

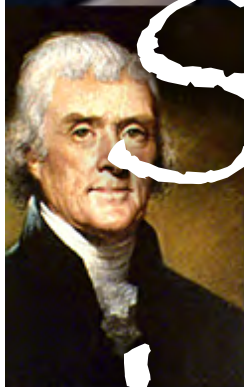
MI OPEN BOOK PROJECT

United

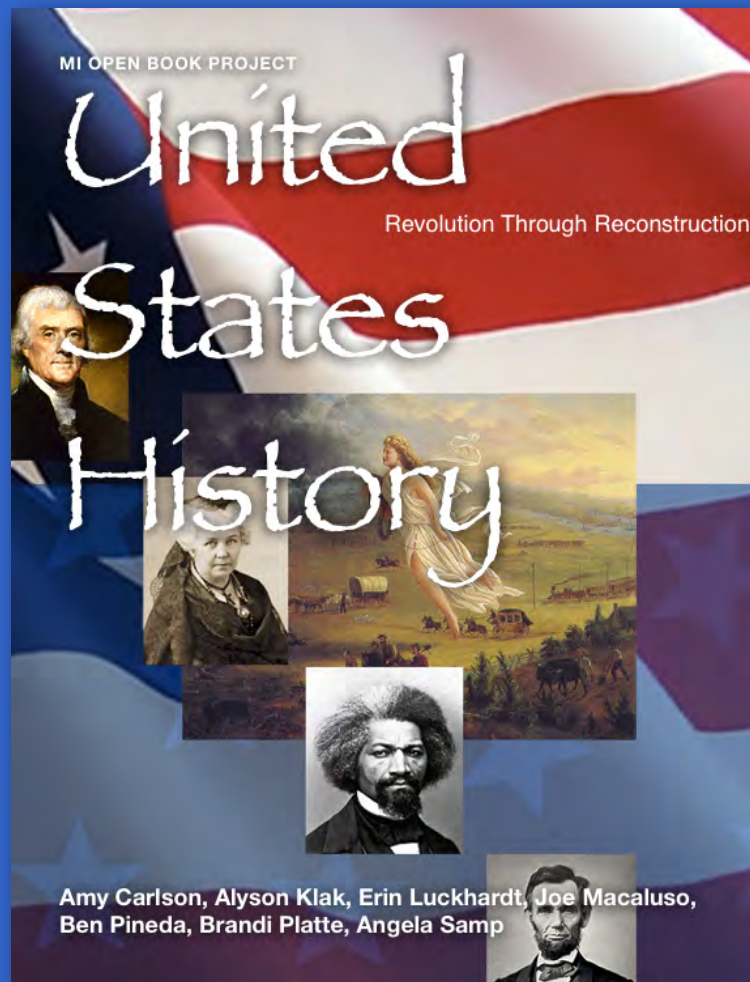
Revolution Through Reconstruction

States

History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



MICHIGAN OPEN BOOK PROJECT

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MICHIGAN
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Amy Carlson

Thunder Bay Junior High

Alpena Public Schools

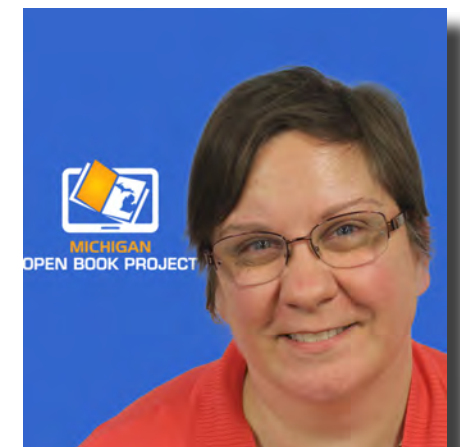
Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.

Allyson Klak

Shepherd Middle School

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Bio Forthcoming



Erin Luckhardt

Boyne City Middle School

Boyne City Public Schools

Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.





