

## CHAPTER SUMMARY

# CHAPTER 1

## People and Government

## ★ PRINCIPLES OF GOVERNMENT

To students of government, the terms *state* and *country* have the same meaning. A state is a political community with definite boundaries and an independent government.

We call the main political divisions within our country states, because when the colonies declared

their independence, they thought of themselves as 13 separate countries. They later joined as one country but still referred to themselves as “states.” Technically, the word *nation* refers to a group of people united by culture. However, we will use the terms *nation*, *state*, and *country* interchangeably.

## FOUR ESSENTIAL FEATURES OF STATES

<b>Population</b>	all the people who live in the state. The state is more likely to be stable if the population agrees about basic beliefs, or has social consensus.
<b>Territory</b>	the area within established boundaries. Territory can be a source of conflict among states and may change through war, negotiation, or purchase.
<b>Sovereignty</b>	authority to conduct internal affairs without seeking approval from a higher authority or other nations.
<b>Government</b>	the institution through which a state maintains social order, provides public services, and enforces the nation's laws.

**Government serves several major purposes for the state:**

- It maintains social order by making laws and punishing individuals who break those laws.
- It provides essential public services that promote the general welfare of the people.
- It handles relations with other nations and protects citizens from attack.
- It makes decisions that influence the nation's economy.

## ★ THE FORMATION OF GOVERNMENTS

Most large countries have several levels of government. In a unitary system, a central or national government has supreme power. It has the power to create lower levels to govern smaller units and may give those agencies limited authority. In a federal system, the central and regional governments share powers. The United States Constitution created a federal system.

A constitution is a plan of government. Written constitutions express national ideals in a preamble

stating the goals and purposes of the government. The main body of the document describes the basic structure of the government and defines its powers and duties. To be constitutional, a government must accept that its powers are clearly limited by the constitution.

Politics, the effort to control or influence government conduct and policies, provides a peaceful way for society to manage conflict and competition.

(continued)



# CHAPTER SUMMARY Activity



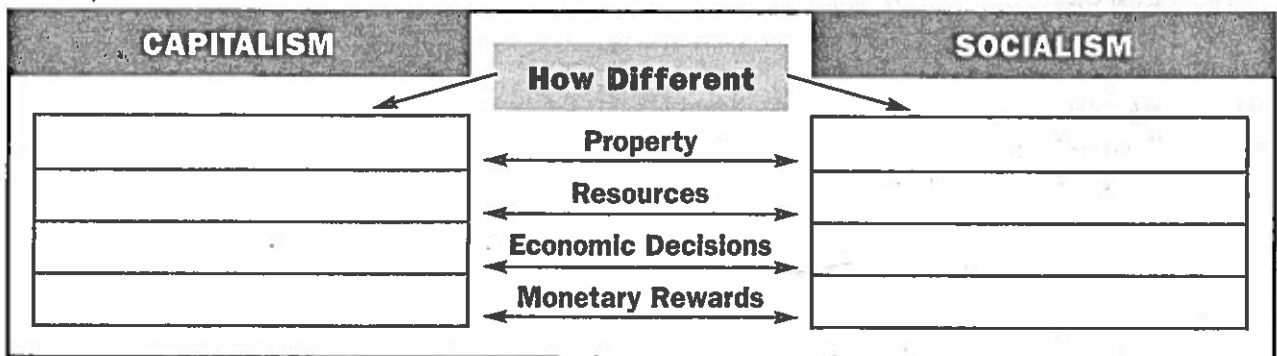
## People and Government

**★DIRECTIONS:** In the blank to the left of each term, write the letter of the statement that most closely matches it from the box below.

- |                         |                                   |
|-------------------------|-----------------------------------|
| _____ 1. sovereignty    | _____ 5. laissez-faire policy     |
| _____ 2. federal system | _____ 6. representative democracy |
| _____ 3. constitution   | _____ 7. social consensus         |
| _____ 4. politics       | _____ 8. mixed-market economy     |

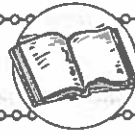
- |   |  |
|---|--|
| <b>A.</b> In this political system, people delegate to elected officials the power to govern.     | <b>E.</b> In this political system the national government and regional governments share powers.                          |
| <b>B.</b> This term describes a written or unwritten plan of government.                          | <b>F.</b> This term refers to the general agreement among most people about values.  |
| <b>C.</b> This economic system combines free enterprise with government regulation.               | <b>G.</b> This term refers to a state's authority to conduct internal affairs without seeking approval from other nations. |
| <b>D.</b> This term describes the effort to control or influence government conduct and policies. | <b>H.</b> The government does nothing to interfere with the economy.   |

**Organizing Information** Examine the following diagram and study the list of characteristics associated with capitalism and socialism. Write each phrase in the appropriate space in the diagram.



- |                                  |  |
|----------------------------------|--|
| • public ownership of property   | • equal distribution of wealth             |
| • private ownership of resources | • government control of economic decisions |
| • freedom of choice              | • private ownership of property            |
| • public ownership of resources  | • possibility of profits                   |

# STUDY GUIDE



## Chapter 1, Section 3

For use with textbook pages 18–24.

