;
- e) performing public service;
- f) keeping informed about current issues;
- g) respecting differing opinions and the rights of others;
- h) practicing personal and fiscal responsibility;
- i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j) practicing patriotism.

Student Edition:

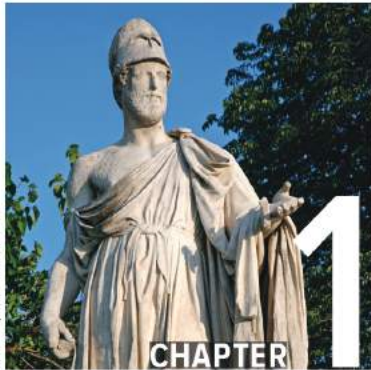
Chapter 1: Lesson 2

Chapter 13: Lesson 2

Chapter 18: Lesson 4

UNIT ONE

Foundations of American Government



Foundations of Government

ESSENTIAL QUESTIONS

- What are the purposes of government?
- What principles guide different types of government?
- What is the role of government in different types of economic systems?

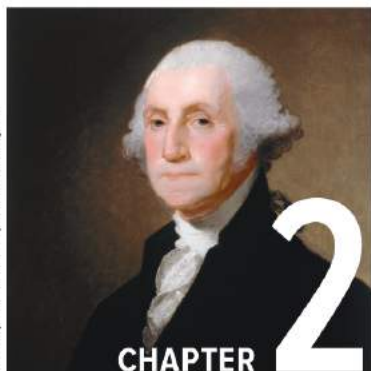
Analyzing Primary Sources The State of Nature

LESSON 1 Purposes and Origins of Government

LESSON 2 Types of Government

LESSON 3 The Role of Government in Economic Systems

Supreme Court Case *United States v. Virginia*, 1996



Origins of American Government

ESSENTIAL QUESTIONS

- What influenced the development of our government institutions?
- Why and how did the colonists declare independence?

Analyzing Primary Sources Comparing Independence Movements

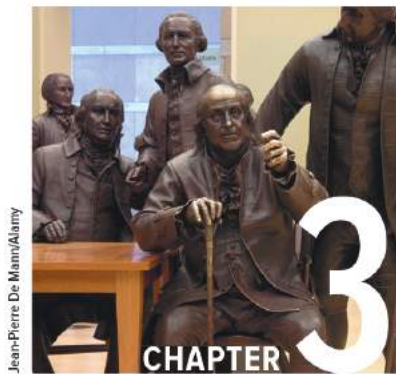
LESSON 1 Government in Colonial America

LESSON 2 Uniting for Independence

LESSON 3 The Articles of Confederation

LESSON 4 Creating the Constitution

Supreme Court Case *Texas v. Johnson*, 1989



Jean-Pierre De Miami/Alamy

The Constitution

ESSENTIAL QUESTIONS

- How does the U.S. Constitution structure government and divide power between the national and state governments?
- Why and how has the U.S. Constitution been amended and interpreted throughout our history?
- How do state constitutions and local charters structure government and protect individual rights?

Analyzing Primary Sources Democratic Values

LESSON 1 Structure and Principles of the Constitution

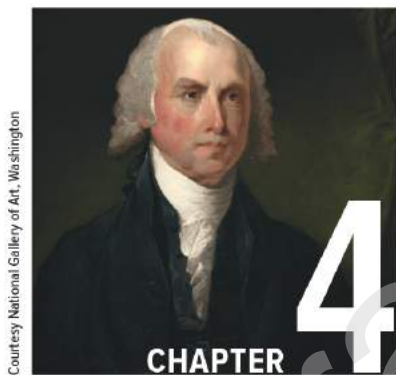
LESSON 2 The Three Branches of Government

Supreme Court Case *McCulloch v. Maryland*, 1819

LESSON 3 Amendments

Debate Should gun laws be looser or stricter?

LESSON 4 State Constitutions and Local Charters



Courtesy National Gallery of Art, Washington

Federalism

ESSENTIAL QUESTIONS

- Why and how is power divided and shared among national, state, and local governments?
- How does federalism promote democracy and civic participation?

Analyzing Primary Sources Federalism & Education

LESSON 1 Dividing and Sharing Power

LESSON 2 Relations Between the National and State Governments

Deliberation Should individual states be allowed to pass laws that regulate and enforce some aspects of immigration?

LESSON 3 State Powers and Interstate Relations

LESSON 4 Differing Views About Federalism

Supreme Court Case *United States v. Windsor*, 2013

CONTENTS

UNIT TWO

The Legislative Branch

The Structure of Congress

ESSENTIAL QUESTION

What is the structure and organization of Congress?

Analyzing Primary Sources Who Should Represent You?

LESSON 1 Congressional Membership

Supreme Court Case *U.S. Term Limits, Inc. v. Thornton*, 1995

LESSON 2 The House of Representatives

LESSON 3 The Senate

Deliberation Should the filibuster be abolished?

LESSON 4 Congressional Committees

LESSON 5 Staff and Support Agencies

Congressional Powers

ESSENTIAL QUESTIONS

- *How have the powers of Congress changed over time?*
- *How does the separation of powers influence the work of Congress?*

Analyzing Primary Sources The Power to Investigate: Hurricane Katrina

LESSON 1 Constitutional Powers

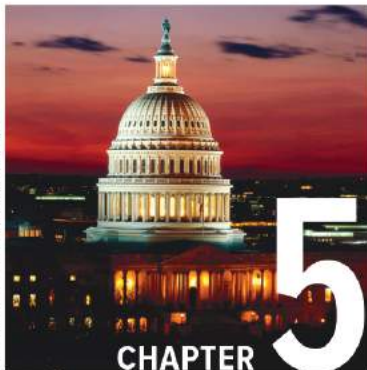
Supreme Court Case *United States v. Lopez*, 1995

LESSON 2 Investigations and Oversight

Debate Should Congress stop regulating the Post Office?

LESSON 3 Congress and the President

Photographs in the Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division.

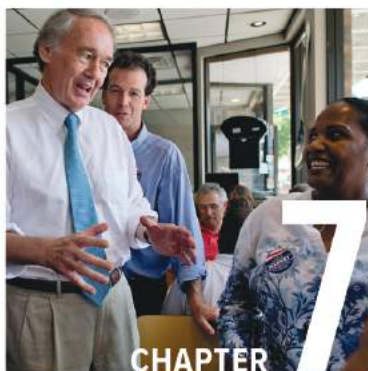


CHAPTER

Joshua Roberts/Bloomberg/Getty Images



CHAPTER



© EPA/Alamy

Congress at Work

ESSENTIAL QUESTIONS

- How does a bill become a law?
- How does the government raise and allocate money?
- What factors influence congressional decision making?

Analyzing Primary Sources Rating Congress

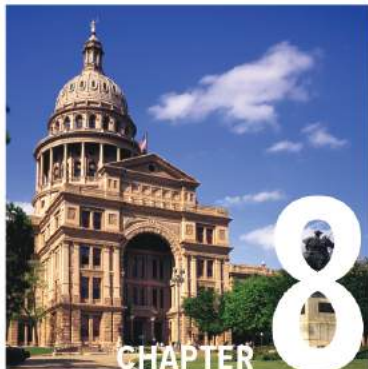
LESSON 1 How a Bill Becomes a Law

LESSON 2 Taxing and Spending Bills

Supreme Court Case *National Federation of Independent Business v. Sebelius*, 2012

LESSON 3 Influencing Congress

LESSON 4 Helping Constituents



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State and Local Legislative Branches

ESSENTIAL QUESTIONS

- How are state and local legislative branches structured?
- How can citizens participate in state and local government?
- How are laws created at the state and local levels?

Analyzing Primary Sources Analyzing Redistricting

LESSON 1 State Legislatures

LESSON 2 Local Legislatures

Supreme Court Case *Board of Education v. Earls*, 2001

LESSON 3 State and Local Legislative Policy

Deliberation Should our state punish juvenile offenders as adults?

CONTENTS

UNIT THREE

The Executive Branch



The Presidency

ESSENTIAL QUESTION

What are the powers and roles of the president and how have they changed over time?

Analyzing Primary Sources Presidential Decision Making: The Cuban Missile Crisis

LESSON 1 Sources of Presidential Power

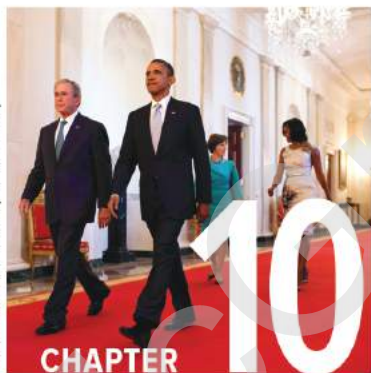
LESSON 2 Head of State and Chief Executive

LESSON 3 Commander in Chief and Chief Diplomat

Debate Is the War Powers Act constitutional?

LESSON 4 Legislative, Economic, and Party Leader

Supreme Court Case *Youngstown Sheet & Tube Co. v. Sawyer*, 1952



Choosing the President

ESSENTIAL QUESTIONS

- *What are the key components of presidential leadership?*
- *What are the structure and functions of the executive branch?*
- *Why and how has the process for nominating and electing presidents changed over time?*

Analyzing Primary Sources Presidential Qualifications

LESSON 1 Presidential Qualifications and Leadership

Supreme Court Case *Bush v. Gore*, 2000

LESSON 2 Presidential Salary, the Vice President, and Succession

LESSON 3 Electing the President

Debate Should the Electoral College system be amended?



Structure and Functions of the Executive Branch

ESSENTIAL QUESTIONS

- What are the structure and functions of the executive branch?
- How does the federal bureaucracy regulate individuals, communities, and businesses?

Analyzing Primary Sources Implementing a New Law

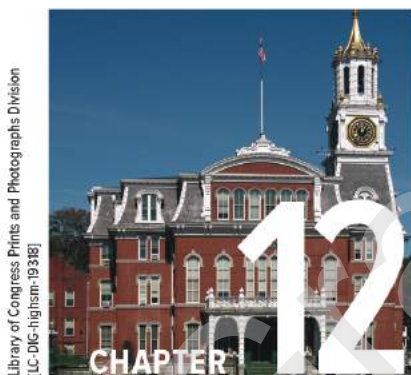
LESSON 1 The Cabinet and the Executive Office of the President

Supreme Court Case *United States v. Nixon*, 1974

LESSON 2 Cabinet Departments and Independent Agencies

LESSON 3 The Federal Workforce and Civil Service

LESSON 4 The Executive Branch at Work



State and Local Executive Branches

ESSENTIAL QUESTIONS

- How are state and local executive branches structured?
- What are the characteristics of effective governors and mayors?

Analyzing Primary Sources City Government Budgets

LESSON 1 Powers and Roles of State and Local Executives

LESSON 2 Choosing Governors and Mayors

Debate Should voters be able to recall elected state officials?

LESSON 3 State and Local Executive Branches at Work

Supreme Court Case *Kelo v. New London*, 2005

UNIT FOUR

The Judicial Branch

Federal and State Court Systems

ESSENTIAL QUESTIONS

- *What is the role of the judicial system in our democracy?*
- *What are the purposes of trials and appeals in our court systems?*
- *How are federal, state, and local courts organized?*

Analyzing Primary Sources Trial by Jury

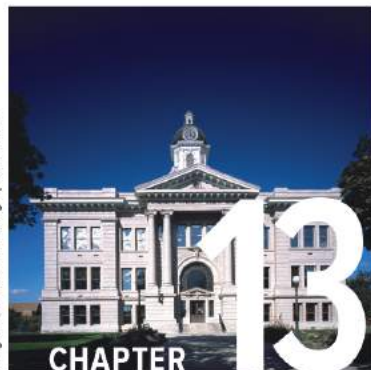
LESSON 1 The Judicial System in Our Democracy

LESSON 2 Trials

LESSON 3 Appeals

Supreme Court Case *Morse v. Frederick*, 2007

LESSON 4 Local, State, and Federal Courts



Photographs in the Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division.

The Supreme Court of the United States

ESSENTIAL QUESTIONS

- *What influences how the Supreme Court selects cases, decides cases, and interprets the Constitution?*
- *What affects the selection process for Supreme Court justices?*

Analyzing Primary Sources Equal Justice Under Law

LESSON 1 Selecting Cases at the Supreme Court

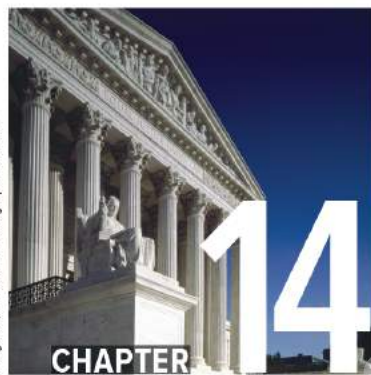
LESSON 2 Deciding Cases

LESSON 3 Selecting Supreme Court Justices

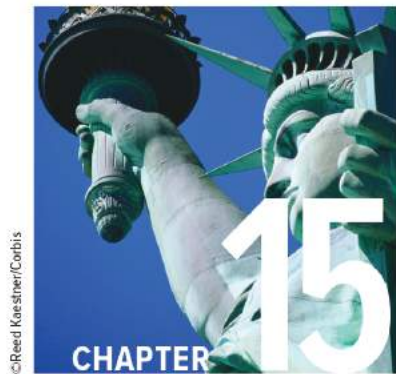
Debate Should justices have lifetime tenures?

LESSON 4 Constitutional Interpretation

Supreme Court Case *Brown v. Board of Education*, 1954



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Constitutional Freedoms

ESSENTIAL QUESTIONS

- What restrictions, if any, should be placed on our constitutional rights and freedoms?
- Why are the freedoms in the Bill of Rights and later amendments essential to our democracy?
- How have citizen movements and social movements brought about political and social change?

Analyzing Primary Sources The Strength of Our Liberty

LESSON 1 Freedom of Speech

Debate Should our democracy limit hateful speech?

LESSON 2 Freedoms of Press, Assembly, and Petition

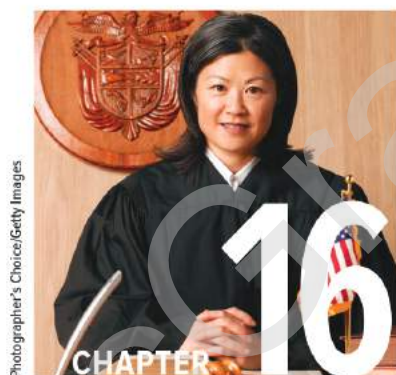
LESSON 3 Freedom of Religion

LESSON 4 The Fourteenth Amendment

LESSON 5 Equal Protection and Discrimination

Supreme Court Case *Grutter v. Bollinger*, 2003

LESSON 6 The Rights to Bear Arms and to Privacy



Constitutional Right to a Fair Trial

ESSENTIAL QUESTIONS

- How does our democracy protect the rights of individuals suspected, accused, convicted, or acquitted of crimes?
- How does our democracy balance the rights of the defendant and the search for truth?

Analyzing Primary Sources Beyond a Reasonable Doubt

LESSON 1 Constitutional Rights Before Trial

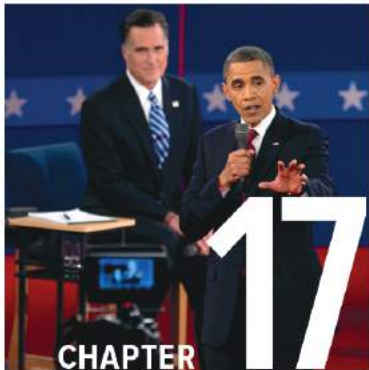
Supreme Court Case *Yarborough v. Alvarado*, 2004

LESSON 2 Constitutional Rights at Trial

Deliberation Should terrorist detainees have access to domestic courts and basic constitutional protections?

LESSON 3 Constitutional Rights After Trial

UNIT FIVE



Participating in Government

Political Parties

ESSENTIAL QUESTION

How does the two-party system influence American democracy?

Analyzing Primary Sources Political Polarization

LESSON 1 Development of Political Parties

Supreme Court Case *Arkansas Educational Television Commission v. Forbes*, 1997

LESSON 2 Party Ideology and Identification

Debate Should it be U.S. policy to promote renewable sources of energy?

LESSON 3 Party Organization and Nominating Candidates

Voting and Elections

ESSENTIAL QUESTIONS

- *Who should have the right to vote in a democracy?*
- *What factors influence voters and election campaigns?*
- *What are the key steps in voting?*

Analyzing Primary Sources The Youth Vote

LESSON 1 Expanding Voting Rights

Deliberation Should felons have the right to vote in our democracy?

LESSON 2 Influences on Voters

LESSON 3 Campaigns and Financing

Supreme Court Case *Shelby County, Alabama v. Holder*, 2013

LESSON 4 Voter's Guide





Public Opinion and Interest Groups

ESSENTIAL QUESTIONS

- In what ways can public opinion affect government policy?
- How do special interest groups seek to influence U.S. public policy?

Analyzing Primary Sources Collaboration & Civil Society

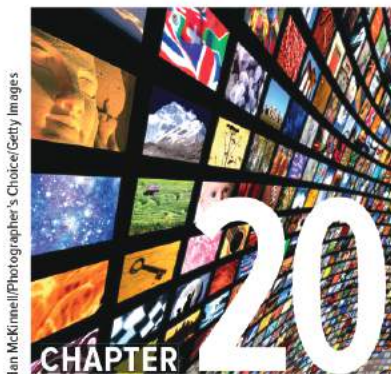
LESSON 1 Shaping Public Opinion

LESSON 2 Measuring Public Opinion

LESSON 3 Interest Groups and Their Roles

LESSON 4 Affecting Public Policy

Supreme Court Case *Citizens United v. Federal Election Commission*, 2010



Mass Media in the Digital Age

ESSENTIAL QUESTIONS

- What role does the mass media play in the U.S. political system?
- How do the Internet and social media affect the U.S. political process?

Analyzing Primary Sources Consuming the News

LESSON 1 How Media Impact Our Government

LESSON 2 Regulating Print and Broadcast Media

Supreme Court Case *Reno v. ACLU*, 1997

LESSON 3 The Internet and Democracy

Debate Should the government be able to access your online data?

CONTENTS

UNIT SIX

Government in Action

Financing Government

ESSENTIAL QUESTIONS

- *What role does the government play in managing the economy?*
- *How does the government raise and allocate money?*

Analyzing Primary Sources Comparing Economic Theories

LESSON 1 Economic Goals and the Federal Budget

Supreme Court Case *Salazar v. Ramah Navajo Chapter*, 2012

LESSON 2 Raising Revenue

LESSON 3 Managing the Economy

LESSON 4 Financing State and Local Governments

Debate Should states use lotteries to raise revenue?

Making Social and Domestic Policy

ESSENTIAL QUESTIONS

- *How is social and domestic policy created and implemented?*
- *How do citizens influence government social and domestic policy?*
- *How do social and domestic policies affect U.S. society and culture?*

Analyzing Primary Sources Public Policy Problems & Solutions

LESSON 1 Business and Labor Policy

LESSON 2 Agriculture, Energy, and the Environment

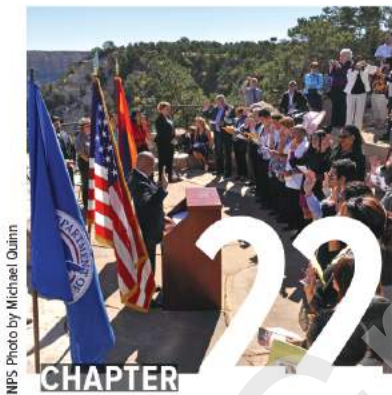
Deliberation Should the U.S. require that GE foods be labeled as such?

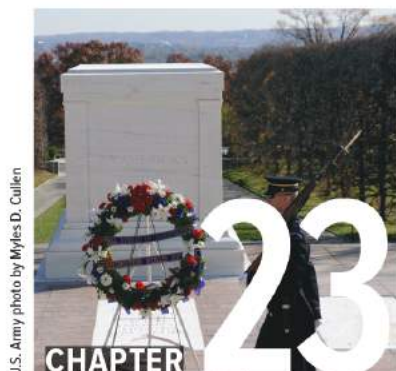
LESSON 3 Income Security and Health Care

LESSON 4 Education, Housing, and Transportation

LESSON 5 Citizenship and Immigration

Supreme Court Case *Daly v. Day*, 1982





U.S. Army photo by Myles D. Cullen

Making Foreign and Defense Policy

ESSENTIAL QUESTIONS

- How does U.S. foreign policy affect other countries and regions?
- How is foreign policy made and implemented?
- How is foreign policy affected by the separation of powers?

Analyzing Primary Sources The National Security Agency and U.S. Surveillance

LESSON 1 Goals and Development of Foreign Policy

LESSON 2 Foreign Policy Tools

Supreme Court Case *Kiobel v. Royal Dutch Petroleum*, 2013

LESSON 3 Foreign Policy Powers

LESSON 4 State and Defense Departments



Robert Mandel/Vetta/Getty Images

Comparing Political and Economic Systems

ESSENTIAL QUESTIONS

- What are the advantages and disadvantages of different types of political systems?
- How do nations and citizens interact in the global political and economic arenas?
- What is the role of government in different economic systems?

Analyzing Primary Sources Global Student Voices: Activism Around the World

LESSON 1 Political Systems in Action

LESSON 2 International Organizations and Global Issues

Supreme Court Case *Medellín v. Texas*, 2008

LESSON 3 Economic Systems in Action

LESSON 4 The Global Economy

REFERENCE HANDBOOK

- World Political Map
- U.S. 2010 Congressional Reapportionment Map
- Presidents of the United States
- Leaders of Government
- Supreme Court Case Summaries

- Declaration of Independence
- Constitution of the United States
- Historical Documents
- English/Spanish Glossary
- Index

Foundations of Government

networks

www.connected.mcgraw-hill.com

There's More Online about the foundations of government.

ESSENTIAL QUESTIONS

- What are the purposes of government?
- What principles guide different types of government?
- What is the role of government in different types of economic systems?

CHAPTER 1

Analyzing Primary Sources *The State of Nature*

Lesson 1
Purposes and Origins of Government

Lesson 2
Types of Government

Lesson 3
The Role of Government in Economic Systems



▲ Pericles, a leader of ancient Athens, described democracy as government “in the hands of not the few, but the many.”

THE STATE OF NATURE

The term *state of nature* describes what philosophers believe life would be like without laws and government. The idea of the state of nature has captured the imagination of novelists, filmmakers, readers, and moviegoers alike. Today, some observers believe that the way people interact in cyberspace is akin to the state of nature. Bullying, insults, and racist remarks, for example, are common. Many believe that the state of nature in cyberspace may even be causing our entire society to become less civil.

PRIMARY SOURCE

A

This excerpt is from *Leviathan*, a political treatise written by the British philosopher Thomas Hobbes. An influential nonfiction book about the state of nature and the social contract, it was published in 1651 during the English Civil War.

“Whatsoever therefore is consequent to a time of Warre [war], where every man is Enemy to every man; the same is consequent to the time, wherein men live without other security, than what their own strength, and their own invention shall furnish them withall. . . . And the life of man, solitary, poore, nasty, brutish, and short.”

—Thomas Hobbes, *Leviathan*, 1651

PRIMARY SOURCE

B

This excerpt is from the 1985 novel by Cormac McCarthy, *Blood Meridian*. McCarthy’s character Judge Holden discusses his view of the law.

“Moral law is an invention of mankind for the disenfranchisement of the powerful in favor of the weak. Historical law subverts it at every turn.”

—Cormac McCarthy, *Blood Meridian, or the Evening Redness in the West*, 1985

PRIMARY SOURCE

C

In the 1954 novel *Lord of the Flies*, a group of British schoolboys are marooned on an island. Their attempts at self-government soon begin to break down. A boy named Jack paints his face as camouflage for hunting and finds that this “mask” frees him from the need to conform to social norms.

“Beside the pool his sinewy body held up a mask that drew their eyes and appalled them. He began to dance and his laughter became a bloodthirsty snarling. He capered toward Bill, and the mask was a thing on its own, behind which Jack hid, liberated from shame and self-consciousness.”

—William Golding, *Lord of the Flies*, 1954

PRIMARY SOURCE

D

In the film *Mad Max 2: The Road Warrior*, society has collapsed following a global war. Gangs roam the countryside, looking for food and gas.

“On the roads it was a white-line nightmare. Only those mobile enough to scavenge, brutal enough to pillage would survive. The gangs took over the highways, ready to wage war for a tank of juice. And in this maelstrom of decay, ordinary men were battered and smashed.”

—*Mad Max 2: The Road Warrior*, 1981

PRIMARY SOURCE

E

In an op-ed to *The New York Times*, Christopher Wolf, an Internet and privacy attorney and leader of the Internet Task Force of the Anti-Defamation League, expressed his concerns with online anonymity.

“People who are able to post anonymously (or pseudonymously) are far more likely to say awful things, sometimes with awful consequences, such as the suicides of cyberbullied young people. The abuse extends to hate-filled and inflammatory comments appended to the online versions of newspaper articles—comments that hijack legitimate discussions of current events and discourage people from participating.”