Joe Macaluso

Elk Rapids Schools

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Joe earned his Bachelor of Arts from the University of Michigan in 2000 with a major in History concentrating on early United States History. He minored in Social Studies and earned his Certificate of Secondary Education. He graduated from Michigan State University in 2004 with a Masters in Curriculum and Teaching. During his career at Cherryland Middle School in Elk Rapids, MI, Joe has served as Social Studies department head, technology coach, student council advisor, student senate advisor, YMCA Michigan Youth in Government trip coordinator and volleyball coach. He is passionate about using technology in the classroom to engage and enrich student learning. Joe lives with his wife, Amanda, and his two daughters in Elk Rapids. As a family they love traveling and spending their sum-

Ben Pineda

Haslett Middle School

Haslett Public Schools

MSU graduate - Go Green! Life is busy and life is good! Ben is a... teacher of 28 years, lead mentor teacher for the TE Social Studies department at MSU, workshop/conference professional development speaker, organization-skills tutor, writer, storyteller, V-ball and Ultimate player, fisherman, camper, cyclist, and MOST importantly, blessed with a loving wife, Meghan, and four amazing children, Emily, Matt, Conner, and Catherine.



Brandi Platte

Central Middle School

L'Anse Creuse Public Schools

Brandi Platte teaches Social Studies and Language Arts at Middle School Central in Macomb, Michigan. She holds a Bachelor of Science degree in education from Oakland University, and a graduate degree in Curriculum and Instruction from Concordia University. She spends a great deal of time writing curriculum for the Macomb Intermediate School District and the National Parks Service. She is a sponsor for the National Junior Honor Society at her school, and in her free time she enjoys spending time outdoors with her family, especially her two sons, Ethan and Ryan.

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Keith Erikson - The Church of Jesus Christ of Latter Day Saints

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



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Angie Samp
Thunder Bay Junior High

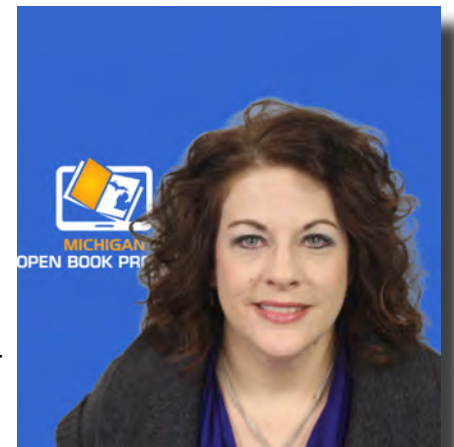
Alpena Public Schools

Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

Rebecca Bush
Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



David A. Johnson
Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.



Chapter 1

Were the Compromises Reached at the Constitutional Convention Fair?

Supporting Questions:

1. Why did the Articles of Confederation not work for the new nation?
2. How did the internal conflicts that the nation faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?



Using A Digital SS Textbook

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
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TERMS, PLACES, PEOPLE

The Michigan Open Book Project began in 2014 as part of a grant from the Michigan Department of Education. Many classrooms were beginning to go digital, and in Social Studies in particular, a dusty book on the shelf was the only resource available.

This book was designed by teachers like your own. People who have taught this class for years and felt that there was a need for both a digital tool and for something that was specific to the great state of Michigan! Because of that, this “book” is different in many different ways:

- **It is digital.** You may be using this book on a Chrome Book, an iPad, a Windows computer, your phone...the list of possibilities are endless.
- **It is kept current.** When our teams finished putting things together, some of the places we take you may have disappeared. As soon as we discover this, we take steps to fix it!
- **Your teacher can edit it.** This represents a resource that a small team of educators envisioned. Your teacher may want to add things to it, rearrange the order, or split things up. They're free to do all of these things.

Using a MI Open Book Resource:

Taking Notes:

In many ways, formatting is very similar to an older print textbook. The first major difference however is that you can write all over this text! Whether you're using the Kami plugin on a Chrome Device, or opening this in Adobe Reader or iBooks, you don't have to turn a digital textbook in at the end of the year. You can use your finger or mouse (depending on what you're reading this on!) to highlight text and take notes!

Try it now! If you're using a touch enabled device, tap on this paragraph and use the highlighting tool to highlight it. Not on a touch screen device or tablet? Use your mouse to highlight text! If you're reading this on a Chrome Book using the Kami plugin you can highlight and take notes right here.

Stop and Think

Often times our teacher writers want you to take a moment before moving on and have you answer a question to focus your thinking. This year we're introducing "Stop and Think" boxes. You'll recognize the stop sign logo and from there you can either take notes in the blue box (as you just practiced above) or turn and talk with a partner about your thoughts if your teacher wants you to. These "Stop and Think" boxes



will appear all throughout the text.