### TYPES OF GOVERNMENT

#### KEY TERMS

**autocracy** A system of government in which the power to rule is in the hands of a single individual (page 18)

**monarchy** An autocracy in which a king, queen, or emperor exercises supreme powers of government (page 19)

**oligarchy** A system of government in which a small group holds power (page 19)

**democracy** A government in which the people rule (page 19)

**republic** A government in which voters hold sovereign power; elected representatives, responsible to the people, exercise that power (page 20)

**political party** A group of individuals with broad common interests who organize to nominate candidates for office, win elections, conduct government, and determine public policy (page 23)

**free enterprise** A system in which individuals have the opportunity to make their own economic decisions (page 23)

#### DRAWING FROM EXPERIENCE

At some time, you and your friends probably have disagreed about how to spend your Friday evening or Saturday together. How do you decide what to do? Most likely you take a vote. On a small scale, this is how democracy—one type of government—works.

This section focuses on the characteristics of different types of government.

#### ORGANIZING YOUR THOUGHTS

Use the graphic organizer below to help you take notes as you read the summaries that follow. Think about the differences among the different types of government.

Autocracy	Oligarchy	Democracy

**STUDY GUIDE** (continued)**Chapter 1, Section 3****READ TO LEARN****Introduction** (page 18)

The United States has a representative democracy that serves as a model of government for many people around the world. Today, democracies outnumber all other forms of government.

**Major Types of Government** (page 18)

**Autocracy** This is probably the oldest type of government. The power and authority to rule are in the hands of a single individual. Totalitarian dictatorship is one form of autocracy in which the government tries to control all aspects of social and economic life. Nazi Germany was an example of a totalitarian dictatorship. **Monarchy** is another form of autocracy. A king, queen, or emperor who exercises the supreme powers of government is an absolute monarch. An example of an absolute monarch is the king of Saudi Arabia. In a constitutional monarchy, a monarch shares governmental powers with an elected legislature or acts mainly as a ceremonial head of state. Great Britain, Sweden, Japan, and the Netherlands have constitutional monarchies.

**Oligarchy** This is any system of government in which a small group holds power. The government of China is an oligarchy since the Communist Party and the armed forces control the government.

**Democracy** This is any system of government in which the people rule. In a direct democracy, the citizens govern themselves by voting on issues individually. New England town meetings and some cantons, or states, in Switzerland still practice direct democracy. In a representative democracy, the people elect representatives and give them the power to make laws and run the government. In a **republic**, elected representatives are responsible to the people. *Representative democracy, republic, and constitutional republic* mean the same thing to most Americans. However, not every democracy is a republic. For example, Great Britain is a democracy but not a republic.

1. Describe the two different forms of democracy.

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**Characteristics of Democracy** (page 20)

- A. Individual Liberty** Government in a democracy works to promote the kind of freedom in which all people have an equal opportunity to develop and use their talents to the fullest extent possible.
- B. Majority Rule with Minority Rights** People usually accept decisions made by the majority of voters in a free election. The Constitution helps ensure that the rights of individuals in the minority are protected. However, this is not always the case. For example, the U.S. government imprisoned more than 100,000 Japanese Americans in relocation camps during World War II because it feared they would be disloyal.
- C. Free Elections** Free elections in a democracy have the following characteristics: everyone's vote carries the same weight; all candidates have the right to express their views freely; citizens are free to help candidates or to support issues; legal requirements for voting are kept to a minimum; and citizens may vote by secret ballot.

# STUDY GUIDE (continued)

## Chapter 1, Section 3

**D. 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. Rival parties give voters a choice among candidates. They also help simplify and focus attention on important issues. The political party or parties out of office serve as the "loyal opposition," criticizing policies and actions of the party in power.

2. What are the four characteristics of democracy?

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### The Soil of Democracy (page 23)

Democratic government is more likely to succeed in countries which have the following qualities:

- A. Active Citizen Participation** Citizens who are able to inform themselves about issues, vote in elections, serve on juries, work for candidates, and run for government office are more likely to maintain a strong democracy.
- B. A Favorable Economy** Democracy succeeds more in countries that do not have extremes of wealth and poverty and have a large middle class. *Free enterprise* also provides a base for making independent economic decisions in the United States. Since people control their economic lives, they are freer to make political decisions.
- C. Widespread Education** Democracy is more likely to succeed in a country with an educated public.
- D. Strong Civil Society** A *civil society* is a complex network of voluntary associations, economic groups, religious organizations, and many other kinds of groups that exist independently of government. Examples are labor unions, churches, the Red Cross, the Sierra Club, and the National Rifle Association. These organizations give citizens a way to make their views known to government officials and the general public. They also give citizens a means to protect their rights and to learn about participating in democracy.
- E. A Social Consensus.** A country where most people accept democratic values, such as individual liberty and equality, has a social consensus. A democratic country must also have general agreement about the purposes and limits of government.

3. List five ways citizens in a democracy participate in government.

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# STUDY GUIDE Chapter 1, Section 4

For use with textbook pages 26–30.