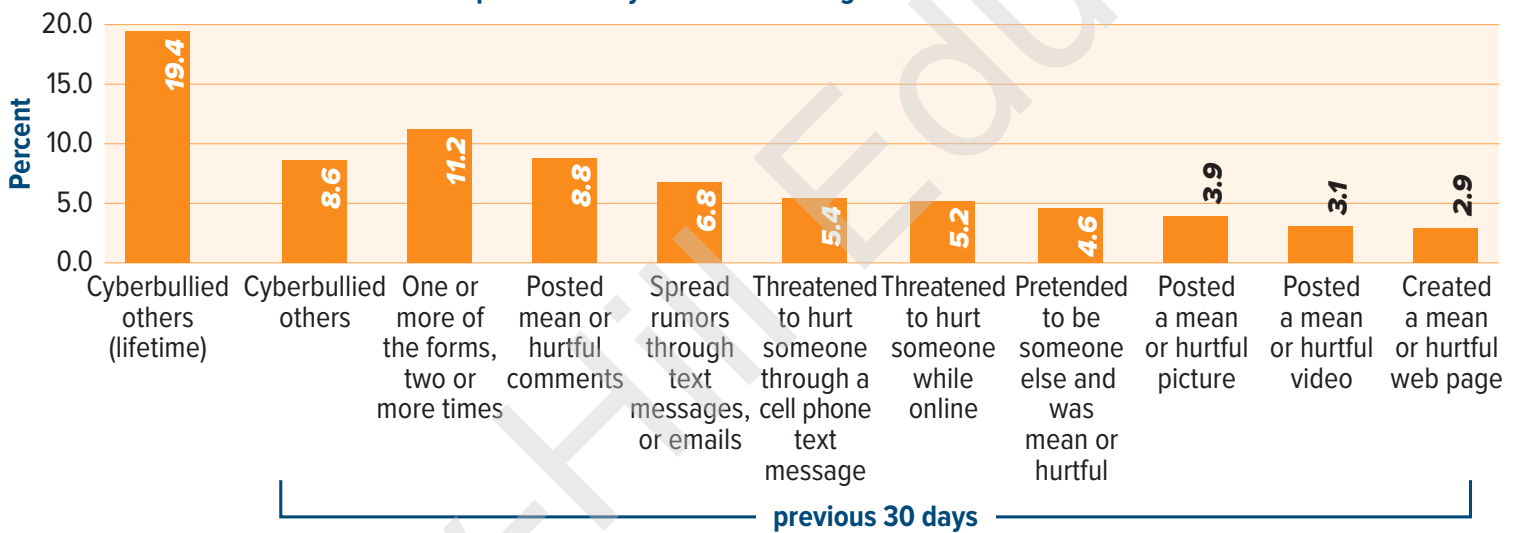
—Christopher Wolf, Letter to the Editor, *The New York Times*, November 20, 2011

PRIMARY SOURCE

F

How Often Do Teens Cyberbully Others, And How?

Random Sample of 10–18 year-olds from large school district in the southern U.S.



Source: Justin W. Patchin and Sameer Hinduja, Cyberbullying Research Center, www.cyberbullying.us

DBQ DOCUMENT-BASED QUESTIONS

- Defining** Create a list of phrases used to describe the state of nature. Use at least two of those terms to write a definition of *state of nature*.
- Applying** Does your definition of a state of nature apply to the types of Internet behavior that are illustrated or discussed in Sources E and F? Explain your answer.
- Evaluating** Do you believe that humans in a state of nature would show the worst aspects of their nature? Or do you see a more positive vision of the state of nature? How might your view of the state of nature influence your ideas about government?

WHAT WILL YOU DO?

A troll on a popular social networking site has been posting rude comments about you. How will you respond? Will you escalate, step back/not respond, or try to create a more civil society online? Will you look to government officials to help eliminate cyberbullying?

EXPLORE the interactive version of the analyzing primary sources feature on Networks.

Interact with these digital assets and others in lesson 1

- ✓ INTERACTIVE MAP
United States Acquisitions
- ✓ SELF-CHECK QUIZ
- ✓ SLIDE SHOW
Divine Right of Monarchs
- ✓ VIDEO
Scottish Independence

networks
TRY IT YOURSELF ONLINE



LESSON 1

Purposes and Origins of Government

(l to r) Jill Bratton/McGraw-Hill Education; Library of Congress Prints and Photographs Division [L.C.DIG-ppmsca-19301]; Imago/Hulton Archive/Getty Images; Rosenwald Collection/Courtesy National Gallery of Art, Washington; Apic/Hulton Archive/Getty Images



GOVT.12.a-c

ESSENTIAL QUESTION

ReadingHelp Desk

Academic Vocabulary

- philosopher
- theory

Content Vocabulary

- anarchy
- government
- nation
- state
- country
- sovereignty
- divine right
- social contract

TAKING NOTES:

Key Ideas and Details

EXPLAINING Use the graphic organizer to explain the major theories on the origins of the state.

Theory	Explanation

What are the purposes of government?

Work with a partner to imagine each of the following situations. For each:

- Suggest two adjectives that describe the situation.
 - Explain how you might feel if you were in this situation.
 - Consider what kinds of people or groups might “do well” in an environment like this.
 - Propose a way that the situation may have been prevented or controlled and by whom.
- a. You arrive to school and settle into your desk, but there is no teacher. You and your classmates realize there are no teachers, no administrators, and no security—only other students. No one can communicate with anyone out of the building and the doors are locked so no one can leave. Some of the most rowdy students begin planning a “day of pandemonium.” You do not know what they intend.
 - b. After a major hurricane, the power, phone, and Internet lines in your city have been out for more than a week. You hear a rumor that groups of armed gangsters are roaming the streets. You have spent four sleepless nights guarding your parents’ store from looters.
 - c. Your country is in the midst of a devastating famine. Thousands of people have already died of starvation. A truck carrying flour, sugar, water, and medicine is scheduled to arrive in the center of your town today. As you wait, hundreds of people from another town show up. Fights break out when people cut in line. When the truck drivers see the hostile crowd, they are afraid and consider leaving.

The Functions of Government

GUIDING QUESTION *What is government, and what are its basic functions?*

Most humans cannot function and would not choose to live in chaos and turmoil, where mobs rule the land through might and violence. These conditions describe **anarchy**, or a state without government and laws. Some people believe governments exist to prevent situations like those described above. Legitimate and functioning governments create order, protect people, and give them ways to settle disagreements fairly and

peacefully. **Government** is an institution through which leaders exercise power to make and enforce laws affecting the people under its control. People create governments for a variety of reasons. Governments provide leadership, order, security and defense, public services, and economic assistance and economic security.

To fulfill these purposes, governments make rules that everyone must follow—and they have the authority to punish those who do not follow them. These systems of laws create social, economic, and personal benefits for the people the government governs. All governments serve these purposes, whether those leaders are chosen by the people or take control for themselves.

Providing Leadership Government officials set priorities and make all sorts of decisions on behalf of the people. They decide what actions are crimes, make decisions about who has to pay taxes and how much they have to pay, and determine who benefits from natural resources like coal and natural gas. They can require that people do things they might not do voluntarily, such as pay taxes or serve in the army. Without leadership, no one and anyone can be in charge—creating anarchy.

Maintaining Order In nearly any group, people will disagree and some may take advantage of others. Two neighbors may argue about property lines. Parents may argue over a terrible call by a referee at their child’s soccer game. Conflict is an inescapable part of life.

Governments try to control and contain conflict between people by placing limits on what individuals are permitted to do. Governments provide some sort of domestic security force—police or a national guard—to enforce laws and to keep peace. Governments provide courts and other ways for people to resolve their conflicts. They also punish people who break laws.

Without government, civilized life would be impossible. An effective government allows citizens to plan for the future, get an education, raise a family, and live orderly lives.

In the words of Abraham Lincoln,

PRIMARY SOURCE

The legitimate object of government is to do for a community of people whatever they need to have done but cannot do at all, or cannot so well do for themselves in their separate and individual capacities. But in all that people can individually do for themselves, government ought not to interfere.”

— Abraham Lincoln, 1854

EXPLORING THE ESSENTIAL QUESTION

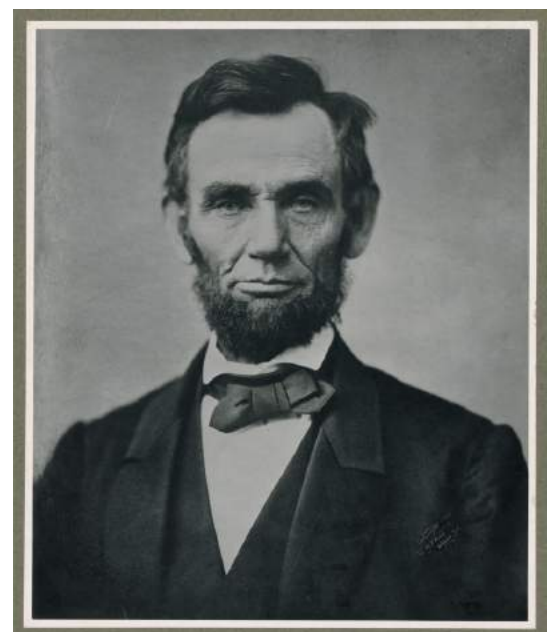
Analyzing Point of View Do you agree or disagree with Lincoln’s view of the proper role of government? Explain your answer.

Providing Public Services Governments create schools, build sewer systems, pave roads, and provide other services that individuals cannot or would not do on their own. Many other government services promote public health and safety. For example, most fire departments are funded (at least in part) by governments. In the United States, government officials enforce housing codes and inspect meat that is sold in markets. State governments pass laws that require drivers to pass a driving test before a license is issued.

anarchy a state without government and laws

government an institution through which leaders exercise power to make and enforce laws affecting the people under its control

Abraham Lincoln believed that the purpose of government is to do for people what they cannot do for themselves. ▼

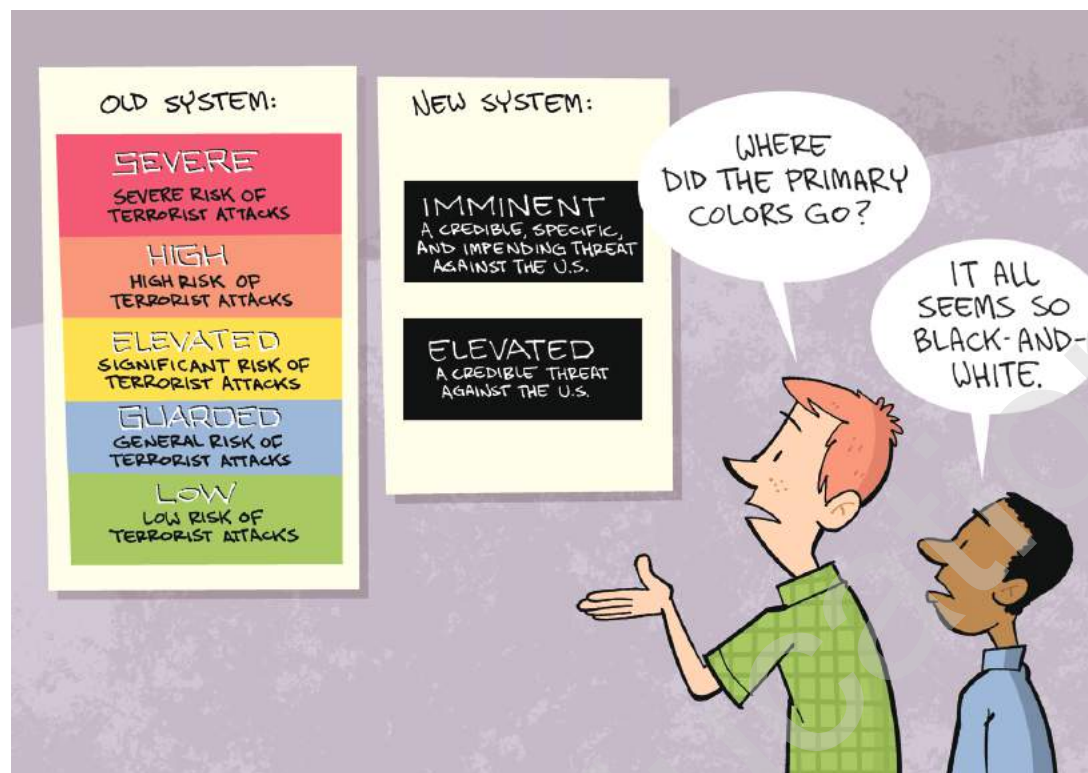


POLITICAL CARTOON

In January 2011, the Department of Homeland Security changed its early warning system for potential terrorist threats.

► CRITICAL THINKING

Speculating Why do you think the Department of Homeland Security replaced the color-coded Homeland Security Advisory System (HSAS) with the newer, “black-and-white” system? Which do you prefer? Why?



Providing National Security Another task of government is to protect the people against attack by another country or by terrorists. In today's world of nuclear weapons, spy satellites, international terrorists, and huge armies, it is a complex and demanding task to provide for the safety of a nation's citizens. The U.S. federal government is primarily responsible for this task. Some state governments have informal relations with other nations to increase their trade or cultural exchange, but the national government can place limitations on these relations.

Providing Economic Security and Economic Assistance Governments protect the economic security of their people, just like they protect national security. Governments negotiate trade deals with other countries and they try to protect businesses that are important to their own economies.

Governments might intervene in the economic affairs of another nation to promote their own national security. For example, after World War II, the United States funded the Marshall Plan to help European nations rebuild their economies because of concern that high unemployment, food shortages, and economic depression could lead to communist revolutions.

Within their own countries, governments can also set policies to protect people's economic security. Governments usually try to stimulate economic growth and stability by encouraging trade and regulating the development of natural resources. They can enforce contracts between businesses or regulate the conditions under which banks can take control of homes when their owners fail to pay the mortgage.

Even in a wealthy country like the United States, many people lack enough food, necessary clothing, and adequate housing. The problem of scarcity is far greater in many other nations. Governments can provide assistance to people in need. This assistance might be in the form of food stamps or controls on how much rent landlords can charge in certain buildings. Governments vary greatly in their ability and determination to provide economic assistance to their citizens, and no country provides its citizens with everything they need or desire.

EXPLORING THE ESSENTIAL QUESTION

Categorizing Think about how the government affects your daily life—from the time you wake up until the time you go to sleep. For example, the water you brushed your teeth with is purified according to standards required by the government. List ten examples of government involvement in your life and then categorize them according to the purposes of government listed in this lesson.

✓ READING PROGRESS CHECK

Listing What do governments provide their citizens?

Nation, State, and Country

GUIDING QUESTION *What is the difference between a nation and a state or a country?*

The terms *nation*, *country*, and *state* are sometimes used interchangeably. Technically, a **nation** is a sizable group of people who believe themselves united by common bonds of race, language, custom, or religion. For example, some groups, such as the Kurds, consider themselves a nation but do not have their own country.

Many people in the United States think about a state as a subdivision of the whole country, like the state of Texas. But the term *state* also means something larger. In the language of people who study governments, a **state** is a political community that occupies a definite territory and has an organized government. The term **country** has the same meaning. A state has **sovereignty**—that is, its government makes and enforces its own laws without approval from any other authority.

The term *state* likely came from the ancient Greek **philosopher** Aristotle, who believed a state was the territory of a town and its surrounding area where face-to-face communication was possible and where people could reasonably be governed.

PRIMARY SOURCE

“He who has the power to take part in the deliberative or judicial administration of any state is said by us to be a citizen of that state.”

—*Politics II*, Aristotle

The states that make up today’s political world share four essential features: population, territory, sovereignty, and government.

READING PROGRESS CHECK

Defining How are the terms *nation*, *state*, and *country* defined?

nation a group of people united by bonds of race, language, custom, tradition, and sometimes religion

state a political community that occupies a definite territory and has an organized government

country a political community that occupies a definite territory and has an organized government

sovereignty the supreme and absolute authority within territorial boundaries

philosopher one who engages in the pursuit of wisdom

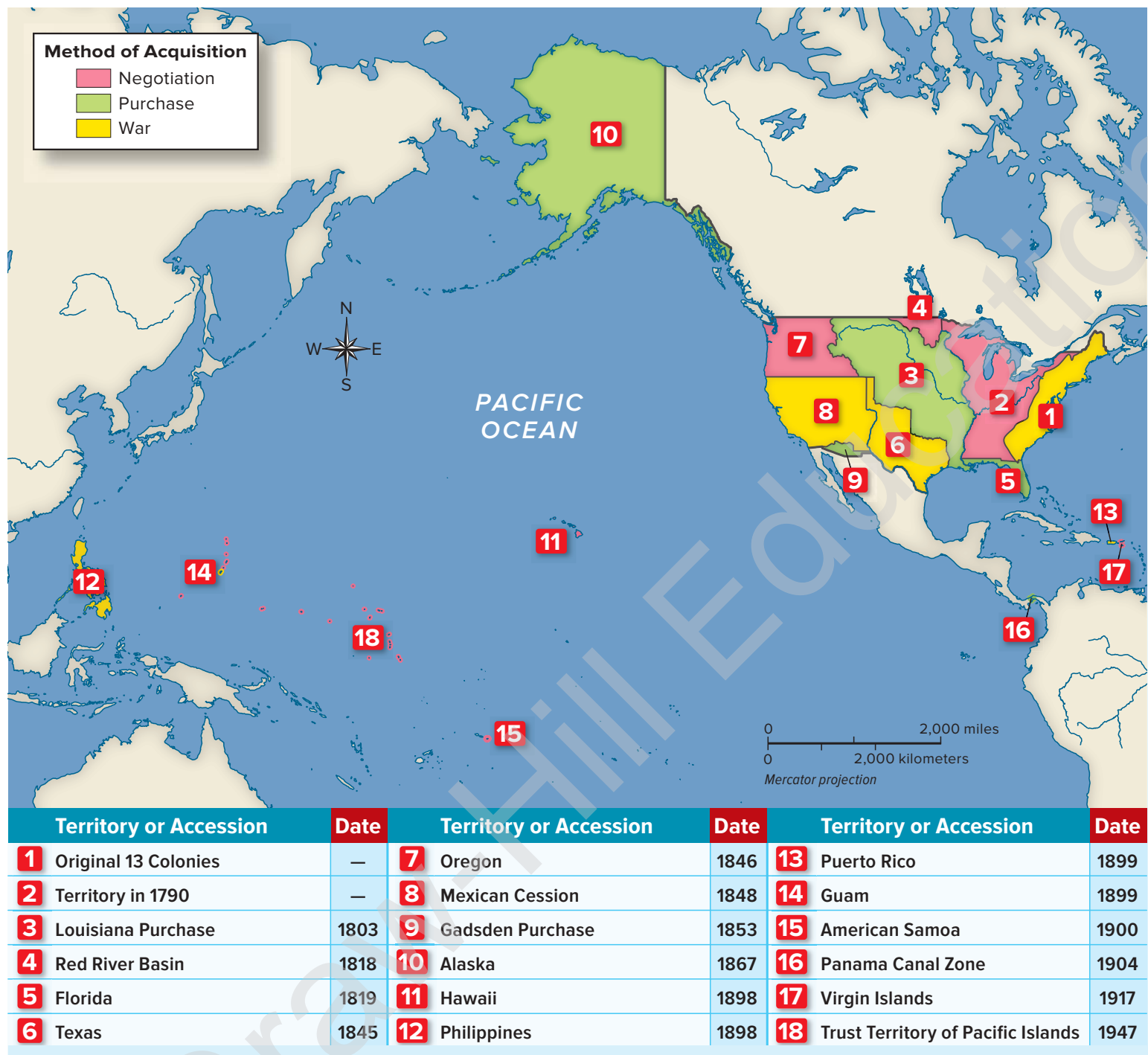
ESSENTIAL FEATURES OF A STATE

Population	States must have people. Without them, there is no one to govern and no reason for a state to exist. States and their populations have unique cultures, histories, traditions, and values.
Territory	A state has established boundaries. For example, the borders of the United States are recognized by its citizens, its neighbors, and the international community. The exact shape of political boundaries is often a source of conflict among states. Territorial boundaries may change as a result of war, negotiations, or purchase.
Sovereignty	The key characteristic of a state is sovereignty. Political sovereignty means the state has supreme and absolute authority within its boundaries. It has complete independence and power to make laws and foreign policy and determine its course of action. In theory, at least, no state has the right to interfere with the internal affairs of another state.
Government	States must have someone in charge. A government makes and enforces its own laws for its own people. Government provides leadership, maintains order, provides public services, offers defense and security, and makes decisions about how to establish economic security for its people.

EXPLORING THE ESSENTIAL QUESTION

Diagramming Draw a graphic representation of these four features and share your picture with a classmate. How do your drawings show the same concepts in different ways?

United States Acquisitions



The territory of the United States has grown considerably since it declared independence. By purchase, negotiation, and war, the United States extended its territory.

▲ CRITICAL THINKING

Making Inferences Why do you think the United States acquired so many territories in the South Pacific?

theory speculation based on study

Origins of the State

GUIDING QUESTION *Why and how were governments created?*

No one knows precisely how or why people created the earliest governments, but scholars have constructed several **theories** to explain their origins.

Evolutionary Theory Some scholars believe that the notion of state evolved from the family. The heads of ancient families served as the authority over the group, and extended families might include hundreds of people. For example, according to Christian, Jewish, and Muslim religious beliefs, Abraham was a patriarch who became known as the “father to many nations.” Supporters of this theory believe government came about because extended families needed more organization. Some

modern Native American groups continue to be governed according to family and clan traditions.

Force Theory According to the force theory, states emerged when people needed to cooperate to survive but could become organized only when one or more people took control. For example, to keep out enemies, people needed to build walls around their city. The strongest leaders used violence and the threat of violence to control their own people to get the work done. A state emerged when everyone in an area was brought under the authority of one person or group by use of force.

Divine Right Theory The idea that certain people are chosen by a god or gods to rule is very old. For example, the ancient Egyptians, Chinese, Maya, and Aztec believed that their rulers were descendants of gods or chosen by them. The term **divine right**, however, refers particularly to European monarchs in the 1600s and 1700s who proclaimed that their right to rule came from God alone. The state existed to serve the demands of God. To oppose the monarch was to oppose God, and thus not only treasonous but sinful.

Social Contract Theory Some people believe states exist to protect and to serve their people. Without a state or government, people would live in a “state of nature” where life would be “nasty, brutish, and short.” English philosopher Thomas Hobbes used this phrase in the 1650s when he wrote that without order and protection, no decent life of any kind would be possible. In the **social contract** that Hobbes envisioned, people surrendered their freedom to the state, and in return, they received order and security. Fellow Englishman John Locke had a different view on the terms of the social contract. He claimed the people had natural rights and the social contract was made between the people and a government that promised to preserve these rights. Locke’s ideas about the social contract shaped the development of democratic governments, including the United States.

READING PROGRESS CHECK

Summarizing What are the major theories of the origins of the state? Which do you find most convincing and why?

EXPLORING THE ESSENTIAL QUESTION

Defending Write a persuasive paragraph to convince a friend or relative why government is necessary. As you write, think about the origin of the state theories. Do you believe government exists to carry out God’s will and leaders are chosen by God or gods? Do you believe governments exist to provide security and order for their people? Do you have a different theory? Explain your ideas thoroughly and share your paragraph with a friend or relative.

divine right the idea that people are chosen by a god or gods to rule

social contract theory that by contract, people surrender to the state the power needed to maintain order and the state, in turn, agrees to protect its citizens

LESSON 1 REVIEW

Reviewing Vocabulary

1. Defining What is *sovereignty*, and why is it an essential element of a state?

Using Your Graphic Organizer

2. Applying Using your graphic organizer, classify each of the following statements with the theory of origin that describes it.

- The emperor was chosen by God to rule China.
- A father or grandfather ruled over a family or tribe.
- A leader and some of his followers gained control by intimidating people to carry out important work.
- People hated anarchy, so they gave up their freedom for order.

Answering the Guiding Questions

3. Defining What is a government, and what are its basic functions?

4. Contrasting What is the difference between a nation and a state or a country?

5. Explaining Why and how were governments created?

Writing About Government

6. Informative/Explanatory Find several news articles about local, state, or national government in action. Write an essay that describes at least three different government actions and which purpose of government is demonstrated in each.

Interact with these digital assets and others in lesson 2

- ✓ INTERACTIVE CHART
Power Sharing in Different Systems of Government
- ✓ INTERACTIVE MAP
Levels of Freedom
- ✓ SELF-CHECK QUIZ
- ✓ VIDEO
Direct Democracy

networks
TRY IT YOURSELF ONLINE



LESSON 2

Types of Government

(l to r) Corporation for National and Community Service
 Photo: State Department photo: Purestock



GOVT.2.a GOVT.3.a-b,d,f GOVT.16.b-f

ESSENTIAL QUESTION

What principles guide different types of government?

The United States and many other countries around the world are democracies. What does the idea of democracy mean to you? What do you think are the most important characteristics of a democratic form of government? List them in order of importance.

ReadingHelp Desk

Academic Vocabulary

- assembly
- institution

Content Vocabulary

- unitary system
- confederacy
- federal system
- constitution
- constitutional government
- authoritarian
- totalitarian
- dictatorship
- oligarchy
- monarchy
- democracy
- republic

TAKING NOTES:

Key Ideas and Details

DESCRIBING Use the graphic organizer to describe the advantages and disadvantages of different systems of governments.