Inquiry Based Questions:

Each chapter is set up around an inquiry question. We consider these questions to be "Compelling Questions". That means we want you to be thinking about this question throughout the entire chapter. You'll notice that most of them are open ended. By investigating each question over the course of a chapter you'll come to a conclusion that you should be able to support with evidence before moving on to your next inquiry.



Take a moment to scroll back to the title graphic for this chapter. What is the inquiry question you'll be studying in this first chapter?

Each chapter also includes some smaller questions which usually have a right/wrong answer. These questions are known as "Supporting Questions" and are the basis for the sections within a chapter. That means that these supporting questions are the content around which the sections in a chapter are about. Each of these questions is a puzzle piece. As you begin trying to answer the inquiry question for a chapter, you'll need to answer each of these questions to assemble the whole "puzzle".

How did President Jefferson deal with Foreign Policy?

QUESTIONS TO GUIDE INQUIRY

1. Were President Jefferson's foreign policy decisions reflective of his philosophy of limited governmental power or in sharp contrast to his philosophies?
2. Were President Madison's war-hawkish foreign policy decisions aligned with his domestic policy decisions?
3. Was the Monroe Doctrine a policy of U.S. expansion or a policy of U.S. self-defense?

TERMS, PLACES, PEOPLE

blockade--a closing of a port or road to prevent supplies or people from entering or exiting an area

By 1803, America was getting tangled up in a war between Great Britain and France once again. Both countries were taking American ships to war with their enemy. President Jefferson tried hard to follow Washington's lead and remain neutral.



Image source: <http://www.theburningplatform.com/2015/05/29/1812-the-inconsequential-war-that-changed-america>

The British Navy controlled much of the Atlantic Ocean and created a blockade of American ships. British ships began to search the American ship for deserters. Work on the British ships was horrible and many men fled away from the navy. However, many American sailors were wrong.

Terms, Places, and People

Underneath the “Questions to Guide Inquiry” box at the start of each section is a smaller section called “Terms, Places, and People.” These are the important vocabulary terms to know, as well as important places and people who may factor into the section. This portion of the book is a way for you to keep track of the words, locations, and people who will make up your study of a chapter.

Widgets

A **widget** is a small interactive piece of content that is embedded into the book. This is another important difference between a MI Open Book resource and a traditional textbook. A widget will

always be labeled with the word “Interactive” as it is in the picture to the right. What widgets do depend on the type of widget it is. In some cases (like the green one to the right) it will take you to a website where you can experience a primary source

document first hand, do a piece of interactive content, etc. Some of the widgets are videos. They’ll take you to places like YouTube, TeacherTube, Vimeo, etc. Both a browser widget and a video widget usually require that you have an internet connection to use.

Another type of widget is an interactive that lives in the book itself. Special mini programs designed by the teacher writers and put together by the project teams. These could be quizzes. They could be an embedded Google Doc. Sometimes they are analyzing and sorting activities. All of these can be updated relatively easily should something go wrong.

“Light-Horse Harry” Lee, the father of future Civil War general Robert E. Lee.

Interactive 5.3 An Exact and Authentic Narrative of the 2nd Baltimore Riot

Beginning of the War

The war didn’t come at a great time for either belligerent, or nation involved in a war or conflict. Britain was still at war with France. This meant that many British soldiers and warships were already deployed to serve the country in that conflict. The economic policies of President Thomas Jefferson, which had cut military spending, had weakened the



A small book giving various eye-witness accounts of the “Second Baltimore Riot”, one of the most violent anti-federalist attacks during the War of 1812.

Reporting a Problem

We do have a small team working regularly to update content, but it is probably a given that at some point you'll come across a browser widget that has "gone dead." We have a stockpile of additional sites available for many of these, and all you have to do (if you're on a Chrome or Windows device) is click on the "Page not working? Broken link?" link at the bottom of a widget page to report the problem. In iBooks you can use the same form by returning here and clicking on the widget below. We'll get things fixed as quickly as possible.

There are lots of great features in your MI Open Book - have fun exploring them all!