## ECONOMIC THEORIES

### KEY TERMS

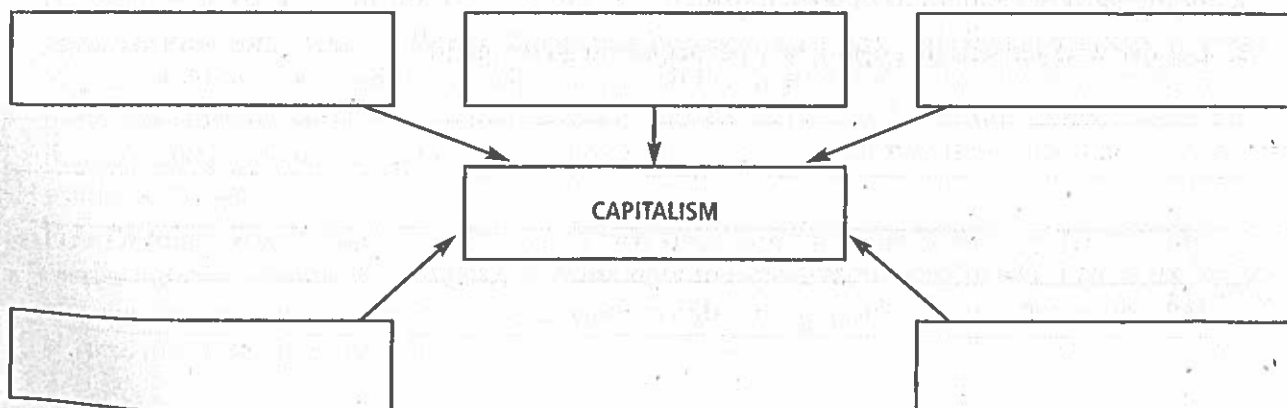
- economics** The study of human efforts to satisfy seemingly unlimited wants through the use of limited resources (page 26)
- capitalism** An economic system providing free choice and individual incentive for workers, investors, consumers, and business enterprises (page 26)
- free market** An economic system in which buyers and sellers make free choices in the marketplace (page 27)
- laissez-faire** The philosophy that government should keep its hands off the economy (page 27)
- socialism** An economic system in which the government owns the basic means of production, distributes products and wages, and provides social services such as health care and welfare (page 28)
- bourgeoisie** Capitalists who own the means of production (page 29)
- proletariat** Workers who provide the labor to produce the goods (page 29)
- communism** An economic system in which the central government directs all major economic decisions (page 30)
- command economy** An economic system in which the government controls the factors of production (page 30)

### DRAWING FROM EXPERIENCE

Recall your last visit to a shopping mall. You probably saw dozens of things you wanted. But probably you could afford to buy only a few. Imagine a country full of people with similar wants. How do they fill them? This section focuses on how countries try to fill their people's wants and needs.

### ORGANIZING YOUR THOUGHTS

Use the graphic organizer below to help you take notes as you read the summaries that follow. Think about the five characteristics of capitalism.





**STUDY GUIDE** (continued)**Chapter 1, Section 4****READ TO LEARN****Introduction** (page 26)

*Economics* is the study of human efforts to satisfy seemingly unlimited wants through the use of limited resources. Resources include natural materials, such as land and minerals, as well as human factors, such as skill and knowledge. People in every nation must decide how these resources are to be used.

**The Role of Economic Systems** (page 26)

An economic system must answer the following questions:

- A. What and how much should be produced?
- B. How should goods and services be produced?
- C. Who gets the goods and services that are produced?

Each economic system—capitalism, socialism, and communism—answers these questions differently.

1. What three questions must an economic system answer?

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**Capitalism** (page 26)

Pure *capitalism* has five main characteristics:

- A. Private ownership and control of property and resources
- B. Free enterprise, or any productive activity that individuals choose
- C. Competition among businesses, workers, and consumers
- D. Freedom of choice by consumers
- E. The possibility of profits

Capitalism flowered in the eighteenth century. By then Europeans' attitudes toward work and wealth included progress, invention, and the free market. The *free market* means that buyers and sellers make unlimited decisions in the marketplace. Scottish economist Adam Smith described capitalism in 1776. His ideas included *laissez-faire*, which means "let alone." In *laissez-faire* capitalism, the government's role is limited to those few actions that ensure free competition in the marketplace.

Competition plays a key role in capitalism. Sellers compete with one another to produce goods and services at reasonable prices. Sellers also compete for resources. Buyers compete with one another to buy what they want and need. Workers compete with one another for the best wages or salaries.

No nation in the world has a pure capitalist system. Economists describe the U.S. economy and others like it as mixed market economies. In a mixed market economy, free enterprise is combined with and supported by government decisions in the marketplace.

# STUDY GUIDE (continued)

## Chapter 1, Section 4

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

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### ☒ Socialism (page 28)

The main goals of *socialism* are:

- A. The equal distribution of wealth and economic opportunity among people
- B. Society's control, through government, of all major decisions about production
- C. Public ownership of most land, basic industries, and other means of production

In the nineteenth century, industrial capitalism created a class of low-paid city workers. Some socialists favored violent revolution to improve economic conditions. Socialists who believed in peaceful change wanted to work through the democratic political system. They created a system called democratic socialism. Today Tanzania and some Scandinavian countries operate under a form of democratic socialism.