System of Government			
Description			
Advantages			
Disadvantages			

Systems of Government

GUIDING QUESTION How is a federal system of government different from a unitary or confederate one?

All governments reflect their society's history and culture, and all societies must organize their governments to carry out important functions. Political scientists classify governments in a few different ways: according to how democratic they are and according to how power is divided between the larger society (like a country) and its smaller parts (like cities, counties, states, or provinces). There are three main systems of government: unitary, confederate, and federal. Each form has different advantages and disadvantages.

Unitary System A **unitary system** of government gives all key powers to the central government. This does not mean that only one level of government exists, but rather the only powers that states or local government have are those expressly given to them by the central government. While centralized power can be an advantage, there is less power given to localities, which can be a disadvantage. Japan, France, and Bolivia are examples of present-day unitary governments.

Confederate System When the United States first became independent from Great Britain, it formed a **confederacy**, or confederation—a loose union of independent and sovereign states. The new nation had many struggles under the Articles of Confederation. This weak central power was a disadvantage of this system. An advantage was the power it gave to the states. Consequently, the early leaders created a new form of government with comparatively more power resting with the national government.

The Constitution created a national government of limited and specific powers, leaving all other powers to the states. Today, few countries are a confederation. The Asian nation called Federated States of Micronesia is one example. It has a very weak central government and four independent states that maintain most authority, especially over their budgets.

Federal System A **federal system** of government divides the powers of government between the national and state or provincial government. Each level of government has sovereignty in some areas. The United States developed a federal system when it wrote its Constitution. There are many nations operating under a federal system, including Brazil. An advantage of the federal system is how it shares power among different levels of government while still having more centralized power than in a confederate system. A disadvantage may be that each level of government can make its own laws.

On a smaller scale, individual states in the United States may have their own structure of government. Some states are unitary and make almost all important decisions for the whole state. In other states, power is shared with cities or counties. For example, Maryland gives its counties much more authority to make their own decisions than most states.

READING PROGRESS CHECK

Explaining What made the initial U.S. system of government a confederacy?

unitary system a government that gives all key powers to the national or central government

confederacy a loose union of independent states

federal system a government that divides the powers of government between the national government and state or provincial governments

constitution a plan that provides the rules for government

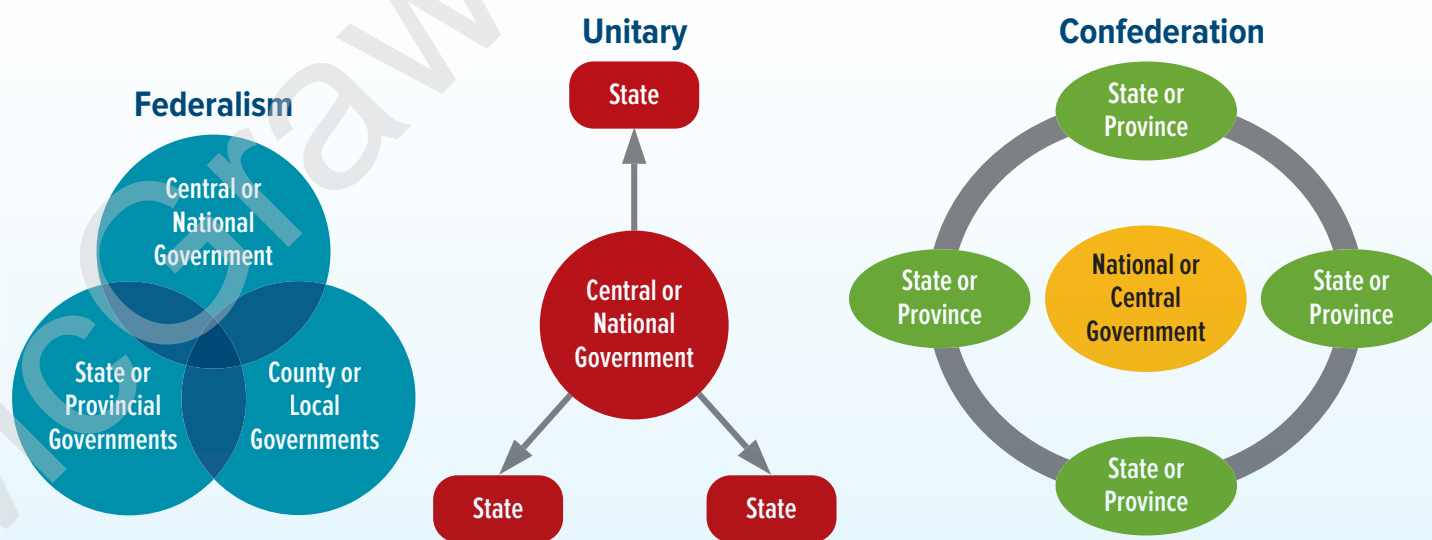
Constitutional Governments

GUIDING QUESTION How is a constitutional government different than a country without a constitution?

A **constitution** is a plan that provides the rules for government. A constitution serves several major purposes: (1) it sets out ideals that the people bound by the constitution believe in and share, (2) it establishes the basic structure of

CHART

Power Sharing in Different Systems of Governments



Political scientists classify governments according to how power is shared among different levels of government.

CRITICAL THINKING

- 1. Comparing** What do federal, unitary, and confederate systems of government have in common?
- 2. Analyzing** In which system of government does the central or national government have the most power? In which system does it have the least? Explain your answers.

GOVERNMENT *in your* COMMUNITY

Find a copy of your state's constitution or charter. Analyze how much power the state government has compared to counties or cities.

Analyzing Which level of government has the most say over budgets or law enforcement? Based on your analysis, would you say your state government is unitary, confederate, or federal? Explain your answer.

constitutional government a government in which a constitution has authority to place clearly recognized limits on the powers of those who govern

government and defines the government's powers and duties, and (3) it provides the supreme law for the country. Constitutions provide rules that shape the actions of government, much as the rules of soccer define the action in a soccer match.

Constitutions may be written or unwritten; however, in most modern states, constitutions are written. The United States Constitution, drawn up in 1787, is the oldest written constitution still serving a nation today. Other nations with written constitutions include France, Kenya, India, and Italy. Great Britain, on the other hand, has an unwritten constitution based on hundreds of years of legislative acts, court decisions, and customs.

The term **constitutional government** refers to a government in which a constitution has authority to place clearly recognized limits on the powers of those who govern. Thus, constitutional government is *limited* government. A country would not be called a constitutional government simply because it has a written constitution. It must operate according to the principles in that constitution.

Constitutions are important but incomplete guides to how a country is actually governed. They are incomplete for two reasons. First, no written constitution can possibly spell out all the laws, customs, and ideas that grow up around the document. In the United States, for example, until Franklin D. Roosevelt was elected president four times, it was custom, rather than law, that no person should be elected president more than twice. Only when the Twenty-second Amendment went into effect was a president limited by law to two elected terms.

Second, a constitution does not always reflect actual government practice. The People's Republic of China, for example, has a written constitution filled with statements about the basic rights, freedoms, and duties of citizens. Yet, the Chinese government does not uphold many of those rights and freedoms. For years, the Chinese government has maintained an extensive police force to spy on Chinese citizens that, in fact, has violated those rights. Citizens whose ideas are not acceptable to the state are sometimes punished. The Chinese government has also created a complex system of Internet firewalls that stop Chinese citizens from using websites that are available to people around the world. Twitter, Facebook, and YouTube—along with most sites that report news or information related to political activism—are blocked. The government also prevents online searches of politically sensitive terms, smothers embarrassing news stories, stops online messages from dissidents, and deletes microblog posts it does not like.

READING PROGRESS CHECK

Listing What are the major purposes of a constitution?

Major Types of Government

GUIDING QUESTION *What are the differences between authoritarian and democratic governments?*

Over the centuries, people have organized their governments in many different ways. In Saudi Arabia, for example, the ruling royal family controls the government and its resources. Family members choose the king from among themselves. In Sweden, the people elect the Riksdag, which is the name for the Swedish national legislature. In turn, the Riksdag selects the prime minister to carry out the laws. In the Netherlands, the government consists of a queen and a cabinet of ministers. The cabinet ministers are elected by the people to make laws, while the queen reviews new laws and helps select cabinet ministers.

Governments can be classified in many ways. One way is based on how power and benefits are assigned. Who governs? Who or what gives the government its power? Who benefits from government? Imagine a continuum with one end labeled “authoritarian” and the other labeled “democratic.” Governments that control all aspects of citizens’ economic, political, and social lives are called **authoritarian**. Governments that give people economic, social, and political freedoms are democratic. In fact, democracy depends on citizen input to govern. All countries fall somewhere between those two labels.

Authoritarian Governments Authoritarian governments are characterized by leadership that controls all aspects of its citizens’ economic and social lives. These are sometimes referred to as **totalitarian** states because the government has total control. Both Adolf Hitler in Nazi Germany and Joseph Stalin in Soviet Russia tried to control every aspect of civilian life, not just government institutions. Power is concentrated in the hands of one or a few people, and opposition to the government is not allowed.

Sometimes, authoritarian governments appear to have democratic features. They may hold elections, for example. However, if only one candidate appears on the ballot, or opponents to the current leaders are persecuted, the elections are a sham. Some authoritarian leaders have even been elected in a democratic election but once in office have seized and concentrated power to take total control.

authoritarian controlling all aspects of citizens’ economic, political, and social lives

totalitarian a system of government in which the government has total control



We the People: Making a Difference

Aung San Suu Kyi



Aung San Suu Kyi is a Burmese political leader who has pushed for democracy and human rights in her country using nonviolent methods. In 1988 she founded the National League for Democracy and wrote letters to the government advocating for open multi-party elections, something that had not occurred since the military dictatorship took over the Burmese government in 1962. She made speeches about the importance of democracy and human rights to hundreds of thousands of people. In 1989 the military leaders offered her the chance to leave the country or be put under house arrest. She chose confinement. In 1991 Suu Kyi was awarded the Nobel Peace Prize. She spent most of the next two decades continuing her nonviolent protest and inspiring hundreds of other pro-democracy advocates in Burma while imprisoned in her home. In 2010 she was released from house arrest, and in 2012 she won a seat in the Burmese parliament.

EXPLORING THE ESSENTIAL QUESTION

Discuss the following questions and explain your answers.

- Gathering Information** The Burmese government that placed Aung San Suu Kyi under house arrest was an authoritarian government. Find two examples of the Burmese government’s actions in this story that illustrate characteristics of authoritarian governments.
- Analyzing** How might citizen protests be treated differently in authoritarian governments than in democracies? Explain your answer.
- Explaining** Why would people like Aung San Suu Kyi advocate for multi-party elections?
- Making Connections** If you were in her shoes, do you think you would have chosen to leave the country or accept house arrest? Why or why not?

In authoritarian nations, there are few, if any, political freedoms such as the freedom of speech or freedom of **assembly**. The media—such as newspapers, television stations, and radio stations—are typically owned and controlled by the government. Because there are few restrictions on the power of government, it can often be difficult to contain corruption in authoritarian governments. Authoritarian governments use ruthless force or the threat of force to maintain order. Frequently, people in minority groups are oppressed.

For example, from 1947 to 1989, Romania had a brutal authoritarian government. In addition to the food and electricity rationing and other hardships caused by a devastated economy, the government maintained a secret police that coerced neighbors and family members to spy on each other. It is estimated that hundreds of thousands of citizens were tortured or killed by their government for political, economic, or unknown reasons. Minority groups such as the Roma and ethnic Hungarians were especially oppressed. In 1989 protesters revolted and executed their dictator, Nicolae Ceaușescu, ushering in a slow but steady move toward democracy.

Authoritarian governments can be further divided according to how many people have power. In a **dictatorship**, power is in the hands of one person and that ruler has total control. Romania's Ceaușescu and Cambodia's Pol Pot were dictators. An authoritarian government that gives power to a few people or a political party is called an **oligarchy**. Oligarchs derive their power from their wealth, social position, military power, or a combination of these factors. Examples include Vietnam and the Soviet Union under communism.

Monarchy **Monarchy** is another form of government in which one person has great power; a king, queen, or emperor inherits the throne and heads the state. This form of government originated in ancient times when rulers were considered sacred or sanctioned by religion. Monarchs who maintained power through intimidation or the force of an army or police are sometimes known as autocrats. The czars of Russia, who ruled until 1917 when the Russian Revolution occurred, were true autocrats. No group of nobles or church leaders had any power to check the czar's will.

Some monarchies are not authoritarian. In some cases, a monarch's power has been limited in some way by tradition or law. Medieval kings, for example, were expected to consult with a council of nobles. In France, a body of noble judges was supposed to review the king's laws to give them formal sanction.

Monarchies still exist. Swaziland is an absolute monarchy. Political parties are banned, the king shares little or no power, and protestors and reformers are targets of state police. Most monarchies, however, are constitutional monarchies, which means the king or queen is limited by the law. Examples include Great Britain, Sweden, Japan, and the Netherlands. Their rulers either share power with elected legislatures or serve merely as ceremonial figures.

Democratic Governments In contrast to authoritarian governments that derive their power from their ability to use force, democracies derive their power from the consent and trust of the people. Citizens in democratic states know that if their elected officials fail to respond to their interests, they can be voted out of office or legally removed from office.

A **democracy** is a system of government in which rule is by the people, either through representatives or directly. The word *democracy* comes from the Greek word *demos* (meaning "the people") and *kratia* (meaning "rule").

assembly a gathering

dictatorship a system of government in which power is in the hands of one person who has total control

oligarchy a system of government in which a small group holds power

monarchy a system of government in which a king, queen, or emperor exercises supreme powers of government

democracy government in which the people rule

The ancient Greeks used the term *democracy* to mean government by the many rather than by a small elite. Pericles, a great leader of ancient Athens, said, “Our constitution is named a democracy because it is in the hands not of the few, but of the many.” This does not mean that everyone in Athens could vote. Only citizens could vote, and many people—including women, foreign residents, and slaves—were not considered citizens.

Thousands of years later, new democracies in Europe also excluded many people from voting. It was only in the early 1800s that some educated people in Western Europe began to believe that every adult should have the right to vote—and these people were often seen as radicals. Before that time, only a landowner, merchant, or professional person with significant wealth was able to vote. This was true even in the European country with the most progressive government, Great Britain. By degrees, however, modern governments became more democratic. First workers, and later minorities and women, were given the vote.

Democracies can be direct or representative. A direct democracy is a government in which all citizens cast a vote directly on government issues and laws. Such a government can exist only in a small society where it is practical for everyone to assemble, discuss, and vote. The ancient Athenians had a direct democracy, but in modern times one can find something like it only in some New England town meetings and the smaller states, or cantons, of Switzerland. In other democracies, people are allowed to vote directly on the passage of certain laws or policies through referenda, recalls, and other ballot initiatives.

In an indirect or representative democracy, the people elect representatives and give them the responsibility to make laws and conduct government. It is the most efficient way to ensure that the rights of individual citizens, who are part of a large group, are represented.

In the United States, we have a representative democracy that does not have a monarch in charge, which makes us a **republic**. Great Britain is a democracy but not a republic because Queen Elizabeth, a constitutional monarch, is the head of state.

republic a government in which voters hold sovereign power; elected representatives, responsible to the people, exercise that power

GOVERNMENT *in your* COMMUNITY

Community Building

AmeriCorps members serve through thousands of nonprofit groups, public agencies, and faith-based and other community organizations. They tutor and mentor youth, build affordable housing, teach older Americans computer skills, clean parks and streams, run after-school programs, or help communities respond to disasters.

AmeriCorps Service Corps members resurface a volleyball court in a park in West Virginia.

▶ CRITICAL THINKING

Making Connections Do you know anyone who has served through AmeriCorps? If so, write a brief paragraph explaining what he or she did.



Democracy is more likely to succeed in countries where most people are educated, which is the motivation behind free public schools in most democratic nations. Democracy is not possible without a strong civil society. Civil society is made up of a complex network of voluntary associations—economic, political, charitable, religious, and many other kinds of civic groups.

The United States has thousands of such groups—the American Red Cross, the Humane Society, the Sierra Club, the National Rifle Association, churches and temples, labor unions, and business groups. These civic groups exist outside government, but government may support them in some way. It is through these organizations that citizens often organize and make their views known. Such groups give citizens a way to take responsibility for their communities, protect their rights, learn about democracy, and participate in it at the grassroots level.

READING PROGRESS CHECK

Describing How do oligarchies differ from monarchies?

Principles of Democracy

GUIDING QUESTION *What principles are central to democracies?*

A number of countries call their governments “democratic” or “republics” when they are not. Their leaders may want to convey the idea that the people support those in power, but it is clear that their government **institutions** do not meet the definition of a democracy. The government of North Korea, for

institution establishment, practice, or social organization

MAP

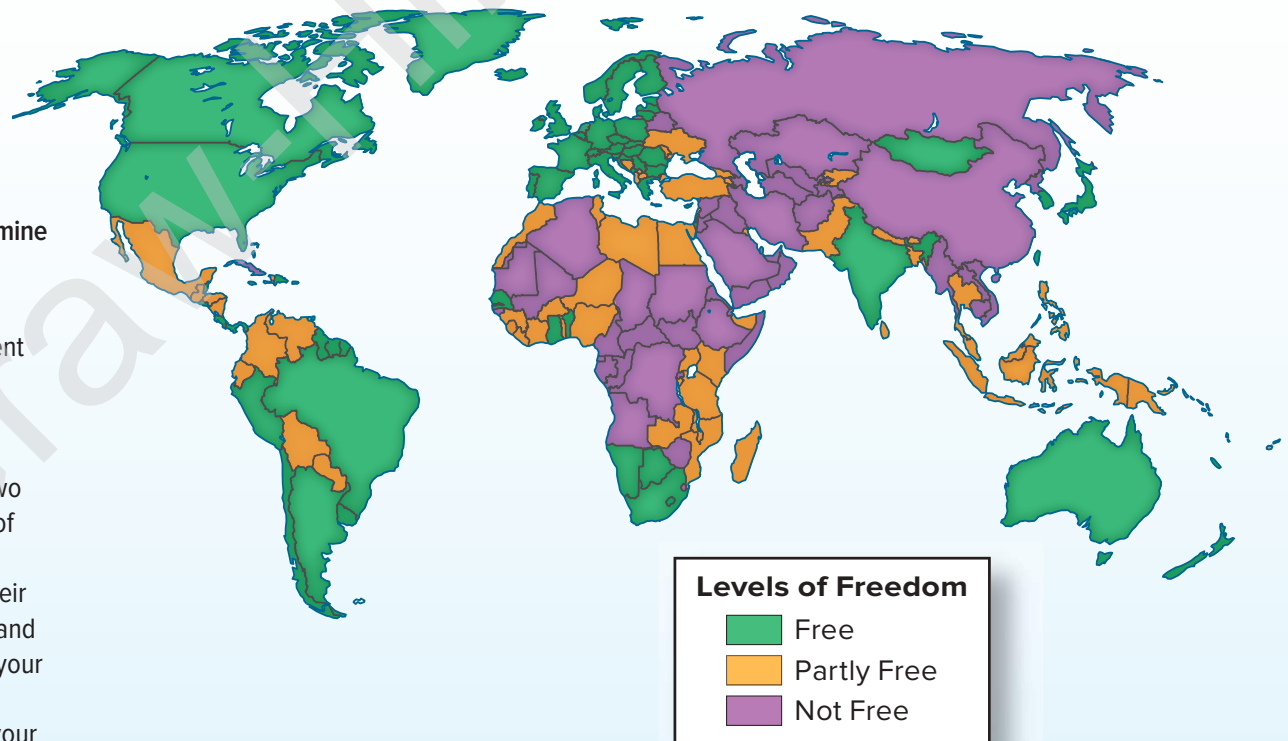
LEVELS of FREEDOM

Freedom House does an annual assessment of countries to determine which are truly democratic.

CRITICAL THINKING

1. Reading Maps Which continent is the “most free”? Which is the “least free”? What do you think accounts for the difference?

2. Interpreting Together with two other students, visit the website of Freedom House to find out what criteria they use. Then analyze their assessment of the United States and two other countries that interest your team. When you complete your research, create a continuum in your classroom with “democratic” on one end and “authoritarian” on the other. Choose one country you researched and stand along the line to show how democratic it is. Give reasons to support why you put the country where you did along the continuum.



SOURCE: Freedom House

example, is called the Democratic People's Republic of Korea, but it is actually a totalitarian dictatorship. While no democracy is a perfect democracy, there are certain principles that guide them.

Citizen Participation One of the most basic principles of a democracy is citizen participation in government. Participation is more than just a right—it is a duty. Citizen participation may take many forms, including becoming informed, debating issues, voting in elections, attending community meetings, being members of private voluntary organizations, serving in the military or the national guard, paying taxes, serving on a jury, running for office, and even protesting. Effective citizen participation builds a stronger democracy.

Regular Free and Fair Elections One way citizens express their will is by electing officials to represent them in government. In a democracy, elections are held regularly, usually every few years. Elected officials must be chosen by the people in a free and fair manner. Most adult citizens should have the right to vote and to run for office—regardless of their race, gender, ethnicity, and level of wealth. All votes should be counted equally. Additionally, obstacles should not exist that make it difficult for people to vote. There should be no intimidation, corruption, or threats to citizens before or during an election.

Accepting the Results of Elections In elections, there are winners and losers. Occasionally, the losers believe so strongly that their party or candidate is the best that they refuse to accept that they lost an election. Assuming an election has been judged “free and fair,” ignoring or rejecting election results violates democratic principles. Democracy depends on a peaceful transfer of power from one set of leaders to the next, so accepting the results of a free and fair election is essential.

The Rule of Law In a democracy, no one is above the law—not even a king, elected president, police officer, or member of the military. According to the rule of law, everyone must obey the law and will be held accountable if they violate it. Laws are known by the people and are equally, fairly, and consistently enforced.

Majority Rule With Minority Rights Democratic societies make most decisions according to what the majority of the people want. However, people in democracies are also concerned about the possibility of “the tyranny of the majority.” This can occur when people in racial, ethnic, religious, or other minority groups do not agree with the dominant view and lack any power to influence government. If the people in the majority try to destroy the rights of people in minority groups or those with minority viewpoints, then they also destroy democracy. Consequently, democracies are politically tolerant. In democracies, people who are not in power are allowed to organize and speak out.

Accountability In a democracy, elected and appointed officials are responsible for their actions and have to be accountable to the people. Officials must make decisions and perform their duties according to the will and wishes of the people they represent, not for themselves or their friends.

Transparency For government to be accountable, the people must be aware of the actions their government is taking. A transparent government holds public meetings and allows citizens to attend or learn what happened in meetings. In a democracy, the press and the people are able to get information about what decisions are being made, by whom, and why.

PARTICIPATING

IN Your Government

Deliberating

Deliberating is a way to understand and carefully consider both sides of a controversial issue and identify areas of agreement between opposing sides. During a deliberation, participants in groups first advocate for one side of an issue, explaining all of the best reasons to support that position. Then they switch roles and advocate for the other side of the issue by listing all of the best reasons to support that side. After both sides have received a fair hearing, participants drop their assigned roles and discuss the issue, trying to reach some consensus in their small group.



Purestock

EXPLORING THE ESSENTIAL QUESTION

- a. **Determining Importance** Why is it important that people in a democracy are able to discuss controversial issues in a civil way?
- b. **Making Connections** Think of an issue about which you disagree with a friend or family member. Are you able to list the reasons your friend or family member disagrees with you? The next time this issue comes up, try to listen to the other side carefully and understand the reasons given, even if you do not agree with them.

Limited Government and a Bill of Rights Most democratic countries have a list of citizens' rights and freedoms. Often called a "Bill of Rights," this document limits the power of government and explains the freedoms that are guaranteed to all people in the country. It protects people from a government that might abuse its powers. When a Bill of Rights becomes part of a country's constitution, it is easier for courts to enforce and harder for a government to take those rights away.

Control of the Abuse of Power One of the most common abuses of power is corruption, which occurs when government officials use public funds for their own benefit or exercise power in an illegal way. To protect against these abuses, democratic governments are often structured to limit the powers of government officials. For example, the executive, judicial, and legislative branches of government have distinct functions and can "check and balance" the powers of the other branches. In addition, independent agencies can investigate and impartial courts can punish government leaders and employees who abuse power.

Economic Freedom People in a democracy must have some form of economic freedom. This means that the government allows some private ownership of property and businesses. People are allowed to choose their own work and to join labor unions. The role the government should play in the economy is debated, but it is generally accepted that democratic government should not totally control the economy.

Equality In a democracy, all individuals should be valued equally and should be free from unreasonable discrimination. Individuals and groups maintain their rights to have different cultures, personalities, languages, and beliefs. All are equal before the law and are entitled to equal protection of the law. In democracies, individuals and groups have political rights to advocate for equal rights.

Individual or Human Rights Human rights are the rights all people have simply because they are human beings. Democracies respect and protect the dignity of all people. The Universal Declaration of Human Rights spells out many human rights. Many of these rights are reflected in the individual rights that democratic governments preserve, such as the U.S. Bill of Rights. Examples include, but are not limited to, the freedom of movement, religion, speech, and assembly.