One other thing to note: This resource is part of a series on United States History. The fifth grade edition covered early American history through the Revolutionary War. This edition will cover the founding of our country through Reconstruction. The final

Interactive 1.1 Bug Report



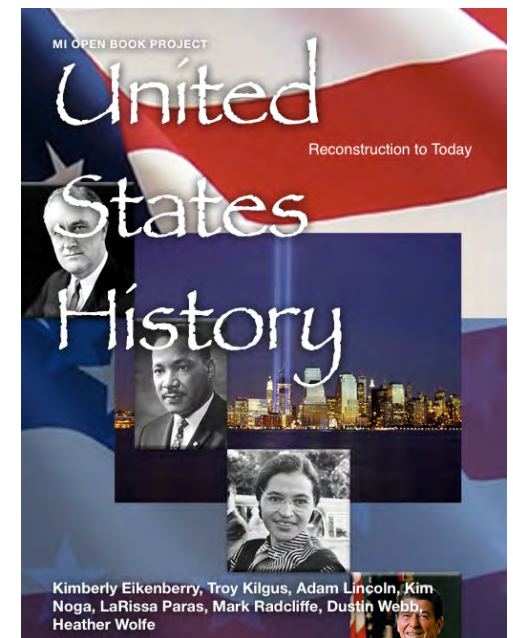
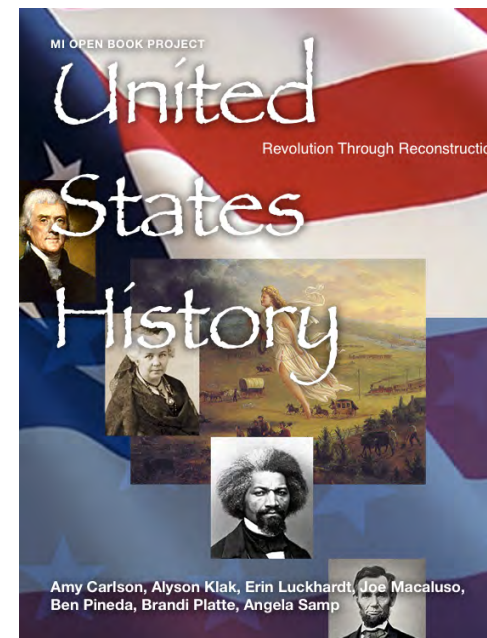
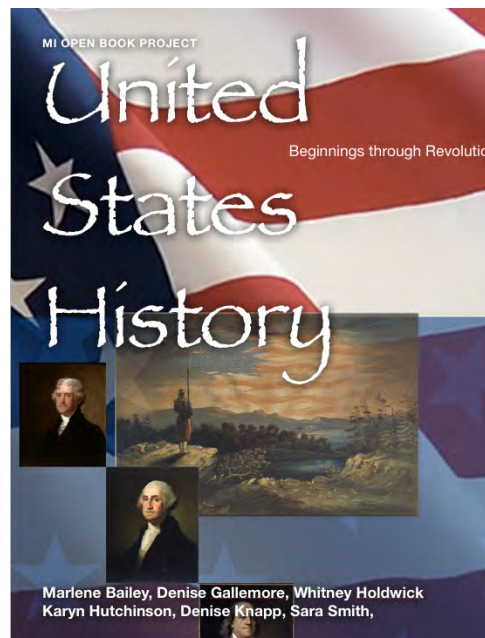
If you're on an Apple device and come across a problem, have your teacher return here and report it! We'll get it fixed as quickly as possible!

edition at the high school level will cover Reconstruction through today. If you need to review any material from previous grades, feel free to head to our website and download a copy for free:

<http://textbooks.wmisd.org>



MICHIGAN OPEN BOOK PROJECT



Section 2

The Articles of Confederation

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
2. How did the internal conflicts that the US faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?

TERMS, PLACES, PEOPLE

ratify

confederation

rebellion

arsenal

During the American Revolution, the colonists formally declared themselves free from the British with the Declaration of Independence. You learned about the Revolutionary War in fifth grade, and are free to download the fifth grade version of this resource for further review. The Continental Congress created the Articles of Confederation and sent them to the states to **ratify** on November 15, 1777. The Articles of Confederation served as the foundation document of the nation's first form of government from March 1, 1781 to 1789.

The colonists knew that they did not want the strong central government that they had under King George III. It is for this reason that they created a weak central government under their

Interactive 1.2 Too Late To Apologize



Learn more about the Colonists' decision to declare independence from the British in this video.



first attempt at uniting the new nation, the Articles of **Confederation**. The Articles were looked at as a “firm league of friendship” among the states. Under the articles, each state kept its state’s independence and power and had one vote in all matters brought forth to the confederation.

The central government was given some powers under the articles such as: the declaration of war and subsequently peace, establishing and maintaining an army and navy, making treaties with foreign countries, borrowing money, and establishing a post office.