3. Under socialism, who determines the use of resources? What purpose guides their decisions?

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### ☒ Communism (page 29)

In 1848 a German thinker named Karl Marx wrote that people in industrialized nations are divided into the *bourgeoisie*—capitalists who own the means of production—and the *proletariat*—workers who produce the goods. Marx predicted that the workers would revolt and overthrow the capitalists. The goal of this revolution was government ownership of the means of production and distribution. He believed that this socialist government would develop into *communism*. Under communism, property would be held in common, and there would be no need for government.

In communist nations today, government planners decide 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 people.

4. How does a command economy work?

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**CHAPTER 2** ★ ★

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Each colony in North America set up a representative government, elected by the people.

- a written constitution that guarantees basic rights and limits government powers,
- an elected legislature,
- the separation of powers between the executive (governor) and the legislature.

Cordial relations between Great Britain and the colonies changed after 1763. War had ended the French threat to the colonies but had left Britain deeply in debt. The king expected the colonists to help repay that debt. Angry colonists protested Parliament's new taxes by boycotting British goods. In 1773 colonists dumped a shipload of tea into Boston harbor in protest. Parliament then passed laws to punish Boston. Furious colonists called these laws the Intolerable Acts.

As hostilities escalated, an independence movement took root, and on July 4, 1776, the delegates approved the Declaration of Independence drafted by Thomas Jefferson. The Declaration has three parts:

- The preamble includes a statement of purpose and a description of basic human rights.
- The main body lists 27 grievances—specific ways in which the colonists believed that the king had violated their political liberties.
- The conclusion states the colonists' determination to separate from Great Britain.

Delegates to the Continental Congress signed the Declaration of Independence as representatives of individual states. Each state drafted its own constitution recognizing the people as the source of government and limiting government powers. Most of the new constitutions contained bills of rights.

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- Congress could not levy taxes or regulate trade.
- Congress could not compel a state to obey its decisions; there was no executive to enforce its laws.

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## Chapter Summaries

## CHAPTER 2 SUMMARY CONTINUED

### THE ARTICLES OF CONFEDERATION *(continued)*

- Amending, or changing the Articles, required the consent of every state, and unanimous agreement on any issue did not exist.

Weaknesses of the Articles led to severe problems. States quarreled over boundaries and interstate

commerce. The central government could not pay its debts. An economic depression led to a farmers' revolt. The resulting unrest frightened American leaders, so Congress authorized a convention of the states in 1787 for the purpose of "revising the Articles of Confederation."

### ★ THE CONSTITUTIONAL CONVENTION ★

Delegates from 12 states attended the Constitutional Convention. All favored limited and representative government, separation of powers among legislative, executive, and judicial branches, and a stronger national government.

Their mandate was to revise the Articles, but the delegates soon abandoned that charter to write a new constitution. They first considered the Virginia Plan, which had three components:

- a two-chamber legislature with the power to declare state laws unconstitutional
- a strong executive chosen by the legislature
- a national judiciary chosen by the legislature

This plan, in modified form, eventually became the basis for the Constitution. The small states, fearing domination by the large states, introduced the New Jersey Plan. It retained the one-chamber, one-vote-per-state legislature but gave it the power to tax and regulate trade. The plan also created a weak executive and national courts with limited powers. The delegates rejected those ideas and returned to considering Virginia's plan.

The Convention deadlocked over representation. Large states favored representation based on population, while the small states wanted equal representation regardless of population. The Connecticut Compromise broke the stalemate. It called for a Senate with two members from each state and a House of Representatives, with representation based on population. All revenue laws—those concerning spending and taxing—would originate in the House.

★★

Debates over slavery and commerce led to more compromise. Southern states wanted enslaved persons to count for representation, but not for taxation. Northern states took the opposite position. Under the Three-Fifths Compromise, three-fifths of enslaved people would be counted for both taxation and representation. To satisfy the sectional interests of the North and the South, the delegates agreed that Congress could not ban the slave trade until 1808. They gave Congress the power to regulate foreign and interstate commerce, or trade among the states, but forbade it to tax exports.

In September 1787 the delegates sent the Constitution to the states for ratification. For the new Constitution to take effect, nine of the thirteen states had to approve it. The debate divided the public. Supporters of the Constitution, or Federalists, argued that only a strong national government could protect the nation from enemies and solve its internal problems. Opponents, or Anti-Federalists, feared a strong central government. They warned that without the protections of a Bill of Rights, the government could take away liberties won in the Revolution.

The Federalists promised that the new government would immediately add a Bill of Rights to the Constitution. This promise turned the tide in their favor. On June 21, 1788, New Hampshire became the ninth state to ratify, and the Constitution went into effect. By 1790 the new Constitution had the unanimous approval of the thirteen United States of America. It would continue to be the law of the land as the United States spread across the North American continent.