Independent Judiciary In democracies, courts and the judicial system should be fair and impartial. Judges and the judicial branch must be free to act without influence or control from the executive and legislative branches of government. Judges should also not be corrupt or obligated to influential individuals, businesses, or political groups.

Competing Political Parties A political party is a group of individuals with broad common interests who organize to nominate candidates for office, win elections, conduct government, and determine public policy. To have a democracy, more than one political party must participate in elections and play a role in government. Rival parties make elections meaningful because they give voters a choice of candidates and policies.

READING PROGRESS CHECK

Analyzing Why is citizen participation an important principle of democracy?

EXPLORING THE ESSENTIAL QUESTION

Applying Create a poster or multimedia presentation that explains and illustrates at least three principles of democracy. For each, include an image of that principle working or an image of that principle not working. For example, you could explain the idea of control of the abuse of power and show either a public official being impeached or in handcuffs or a picture of a government official accepting a bribe. Explain your choices.

LESSON 2 REVIEW

Reviewing Vocabulary

1. Applying Why is the United States a republic and a democracy?

Using Your Graphic Organizer

2. Summarizing Use your graphic organizer to write a paragraph analyzing the advantages and disadvantages of different systems of government, including unitary, confederate, and federal systems.

Answering the Guiding Questions

3. Explaining How is a federal system of government different from a unitary or confederate one?

4. Contrasting How is a constitutional government different than a country without a constitution?

5. Contrasting What are the differences between authoritarian and democratic governments?

6. Identifying Central Issues What principles are central to democracies?

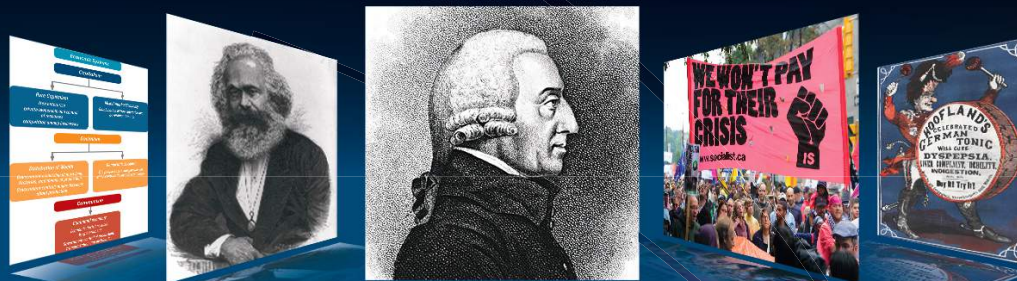
Writing About Government

7. Argument Choose a principle of democracy that you feel is most essential to a democratic form of government. Write a paragraph explaining what this principle is and why it is essential. Include examples that support your choice.

Interact with these digital assets and others in lesson 3

- ✓ INTERACTIVE IMAGE
Socialist Protest
- ✓ SELF-CHECK QUIZ
- ✓ SLIDE SHOW
Government Regulation: Then and Now
- ✓ VIDEO
Hayek and Marx

networks
TRY IT YOURSELF ONLINE



LESSON 3

The Role of Government in Economic Systems

(l to r) Library of Congress Prints and Photographs Division [LC-USZ62-16530]; Library of Congress Prints and Photographs Division [LC-USZ62-17407]; iStockphoto.com/pmsca-09335]



GOVT.14.a-c

ReadingHelp Desk

Academic Vocabulary

- regulation
- consumers

Content Vocabulary

- economics
- capitalism
- free market
- free enterprise
- laissez-faire
- mixed economy
- socialism
- democratic socialist
- command economy
- bourgeoisie
- proletariat
- communism

TAKING NOTES:

Integrating Knowledge and Ideas

CLASSIFYING Use the graphic organizer to explain the role of government in different types of economic systems.

Role of Government in Capitalism, Socialism, and Communism			
	Capitalism	Socialism	Communism
Government's role			
Government Involvement			
Example of countries with this type of economy			

ESSENTIAL QUESTION

What is the role of government in different types of economic systems?

When is the last time you wanted to buy something you could not afford? Do you know people who can buy it and whatever else they want? How did they get enough money to buy it? Did they work hard? Did they save? Has their family always had plenty of money, going back for generations?

Now think about your needs instead of your wants. Can you or your family afford to pay for your basic needs like food, shelter, and clothing? Do you think the government has a responsibility to make sure you have all you need? Write a personal reflection answering these questions.

Fundamentals of Economics

GUIDING QUESTION *What are the basic factors of every economy?*

Like individuals and families, a country's resources are limited. There is not enough of anything for everyone to have everything they want. **Economics** is the study of how people and nations use their limited resources to attempt to satisfy wants and needs. In every society, governments guide economies. Some political systems let a free market, sometimes called a free enterprise system, determine how resources are used. Other political systems use government **regulation** or control to allocate resources.

A key function of government is to make essential decisions about the economy. Governments can exert almost total control over their economies or very little control. Either way, governments play significant roles in the economic lives of their people.

Every type of economy has these factors of production:

- Producers—people who make goods and services to sell
- Distributors—people who get products to buyers
- Consumers—people who purchase and use goods and services

- Labor—the work that people do or the workers themselves
- Resources—natural materials such as land and water, as well as human resources like knowledge and labor needed to make something
- Capital—the money or resources necessary to purchase or invest in production
- Entrepreneurs—risk-taking individuals who use or combine the other factors of production in search of profits

All economic systems must answer three key questions:

1. What and how much should be produced?
2. How should goods and services be produced?
3. Who gets the goods and services that are produced?

Economic systems are classified in two ways. One way looks at how economies actually work. The second way looks at the political ideology that is connected to an economy. Someone who classifies economies by how they work will use these three categories: traditional, market, and command. A traditional economy is one in which economic decisions are made according to customs, the economy is based in agriculture, hunting, gathering, and/or fishing, and where barter may be used instead of money. The other two types of economies are called market and command.

Someone who groups economies according to the related political beliefs identifies these major types of economies in the world: capitalism, socialism, and communism. There is also a blended economy called a mixed economy. These economies have different goals or principles and, therefore, the government plays a different role in each.

✓ **READING PROGRESS CHECK**

Explaining What are two different ways economic systems are classified? How are they different?

Capitalism

GUIDING QUESTION *What are the goals of capitalism?*

Capitalism is an economic system that emphasizes private ownership of the factors of production, freedom of choice, and individual incentives. These freedoms and incentives apply to workers, investors, **consumers**, and business owners. In pure capitalism, government does not interfere with the economy—the wages of workers, the prices of goods, what producers can make, the ways that businesses make or sell their goods and services, or any other regulations. Capitalism assumes that the best way to serve society is to let people own businesses and produce, sell, and buy goods and services as they wish.

The goal of capitalism is to create what is called a free market. In economic terms, a market is not literally just a market like a grocery store. A market or marketplace is wherever all sorts of goods and services can be sold and bought. In a **free market** or **free enterprise** economy like that under capitalism, government places no limits on the freedom of buyers and sellers to make their economic decisions.

Origins of Capitalism The basic theories about capitalism and free trade come from Adam Smith. Smith was a Scottish philosopher and economist who lived in the 1700s. In his famous book *The Wealth of Nations*, Smith suggested government take a **laissez-faire** approach to the economy. *Laissez-faire* is a French term meaning “to let alone.”

economics the study of how people and nations use their limited resources to attempt to satisfy wants and needs

regulation rule or procedure that has the force of law

capitalism an economic system that emphasizes freedom of choice and individual incentive

consumer a person who purchases and uses goods and services

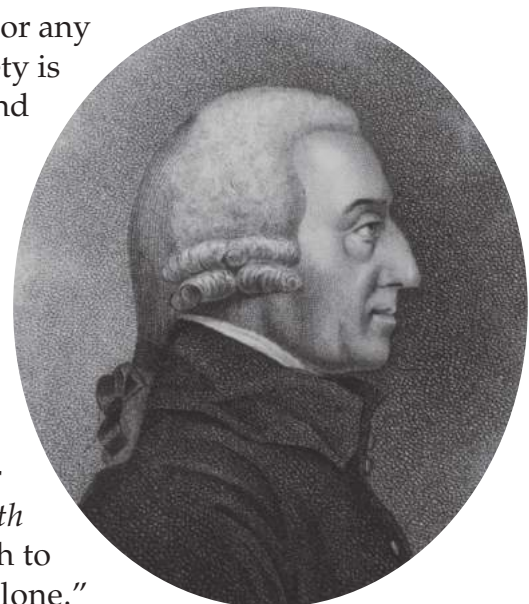
free market an economic system in which buyers and sellers make free choices in the marketplace

free enterprise the opportunity to control one’s own economic decisions

Adam Smith, in his work *The Wealth of Nations*, advocated a hands-off policy that would allow market forces to guide the economy for the best possible outcome.

▼ **CRITICAL THINKING**

Making Connections How closely do you think the modern U.S. economy conforms to the ideas of Adam Smith? Explain your answer.

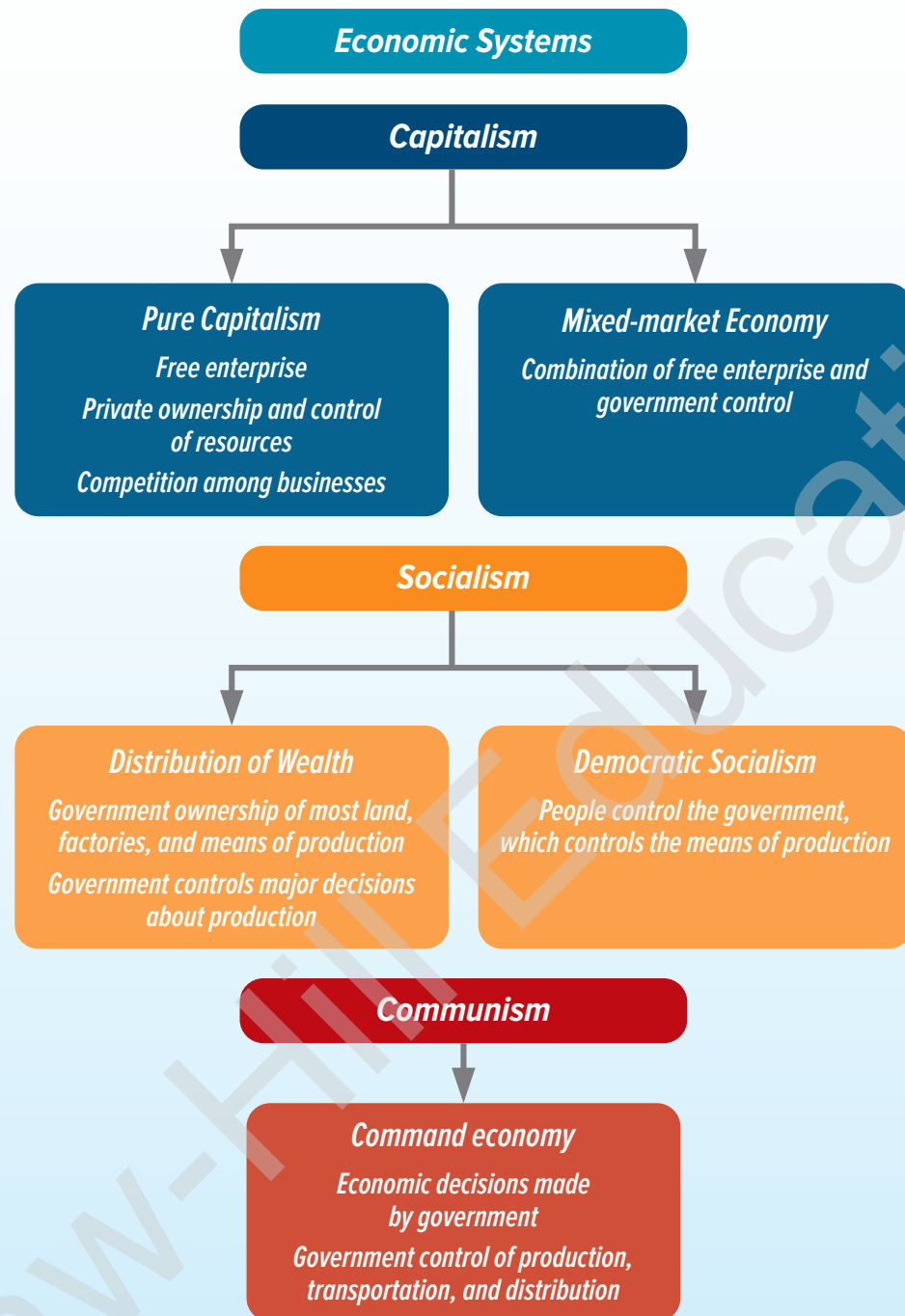


Capitalism, socialism, and communism are the three major types of economic systems. With each system, the government takes a different role in the economy.

► **CRITICAL THINKING**

1. Making Inferences How might private ownership and control of resources support competition among businesses?

2. Identifying In which economic system does the government assert the most control?



laissez-faire the philosophy that government should keep its hands off the economy

Smith thought the forces of the marketplace would act as an “invisible hand” guiding economic choices for the best possible results.

Competition plays a key role in a free-enterprise or free-market economy because sellers compete for resources to produce goods and services at the most reasonable price. If they are successful, they make more money. At the same time, consumers compete over limited products to buy what they want and need. Finally, these same consumers, now in their role as workers, compete to sell their skills and labor for the best wages or salaries they can get.

Pure capitalism has five characteristics: private ownership and control of property and economic resources, free enterprise, competition, freedom of choice, and the possibility of profits.

Free Enterprise in the United States A true and total capitalist system does not exist in reality. The United States, however, is a leading example of a capitalist system in which government plays a role. Our society is deeply rooted in the value of individual initiative—that each person knows what is best for himself or herself. We also respect the rights of all persons to own private property. Finally, our society recognizes individual freedom, including the freedom to make economic choices. However, because the United States government also regulates many aspects of the economy, it does not have a purely capitalistic economy.

READING PROGRESS CHECK

Summarizing What are the five characteristics of pure capitalism? Be sure to define each in your response.

Mixed Economies

GUIDING QUESTION *What are mixed economies?*

Economists describe the economies in the United States and many other nations as mixed economies. **Mixed economies** combine elements of capitalism and socialism. Mexico is another example of a mixed economy. While primarily capitalistic, the government owns all natural resources and runs a giant oil company, Petrolero Mexicanos (PEMEX).

In its early history, the U.S. government played a very small role in the nation's economy. Since the early 1900s, however, the government's role in the economy has steadily increased in at least three ways.

First, as the federal government has grown, it has become the single largest buyer of goods and services. Second, the federal government has become more involved in regulating industries to protect consumer health and product safety. The Meat Inspection Act and the Pure Food and Drug Act—both passed in the early 1900s—were responses to public outcry over investigative reports showing grotesque conditions at meat packing plants and in food production. Since then, many other industries have become more regulated as well.

Third, the Great Depression of the 1930s created an economic emergency that propelled government action. With millions of Americans out of work, the government created programs to provide basic economic security. For example, it set up the Social Security system. It even set up a public corporation, the Tennessee Valley Authority, to provide electricity. Since then, many laws have been passed giving the government a role in such areas as labor management relations, environmental regulation, and control over financial institutions.

READING PROGRESS CHECK

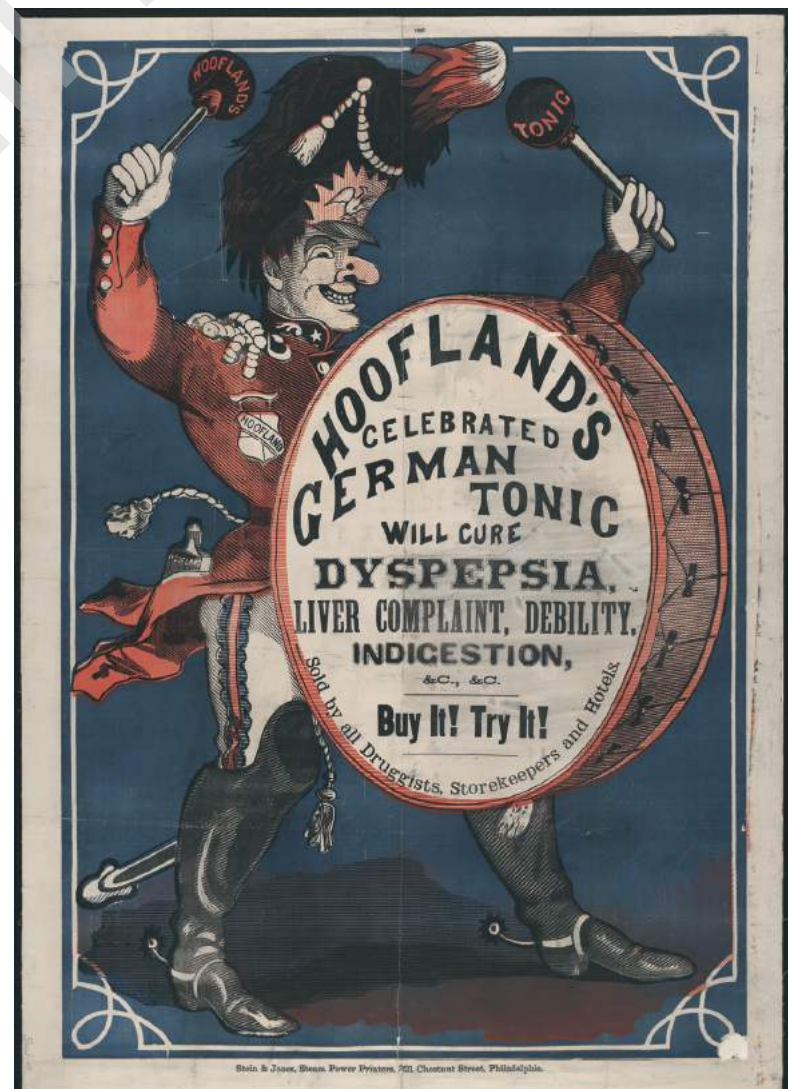
Explaining How does the U.S. economy differ from pure capitalism?

mixed economy a system in which the government regulates private enterprise

Beginning in the mid-1800s, many manufacturers sold “patent” medicines composed of various herbs but mostly alcohol. They claimed their special recipes would cure almost any ailment.

CRITICAL THINKING

- 1. Making Connections** What does the existence of regulatory agencies such as the U.S. Food and Drug Administration (USFDA) say about limits of capitalism?
- 2. Speculating** What do you think would happen to our food supply if government agencies such as the USFDA were eliminated?



Socialism

GUIDING QUESTION *What are the goals of socialism?*

socialism an economic system in which the government owns the basic means of production, distributes the products and wages, and provides social services such as health care and welfare

Socialism is an economic system in which the government plays a significant role in the economy, but it does not completely control it. It owns most land, basic industries, and other means of production. Under socialism, government planners determine the use of resources and distribute the products and wages. The government also provides extensive social services such as education, health care, and welfare for its people. The goal of socialism is an equal distribution of wealth.

Early Socialism Socialism developed in the early 1800s along with the Industrial Revolution. Across Europe and the United States, industrialization resulted in modern economies that were vastly more productive and that generated a great deal of wealth for industrial leaders. However, it also created a great deal of suffering. Many workers, including children, lived in terrible poverty, working 12 hours per day, 6 days per week. In this time, before unions, workers had little or no power to bargain with employers for better wages or working conditions.

Reformers believed that no one should have to suffer or starve, especially as a few industrial leaders were making so much profit. They believed that under capitalism, there was no possible way for economic fairness. They wanted the government to take more control over the economy to distribute goods and wealth more equally. Some socialists believed that the people who profited from capitalism would never give up part of their wealth to share it with others so only a violent revolution would bring about change. Others believed reforms could be made peacefully and gradually by organizing the working class and voters. Still others tried to build ideal communities, known as communes, where people were supposed to share in all things.

Opponents of socialism say that it stifles individual initiative. They also say that under socialism, governments require very high taxes in order to pay for all their social services. These high tax rates hinder economic growth for the whole nation. Further, some people argue that because socialism requires increased governmental regulation, it helps create big government and thus can lead to dictatorship.

Democratic Socialism Socialists who are committed to democracy in the political sphere but want government involvement in the distribution of wealth are called **democratic socialists**. Under a democratic socialist system, citizens have basic democratic rights such as freedom of speech and free and fair elections, but in the economic sphere, there is more government involvement. The government may own key industries in sectors such as defense, energy, transportation, and telecommunications. Also the government makes economic decisions designed to benefit the citizens of the country as whole. Some European nations practice forms of democratic socialism. For example, in 2012, France elected a president from the Socialist Party, and these democratic socialists gained a majority in parliament.

democratic socialist a socialist who is committed to democracy but wants government involvement in the distribution of wealth

Socialist activists marched in protest during a meeting of the G20 in Toronto, Canada, on June 26, 2010.

▼ CRITICAL THINKING

Theorizing Do you think the protesters in the photo are proponents of laissez-faire capitalism? Why or why not?



✓ READING PROGRESS CHECK

Explaining Under socialism, who determines the use of resources?

Minor Political Parties and the Economy

Political parties and many political groups have web pages to explain and advocate for their views about the proper role of government in the economy. Visit the websites of several minor parties in the United States:

- the Libertarian Party
www.lp.org
- the Socialist Party–USA
http://socialistparty-usa.net
- the Constitution Party
www.constitutionparty.com
- the Communist Party USA
www.cpusa.org

CRITICAL THINKING

Comparing and Contrasting

Take notes about each group's slogan, motto, and mission. Compare and contrast the organizations and their visions.

Communism, a Command Economy

GUIDING QUESTION *How does a command economy work?*

In communist nations, the government decides how much to produce, what to produce, and how to distribute the goods and services produced. This system is called a **command economy** because decisions are made at the upper levels of government and handed down to the rest of the nation.

In purely communist countries, the state owns the land, natural resources, industry, banks, and transportation facilities. There is no private property, so no individual owns anything. The state controls mass communication, including newspapers, magazines, television, radio, the Internet, and the movie industry.

The basic theories about communism come from the German philosopher and reformer Karl Marx, who wrote in the mid-1800s about the suffering created by industrialization. He wrote that industrialization created deep divisions between the **bourgeoisie**—capitalists who owned the means of production, which is the factories, land, capital, and other resources necessary for making goods—and the **proletariat**—workers who produced the goods.

Marx predicted that workers would revolt against capitalists and that capitalism would collapse entirely. The goals of the revolution would be socialism at first, but he predicted that communism would be the end result. Under **communism**, there would be only one class, the working class. All property would be held in common and there would be no need for government at all. Ironically, communism has evolved into an economic system in which the government has total control.

During the Cold War, communist states existed in the Soviet Union, East Germany, and several countries in Eastern Europe. After the fall of the Berlin Wall in 1989 and the collapse of the Soviet Union in 1991 and its disintegration into independent republics, the number of communist states began to decline rapidly. Many of these states made the transition from communism to democracy. For example, many states in Eastern Europe have democratic governments.

Today only a handful of communist states exist in the world. North Korea is one. The North Korean government maintains strict control of the economy and individuals have no economic freedoms. The government sets wages and production levels and owns nearly all property.

command economy an economic system in which the government controls the factors of production

bourgeoisie capitalists who own the means of production

proletariat workers who produce the goods

communism an economic system in which the central government directs all major economic decisions

Like capitalist states, most communist states vary in how much of the economy is state controlled, and the role of government in the economy can change over time. For decades, in the People's Republic of China, the government had tight control of the economy. The Chinese government used five-year plans to set precise goals for every facet of production in the nation. It specified, for example, how many new housing units would be produced over the next five years, where houses would be built, who could live in them, and how much the rent would be. More recently, China has allowed many private investments and some free market practices. Political freedom is still very limited, however, and for that reason, economic freedom remains limited as well.

✓ READING PROGRESS CHECK

Describing What are the features of a purely communist country?

EXPLORING THE ESSENTIAL QUESTION

Problem-Solving Imagine your economy is in bad shape. Many people do not have jobs. Many people have had to sell or move out of their homes, and the number of people eating at soup kitchens and living in homeless shelters is increasing daily. Companies are failing and business owners are afraid to create new jobs because they do not know if they will make enough profit to afford the new workers, especially because it will cost them more to comply with new government regulations. Work with a group of students to prioritize the following strategies to improve the economy. Be prepared to explain your reasons.

- a. The government should lower taxes on wealthy business owners so they will have an incentive to expand their business and hire more workers.
- b. The government should lower taxes on poor and middle-class people so they have more money to spend on goods and services.
- c. The government should not interfere with the economy.
- d. The government should take over industries that employ a lot of people and make sure workers get a fair wage.

LESSON 3 REVIEW

Reviewing Vocabulary

1. **Contrasting** How do capitalism, socialism, and communism differ?

Using Your Graphic Organizer

2. **Summarizing** Use your completed graphic organizer to write a summary about the role of government in capitalism, socialism, and communism.

Answering the Guiding Questions

3. **Listing** What are the basic factors of every economy?
4. **Describing** What are the goals of capitalism?

5. **Defining** What are mixed economies?

6. **Describing** What are the goals of socialism?