There were many weaknesses with the Articles of Confederation as well. The first major weakness was that Congress was not allowed to regulate trade as a rule. They were allowed to regulate

trade with Indigenous Peoples, but only if it wasn’t interfering with the state’s own trade. They were completely unable to negotiate trade with foreign powers. That power was left to the states, and each state was able to create their own individual policies relating to foreign trade. There was very little consistency from state to state.

Interactive 1.3
Weaknesses of the Articles

WEAKNESS	OUTCOME
Congress had no power to levy or collect taxes	Quarrels broke out among states and trading with other countries was difficult
Approval of nine states was needed to enact laws	The government depended on the states for law enforcement
The government had no executive branch	There was no practical way to change the powers of government
	The central government had no way to settle disputes among the states

Use this interactive sort to determine the weaknesses and outcomes of the Articles.

Money was another problem. Both the Federal and State governments were allowed to create their own forms of currency. The ability to trade, both within the confederation and beyond was severely limited by the lack of consistent currency.

The national government could not tax states or citizens. In order to receive money, the national government was required to request funds from the states themselves. Often times this money was not raised, or, the national government received it very late. With no solid source of income coming in, the national government was in danger of defaulting on its debt and certainly couldn’t pay for the other services that a government often provides.

You may remember that the Articles intentionally did not create a powerful figurehead leading the government. Most of the power was centered at the state level. There was no national level court system, and no one to serve as the “chief executive” in matters of trade and foreign relations.

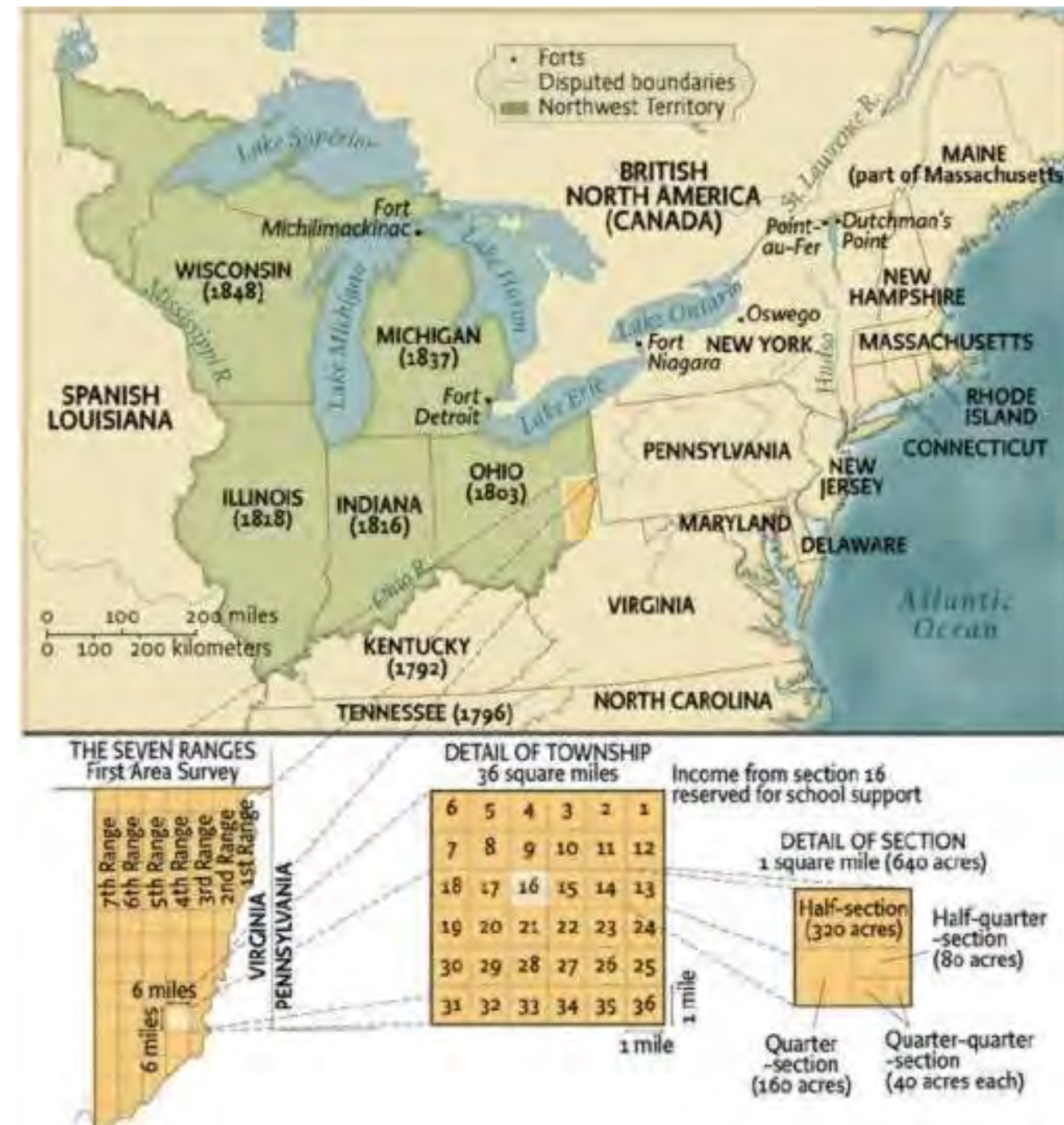
With power concentrated at the state level, several other weaknesses sprang up. Each state had one vote. This greatly benefitted smaller states, but the states with a large population felt that this was unfair.