# CHAPTER SUMMARY Activity



## Origins of American Government

**★ DIRECTIONS** Answer the following questions in the space provided.

1. What two especially important English political concepts greatly influenced the development of the United States? \_\_\_\_\_
2. What was the unintentional effect of the harsh tax laws passed by Parliament between 1763 and 1773? \_\_\_\_\_
3. What proposal, in modified form, became the basis for the Constitution? \_\_\_\_\_
4. What proposal broke the stalemate over representation by suggesting a Congress composed of a House of Representatives and a Senate? \_\_\_\_\_
5. What agreement determined the guidelines by which enslaved persons would be counted for purposes of taxation and representation? \_\_\_\_\_

**Organizing Information** Examine the following time line. Study the list of historical events below and review Chapter 2 to find the correct dates for each. Place each event in the appropriate space provided on the time line.

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1770	1775	1780	1785
1790			

- Declaration of Independence signed
- New Hampshire ratifies the Constitution
- First Continental Congress convenes
- Constitutional Convention meets
- Articles of Confederation take effect
- All 13 states have ratified the Constitution
- Second Continental Congress convenes
- Boston Tea Party

**Critical Thinking** Answer the following questions on a separate sheet of paper.

6. Why do you think the founders stipulated that all laws concerning spending and taxation must originate in the House of Representatives?
7. Explain why you think the delegates to the Constitutional Convention were right or wrong in compromising on the slavery issue?



# STUDY GUIDE



## Chapter 2, Section 1

For use with textbook pages 35–40.

### THE COLONIAL PERIOD

#### KEY TERMS

**limited government** A system in which the power of the government is limited, not absolute (page 36)

**representative government** A system of government in which people elect delegates to make laws and conduct government (page 37)

**separation of powers** The division of power among the legislative, executive, and judicial branches of government (page 40)

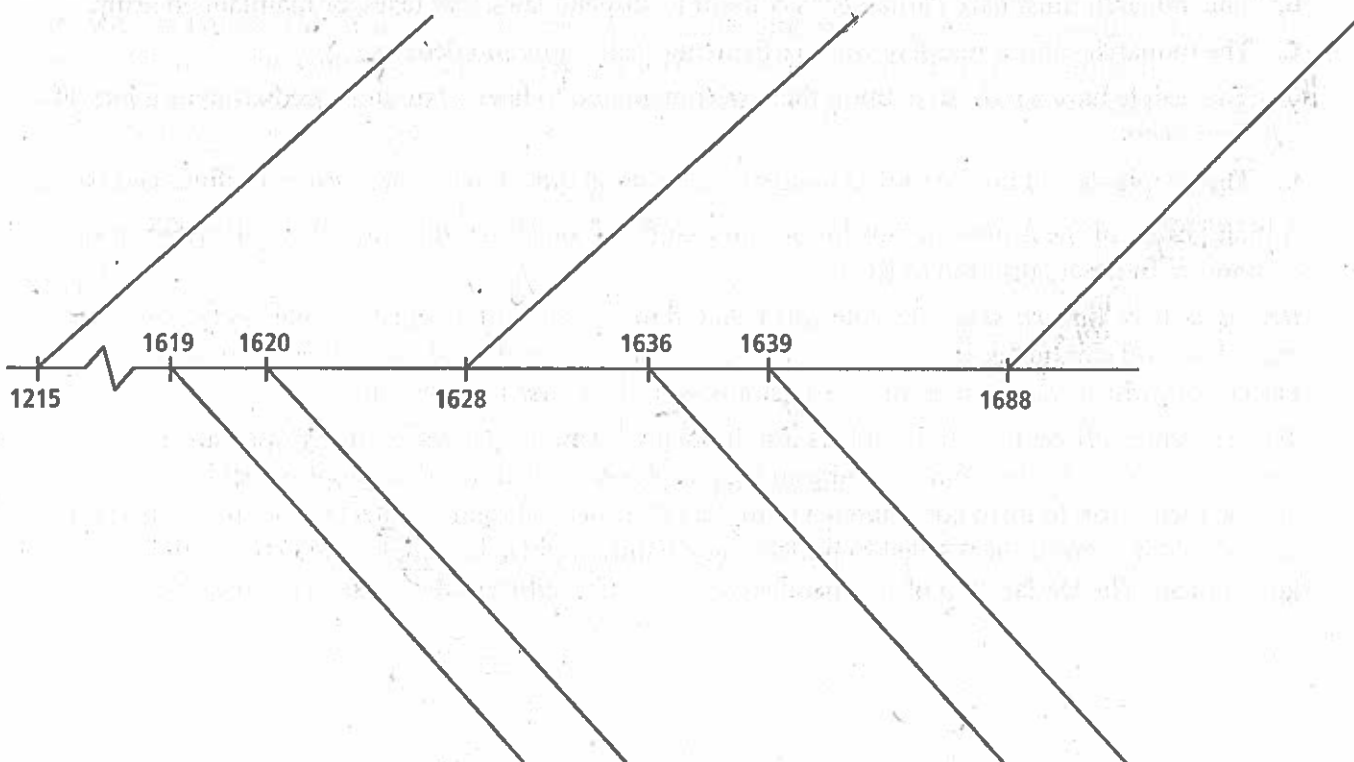
#### DRAWING FROM EXPERIENCE

Does your family have holiday traditions that come from another country? The government of the United States was built on similar traditions.