7. **Explaining** How does a command economy work?

Writing About Government

8. **Narrative** Write a fictional story or draw a picture that illustrates the three major economic systems and how government is or is not involved in each. Your story or illustration should show the interactions among consumers, producers, workers, and government officials.

United States v Virginia (1996)

FACTS OF THE CASE Virginia Military Institute (VMI) is an all-male, taxpayer-supported state military college in Virginia. The school's mission is to produce citizen-soldiers, prepared for leadership in civilian life and military service. The school is well funded and well respected. VMI uses a system like military boot camp to instill physical and mental discipline in students. In recent years, the military role of the school has diminished. By 1995, about 15 percent of graduates were pursuing military careers.

After pressure from the government to admit women, VMI created a separate women's college. It used cooperative methods to train students and was not as well funded or well respected. The U.S. government sued VMI, arguing that the college was denying women equal treatment under the law, as required by the Fourteenth Amendment.

ISSUE

Is it unconstitutional for VMI to refuse to admit women?

ARGUMENTS

The following is a list of arguments made in the case of *United States v. Virginia*. Read each argument and categorize each based on whether it supports the U.S. government's side (that VMI's refusal to admit women is unconstitutional) or VMI's side (that the male-only admission policy is constitutional).

1. Admitting women to VMI would fundamentally change the character of the school. The college could not do boot camp-like activities with women in attendance.

2. The fact that VMI created a separate college for women shows that VMI was not treating women differently from men. Both men and women could attend a VMI school, just not the same school.

3. The college that VMI created for women was not the equal of the college for men. It used different methods and was not as well funded or well respected.

4. VMI has a mission to prepare citizen-soldiers to serve in the military. Far more men than women serve in combat roles in the military, so the school should be permitted to have an all-male training program.

5. VMI has strayed from its military mission and most graduates do not become soldiers. The college's argument that it needs to train men for combat no longer stands.

6. Many women attend military boot camps and serve in the military. They could certainly handle the training course at VMI.

7. VMI has an important network of graduates in leadership positions. That alumni network makes a degree from VMI more valuable than a degree from the new women's college.

EXPLORING THE ESSENTIAL QUESTION

Summarizing Once you have categorized the arguments, reread them. Research how the Court ruled and write a brief summary explaining the ruling. Highlight the arguments in your list that the Court found most compelling.

YOU BE 
the **JUDGE**



STUDY GUIDE

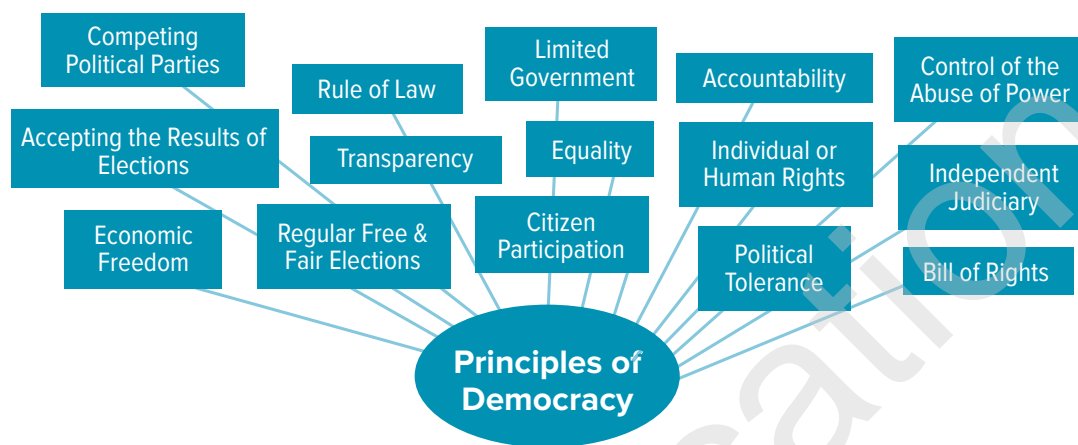
FUNCTIONS OF GOVERNMENT

LESSON 1

- ✓ Providing leadership
- ✓ Maintaining order
- ✓ Providing services
- ✓ Providing national security
- ✓ Providing economic security

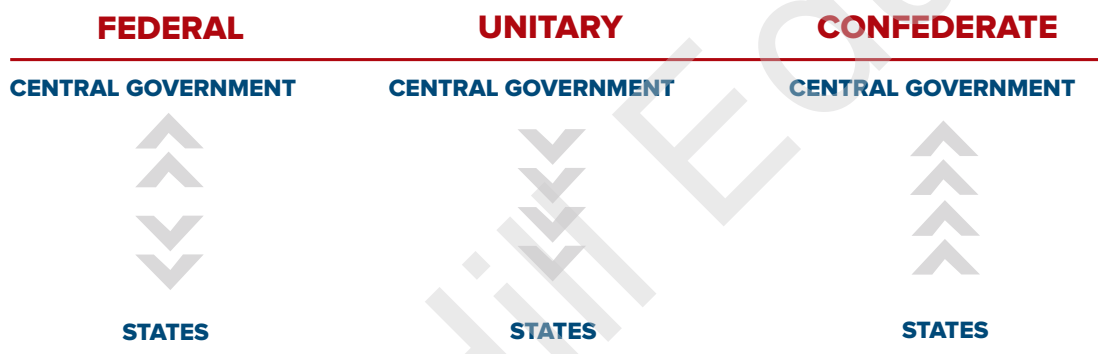
PRINCIPLES OF DEMOCRACY

LESSON 2



TYPES OF GOVERNMENT

LESSON 2



THE ROLE OF GOVERNMENT IN ECONOMIC SYSTEMS

LESSON 3

ECONOMIC SYSTEM	CHARACTERISTICS
SOCIALISM	<p>Government owns land, factories, and means of production.</p> <p>Government makes major decisions about production.</p> <p>Government decides how to use resources and distributes wealth more equally among people.</p>
COMMUNISM	<p>No recognized social classes, and all property is held in common</p> <p>Government controls means of production, transportation, and distribution.</p> <p>Command economy: economic decisions made by upper levels of government and handed down</p>
CAPITALISM	<p>Emphasis on freedom of choice and individual incentive</p> <p>Free enterprise</p> <p>Private ownership/control of resources</p> <p>Competition among businesses</p> <p>Mixed economy: Combines elements of capitalism (free enterprise) and socialism (government control of some resources)</p>

CHAPTER 1 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- 1 **Describing** What are the essential features of a state? Why is each necessary?
- 2 **Contrasting** What is the difference, if any, between a nation, a state, and a country? Give three examples of each.
- 3 **Explaining** What are the divine right of kings and social contract theories? How are these major political ideas different?

Lesson 2

- 4 **Analyzing** What are the advantages and disadvantages of federal systems of government? Do you believe the advantages outweigh the disadvantages? Explain.
- 5 **Comparing** Why is the United States a constitutional republic? Why is China, which has a constitution, not one? Compare the forms of government in the United States and China.
- 6 **Demonstrating** Name three principles of democracy. What makes each so important?

Lesson 3

- 7 **Identifying** What is a mixed economy? Give one example of why the United States is considered one.
- 8 **Differentiating** What are the similarities and differences between the role of the government in a free enterprise economic system and a socialist economic system? In which system is there more government involvement?

ANSWERING THE ESSENTIAL QUESTIONS

Review your answers to the introductory questions at the beginning of each lesson. Then answer the following Essential Questions based on what you learned in the chapter. Have your answers changed?

- 9 **Identifying Central Issues** What are the purposes of government?
- 10 **Explaining** What principles guide different types of governments?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Go to page	9	9	11	13	14	18	25	23	6	12	22	25	25	13	10	24	23

- 11 **Examining** What is the role of government in different types of economic systems?

DBQ Interpreting Political Cartoons

Use the political cartoon to answer the following questions.



- 12 **Analyzing Visuals** What is the significance of the landscape and the man's appearance in this cartoon?
- 13 **Making Inferences** What does the little girl's response say about a difference between socialism and capitalism?

Critical Thinking

- 14 **Understanding Historical Interpretation** Why did the Founders adopt a federal system of government instead of a unitary system?
- 15 **Theorizing** Summarize the origins of the state theories described in this chapter. Then research other theories about the origins of the state. Which theories do you find least plausible? Explain.
- 16 **Predicting** How might our economy change if the government placed limits on free enterprise?
- 17 **Making Comparisons** Use a graphic organizer to explain how capitalism, democratic socialism, and communism are alike and different. Explain the graphic you chose.

CHAPTER 1 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

DBQ Analyzing Primary Sources

Read the excerpts and answer the questions that follow.

PRIMARY SOURCE

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness . . . That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, . . . as to them shall seem most likely to effect their Safety and Happiness . . .”

—The Declaration of Independence

- 18 **Making Connections** What does the Declaration of Independence say about the peoples’ rights with respect to destructive government? How did the colonists act on this promise?
- 19 **Identifying** What beliefs and principles are reflected in the Declaration of Independence? Explain how these beliefs and principles contributed to the national identity of the United States.

PRIMARY SOURCE

“The state of nature has a law of nature to govern it, which obliges every one: and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions . . .”

“I desire to know what kind of government that is, and how much better it is than the state of nature, where one man, commanding a multitude, has the liberty to be judge in his own case, and may do to all his subjects whatever he pleases, without the least liberty to any one to question or controul [archaic] those who execute his pleasure and in whatsoever he doth, whether led by reason, mistake or passion, must be submitted to.”

—John Locke, *Two Treatises on Government*, 1821 version

- 20 **Interpreting** According to Locke, what is the law of nature?
- 21 **Comparing** How does the Declaration of Independence echo the ideas of John Locke?

Social Studies Skills

- 22 **Drawing Conclusions** In opposition to British rule, the Founders of the United States chose to set up a national government. Create a graphic organizer that lists the purposes of government in one column. In the second column, describe how our society might operate today without a government. Consider specific functions of government such as leadership, maintaining order, and providing public services, etc.
- 23 **Hypothesizing** Write a short essay discussing how today’s society might have been affected if the Founders had chosen to adopt an authoritarian type of government.

Research and Presentation

- 24 **Researching** Research the classical republic in ancient Rome, the direct democracy in ancient Athens, and the French monarchy in the period before the French Revolution. Create a multimedia presentation in which you compare the U.S. system of government to these historical forms of government.
- 25 **Analyzing** Choose a country that claims to grant individual rights and freedoms to its citizens but does not deliver them. Conduct research on the Internet or in your school library. Then create a graphic organizer that lists the rights promised in one column and examples of the country violating those rights in the second column.
- 26 **Hypothesizing** The United States began as a confederation but replaced that form of government with the U.S. Constitution. Few nations are confederations. Choose a country that is a confederation, such as the Federated States of Micronesia, and, using it as an example, write an essay that hypothesizes why there are so few.
- 27 **Informative/Explanatory** Research the economic theories of Adam Smith and Karl Marx. With which economic theory is each associated? Why is each man influential? Write an essay contrasting the theories of Smith and Marx.

Need Extra Help?

If You've Missed Question	18	19	20	21	22	23	24	25	26	27
Go to page	14	11	11	11	7	15	16	18	12	23

Origins of American Government

networks

www.connected.mcgraw-hill.com

There's More Online about the origins of American government.

ESSENTIAL QUESTIONS

- What influenced the development of our government institutions?
- Why and how did the colonists declare independence?

CHAPTER 2

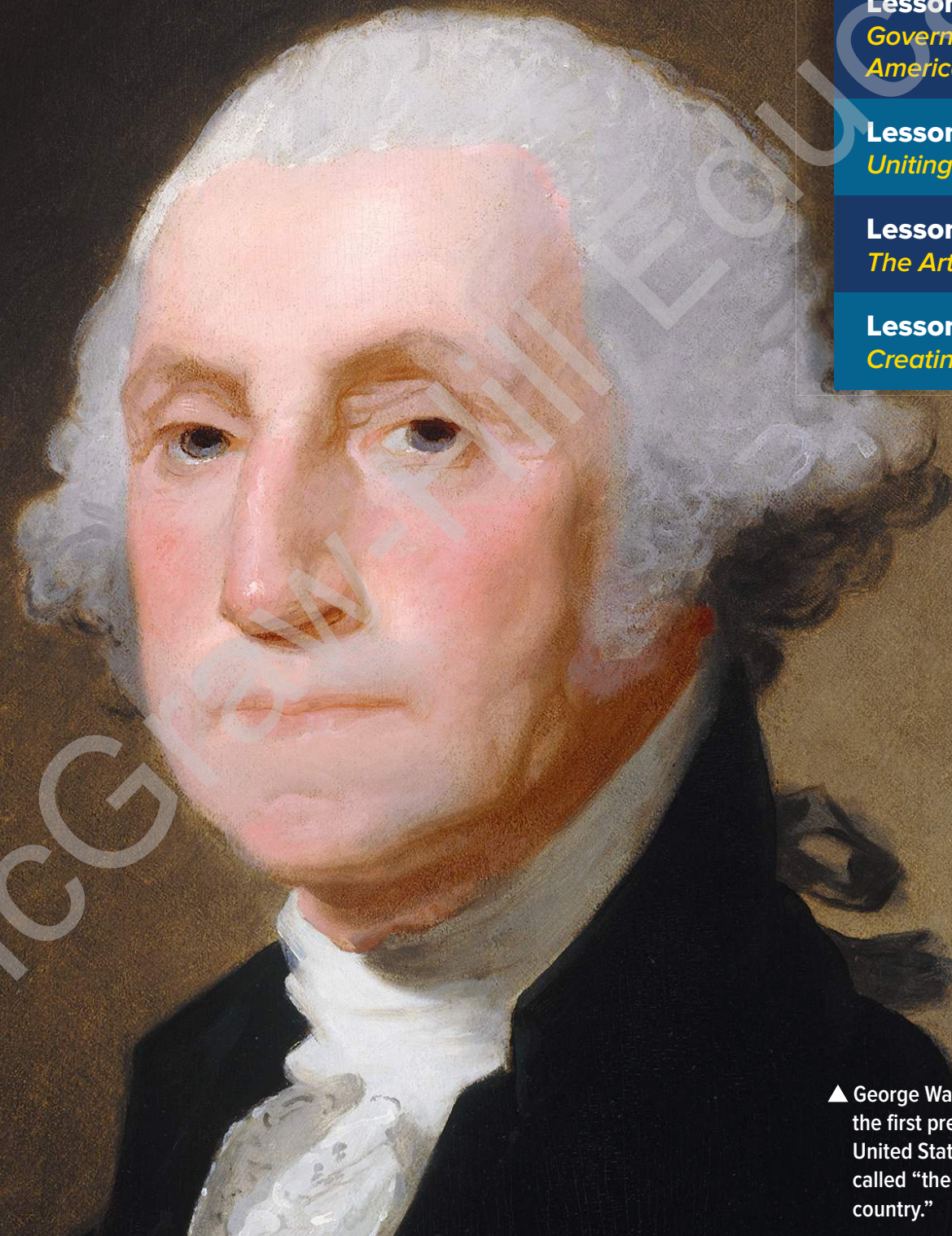
Analyzing Primary Sources
Comparing Independence Movements

Lesson 1
Government in Colonial America

Lesson 2
Uniting for Independence

Lesson 3
The Articles of Confederation

Lesson 4
Creating the Constitution



▲ George Washington, the first president of the United States, is often called “the father of our country.”

COMPARING INDEPENDENCE MOVEMENTS

From the 1500s to the mid-1900s, European powers held colonies in Asia, Africa, and the Americas. The United States was one of the first countries to gain its independence from a colonial power. As other countries gained independence, new borders often put people with no shared history or even long-standing animosity into the same country. Explore these documents to compare the independence movements of the United States and South Sudan.

SECONDARY SOURCE

A

Background on South Sudan

Egypt gained its independence from British rule in 1922. Both South Sudan and Sudan were part of Egypt until 1956, when those two areas became one independent nation, Sudan. The people in South Sudan were promised political equality with the people in the northern part of the country. But that did not happen. Years of fighting between South Sudanese rebels and the Sudanese military followed. Groups within Sudan also argued about the distribution of resources and the role of religion in the state. Sudan's population was largely Sunni Muslim, while South Sudanese were Christians or practiced traditional religions. In 2005 peace was achieved when the southern part of the country was granted six years of autonomy, to be followed by a vote on secession. In 2011 more than 98 percent of the people in South Sudan voted for secession. South Sudan became an independent nation on July 9, 2011.

SOURCE: CIA, *The World Factbook*, 2013–2014

SECONDARY SOURCE

B and C

Comparing Sudan and South Sudan

Characteristic	Sudan	South Sudan
Religion	Sunni Muslim, Christian minority	Christian, traditional religions
Resources	Petroleum, oil refineries and shipping facilities, small reserves of minerals	Hydropower, fertile agricultural land, gold, diamonds, petroleum (three times the production of Sudan)
GDP per capita	\$2600	\$1400

SOURCE: CIA, *The World Factbook*, 2013–2014

Comparing Great Britain and the American Colonies, 1770s

Characteristic	Great Britain	American Colonies
Population	Est. 6.97 million (1771)	Est. 2.3–2.6 million (1775)
Religion	Official religion: Anglican	Varied Protestant denominations, Catholicism; some had official religions
Value of exports	From Britain to U.S., 1774: goods worth 2,590,437 pounds sterling	From U.S. to Britain, 1774: goods worth 1,373,846 pounds sterling

SOURCES: U.S. Census; Floud and McCloskey, eds., *The Economic History of Britain Since 1700, Volume I*

**PRIMARY
SOURCE**

D

The South Sudanese felt they were treated unfairly by the Sudanese government. Their economy was not being developed at the same rate as that in the northern part of the country. They were also concerned about the prominent role of Islam in the government of Sudan. After a negotiated agreement with Sudan and a vote of the people, they declared independence on July 9, 2011:

“RECALLING the long and heroic struggle of our people for justice, freedom, equality, human dignity and political and economic emancipation;

CONSIDERING the years of conflict and the immeasurable sufferings of our people resulting from the conflict between North and Southern Sudan; . . .

RESOLVED to establish a system of governance that upholds the rule of law, justice, democracy, human rights and respect for diversity;”

—South Sudan Declaration of Independence

**PRIMARY
SOURCE**

E

“The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good. . . .

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. . . .

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. . . .

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. . . .”

—The U.S. Declaration of Independence

DBQ DOCUMENT-BASED QUESTIONS

- 1. Describing** Write descriptions of the American colonies and Great Britain that highlight their differences. Do the same for Sudan and South Sudan.
- 2. Identifying** Identify reasons that American colonists and the South Sudanese people sought independence.
- 3. Comparing** What similarities, if any, do you see between the South Sudanese independence movement and the American colonies' move toward independence?

**WHAT WILL
YOU DO?**

As an American, do you favor U.S. involvement in independence movements in other parts of the world? What criteria would you use to decide which movements should be supported?

Interact with these digital assets and others in lesson 1

- ✓ INTERACTIVE CHART
English Legal and Political Thought
- ✓ INTERACTIVE IMAGE
English Bill of Rights
- ✓ INTERACTIVE MAP
The Thirteen Colonies
- ✓ VIDEO
Magna Carta

networks

TRY IT YOURSELF ONLINE



VIRGINIA STANDARDS

GOVT.2.b-c

ReadingHelp Desk

Academic Vocabulary

- establish
- levy
- vital

Content Vocabulary

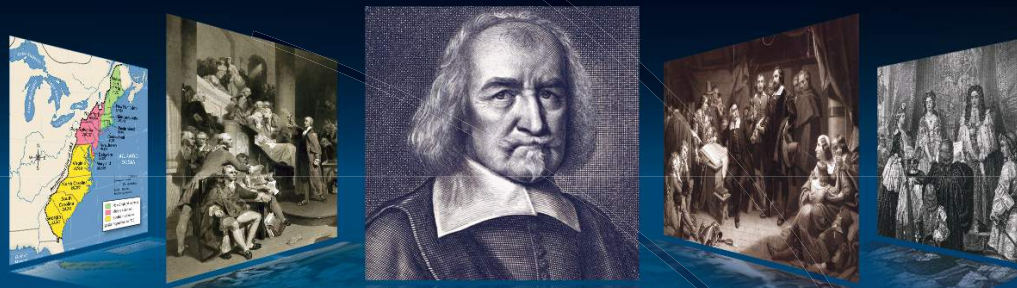
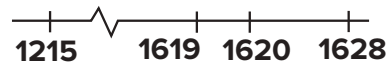
limited government

- representative
- government
- charter

TAKING NOTES:

Key Ideas and Details

SEQUENCING As you read, create a time line of influential European and colonial documents.



LESSON 1

Government in Colonial America

ESSENTIAL QUESTION

What influenced the development of our government institutions?

Read the list of rights below. Draw a table with two columns. In the first column, list each of the rights that you think Americans have today. In the second column, list each right that you think American colonists had before 1776. Highlight the four rights that you believe are the most important.

- The right to a fair and speedy trial with a jury
- The right to criticize the government
- The right to be free from unjust punishments by the government
- The right to practice one's own religion without government interference
- The right to vote for representatives in the government
- The right not to pay taxes if you disagree with the government
- The right to be free from slavery
- The right to ask the government to address a problem
- The right to a job

Our Political Heritage

GUIDING QUESTION Which historical events, documents, and philosophers influenced American colonists' ideas about government?

During the 1600s, people from Europe migrated to North America, settling along the Atlantic Coast and inland. The great majority of the colonists were Christians familiar with both the Old and New Testament of the Christian Bible. They brought with them Judeo-Christian values and ideas derived from biblical law. For example, the Old Testament discusses how the law should apply equally to all people, even kings, and sets forth rules for a fair trial. These beliefs made an important contribution to the founding principles and documents of the United States.

(1 to 1) Library of Congress Prints & Photographs Division [LC-DIG-pga-0171];
Alisa Melton Brice Fund/National Gallery of Art; Library of Congress Prints and
Photographs Division [LC-DIG-pnpca-07842]; Hulton Archive/Getty Images

Most of the early colonists were from England and considered themselves British. The English settlers formed thirteen colonies under charters from the King of England. Their ideas about the role and shape of government influenced the growth of the colonies, the American Revolution, and the system of government we have today. Many of their ideas about government had been developing in Europe for centuries, including the two basic principles of limited government and representative government.

Limited Government By the time the first European colonists settled North America, the idea of **limited government**—the concept that a government’s power was not absolute—was accepted in England. Centuries earlier, in 1215, English nobles were upset with the oppressive policies of King John, including unfair taxation and cruel treatment of prisoners. They forced him to sign a document—the Magna Carta—recognizing their rights. The nobles did not think the Magna Carta **established** permanent principles of government, nor were they thinking of the rights of common people. As the centuries passed, however, the English people came to regard the Magna Carta as a guarantee of limited government. They believed it protected people from unjust punishment by the government and from the **levying** of taxes without popular consent.

English Bill of Rights Even after the signing of the Magna Carta, power struggles between the monarchy and Parliament (England’s lawmaking body) persisted for more than 400 years. In 1688 Parliament removed King James II from the throne with little resistance. It chose two new monarchs who recognized Parliament as supreme—William III and Mary II.

In 1689 Parliament passed the English Bill of Rights, which set clear limits on the monarchy. It said:

- Monarchs do not have absolute authority but rule with the consent of the people’s representatives in Parliament;
- Monarchs must have Parliament’s consent to suspend laws, levy taxes, or maintain an army;
- Monarchs cannot interfere with parliamentary elections and debates;
- The people have a right to petition the government and to have a fair and speedy trial by a jury of their peers;
- The people should not be subject to cruel and unusual punishments or to excessive fines and bail.

The influence of the English Bill of Rights was felt directly in the American colonies. The colonists believed the document applied to them and that they had the same rights as people living in Britain. The king, however, had a different perspective—he saw colonists as subjects of the British Empire without the same rights as those living in Britain. These differing ideas were a major cause for the American Revolution.

English Law The English system of law had a major influence in the colonies, especially through the work of Sir William Blackstone. Blackstone’s *Commentaries on the Laws of England* (1766) helped codify English common law and was widely followed by the Founders. Blackstone believed the source of all human law was derived from “the law of nature and the law of revelation [the Bible]” and that “no human laws should be suffered to contradict these.”

Representative Government The colonists firmly believed in **representative government**, a

limited government the concept that a government’s power was not absolute

establish to create or set up

levy to charge or impose

In 1688 Parliament offered the crown of Great Britain to William of Orange and his wife Mary, who, in turn, recognized the power of Parliament as supreme.

▼ **CRITICAL THINKING**

Summarizing How did the relationship between the monarch and Parliament change as a result of the English Bill of Rights?



representative government a government in which people elect delegates to make laws and conduct government

government in which people elect delegates to make laws and conduct government. This notion was familiar to the colonists because Britain’s Parliament was a representative assembly with the power to enact laws. It had two chambers. The members of the upper chamber, the House of Lords, were the first sons of noble families and later members inherited their positions. The members of the lower chamber, the House of Commons, were elected. Since very few common or poor people were allowed to vote, members of the House of Commons were often the younger sons of noble families or wealthy commoners.