It was difficult to pass laws as well. To pass a law, nine states had to approve it. With vast differences in populations in a state, the five states with the smallest population could effectively

cancel out the vote of a state like Virginia which had more people than all of those small states put together.

For the most part, because of the glaring weaknesses of the Articles of Confederation, they tend to be seen as a failure by political scientists and historians. Every failure is a learning opportunity however. The colonists operated under the Articles of Confederation for several years and would eventually replace them with a stronger system. While the Articles provided for a weak central government, it was under the Articles that The Treaty of Paris, Land Ordinances of 1785, and The Northwest Ordinance of 1787 were all passed..

The Treaty of Paris ended the Revolutionary War and established initial boundaries for the United States. The Land Ordinance of 1785 provided a system to survey and divide new land into townships. The Northwest Ordinance of 1787 detailed the steps necessary to apply for statehood as far as population and government. Women and Indigenous Peoples were not counted as part of the population until the final phase of statehood. Also, slavery was banned in the Northwest Territories.



As the country expanded, new problems about governance surfaced. One example of this was Shay's **Rebellion**. Daniel Shays was a member of the Continental Army during the Revolutionary War. Because the Articles provided no way to raise taxes for the country the government was unable to pay back its war debts, which also included checks to the soldiers. When farmers could not pay their debts, state courts started to take over their livestock and property.

Farmers were outraged! They had put their lives on the line for the country and now that same country was going to take their property. First, the farmers banded together to take over the Northampton Courthouse. They thought if they closed the courthouse the state could not take their farms. Next, the farmers took over the federal **arsenal** in Springfield, Massachusetts. The rebellion was put down by the state militia but only after 20 citizens were wounded and four were killed.

This was not the only rebellion that took place. Similar rebellions happened all over the new country. It was one of the major tipping points that encouraged the founding fathers to revise the articles to better fit the needs of the country.



Think about why the Articles of Confederation did not work for the citizens. How could citizens let the government know a change needed to happen?

Interactive 1.4 Shays' Rebellion



Click here to learn more about Shays' Rebellion.

Interactive 1.5 Shays' Rebellion White-Out



Analyzing images: This Google Document contains a secondary cartoon source with some information missing. Determine what information is missing and then justify the answer you choose.

The Constitutional Convention is Called

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
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TERMS, PLACES, PEOPLE

framers

convention

The founding fathers had a difficult task ahead of them when they decided they needed to fix the Articles of Confederation. Many realized that if they did not strengthen the government's power, everything they fought so hard to save in the American Revolution would be lost.

The Founding Fathers or **Framers** returned to the drawing board during the Constitutional **Convention** to create the government that continues to govern the nation today. Those that worked on creating the Constitution of the United States were called "Framers" because their main task was to build the framework of the country (THINK: a blueprint) for the generations that would follow.

The Constitution is unique and has been working for the country's citizens for over 200 years. The original document is located in the National Archives in Washington DC. It is a living document because the country can make changes to the original document to fit the times and needs of the country and its citizens. Amazingly enough, the Constitution has only had 27 changes or amendments. The founding fathers were more on the mark with creating a lasting government than anyone could have ever predicted.