This section focuses on the origins of representative government in the United States.

#### ORGANIZING YOUR THOUGHTS

Use the time line below to help you take notes as you read the summaries that follow. Think about the experiences that led colonists to believe they could have representative government.



**STUDY GUIDE** (continued)**Chapter 2, Section 1****READ TO LEARN****Introduction** (page 35)

Americans today enjoy a legacy of self-government handed down from the English colonists. This legacy enables Americans to voice their opinions without fear of punishment, to choose their own leaders, and to take an active role in shaping their nation and communities.

**An English Political Heritage** (page 35)

English settlers established and governed the original thirteen colonies along the Atlantic coast of North America. The English colonists brought with them two principles at the heart of the English system of government. These principles were limited government and representative government.

**Limited Government** The English King John was forced by a group of nobles to sign the Magna Carta in 1215. This document established that the power of the monarchy, or royal government, was limited, not absolute. Later generations interpreted the Magna Carta as providing citizens with protection from unjust punishment and the loss of life, liberty, and property except according to the law.

Parliament, England's lawmaking body, forced King Charles I in 1628 to sign the Petition of Right, which further limited the king's power. No longer could a monarch collect taxes without Parliament's approval, imprison people without just cause, house troops in private houses without the permission of the owner, or declare martial law unless the country was at war.

Parliament passed the English Bill of Rights in 1688. The key ideas in this document were:

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

A major cause of the American Revolution was that the colonists felt they were being deprived of rights guaranteed in the English Bill of Rights.

**Representative Government** The colonists believed in government in which people elect delegates to make laws and conduct government. They modeled their colonial legislatures after the English Parliament, which was a representative assembly with the power to make laws.

Three seventeenth-century philosophers also influenced American ideas about representative government. John Locke, Voltaire, and Jean Jacques Rousseau believed that people should contract among themselves to form governments to protect their natural rights to life, liberty, and property. They argued that if a government failed to protect these natural rights, the people could change the government. The Declaration of Independence and the Constitution reflect these philosophies.

**STUDY GUIDE** (continued)**Chapter 2, Section 1**

1. How did John Locke, Voltaire, and Jean Jacques Rousseau affect the government of the United States?

**Government in the Colonies** (page 38)

For many years, the English, later called the British, and the colonists agreed that all colonists owed allegiance to the monarch. But each English colony had its own government consisting of a governor, legislature, and a court system. Colonial governments established the following practices that became key parts of the nation's government:

**Written Constitutions** In 1620, while still on the ship *Mayflower*, 41 men, representing all the Pilgrim families, drew up the Mayflower Compact. The Pilgrims realized they needed rules if they were going to survive on the New England coast.

Puritans settled the nearby Massachusetts Bay colony. In 1636 this growing community adopted the General Fundamentals. These made up the first basic system of laws in the English colonies. Colonists who left the Massachusetts Bay Colony to settle Connecticut drew up the Fundamental Orders of Connecticut in 1639. This document laid out a plan for government that gave the people the right to elect their governor, judges, and representatives to the legislature. Unlike the General Fundamentals, it did not restrict its rights to church members. Soon after, other English colonies drew up their own plans of government with the same system of limited government and rule by law.

**Colonial Legislatures** The first legislature in America was established in Virginia in 1619. It was called the House of Burgesses and was made up of elected representatives. Not long after, other colonies set up their own legislatures. Colonial legislatures were an example of government by the consent of the governed because a large number of men were qualified to vote. Although there were property qualifications, land was abundant and most colonists could afford property. Representative government was an established tradition in the United States by 1776.

**Separation of Powers** Colonial charters divided the power of government. The governor had executive power. The legislatures had the power to pass laws, and colonial courts heard cases. The governors were the king's agents, and the colonial legislatures and courts could be reviewed by a committee of the king's Privy Council. But in practice, the colonies practiced considerable self-government. The principle of **separation of powers** was vital to the United States Constitution because colonial legislatures were the training grounds for the leaders who later wrote the Constitution.

2. Where did the writers of the United States Constitution find out about separation of powers?

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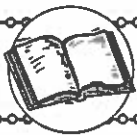
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October 8<sup>th</sup>

**STUDY GUIDE****Chapter 2, Section 2**

For use with textbook pages 42–47.

**UNITING FOR INDEPENDENCE****KEY TERMS**

**revenue** The money a government collects from taxes or other sources (page 43)

**embargo** An agreement prohibiting trade (page 44)

**DRAWING FROM EXPERIENCE**

Think of a freedom you enjoy at school. Perhaps you are free to talk to your friends during lunch. Imagine the principal banning all talking during school hours. What could you do about the change in the rules? Would you ask your friends to join you in protest? The colonies faced similar questions when their British rulers changed the way they treated the colonies.