New Political Ideas: The Social Contract and Natural Rights

European philosophers and their ideas about government deeply influenced American colonists. During the late 1600s and 1700s, Europe experienced a major intellectual movement known as the Enlightenment. During the Enlightenment, Europeans challenged the rule of leaders who claimed to have power because of divine right, or by God-given authority, and began to consider different ideas about what makes government legitimate.

English philosopher Thomas Hobbes argued that people create a society by entering into a social contract. According to this theory, people need government to maintain order because they have not yet learned to live in groups without conflict. Under this social contract theory, people give up their individual sovereignty to the government. In exchange, the government provides peace and order. Like Hobbes, John Locke and Jean-Jacques Rousseau developed ideas about the purposes of government and the social contract.

John Locke, an English philosopher, reasoned that people have “natural rights,” those rights people have simply because they are human beings. He named those natural rights as the right to life, liberty, and property. He theorized that people made a contract among themselves to create a government to protect their natural rights. If, however, a government failed

CHART

English Legal and Political Thought

<p>Sir William Blackstone The law of nature, as found in the Bible, is perfect and supreme; no human law should be made to contradict it.</p>	<p>“THIS law of nature, . . . dictated by God himself, is of course superior in obligation to any other. It is binding over all the globe, in all countries, and at all times: no human laws are of any validity, if contrary to this; and much of them as are valid derive all their force, and all their authority, . . . from this original.”</p> <p>—from <i>Commentaries on the Laws of England</i>, 1765</p>
<p>Thomas Hobbes The natural state of man is war. People live in fear of each other, which is why man is willing to trade individual liberty for the security of living in a society under a government.</p>	<p>“Hereby it is manifest that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war as is of every man against every man.”</p> <p>—from <i>Leviathan</i>, 1660</p>
<p>John Locke Men are born equal and given rights that cannot be denied. No man may be taken from his property, his life forfeit, and subjected to the authority of a government without his consent.</p>	<p>“Men being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent.”</p> <p>—from <i>The Second Treatise of Government</i>, 1690</p>

EXPLORING THE ESSENTIAL QUESTION

- 1. Identifying Points of View** How does Blackstone view the relationship of divine law and human law?
- 2. Contrasting** How do Hobbes’s and Locke’s views on individual freedom and the purpose of laws differ?

to protect these rights, people were justified in rebelling and changing that government. For Locke, government was legitimate only as long as the people continued to consent to it.

Swiss-born political theorist Jean-Jacques Rousseau believed that property rights and other basic rights such as freedom of speech and religion came from people living together in a community. By working cooperatively, people created a social contract that allowed them to preserve their rights while at the same time creating law and government.

Charles-Louis de Montesquieu, a French Enlightenment thinker, wrote about the importance of separating the powers of government. In *The Spirit of the Laws*, he said, “There can be no liberty where the legislative and executive powers are united in the same person . . . [or] if the power of judging be not separated from the legislative and executive powers.”

While the colonists’ ideas about government were rooted in Christianity, educated colonists were familiar with the ideas of Blackstone, Hobbes, Locke, and other Enlightenment thinkers. The Declaration of Independence and the Constitution reflected these ideas.

✓ READING PROGRESS CHECK

Explaining How did the Magna Carta and the English Bill of Rights influence the American colonies?

EXPLORING THE ESSENTIAL QUESTION

Outlining Choose one of these historical documents or thinkers:

- Magna Carta
- English Bill of Rights
- John Locke
- Jean-Jacques Rousseau
- Charles-Louis de Montesquieu

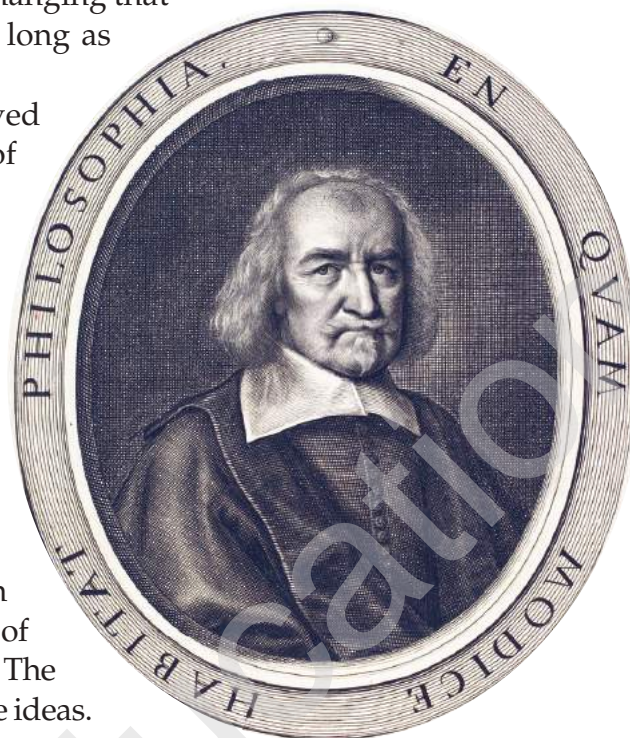
Read about your document or philosopher and create an outline of the main ideas presented. Research how the principles of laws and government institutions presented either in your document or by your philosopher affected the founding of the United States. Share your research in a group with students assigned to the other documents or philosophers. Together, create a list of concepts and rights suggested by these documents and philosophers that are also present in our government today.

Colonial Governments

GUIDING QUESTION *How were democratic ideals incorporated into colonial governments?*

Their English heritage and the political philosophers of the Enlightenment influenced the colonists’ notions of representative government, republicanism, constitutionalism, and law. Each of the thirteen colonies had its own government consisting of a governor (usually appointed by the king), a legislature (elected at least in part), and a court system. These colonial institutions exercised some local authority, but the British believed that all colonists owed allegiance to the monarch.

The governments the colonists established were not democratic as we would define the term today. Democracy at that time meant that it was possible for a working farmer, for example, to have his views heard in local meetings or



▲ Thomas Hobbes believed that people entered into a social contract with government to maintain peace and order.

VIRGINIA CONNECTION

The Virginia Company of London, a joint-stock company, received a charter to establish settlements in America—primarily Virginia. In April 1607, the colonists established the settlement of Jamestown—the first permanent British settlement in the present-day United States. The Virginia Company introduced the headright system in which 50 acres of land would be given to any colonist who would pay his own or another’s passage.

THE THIRTEEN COLONIES

The population of the thirteen colonies varied.

▶ CRITICAL THINKING

1. Reading Maps Which colonies have the most people? Which have the fewest?

2. Analyzing Why might Georgia have had so few residents?

3. Making Inferences Think about these differences in population. How do you think these factors might influence the opinions about government held by residents of the different colonies?



to vote on certain issues in some colonies. By contrast, women and enslaved people could not vote, and every colony had some type of property qualification for voting. Land was abundant and cheap, however, so compared to Europe, a relatively large percentage of the white, male population could vote.

Nine of the thirteen colonies had an official or established church, and many colonists remained intolerant of religious dissent. In Puritan town meetings, for example, voting was originally reserved for members of the community church. Despite such shortcomings, however, colonial governments established practices that later became a key part of the nation's system of government.

Written Constitutions A key feature of the colonial period was government according to a written plan. The Mayflower Compact that the Pilgrims signed in 1620 was the first of many colonial plans for self-government. Men of the Pilgrim families drew up the document in the tiny cabin of their ship, the *Mayflower*, anchored off the New England coast. The Pilgrim leaders realized they needed rules to govern themselves if they were to survive in the new land. Through the Mayflower Compact, they agreed to choose their own leaders and to make their own laws. Puritan immigrants established the Massachusetts Bay Colony, and in 1636 the colony adopted the first system of laws in the English colonies.

In 1639 colonists in Connecticut drew up America's first formal constitution, or **charter**. The Fundamental Orders of Connecticut gave the people the right to elect the governor, judges, and representatives to make laws. Soon after,

charter a written instrument from the authorities of a society granting rights or privileges

other English colonies created their own charters with similar provisions. The actions of colonial legislatures and courts could be reviewed (and rejected) by a committee of the king's Privy Council, but the colonies actually practiced a great deal of self-government.

Colonial charters divided the power of government among the governor, the legislative assembly, and the courts. The governor, the king's agent in the colonies, had executive power, while the legislative assembly had the power to pass laws. Colonial courts applied the law in court cases.

Colonial Legislatures The composition of the colonial legislatures varied. In some places, the king exercised his role as the head of the church and appointed bishops and clergy to serve in the colonial legislatures. In other places, especially where many American Puritans had settled, colonists rejected the tradition of the king acting as head of the church. The Puritans had migrated to America to gain the freedom to organize their churches as they chose and believed that each congregation should choose its ministers. They also believed that church members should elect their government. In 1636 Puritans in Massachusetts forced their leaders to allow each town to elect two members of the General Court, the colony's legislature.

By the mid-1700s, the legislative bodies of colonial government were dominant in political life. The rapidly growing colonies constantly needed new laws to cope with new circumstances. For example, they had to control the distribution of land and lay out plans for public buildings. They also had to build roads and ferries that were **vital** to the economy and set up schools and courts. By 1776, representative government was a well-established tradition in America. Most colonial legislatures had been operating for over 100 years, and they became the training grounds for the political leaders who wrote the Declaration of Independence and, later, the U.S. Constitution. The combination of their English heritage and colonial experience in representative self-government made them leaders in what one historian called "the seedtime of the republic."

✓ READING PROGRESS CHECK

Defining What was a colonial charter and what was its purpose?



The Virginia House of Burgesses, the first legislature in America, was established in 1619, only 12 years after the settlement of Jamestown. The burgesses made local laws for the colony.

▲ CRITICAL THINKING

Explaining Why did English political traditions influence colonial government?

vital essential, crucial

LESSON 1 REVIEW

Reviewing Vocabulary

- 1. Contrasting** Explain the differences between a representative government and a limited government.

Using Your Graphic Organizer

- 2. Categorizing** Use your completed time line to write two paragraphs—one on the influential European documents and another on the influential colonial documents.

Answering the Guiding Questions

- 3. Understanding Historical Interpretation** Which historical events, documents, and philosophers influenced American colonists' ideas about government?
- 4. Synthesizing** How were democratic ideals incorporated into colonial governments?

Writing About Government

- 5. Informative/Explanatory** In what ways were colonial governments representative? List three examples and compare them to examples of representative government in America today.

Interact with these digital assets and others in lesson 2

- ✓ INTERACTIVE CHART
The Declaration of Independence
- ✓ INTERACTIVE IMAGE
Declaration of Independence Room
- ✓ SELF-CHECK QUIZ
- ✓ VIDEO
The Boston Tea Party and the American Revolution

networks
TRY IT YOURSELF ONLINE



(l to r) National Park Service; Working America of Columbus; Scott Dunlap/Getty Images

LESSON 2

Uniting for Independence



GOVT.2.e

ReadingHelp Desk

Academic Vocabulary

- draft
- consent

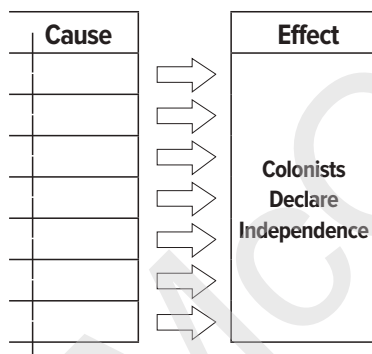
Content Vocabulary

- revenue
- embargo
- boycott
- human rights

TAKING NOTES:

Integrating Knowledge and Ideas

DETERMINING CAUSE AND EFFECT Use a graphic organizer like the one below to list the causes of the colonists' declaration of independence.



ESSENTIAL QUESTION

Why and how did the colonists declare independence?

Think about colonies, states, or groups of people that have sought independence. Select one of these examples, or choose an example of your own:

- India
- Romania
- The Confederate States of America
- South Sudan

Research your independence movement and answer the following questions:

- a. Why did this group want to be independent?
- b. What means did they employ to gain independence?
- c. Was the independence movement successful?

The Colonies on Their Own

GUIDING QUESTION *What conditions prompted the American colonists to declare independence from Britain?*

For more than a century, relations between the colonies and Great Britain were peaceful. The colonists developed their political institutions without much interference. The colonists were British subjects, and as with other parts of the British Empire, the colonies were supposed to serve as a source of raw materials and a market for British goods. In the eyes of the British crown, the American colonies existed for the economic benefit of Great Britain.

In practice, the colonies in America did pretty much as they pleased. The colonies were more than 3,000 miles (4,828 km) from Great Britain. News from America and orders from the monarch took two months or more to travel across the Atlantic Ocean. Given this distance, only the governors of the colonies and the colonial legislatures were actually in a position to deal with the everyday problems facing the colonies. As a result, the colonists grew accustomed to governing themselves. Until the mid-1700s, the British government was generally satisfied with this political and economic arrangement.

Britain Tightens Control Two events changed the relationship between the colonies and Britain: the French and Indian War and the crowning of King George III.

The French and Indian War started as a struggle between the French and British over lands in what is now western Pennsylvania and Ohio. Many Native American tribes sided with the French and fought with them against British troops led by George Washington. By 1756, several other European countries had become involved. Great Britain won the war in 1763 and gained complete control of the eastern third of the continent, essentially eliminating French power in North America.

The war was very costly and Britain was left with a huge debt. The British believed the colonists had an obligation to pay that debt—after all, they were defending the colonies from the French. In order to defend against Indian rebellions after the war, Britain also maintained a standing army in the colonies, which was also a financial strain.

Taxing the Colonies George III became king in 1760. To help pay for the war, the king and his ministers levied taxes on tea, sugar, glass, paper, and other products. The Stamp Act of 1765 imposed the first direct tax on the colonists. It required them to pay a tax on legal documents, pamphlets, newspapers, and even dice and playing cards. The British Parliament also passed laws regulating colonial trade in ways that benefited Great Britain but not the colonies.

Britain's **revenue**—the money a government collects from taxes or other sources—from the colonies increased. Colonial resentment, however, grew too. Political protests began to spread throughout the colonies and many



We the People: Making a Difference

The Signers of the Declaration of Independence



“With a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our Sacred Honor.”

—The Declaration of Independence

With these words, the signers of the Declaration of Independence launched their nation's bid for freedom. For many, that goal came at great cost. Four signers were taken prisoner while fighting in South Carolina. Another signer, Richard Stockton of New Jersey, was taken prisoner, beaten, and held for several years. His health ruined, he died soon after being released. The New York home of signer Francis Lewis was plundered and his wife taken prisoner. Badly mistreated, she died a few years after her release.

Altogether 14 signers had their homes invaded and were forced to flee with their families. Carter Braxton of Virginia lost his merchant ships to the British. Robert Stockton was probably the only signer to die as a direct result of the Revolutionary War, but all of the signers were willing to risk everything for freedom. Without their courage, independence could not have been achieved.

EXPLORING THE ESSENTIAL QUESTION

Analyzing Think about what type of government action would prompt you to make a sacrifice like the signers of the Declaration did. What might a government do that would inspire you to risk your safety to protest?

colonists refused to buy British goods. The protests led to the repeal of the Stamp Act, but the British passed other tax laws and regulations to replace it, which came to be known as the Townshend Acts. The situation reached a boiling point in 1773. A group of colonists, dressed as Mohawk Indians, dumped 342 chests of British tea into Boston Harbor. This protest became known as the Boston Tea Party. In retaliation, Parliament passed the Coercive Acts, which the colonists called the Intolerable Acts. One of these acts closed Boston Harbor. Another withdrew the right of the Massachusetts colony to govern itself. By the early 1770s, revolution was not far off.

Colonial Unity The harsh new British policies spurred an American sense of community in a way that had not existed before. Prior to the Intolerable Acts, most colonists thought of themselves as British subjects. At the same time, each colony had developed largely on its own and had unique resources and economies. Residents therefore thought of themselves as Virginians or New Yorkers or Georgians. By the 1760s, however, a growing number of colonists began to think of themselves as Americans united by their hostility toward British authority. At the same time, colonial leaders began to work together to take political action against what they felt was British oppression.

Taking Action In 1765 nine colonies sent delegates to a meeting organized to protest the Stamp Act and King George's actions. They sent a petition to the king, arguing that only colonial legislatures could impose direct taxes like the Stamp Tax.

By 1773, colonists opposed to British rules were forming organizations to keep in touch with each other and to urge resistance to the British. These groups, called committees of correspondence, sprung up quickly. Within a few months after Samuel Adams formed the first committee in Boston, there were more than 80 such committees in Massachusetts alone. Virginia and other colonies soon joined this communication network, led by prominent members like Thomas Jefferson and Patrick Henry.

revenue the money a government collects from taxes or other sources

READING PROGRESS CHECK

Describing How did the French and Indian War and the crowning of King George III change the relationship between the colonies and Great Britain?

CIVIC PARTICIPATION IN A DIGITAL AGE

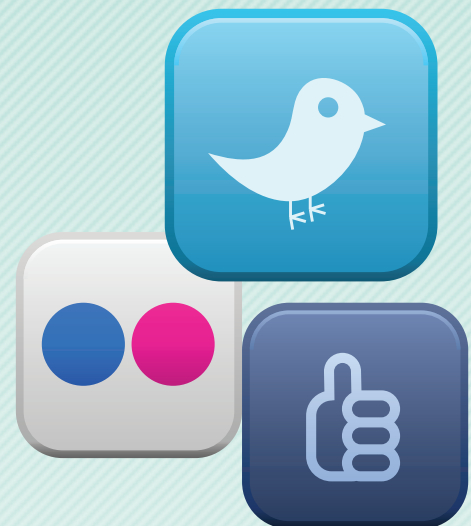
Political Movements

The purpose of the colonists' committees of correspondence was to maintain contact with other opponents to British rule and to encourage and organize resistance to the British. How do members of social or political movements maintain contact and organize today?

Identify an issue in your state that is important to you. Use a search engine to find an online community or social networking group that is organized around this issue.

CRITICAL THINKING

- 1. Classifying** What is the group's purpose?
- 2. Listing** Who are the members of the group? How many members are there?
- 3. Summarizing** What information or ideas are expressed in the online group?
- 4. Identifying** Can you identify any impact the online group has had on your issue?



PARTICIPATING IN Your Government

Advocacy

Identify an action or policy of your state government with which you disagree. Decide on a written format that would best express your disagreement, such as a letter to a newspaper editor, an e-mail to your state representative, a petition, or a complaint to a state agency.

EXPLORING THE ESSENTIAL QUESTION

Argument Write your complaint or grievance. How will you frame your argument to be most persuasive? Remember to suggest an alternative policy or action and to request a reply.

Working America of Columbus



Independence

GUIDING QUESTION *What complaints did the colonists list in the Declaration of Independence, and what freedoms did they want guaranteed?*

In the First and Second Continental Congress, the colonists passed a series of measures, culminating in their declaration of independence from Great Britain.

The First Continental Congress On September 5, 1774, delegates from every colony except Georgia met in Philadelphia for the First Continental Congress. Their purpose was to decide what to do about the relationship with Great Britain. Colonial leaders like Patrick Henry, Samuel Adams, Richard Henry Lee, and George Washington debated the merits of different proposals. They finally imposed an **embargo**, an agreement prohibiting trade, on Britain and agreed to **boycott** (not to buy) British goods. They proposed a second meeting the following year if Britain did not change its policies.

Soon after, the king and British Parliament adopted stronger measures and events then moved quickly. "The New England governments are in a state of rebellion," George III firmly announced. "Blows must decide whether they are to be subject to this country or independent."

The first blow fell early on the morning of April 19, 1775, when British Redcoats clashed with colonial minutemen at Lexington and Concord in Massachusetts. This skirmish was the first battle of the Revolutionary War.

The Second Continental Congress Within three weeks, delegates from all thirteen colonies gathered in Philadelphia for the Second Continental Congress. The Continental Congress immediately assumed the powers of a central government and chose John Hancock of Massachusetts as president. Hancock was a well-known colonial leader, but he was also a wealthy merchant and thus well-placed for helping to raise funds for an army. The Congress also organized an army and navy, made plans to issue money, and appointed George Washington as commander of the Continental Army.

embargo an agreement prohibiting trade

boycott not to buy



Delegates from the thirteen colonies gathered in this room at Independence Hall in Philadelphia on July 4, 1776 to approve the Declaration of Independence.

▲ CRITICAL THINKING

Explaining What gave the Continental Congress authority to declare independence?

VIRGINIA CONNECTION

Drafted in 1776 by George Mason, the Virginia Declaration of Rights proclaimed the inherent natural rights of men. The document guaranteed Virginians freedom of the press, freedom of religion, the right to maintain an armed militia, and the right to a trial by jury. It also banned illegal searches and seizures. The Declaration was largely influenced by John Locke's Second Treatise of Government and was heavily drawn upon by James Madison in drafting the U.S. Bill of Rights.

draft outline or first copy

consent permission or approval

The Second Continental Congress served as the acting government of the colonies throughout the war. It purchased supplies, negotiated treaties, and rallied support for the colonists' causes.

Declaring Independence At this point, the colonies had not yet declared their independence from Great Britain, but a movement for independence was growing rapidly. Thomas Paine, a onetime British corset maker, advocated for independence and influenced many colonists. In his pamphlet *Common Sense*, Paine argued that monarchy was a corrupt form of government and that George III was an enemy to liberty:

“ PRIMARY SOURCE

The powers of governing still remaining in the hands of the [king], . . . And as he hath shown himself such an inveterate enemy to liberty, and discovered such a thirst for arbitrary power, is he, or is he not, a proper man to say to these colonies, 'You shall make no laws but what I please!'"

—Thomas Paine

Samuel Adams of Boston also influenced many colonists with his essays, letters, and articles on the struggle with the British. Adams was a natural-born politician with an independent mind. In April 1776, with the war almost a year old and no declaration of independence from the colonies, Adams was bewildered and frustrated. In a letter to a friend, he wrote:

“ PRIMARY SOURCE

Is not America already independent? Why then not declare it? . . . Can Nations at War be said to be dependent either upon the other? . . . Upon what Terms will Britain be reconciled with America? . . . [S]he will be reconciled upon our abjectly submitting to Tyranny, and asking and receiving Pardon for resisting it. Will this redound to the Honor or the Safety of America? Surely no."

—Letter from Samuel Adams, April 3, 1776

In June 1776, Richard Henry Lee of Virginia introduced a resolution in the Continental Congress that "these United Colonies are, and of right ought to be, free and independent states." The Congress approved Lee's resolution on July 2 and the colonies officially broke with Great Britain.

After Lee's resolution, the Congress named a committee of John Adams, Benjamin Franklin, Thomas Jefferson, Robert Livingston, and Roger Sherman to prepare a written declaration of independence. The committee asked Thomas Jefferson, a Virginia planter known for his writing skills, to write the **draft**. When they reviewed his draft, there was considerable debate. A few passages were removed and some editorial changes were made. On July 4, the Congress approved the final draft. John Hancock, the president of the Congress, was the first to sign the document, which eventually held the signatures of all 56 delegates.

Key Parts of the Declaration The American Declaration of Independence is one of the most famous documents in history. It stirred the hearts of the American colonists. To that point, no government had been founded on the principles of human liberty and **consent** of the governed.

In the Declaration of Independence, Jefferson drew on the ideas of John Locke and other philosophers to explain the colonists' need for freedom. The

Declaration explained the reasons the American colonies were angry with the British government and confirmed why revolution was justified.

The Declaration consists of four parts. The first paragraph, or Preamble, describes the source of the basic rights Americans enjoy as “the Laws of Nature” and “Nature’s God.” In philosophy, the law of nature, or natural law, is a system of moral principles regarded as the basis for all human conduct. For many, Jefferson’s statement means that the rights set forth in the Declaration are not created by people but derive from higher powers and should never be violated.

The Preamble is followed by a statement of purpose and basic **human rights** derived from the laws of nature. This section on the declaration of natural rights defines and explains the unalienable rights that cannot be taken away and the right of people to resist illegitimate government and change or abolish it. It reads in part: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it.”

human rights rights that are believed to belong justifiably to every person

CHART

Text of the Declaration of Independence	In Your Own Words	Influences and Events
“When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them . . .”		
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and pursuit of Happiness.”		
“That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”		
“He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.”		
“For imposing Taxes on us without our Consent. . . For depriving us in many cases, of the benefits of Trial by Jury. . . For suspending our own Legislatures.”		
“In every stage of these Oppressions We have Petitioned for Redress in the most humble terms. Our repeated Petitions have been answered only by repeated injury.”		

the **DECLARATION** of INDEPENDENCE

Read the following excerpts from the Declaration of Independence. Then complete the graphic organizer. Explain what each means in your own words and describe what influenced these ideas.

CRITICAL THINKING

- 1. Paraphrasing** Restate each quote from the Declaration in your own words in the middle column.
- 2. Interpreting** After you read this lesson, think about which thinkers and events influenced these different sections of the document. List those influences in the third column of your graphic organizer.

VIRGINIA CONNECTION

The Constitution of Virginia, drafted by George Mason, Thomas Jefferson, and James Madison, limits the powers of the state government and protects basic rights of Virginians. Like every other state constitution, Virginia's is supreme over all laws and governments within Virginia, but can be superseded by the U.S. Constitution and federal laws. Virginia's Constitution has been revised six times (1830, 1851, 1864, 1870, 1902, and 1971) since it was first written in 1776. Each subsequent revision has been part of, and/or in response to, major social, racial, or regional turmoil in Virginia.

The third section of the Declaration lists specific complaints or grievances against George III, and each item describes a violation of the colonists' political, civil, and economic liberties. These paragraphs were designed to justify the break with Great Britain.

The conclusion states the colonists' determination to separate from Great Britain. Their efforts to reach a peaceful solution had failed, leaving them no choice but to declare their independence.

The Declaration was rarely mentioned during the debates creating the Constitution. Yet, as time passed, the Declaration has come to be seen by many as the key guide to understanding the Constitution and the values embodied in it. This is a view shared with Abraham Lincoln, who declared the Declaration to be the foundation of his own political philosophy. In later years, Jefferson himself wrote: "I did not consider it any part of my charge to invent new ideas, but to place before mankind the common sense of the subject in terms so plain and firm as to command their assent. . . . It was intended to be an expression of the American mind."

The First States and the First State Constitutions The Declaration of Independence recognized the changes taking place in the colonies. One of the most important was the transformation into states subject to no higher authority. Thus, the states saw themselves as independent and sovereign.

About two months before the Declaration of Independence, the Second Continental Congress had instructed the colonies to form "such governments as shall . . . best conduce [lead] to the happiness and safety of their constituents." By the end of 1776, 10 states had adopted written constitutions. Within a few years, each state had a new constitution or had converted old colonial charters into a constitution.

Most of the new state constitutions contained a bill of rights defining citizens' personal liberties. All recognized the people as the sole source of authority in a limited government. There was not yet a formal government uniting all the states or a United States of America.

READING PROGRESS CHECK

Identifying Central Issues What specific demands were outlined in the Declaration of Independence?

LESSON 2 REVIEW

Reviewing Vocabulary

- 1. Making Connections** How are the terms *revenue* and *levy* related in the text? Be sure to define both terms in your answer.

Using Your Graphic Organizer

- 2. Determining Cause and Effect** Use your completed graphic organizer to summarize the causes of the American independence movement.

Answering the Guiding Questions

- 3. Describing** What conditions prompted the American colonists to declare independence from Britain?

- 4. Identifying** What complaints did the colonists list in the Declaration of Independence, and what freedoms did they want guaranteed?

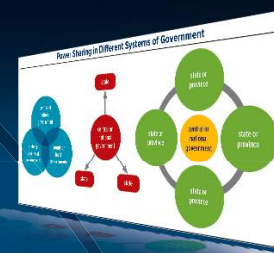
Writing About Government

- 5. Informative/Explanatory** What is the right of resistance to illegitimate government and why is it important to American values? Give two examples of American colonists' activities to oppose British policies. Compare and contrast those to modern protest movements.

Interact with these digital assets and others in lesson 3

- ✓ INTERACTIVE CHART
National Government Under the Articles of Confederation
- ✓ INTERACTIVE MAP
The Eurozone
- ✓ SELF-CHECK QUIZ
- ✓ VIDEO
America Unites

networks
TRY IT YOURSELF ONLINE



(c) Northwind/North Wind Picture Archives

LESSON 3

The Articles of Confederation



VIRGINIA STANDARDS

GOVT.5.a-b, d

ReadingHelp Desk

Academic Vocabulary

- ratify
- furious
- discontent

Content Vocabulary

- unicameral
- currency
- tariff
- creditor
- treaty

TAKING NOTES:

Integration of Knowledge and Ideas

PROBLEM SOLVING Use the problem-solution chart to list the problems with the Articles of Confederation. Then list possible solutions to these problems.

Problem	Solution

ESSENTIAL QUESTION

What influenced the development of our government institutions?

Under the Articles of Confederation, each state collected its own tax money and chose how to spend it. The national government could not collect taxes at all.

Today, Americans pay taxes to federal, state, and local governments. The federal government collects a lot of money in taxes and distributes much of it among the states as aid. The states do not receive the same amount of money, nor do they receive funding in proportion to their population or to the amount of federal taxes their citizens pay. For example, a study by the Tax Foundation found New Mexico received \$2.03 in aid for every dollar its citizens paid in federal taxes, while Minnesota received \$0.72 in aid for every dollar its citizens paid.

Consider these two different systems of taxation—the system under the Articles of Confederation and the system today.

- a. What are the possible benefits and drawbacks of the system of taxation under the Articles of Confederation?
- b. What are the possible benefits and drawbacks of today's system of taxation?
- c. Which do you think is most fair? Why?

Government Under the Articles of Confederation

GUIDING QUESTION How did the Articles of Confederation reflect colonists' experiences with government?

As Thomas Jefferson, Benjamin Franklin, John Adams, Robert Livingston, and Roger Sherman drafted the Declaration of Independence, another committee of the Second Continental Congress, chaired by John Dickinson, drafted a plan for the form government would take after independence. They needed to make rules about how the government would work and

how the states would relate to one another. Their draft plan was debated for months, as some delegates believed the national government needed to be strong, and others favored stronger local and state governments. In the end, those who favored state powers won the debate.

The plan created a confederation, or “league of friendship,” among the thirteen states, in which each retained significant independence and there was no strong central government. It was essentially a set of rules about what the national government could and could not do.

The plan, authored primarily by John Dickinson and called the Articles of Confederation, was not adopted immediately because each of the states had to approve it before it could take effect. By March 1781, all thirteen states had **ratified**, or approved, the Articles.

The plan for the central, national government was simple. It included no national court system, no president or king, and a **unicameral**, or single-chamber, legislature. Each state could send between two and seven delegates to Congress, but each state’s delegates had to vote as a unit. Therefore, each state had one vote in Congress, no matter what its population. The Congress ran all aspects of the central government and had only those powers specifically mentioned in the Articles. State governments could do everything that was not specifically mentioned in the Articles.

ratify to approve

unicameral a single-chamber legislature

READING PROGRESS CHECK

Describing What was the structure of the U.S. government under the Articles of Confederation?

CHART

ARTICLES OF CONFEDERATION

Congress and the National Government Could . . .	Congress and the National Government Could Not . . .
<ul style="list-style-type: none"> • Borrow or request money from the states • Declare war and peace • Maintain an army and navy (if states chose to contribute troops) • Make treaties and alliances with other nations • Regulate affairs with Native Americans • Establish post offices • Decide certain disputes between states • Coin money (though states could also create their own) 	<ul style="list-style-type: none"> • Establish an executive branch, president, or king • Establish a national court system • Levy or collect taxes • Require states to provide money for running the national government • Regulate trade • Force anyone to abide by the law • Pass any law without the consent of nine states • Amend the Articles without the consent of all thirteen states

EXPLORING THE ESSENTIAL QUESTION

Remember the complaints the colonists had against the king and the relationship between the colonies and England. Look at the list of actions the national government could not take under the Articles of Confederation. Then discuss each of the questions below.

- Identifying Central Issues** Why do you think the leaders of the new nation did not want a president or king?
- Making Connections** Why do you think they did not want the national government to be able to collect taxes?
- Identifying** What objections would they have had to the national government regulating trade?
- Making Inferences** Why do you think they made it so difficult to pass national laws or to amend the Articles of Confederation?

Problems in the Confederation Period

GUIDING QUESTION *What were the strengths and weaknesses of our nation's first government?*

After the Revolutionary War, the new nation faced serious money problems. By 1787, the national government owed \$40 million to foreign governments and to American soldiers who were still unpaid after the war. States, too, were financially strapped, as many had accumulated considerable debt during the war years and owed money to foreign governments.

Thirteen Sovereign States After the Revolutionary War, the thirteen states saw themselves as independent—not just from England, but from each other. People identified themselves more as “Virginians” or “South Carolinians” than as “Americans”; so, in a sense, the states were not united at all.

States created different **currencies**, which made trade among them extremely difficult. Some states also charged merchants in rival states a **tariff**, a tax on imported goods usually reserved for regulating trade with foreign countries. So, for example, farmers in New Jersey had to pay a tax to sell their vegetables in New York. States also made independent trade agreements with other countries, which caused conflict among them.

Many states ignored requests from the Congress to help fund the national government and to help repay war debts to other countries after the Revolution. The states did not consider the national debt their problem. Each respective state could decide whether to tax its own citizens and turn that money over to the national treasury. Some states owed a lot of money from the war. Others, like Virginia, had paid off their war debts and did not want to have to contribute extra money to help other states pay their **creditors**, or people to whom money is owed.

A Weak National Government The new national government faced huge problems and had little power to solve them. Congress could do little if a state refused its request to provide money. With no standing army and no power to regulate trade, it appeared weak in the eyes of foreign countries. These problems were exacerbated when the Congress issued paper money that was considered worthless because its value was highly inflated.

Congress passed very few laws because each bill could become law only if delegates from nine of the thirteen states voted for it. Since each state had only a single vote, the votes of any five of the smaller states could block a measure the larger states wanted. Congress could not even force anyone to obey the laws it did pass and could only advise and request that the states comply.

Finally, the government had no national court system and relied on state courts to enforce and interpret national laws. The lack of a court system made it difficult for the central government to settle disputes among the states, which threatened the peace and tranquility of the union.

After a few years, it had become clear that the Confederation could not effectively deal with many of the young nation's problems. The constraints on the central government meant that it simply could not effectively coordinate the actions of the states.

Achievements Despite its weaknesses, the Confederation made some important contributions to the new nation. In 1783 the Confederation signed a peace **treaty** with Britain, which recognized American independence. Land acquired from Britain—including all land from the Atlantic coast to the Mississippi River and from the Great Lakes and Canada to what is now the northern boundary of Florida—greatly enlarged the size of the young nation.

The Confederation's greatest success was in establishing a fair and consistent policy for settling and developing the lands west of the Appalachian

currency a system of money in general use in a particular country

tariff a tax on imported goods usually reserved for regulating trade with foreign countries

creditor a person to whom money is owed

VIRGINIA CONNECTION

The Virginia Statute for Religious Freedom was the basis for the religion clauses in the U.S. Bill of Rights. Thomas Jefferson drafted the statute, and James Madison guided it through the Virginia legislature in 1786. The issue it addresses arose when the new state considered whether citizens should continue to support the Anglican Church through taxes, as they had in colonial times, or whether they should support any or all other denominations.

treaty a formally concluded and ratified agreement between countries

THE EUROZONE

The Eurozone is an economic and political union of 17 European countries that all use the same currency, the Euro. The member countries each have their own governments, laws, and traditions, but have ceded some of their fiscal sovereignty to the European Union.

▶ CRITICAL THINKING

Researching Investigate the similarities and differences between the United States during the Articles of Confederation and the Eurozone today. Pay attention to issues of trade barriers, currency, monetary policy, and what happens when one state or country faces economic crisis. Based on your findings, predict whether the Eurozone will divide or unify its member countries in the future.



Mountains, one of the most hotly debated issues of the era. Congress passed two important laws that set out how the lands would be organized.

The first of these laws, the Land Ordinance of 1785, allowed the government to survey and divide the Northwest Territory into townships of equal acreage. One section of each township was reserved for public education and the other sections would be sold at auction, providing much needed revenue. The second law, the Northwest Ordinance of 1787, said that once these areas reached certain population levels, they could appoint a governor and judges, elect legislators, and achieve statehood on an equal basis with the original thirteen states.

Congress also set up the departments of Foreign Affairs, War, Marine, and the Treasury, each under a single permanent secretary. This development set a precedent for the creation of cabinet departments under the Constitution of 1787.

✓ READING PROGRESS CHECK

Evaluating What problems were created by the Articles of Confederation? What were the achievements of the Articles of Confederation?

Need for a Stronger National Government

GUIDING QUESTION *What events led to the dismantling of the Articles of Confederation and the call for a Constitutional Convention?*

The problems caused by a weak national government eventually led to the dismantling of the Articles of Confederation. A citizens' rebellion in Massachusetts known as Shays's Rebellion soon led to a Constitutional Convention.

Shays's Rebellion In Massachusetts, the state government increased taxes on the citizens to pay the state's war debts. At the same time, an economic depression and bad harvests left many farmers and merchants angry and in debt. Some creditors refused to accept payments in currency they thought was worthless. Some farmers were forced to give their property to the government. Others were sent to debtor's prison.

In 1786 armed groups of farmers marched to several courts and closed them down, preventing them from hearing foreclosure proceedings. Daniel Shays, a former captain in the Revolutionary Army, led a group of men that closed the Massachusetts state Supreme Court and advanced on a federal arsenal in Springfield.

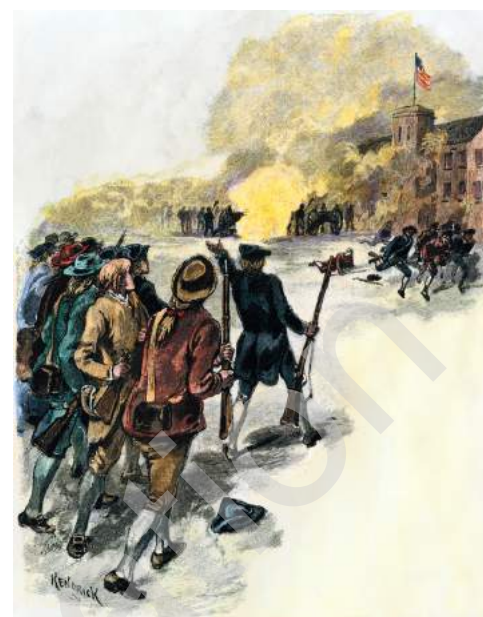
The Massachusetts militia confronted and fired on the uprising, ending the rebellion. However, the rebellion spread to several states. In some places, states required creditors to forgive or excuse debts, which made creditors **furious**. The unrest frightened American leaders, who saw the weak national government as vulnerable to anarchy. To the **discontented** farmers, the government seemed unresponsive to the will of the people. Many Americans were now ready to see a strong national government. As Henry Knox expressed in a letter to George Washington: "This dreadful situation has alarmed every man of principle and property in New England. . . . What [will] give us security against the violence of lawless men? Our government must be [strengthened], changed, or altered to secure our lives and property."

A Move to Revise the Articles In 1787, a few months after Shays's Rebellion, delegates from the states began meeting to propose changes to the Articles of Confederation to help regulate trade and to make the national government more effective. They called for a convention of all states in Philadelphia.

Congress gave its consent to the meeting for the sole purpose of revising the Articles of Confederation. After months of debate, however, they abandoned the Articles of Confederation and decided to create an entirely new government, with a new guiding document, the Constitution.

✓ **READING PROGRESS CHECK**

Interpreting Significance What was the importance of Shays's Rebellion? To what change did it lead?



In the 1780s, Massachusetts government authorities jailed debtor farmers or seized their property. Daniel Shays led armed men to capture and close the courts, stopping land confiscations.

▲ **CRITICAL THINKING**

Speculating Why might the states have been reluctant to give up some sovereignty to a central government?

furious angry

discontent unhappiness

LESSON 3 REVIEW

Reviewing Vocabulary

- Defining** Restate the following sentence, defining the terms *currencies* and *tariffs* in your answer. "Under the Articles of Confederation, states had different currencies and charged rival states tariffs."

Using Your Graphic Organizer

- Outlining** Using your completed graphic organizer, outline a new plan of government that remedies the problems of the Articles of Confederation.

Answering the Guiding Questions

- Analyzing** How did the Articles of Confederation reflect colonists' experiences with government?

- Classifying** What were the strengths and weaknesses of our nation's first government?
- Identifying Cause and Effect** What events led to the dismantling of the Articles of Confederation and the call for a Constitutional Convention?

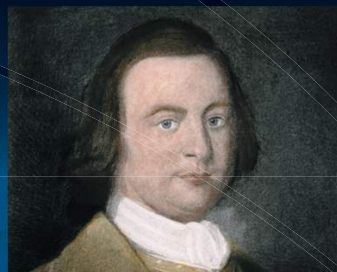
Writing About Government

- Informative/Explanatory** What experiences and conditions led the colonists to structure the Articles of Confederation as they did?

Interact with these digital assets and others in lesson 4

- ✓ INTERACTIVE CHART
Articles of Confederation Provisions
- ✓ INTERACTIVE IMAGE
Rising Sun Chair
- ✓ SELF-CHECK QUIZ
- ✓ VIDEO
Arguments over Ratification

networks
TRY IT YOURSELF ONLINE



(1 to 7) BBC Worldwide Learning. © North Wind Picture Archives. Independence National Historical Park/National Park Services

LESSON 4

Creating the Constitution



GOVT.2.f GOVT.3.e

ReadingHelp Desk

Academic Vocabulary

- populous
- export

Content Vocabulary

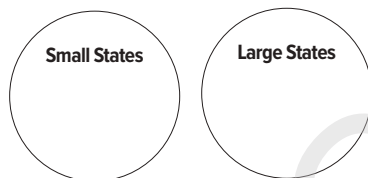
- bicameral
- interstate commerce
- extralegal

TAKING NOTES:

Key Ideas and Details

CONTRASTING Use a graphic organizer like the one below to contrast the interests of the small states and the large states.

STATE INTERESTS



ESSENTIAL QUESTION

What influenced the development of our government institutions?

Assume that you move to an island that has never been inhabited before now. Several thousand other people have also moved there in the past year. Everyone agrees that the island needs to have some rules and someone needs to be in charge. You must create a plan to choose the leaders in the fairest way possible. Consider the following questions as you create your plan:

- Who should get to decide what the rules should be? Options include: only the people who have been there the longest and know the island well, only the most educated people, only those above a certain age, or everyone.
- Should families vote as a unit, or can each person in the family get his or her own vote?
- Should all families get one vote, regardless of their size? Or should families with six children get more votes than families with two kids?

Once you have developed a plan that you think is fair, discuss it with your classmates. Try to reach a consensus about how to choose the island's leaders will be chosen.

The Constitutional Convention: Agreements and Compromises

GUIDING QUESTION How did the Constitutional Convention reflect compromises between the states' competing interests?

In May 1787, the Constitutional Convention began the daunting task of crafting a new system of government. The state legislatures sent 55 delegates to Philadelphia, many of whom had a great deal of practical experience in politics and government. George Washington and Benjamin Franklin both played active roles in the debates at the convention. Two other Pennsylvanians made important contributions, too. Gouverneur Morris wrote the final draft of the Constitution, and James Wilson did important work on the details of the document. James Madison of Virginia

was the author of the basic plan of government that the convention eventually adopted. His careful notes are our major source of information about the convention's work.

The convention began by unanimously choosing George Washington to preside over the meetings. It was decided that each state would have one vote on all questions, and a simple majority of the states present would make decisions. The public and press were prevented from attending the sessions, in the hope that the private setting would enable the delegates to talk freely.

After deciding to abandon the Articles of Confederation, the delegates reached a consensus on many basic issues of forming a new government. They all favored the ideas of limited and representative government and agreed that the powers of the national government should be divided among legislative, executive, and judicial branches. They all believed it was necessary to limit the power of the states to coin money or interfere with creditors' rights. And all of them agreed that they should strengthen the national government.

The great debates and compromises of the convention were not over these fundamental questions—rather, they dealt with how to put these ideas into practice.

The Virginia Plan The debates opened with a proposal from the Virginia delegation, which laid out a plan for a strong national government. The plan proposed a government based on three principles. First, the government would have a strong national legislature with two chambers—the lower one to be chosen by the people and the upper chamber to be chosen by the lower. The number of legislators would vary from state to state and would be determined by how many people lived in the state. Furthermore, the legislature would have the power to bar any state laws it found unconstitutional. Second, a strong executive would be chosen by the national legislature. Third, a national judiciary would be appointed by the legislature.

The delegates debated the Virginia Plan for more than two weeks. Delegates from the smaller states quickly realized that the larger, more **populous** states would be in control of a strong national government under this plan. The smaller states wanted a less powerful government with more independence for the states.

populous having a large population

CHART

After deciding to abandon the Articles of Confederation, the delegates at the Constitutional Convention reached a consensus on many basic issues of forming a new government.

Provision from Articles of Confederation	Replacement from the Convention
Delegates to Congress shall be annually appointed by each state.	
Each state shall have one vote.	
The treasury of the United States shall be supplied by the several states in proportion to the value of their land and property. Only the states may levy taxes.	
A president shall be elected annually by the members of Congress.	

ARTICLES OF CONFEDERATION PROVISIONS

CRITICAL THINKING

Analyzing Read each of the provisions from the Articles of Confederation in the table. In the right column, explain the agreement reached during the Constitutional Convention that replaced this feature of government under the Articles. Why did the Constitutional Convention replace these provisions?

bicameral relative to a two-house legislative body

The New Jersey Plan The delegates for the small states made a counterproposal. The New Jersey Plan called for keeping two major features of the Articles of Confederation. First, the government would have a unicameral legislature with one vote for each state. This made all states equally powerful, regardless of their population. Second, the nation would continue as a confederation of sovereign states.

Congress, however, would be strengthened by having the power to impose taxes and regulate trade. A weak executive, consisting of more than one person, would be elected by Congress, and a national judiciary with limited power would be appointed by the executive.

As the summer wore on, the convention became deadlocked over the question of the representation of states in Congress. The debate was bitter, and the convention was in danger of dissolving.

The Connecticut Compromise Finally, a special committee designed a compromise. Called the Connecticut Compromise, or the Great Compromise, this plan was adopted after a long debate. The compromise suggested that the legislative branch be **bicameral**, or have two houses—a House of Representatives, with the number of representatives based on each state’s population, and a Senate, with two members from each state. The larger states would have an advantage in the House of Representatives, where representation would be based on population. Congress would be able to impose taxes, and all laws concerning taxing and spending would originate in the House. The smaller states would be protected in the Senate, with equal representation and state legislatures electing the senators.

Compromises About the Presidency There was further disagreement over whether the president should be elected directly by the people, by the Congress, or by state legislatures. As a compromise, the delegates finally settled on the Electoral College system, which is still used today. In this system, voters from each state select electors to choose the president. The president’s four-year term was a compromise between those who wanted a longer term and those who feared a long term would give a president too much power.

✓ **READING PROGRESS CHECK**

Explaining What was the Connecticut Compromise? Which elements of the Virginia Plan and the New Jersey Plan were incorporated into the compromise?

Disputes Over Slavery

GUIDING QUESTION *How did the Constitutional Convention deal with slavery, one of the most divisive issues of the period?*

James Madison’s notes tell us that the delegates disagreed about how to handle slavery. At the time of the convention, several Northern states were working on plans to abolish slavery. Many delegates were opposed to slavery and some wanted it abolished, but it was clear that the Southern states would never accept the Constitution if it interfered with slavery. In the end, the delegates did not deal with the issue. The Constitution mentions the slave trade and escaped enslaved persons but does not address the legality of owning slaves. In fact, the Constitution doesn’t include the word *slave* anywhere. Instead of saying “slave” or “slavery,” the Constitution refers to the “importation” of people, and “persons held to service or labor.”

The delegates were under no illusions that their compromises on slavery had permanently solved the question. While they compromised in order to

Political Philosophies of the Founders

John Adams	<ul style="list-style-type: none"> • Opposed taxation without representation • Promoted the establishment of representative state governments • Framed a three-branch government in the Massachusetts Constitution that served as a model for the federal system • Believed that the government should use the power given it to meet the needs of the individual
Alexander Hamilton	<ul style="list-style-type: none"> • Ideas on a strong central government helped with the shaping and ratification of the Constitution • Distrustful of the masses, Hamilton ensured that state power did not trump federal authority. • Instrumental in establishing a stable financial system for the new nation
Thomas Jefferson	<ul style="list-style-type: none"> • Wrote the Declaration of Independence, challenging British rule as a violation of natural law and human rights • A champion of limited government and religious freedom, Jefferson provided influential support for a bill of rights.
James Madison	<ul style="list-style-type: none"> • The “Father of the Constitution,” Madison promoted the three-branch system of government with separation of powers and checks and balances. • His arguments helped build support for a Constitution with a strong central government. • After ratification, he wrote the amendments that became the Bill of Rights.
John Jay	<ul style="list-style-type: none"> • Conservative supporter of a strong central government • Helped write the Federalist Papers, promoting ratification of the Constitution • As first Chief Justice, established protocols for the Supreme Court
George Mason	<ul style="list-style-type: none"> • Outspoken advocate of individual freedoms • Wrote the Virginia Declaration of Rights, a precursor to the national Bill of Rights
Roger Sherman	<ul style="list-style-type: none"> • Conservative supporter of independence • Concerned with the process of electing officials and how to balance power within government, Sherman proposed a compromise at the Constitutional Convention that led to the adoption of a bicameral legislature with a Senate and House of Representatives.
James Wilson	<ul style="list-style-type: none"> • Advocated a strong federal government with three independent branches • Favored the direct election of members of Congress by the people • Argued effectively for ratification of the Constitution

CRITICAL THINKING

1. Comparing What did John Adams, James Madison, and James Wilson have in common?

2. Synthesizing Choose two Founders with different philosophies or focuses, and explain how their contributions combined to improve the U.S. government.

create the new government, their refusal to deal with slavery left it to later generations of Americans to resolve.