This section focuses on the colonial experience just before the American Revolution and how it shaped American ideals of government.

**ORGANIZING YOUR THOUGHTS**

Use the graphic organizer below to help you take notes as you read the summaries that follow. Think about why the colonies finally declared independence from Britain.

**CAUSES****RESULT**

The Declaration of Independence

**READ TO LEARN****Introduction** (page 42)

For the most part, Great Britain allowed its colonies to rule themselves for 150 years. Then in the 1760s, the British government began to tighten its control over the colonies.

**The Colonies on Their Own** (page 42)

The American colonies remained loyal to the British government in return for a large measure of self-rule and protection from the French in North America. Two events changed the relationship between the colonists and their rulers. The first was the French and Indian War. The war began as a struggle between the French and British over lands in Pennsylvania and along the Ohio River and lasted from 1756 to 1763. The British eventually won and drove the French out of North America, so the colonists no longer needed British protection.



**STUDY GUIDE** (continued)**Chapter 2, Section 2**

After the war, the British were deeply in debt. King George III, who had just become king in 1760, decided to make the colonies help pay the debt. He and his ministers levied taxes on tea, glass, and other products. Then the Stamp Act of 1765 required colonists to pay a tax on legal documents, pamphlets, newspapers, and even dice and playing cards. Parliament also passed laws to control colonial trade in ways that benefited Great Britain but not the colonies.

Taxes from the colonies increased Britain's **revenue**—the money a government collects from taxes and other sources. But colonists protested the taxes by refusing to buy British goods. This action led to the repeal of the Stamp Act, but the British passed other tax laws, including a tea tax, to replace it. In 1773 a group of colonists dumped chests of British tea into Boston Harbor. This protest became known as the Boston Tea Party.

To get back at the colonists, Parliament passed the Coercive Acts, which the colonists called the Intolerable Acts. One of the acts closed Boston Harbor. Another withdrew the right of the Massachusetts colony to govern itself. The colonists and their British rulers were headed for a showdown.

1. How did the outcome of the French and Indian War change the relationship between the American colonists and the British?

**Colony Unity** (page 44)

Harsh new British policies united Americans in their hostility to British authority. For example, in 1765 nine colonies sent delegates to a meeting in New York called the Stamp Act Congress. This was the first meeting organized to protest King George's actions. Delegates at the meeting sent a petition to the king, arguing that only colonial legislatures could impose direct taxes such as the Stamp Act.

By 1773 organizations called committees of correspondence were urging colonists to resist the British. Samuel Adams established the first committee in Boston. Massachusetts alone had 80 such committees, and other colonies soon had their own.

The Intolerable Acts prompted leaders from Virginia and Massachusetts to call a meeting. Delegates from all the colonies except Georgia met in Philadelphia for the First Continental Congress on September 5, 1774. Patrick Henry, George Washington, and other colonial leaders attended.

The delegates imposed an **embargo**, or an agreement prohibiting trade. They vowed not to use British goods. King George responded by announcing that the colonies were "in a state of rebellion." On April 19, 1775, British soldiers clashed with colonists at Lexington and Concord in Massachusetts.

Within weeks of the Battle of Lexington, delegates from all 13 colonies gathered in Philadelphia for the Second Continental Congress. The Congress assumed the powers of a central government and made George Washington commander of the newly organized Continental Army. The Congress purchased supplies, negotiated treaties, and rallied support for the colonists' cause throughout the American Revolution.

2. What was the purpose of the First Continental Congress?



# STUDY GUIDE (continued) Chapter 2, Section 2

## ▣ Independence (page 45)

As Congress set to work, the independence movement was rapidly growing. Thomas Paine influenced this growth with his pamphlet *Common Sense*. It argued that monarchy was a corrupt form of government. Many colonists agreed with Paine. Samuel Adams, for example, urged Americans to declare their independence. In June, 1776, Virginian Richard Henry Lee introduced a resolution in the Continental Congress that the "United Colonies are, and of right ought to be, free and independent states."

Congress promptly appointed a committee to prepare a written declaration of independence. The committee asked Thomas Jefferson, a Virginia planter, to write the draft.

On July 2, 1776, the Congress approved Lee's resolution. The colonies had officially broken with Great Britain. On July 4 Congress approved the final draft of the Declaration of Independence. John Hancock, the president of the Congress, was the first to sign the document, which eventually held the signatures of all 56 delegates.

The Declaration is one of the most famous documents in history. Jefferson drew on the ideas of Locke and other thinkers to set out the colonies' reasons for proclaiming their freedom. The purpose of the Declaration was to justify the American Revolution and to put forth the founding principles of the new nation. No government at the time had been founded on the principles of human liberty and consent of the governed.

The Declaration officially recognized the changes that were taking place in the colonies. One of the most important changes was that the colonies began thinking of themselves as states, subject to no higher authority. By the end of 1776, 10 states had adopted written constitutions. Most of the constitutions included a bill of rights defining the personal liberties of citizens. All recognized the people as the sole source of government's power, and all provided for limited government.

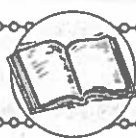
### 3. Why is the Declaration of Independence so famous?


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#1-5

Textbook

October 9<sup>th</sup>

## STUDY GUIDE



## Chapter 2, Section 3

For use with textbook pages 48–52.

# THE ARTICLES OF CONFEDERATION

## KEY TERMS

**ratify** To approve (page 48)

**unicameral** Single-chamber (page 48)

**cede** To yield (page 50)

**ordinance** A law (page 50)

## DRAWING FROM EXPERIENCE

Have you ever belonged to a club? Imagine a club that is powerless to punish members for breaking the club's rules. After the Revolutionary War, the American government was powerless in a similar way.

This section focuses on the United States government under the Articles of Confederation.

## ORGANIZING YOUR THOUGHTS

Use the graphic organizer below to help you take notes as you read the summaries that follow. Think about the weaknesses and achievements of government under the Articles of Confederation.

Weaknesses	Achievements
1. Weaknesses	1. Principal focus
2. Revolution	2. Founding Principle
3. How government	3. To approve
4. How government	4. Single chamber
5. How government	How government
6. How government	How government
7. How government	How government

**STUDY GUIDE** (continued)**Chapter 2, Section 3****READ TO LEARN****Introduction** (page 48)

In 1777 a committee appointed by the Congress presented a plan called the Articles of Confederation. By March 1781, all thirteen states had *ratified*, or approved, the Articles of Confederation.

**Government Under the Articles** (page 48)

Under the Articles, the plan for the central government included a unicameral, or single-chamber, Congress. A Committee of States made up of one delegate from each state managed the government when Congress was not assembled. There was no federal court system. Congress settled disputes among states.

Each state had one vote in Congress. Every state legislature selected its own representative to Congress, paid him, and could recall him at any time.

Congress had only those powers expressed in the Articles, including the powers to:

- A. Make war and peace
- B. Send and receive ambassadors
- C. Enter into treaties
- D. Raise and equip a navy
- E. Maintain an army by requesting troops from the states
- F. Appoint senior military officers
- G. Fix standards of weights and measures
- H. Regulate Indian affairs
- I. Establish post offices.
- J. Decide certain disputes among the states

1. Did the members of Congress under the Articles represent the people? Explain your answer.

*Yes, because they were elected by the people.*

**Weaknesses of the Articles** (page 49)

**First** Congress could raise money only by borrowing or requesting money from the states. Congress could do little if a state refused to provide the money.

**Second** Congress could not regulate trade. As a result, economic disputes developed among the various states, and difficulty arose in making business arrangements with other nations.

**Third** Congress could not enforce the laws it passed or the Articles of Confederation.

**Fourth** Laws needed the approval of nine of the thirteen states. Also, each of the states had only a single vote. So the vote of any five small states could block a measure that eight larger states wanted.

**Fifth** Amending, or changing, the Articles required the consent of all the states. The Articles were never amended because all the states could never agree on an amendment.

**STUDY GUIDE** (continued)**Chapter 2, Section 3**

**Sixth** The central government did not have an executive branch. As a result, there was no unity in policy and no way to coordinate the work of different committees of Congress.

**Seventh** The government had no national court system. So state courts enforced and interpreted federal laws. No court system also made settling disputes between the states difficult for the central government.

2. Which do you consider the greatest weakness of the Articles of Confederation? Explain your answer.

**▣ Achievements** (page 50)

The greatest achievement of the Confederation was its policy for the development of the lands west of the Appalachian Mountains. The individual states *ceded*, or gave up, their claims to these lands. Then Congress enacted two *ordinances*, or laws, for their organization. The Northwest Ordinance of 1787, for example, established that the land would eventually become states on an equal basis with older states.

Another accomplishment was the peace treaty with Great Britain, signed in 1783. In the treaty, Britain recognized American independence and ceded land from the Atlantic coast to the Mississippi River.

Congress set up the departments of Foreign Affairs, War, Marine, and the Treasury. The Articles also provided that each state respect the legal acts of the other states and the rights of their citizens. Both these achievements were later carried over into government under the Constitution.

3. How did the land policies of the Confederation help to create the present United States?

**▣ Need for Stronger Government** (page 51)

Soon after the war for independence, the states began to quarrel over boundary lines and tariffs. Even worse, both the central government and the states faced growing financial troubles. In 1787 these troubles led to armed rebellion. Daniel Shays, a former captain in the Continental Army, led a raid on the Massachusetts state arsenal. Shays and his followers wanted to force the state to stop courts from foreclosing mortgages on farms. The Massachusetts militia put down Shays's Rebellion. But leaders in Congress feared that the national government was too weak to prevent other such protests.

In 1785 George Washington invited representatives from Maryland and Virginia to discuss their differences. The meeting was so successful that in 1786 Virginia representatives called all states to another meeting called the Annapolis Convention to discuss trade. One of the delegates, Alexander Hamilton, persuaded the others to call still another meeting in Philadelphia for May 1787. The purpose of the meeting was to revise the Articles of Confederation.

4. Why did Shays's Rebellion cause concern in Congress?