The Three-Fifths Compromise There was profound disagreement about how to count enslaved persons in matters of representation and taxation. Almost one-third of the people living in the Southern states were enslaved African Americans. Delegates from these states wanted enslaved persons to be counted the same as free people to give the South more representation in Congress. At the same time, the Southern states did not want enslaved persons counted at all for the purpose of levying taxes. Because few enslaved persons lived in the North, Northern states took the opposite position. They wanted enslaved persons counted for tax purposes but not for representation.

The Three-Fifths Compromise settled this deadlock. Instead of counting all of the enslaved people, only three-fifths were to be counted for both tax purposes and for representation. Enslaved people were counted in this manner until 1868. By that date, the three-fifths provision had been nullified

exports a commodity, article, or service sold to another country

interstate commerce trade between the states

by the passage of the Thirteenth Amendment abolishing slavery and the Fourteenth Amendment, which required counting a state's entire population for purposes of representation.

Commerce and the Slave Trade A third compromise resolved a dispute over commerce and the slave trade—not slavery itself, but the continuing trade of enslaved people. The Northern states wanted the federal government to have complete control over trade with other nations, but the Southern states were afraid that the federal government would interfere with the slave trade. Depending heavily on agricultural **exports**, the Southern states also feared that business interests in the North would have enough votes in Congress to impose export taxes or ratify trade agreements that would hurt the South.

To compromise, the delegates determined that Congress would have the power to regulate both **interstate commerce** (trade between the states) and commerce with foreign countries, but Congress could not ban the slave trade before 1808. To protect the South's exports, Congress was also prohibited from imposing export taxes. As a result, the United States is one of the few nations in the world today that does not directly tax the goods that it exports.

✓ READING PROGRESS CHECK

Describing What was the Three-Fifths Compromise? Why did it satisfy states in the North and the South?



We the People: Making a Difference

GEORGE MASON



George Mason refused to sign the draft Constitution, in part because it included a clause that prohibited the government from restricting the slave trade for at least 20 years. While Mason often spoke strongly against slavery, he held many enslaved persons and did not set any free. His stand against the Constitution and statements against slavery cost him many relationships, including his friendship with George Washington.

In 1787, Mason delivered these remarks to the Constitutional Convention:

“Every master of slaves is born a petty tyrant. [Enslaved persons] bring the judgment of heaven on a Country. As nations cannot be rewarded or punished in the next world they must be in this. By an inevitable chain of causes & effects, providence punishes national sins, by national calamities. [It is] essential in every point of view that the Genl. Govt. should have power to prevent the increase of slavery.”

EXPLORING THE ESSENTIAL QUESTION

- 1. Making Connections** Do you know anyone who has taken an unpopular stand on an important issue? What did that person risk by taking a stand?
- 2. Researching** Investigate George Mason's objections to the Constitution and how he took action to oppose its adoption. Write a brief essay explaining what you have learned.

Ratifying the Constitution

GUIDING QUESTION *How did supporters and opponents of the Constitution argue for and against its adoption?*

By September 17, 1787, the Constitution was complete. Thirty-nine delegates signed the document, including the aging Ben Franklin, who had to be helped to the table to sign. Before the new Constitution could become law, however, it had to be ratified by 9 of the 13 states.

The political debate over ratification lasted until May 29, 1790, when Rhode Island became the last state to ratify the Constitution, even though the Constitution went into effect in June 1788 when New Hampshire became the ninth state to ratify it.

The Federalists and Anti-Federalists The question of ratification quickly divided the people in the states. One group, known as the Federalists, favored the Constitution and was led by many of the Founders. Their support typically came from merchants and others in the cities and coastal regions. The other group, called the Anti-Federalists, opposed the new Constitution and drew much of their support from the inland farmers and laborers, who feared a strong national government. The Anti-Federalists criticized the Constitution for having been drafted in secret. They claimed the document was **extralegal**, not sanctioned by law, because Congress had authorized the convention only to revise the old Articles of Confederation and not to form a new government. They further argued that the Constitution took important powers from the states.

extralegal not sanctioned by law

The Anti-Federalists' strongest argument, however, was that the Constitution lacked a bill of rights to protect citizens from their own government. The convention had, in fact, considered adding a list of people's rights. In their discussions, they concluded logically that it was not necessary to have a bill of rights, reasoning that the Constitution did not authorize the government to violate the rights of the people.

This was not good enough for the Anti-Federalists, who warned that without a bill of rights, a strong national government might take away the rights that were won in the Revolution. They demanded that the new Constitution clearly guarantee the people's freedoms. One of the strongest opponents of the Constitution was Patrick Henry, the passionate delegate from Virginia. He voiced his position eloquently:

PRIMARY SOURCE

The necessity of a Bill of Rights appears to me to be greater in this government than ever it was in any government before. . . . All rights not expressly and unequivocally reserved to the people are impliedly and incidentally relinquished to rulers. . . . If you intend to reserve your unalienable rights, you must have the most express stipulation; for . . . If the people do not think it necessary to reserve them, they will be supposed to be given up."

—Patrick Henry, 1788

The Federalists, on the other hand, claimed that only a strong national government could protect the nation from enemies abroad and solve the country's internal problems. The Federalists also pointed out that eight states already had bills of rights in their state constitutions. Eventually, however, the

Ben Franklin remarked that during the long debates at the Constitutional Convention he looked at the sun on the back of George Washington's chair and wondered whether it was rising or setting, the latter signifying a possible end to the new nation. He commented that by end of the meetings, he was convinced it was a rising sun.

► CRITICAL THINKING

Analyzing Why did Ben Franklin say that the sun on the chair was rising? What made him optimistic?



Federalists promised to add a bill of rights as the first order of business when the new government met.

Progress Toward Ratification

With the promise of a bill of rights, the tide turned in favor of the Constitution, as many small states ratified it quickly because they were pleased with equal representation in the new Senate. By 1788, the

legislatures in Virginia and New York had not yet held a vote on the new Constitution. Everyone knew that without the support of those two large and powerful states, the Constitution would not succeed. The Federalists won in a close vote in Virginia on June 25, 1788.

To help win the battle in New York, vocal supporters published more than 80 essays defending the new Constitution. Alexander Hamilton and James Madison wrote most of the essays, called *The Federalist Papers*. In *The Federalist* No. 39, Madison defined a republic as “a government which derives all its powers directly or indirectly from the great body of the people, and is administered by persons holding their offices. . . for a limited period.” Madison brilliantly answered the opposition’s fears that a republic had to be a small government. In *The Federalist* No. 10, he wrote: “Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens.” On July 26, 1788, the Federalists in New York won by three votes.

The New Government Begins Its Work Once the new government was established, George Washington was elected president and John Adams vice president. Voters also elected senators and representatives. On March 4, 1789, Congress met for the first time in Federal Hall in New York City, the temporary capital. To fulfill the promises made during the fight for ratification, James Madison introduced a set of amendments during the first session. Congress approved 12 amendments and the states ratified 10 of them in 1791, which became known as the Bill of Rights.

✓ READING PROGRESS CHECK

Assessing Do you think having a bill of rights was necessary? Why or why not?

LESSON 4 REVIEW

Reviewing Vocabulary

1. **Defining** Explain what the power to regulate interstate commerce means.

Using Your Graphic Organizer

2. **Contrasting** Using your completed graphic organizer, make a multimedia presentation that contrasts the interests of the small states and the interests of the large states during the Constitutional Convention.

Answering the Guiding Questions

3. **Analyzing** How did the Constitutional Convention reflect compromises between the states’ competing interests?

4. **Explaining** How did the Constitutional Convention deal with slavery, one of the most divisive issues of the period?
5. **Comparing** How did supporters and opponents of the Constitution argue for and against its adoption?

Writing About Government

6. **Argument** In your opinion, what were the Anti-Federalists’ strongest arguments? Put yourself in the Federalists’ shoes—how would you respond? Write a paragraph in response to the Anti-Federalists.

Texas Johnson (1989)

During the Republican National Convention in 1984, Gregory Lee Johnson participated in a group political demonstration. The demonstrators were opposed to nuclear weapons. One demonstrator took an American flag from a flagpole and gave it to Johnson. The demonstration ended in front of the Dallas, Texas, city hall, where Johnson set fire to the American flag. While the flag burned, protesters chanted “America, the red, white, and blue, we spit on you.” There were no injuries or threats of injury during the demonstration.

Johnson was arrested and charged with violating a Texas state law that banned the desecration of the American flag in a way that would seriously offend one or more persons likely to observe his action. Several people were offended by the flag burning and said so in court. Johnson was convicted, but he appealed, saying that the Texas law violated the First Amendment, which protects free speech.

ISSUE

Does a law banning the burning of the flag violate the First Amendment?

ARGUMENTS

OPINION A Johnson’s actions in this case are not protected by the First Amendment, and the state of Texas should be able to punish him for burning the flag. For 200 years, the American flag has occupied a unique position as the symbol of the nation. Congress and many states have enacted laws prohibiting the misuse and mutilation of the American flag. Even if the action of flag burning can be interpreted as speech, we do not have to allow all speech. There must be reasonable limits. There are other ways that Johnson could have expressed his views.

Texas did not punish Johnson’s message, just the means he used to convey it. The flag symbolizes more than national unity. It has strong significance for war veterans and their families. It symbolizes our shared values of freedom, equal opportunity, and religious tolerance. It is in the government’s interest to protect this important American symbol. It is not too much to ask that protesters use other means of speech to express their ideas. Johnson’s conviction should be affirmed.

OPINION B Johnson’s actions in this case should be protected as free speech. While the First Amendment literally protects speech, the Supreme Court has long recognized that speech can be more than the spoken or written word. Actions are symbolic speech when the actor intends to convey a particular message and there is a great likelihood that those watching would understand the message. Johnson burned the flag to express an idea—his dissatisfaction with the country’s policies.

Johnson’s actions did not incite violence or disrupt the peace. While it is important for the government to preserve the flag as a symbol, it is more important to ensure Americans’ rights to protest when they disagree with the government. The government may not prohibit expression simply because society finds the ideas presented offensive. In this case, the government has not provided enough justification for punishing Johnson’s speech. His conviction should be overturned.

EXPLORING THE ESSENTIAL QUESTION

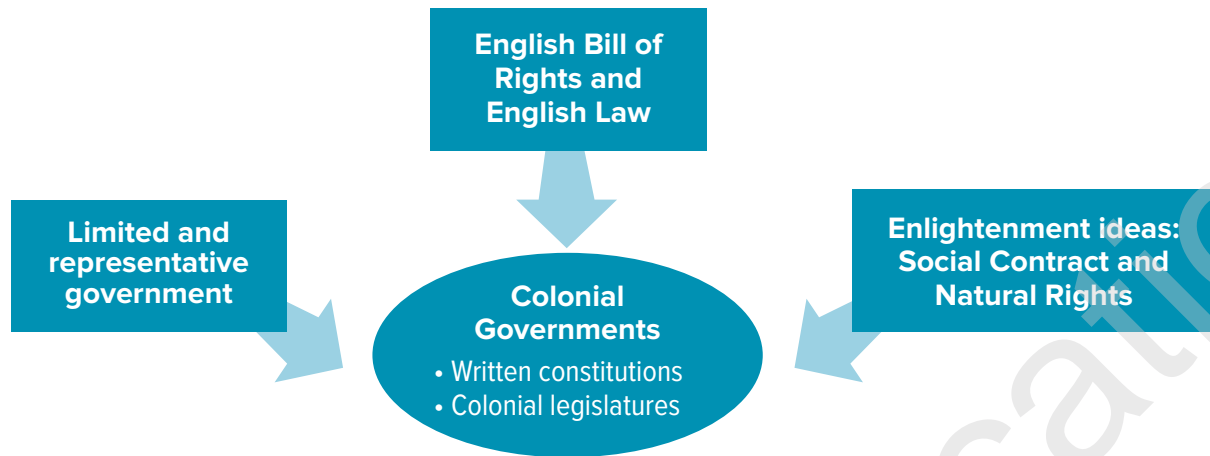
Evaluating Read each of the two sample opinions in this case. Decide which one you think should be the majority (winning) opinion, and which one you think should be the dissenting opinion. Explain your choice.

YOU BE 
the **JUDGE**

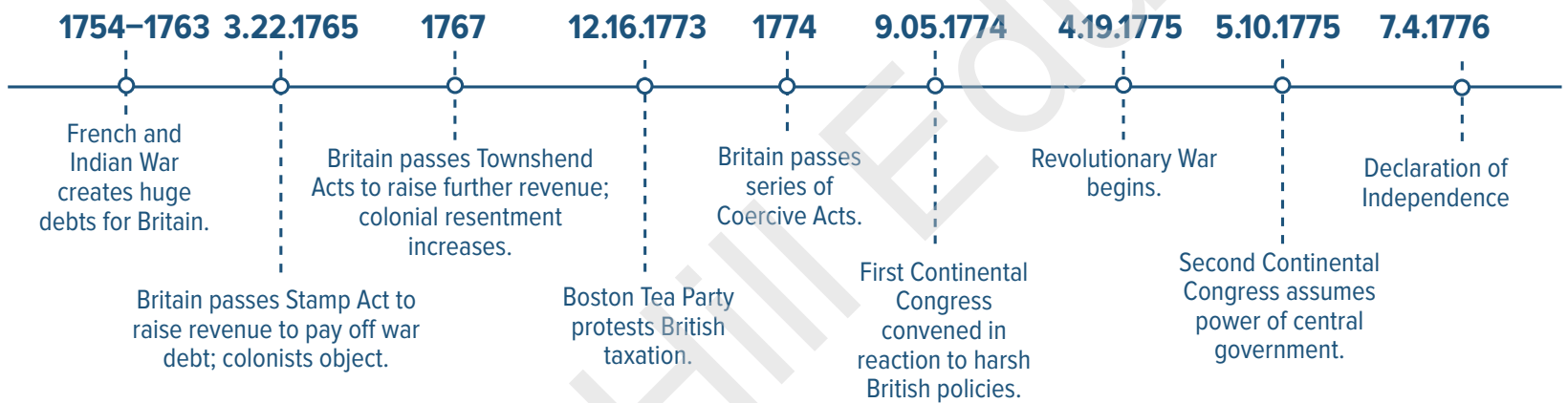
STUDY GUIDE

GOVERNMENT IN COLONIAL AMERICA

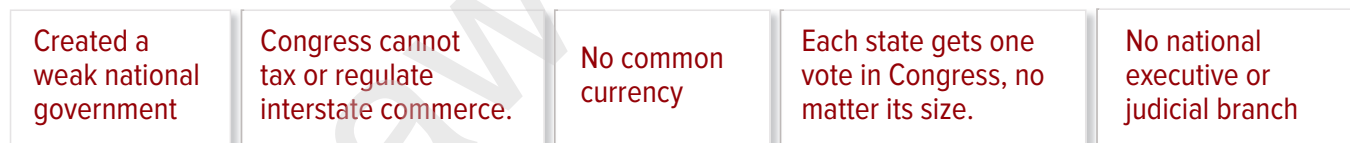
LESSON 1



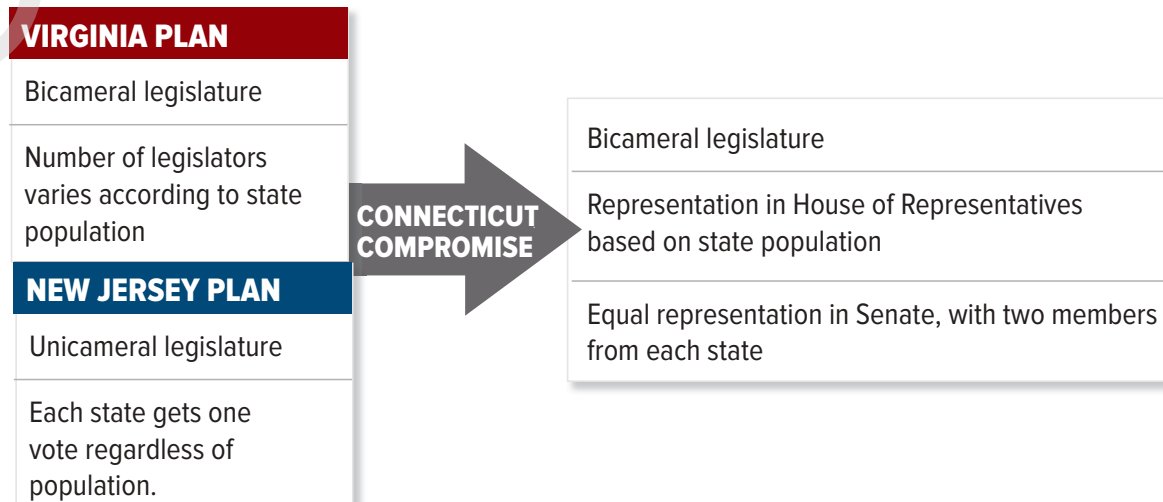
UNITING FOR INDEPENDENCE LESSON 2



THE ARTICLES OF CONFEDERATION LESSON 3



CREATING THE CONSTITUTION LESSON 4



CHAPTER 2 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- 1 **Identifying** What are three key ideas found in the English Bill of Rights? Explain the importance of each to America's founding.
- 2 **Describing** What practices established by colonial governments became a basic part of our current system of government?

Lesson 2

- 3 **Summarizing** What tasks did the Second Continental Congress accomplish?
- 4 **Describing** Which unalienable rights are included in the Declaration of Independence? Describe each.

Lesson 3

- 5 **Examining** What achievements were made under the Articles of Confederation?
- 6 **Identifying** What were some things Congress and the national government could not do under the Articles of Confederation?

Lesson 4

- 7 **Stating** State the position of the Federalists and Anti-Federalists. What were the differences between them?
- 8 **Examining** What were the major debates and compromises that affected the creation of the U.S. Constitution?
- 9 **Analyzing** Why was the U.S. Constitution amended to include a bill of rights? Why was a bill of rights not included initially?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	37	39	45	47	50	50	58	55	59	36	45	46	46	38

ANSWERING THE ESSENTIAL QUESTIONS

Review your answers to the introductory questions at the beginning of each lesson. Then answer the Essential Questions based on what you learned in the chapter. Have your answers changed?

- 10 **Identifying Central Issues** What influenced the development of our government institutions?
- 11 **Explaining** Why and how did the colonists declare independence?

DBQ Interpreting Political Cartoons

Use the political cartoon to answer the following questions.



- 12 **Analyzing Visuals** What symbol represents the colonies in this 1779 cartoon? Who do you think the rider on the horse is?
- 13 **Supporting Perspectives** What is the message of this cartoon?

Critical Thinking

- 14 **Drawing Conclusions** Europe experienced an intellectual movement known as the Enlightenment during the late 1600s and early 1700s. What effect did the Enlightenment and Enlightenment thinkers such as Charles-Louis de Montesquieu have on the American Revolution and the founding of the United States?

CHAPTER 2 Assessment

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

- 15 Identifying** Consider the English political and legal heritage, including English common law and constitutionalism, republicanism, the Magna Carta, and the English Bill of Rights, and identify at least three reasons it was important to the Declaration of Independence and the founding of the United States.
- 16 Interpreting** In the Declaration of Independence, Thomas Jefferson wrote of the “Laws of Nature” and “Nature’s God.” Explain what Jefferson meant by these phrases.
- 17 Considering Perspectives** In your opinion, why were the Articles of Confederation an unworkable or unrealistic plan of government? Discuss at least two articles and explain your reasons.
- 18 Synthesizing** How do you account for the contradiction between the constitutional acceptance of slavery and the ideals set forth in both the Declaration of Independence and the Constitution?
- 19 Evaluating** The Constitutional Convention served to create a new system of government. James Madison and Alexander Hamilton were coauthors of the *Federalist Papers*, a collection of essays that defended the new Constitution. Evaluate the impact of the political philosophies of Madison and Hamilton as explained in the *Federalist Papers*.

DBQ Analyzing Primary Sources

Read the excerpts and answer the questions that follow.

PRIMARY SOURCE

“It is time now to recollect that the powers were merely advisory and recommendatory; that they were so meant by the States and so understood by the convention; and that the latter have accordingly planned and proposed a Constitution which is to be of no more consequence than the paper on which it is written, unless it be stamped with the approbation of those to whom it is addressed.”

—The *Federalist* No. 40, James Madison

Need Extra Help?

If You've Missed Question	15	16	17	18	19	20	21	22	23	24
Go to page	37	47	50	57	58	58	64	64	57	37

“The important distinction so well understood in America between a Constitution established by the people and unalterable by the government, and a law established by the government and alterable by the government, seems to have been little understood and less observed in any other country.”

—The *Federalist* No. 53, James Madison

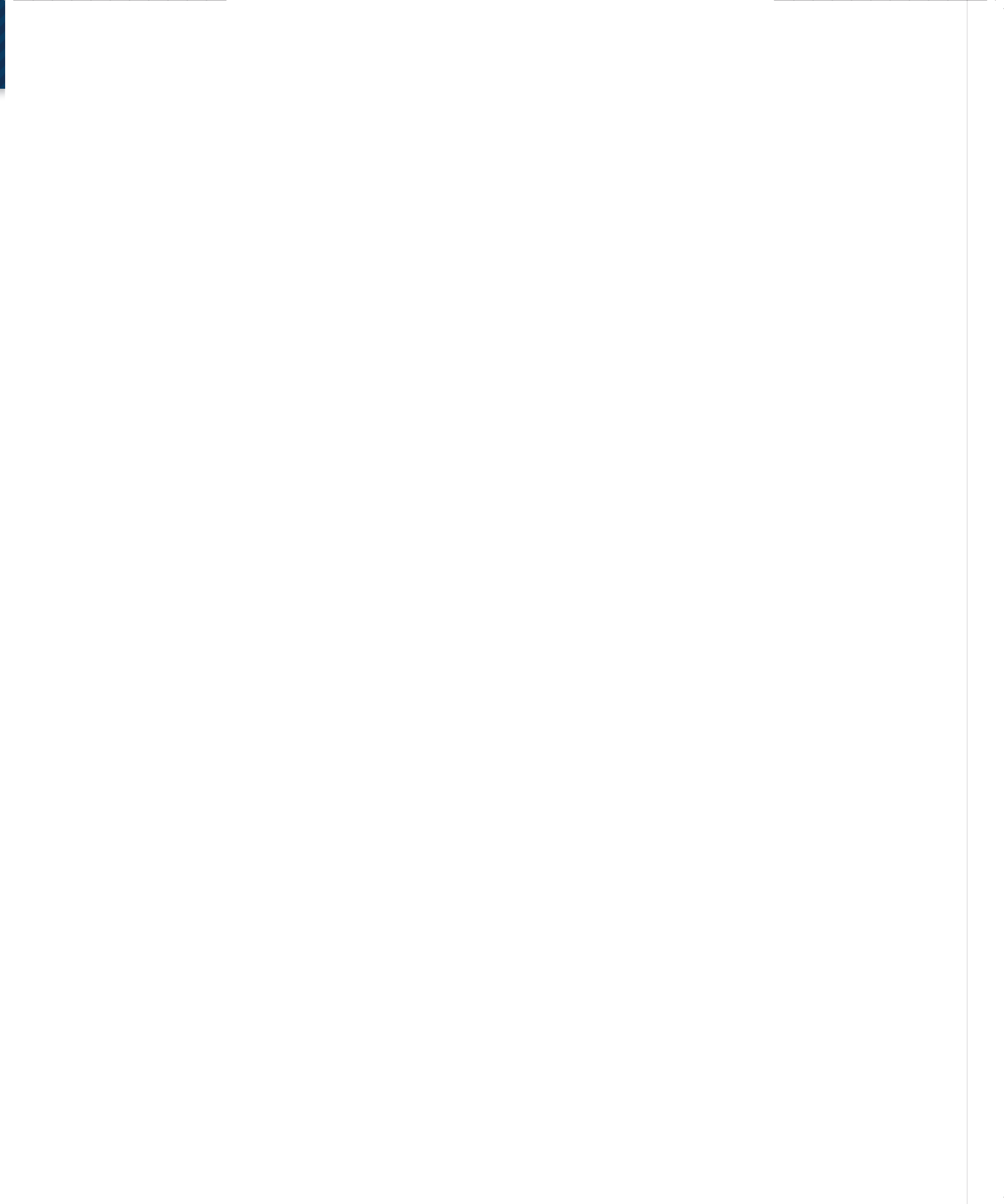
- 20 Analyzing Historical Documents** How do these quotes support James Madison’s desire to see the Constitution ratified in the states?

Social Studies Skills

- 21 Technology** Use the Library of Congress website to research political cartoons. Then create a political cartoon that might have appeared in a colonial newspaper.
- 22 Presentation Skills** Find an editorial or letter to the editor in a newspaper or magazine that expresses a point of view about a political issue. Examples might be a country seeking independence or experiencing revolution. Write a paragraph analyzing the author’s point of view and comparing it to your own. Explain why you agree or disagree with the author. Present your findings in class.

Research and Presentation

- 23 Identifying** Create a multimedia presentation about the Founders. Be sure to include the following individuals in your presentation: John Adams, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, George Mason, Roger Sherman, George Washington, and James Wilson. Your presentation should include a brief biography, a photograph, and a description of the political philosophy and key accomplishments of each Founder.
- 24 Narrative** The English system of law had a major influence in the colonies, especially through the ideas of Sir William Blackstone. Research Blackstone on the Internet or at your local library and write an essay that summarizes his ideas.



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