The Constitutional Convention took place at Independence Hall in Philadelphia, Pennsylvania. Philadelphia was chosen to hold the convention. The plan was that those working on drafting a more effective government document would do so without any public intervention. The convention ran from May to September 1787.

Delegates arrived by horseback or carriage on rough roads.

Twelve states sent delegates or representatives to the convention. Rhode Island was the only state choosing to not have any representation. A total of 55 delegates were pooled together in one room to create a lasting form of government. Some of the delegates who made substantial contributions to the document were: James Madison, George Washington, Benjamin Franklin and Alexander Hamilton. Thomas Jefferson and John Adams were both absent at the convention because they were serving overseas during this time. It is amazing that the delegates ranged in age from 26 to 81. No women, slaves, Indigenous Peoples or minorities were invited to be part of the convention--only the "well-bred, well-fed, well-read, well-led, and well-wed." ~James MacGregor Burns (historian), *The Crosswinds of Freedom*.

So much is known about the convention because of James Madison. Madison was famous for the detailed notes he took during the convention. Not only did he leave a record of the convention, he shared his knowledge of other governments with

the other members of the convention. Madison had studied other governments and his influence at the convention was the first of many ways that Madison helped develop the country. He would also contribute greatly to the drafting of the Bill of Rights, as well as some of the Federalist Papers and The Virginia Plan with regard to representation in Congress at the federal level.

Interactive 1.7 Madison's Notes



See the original Madison letters at this page from the Library of Congress



Would the convention's delegates be able to create the perfect document to run the country? Could you create a perfect government? Learn more about the struggles at the link below then return here to answer the question.

Interactive 1.6 Creating the New Nation



Compromise at the Convention

QUESTIONS TO GUIDE INQUIRY

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TERMS, PLACES, PEOPLE

compromise

electoral college

The first order of business was to elect a president for the convention. George Washington was selected. It was a hot, humid summer to be kept indoors, but secrecy was a must. Most of the founding fathers wore wigs, long socks, and jackets over their shirts--can you imagine how they felt with no air conditioning? How about the smell? The founding fathers took secrecy to a whole new level by keeping the windows and curtains shut.

"That nothing spoken in the house be printed, or otherwise published or communicated without leave,"

-from Madison's notes during the convention.

The founding fathers knew that if the public found out that a brand new government was being formed, there could be a rebellion.

A good portion of work time at the Constitutional Convention involved proposal, debate, and finally, agreement upon a number of compromises as many of the Framers had specific ideas about which policies and procedures could benefit government at a national level.

Issues at the Convention:

Representation

One of the first plans suggested at the convention was the Virginia Plan written by none other than James Madison. The proposed plan set up a strong central government with three branches: legislative, executive and judicial. The legislative branch would be broken into two houses and the number of representatives in each state would be based on the state's population. The greater the population, the more votes a state would have and the larger states at this time, like Virginia, favored this plan, particularly because they had not held this advantage under the Articles of Confederation.

The smaller states were not happy with the Virginia Plan and came back with their own proposal: the New Jersey Plan, created by William Paterson. This plan called for a one-house legislature. Representation would be equal for each state so no one state could become too powerful. This was similar to the structure created by the Articles of Confederation. This plan, like the Virginia Plan, also called for three branches of government as most Framers agreed that the separation of power of the new government was essential.

Neither group was happy about the other plan but knew they needed to compromise to keep the convention moving. The Great **Compromise** otherwise known as the Connecticut Compromise

was put together by Roger Sherman and Oliver Ellsworth and passed by only one vote. According to this plan, the House of Representatives would be based on population (the Virginia Plan) and the Senate would be equal representation (the New Jersey



Interactive 1.8 The New Jersey Plan



Interactive 1.9 The Virginia Plan



Plan). Both sides were satisfied to have part of what they wanted in the new plan.

Slavery

As the convention continued, the debate over slavery raised even more questions and arguments than the issue of representation. There were two very different viewpoints about how slaves should be counted for representation and taxes. The south wanted slaves to count towards representation but did not want to give them any rights or be taxed on them. The north felt that the south could not have it both ways--if slaves were to be counted as part of the population, rights should be granted; if they were not to be counted and instead viewed as property, rights would not have to be granted. As far as the majority of the people in the north were concerned, slaves should be taxed as property because they had not been granted rights such as those for free white men.

The idea of counting the slaves as $\frac{3}{5}$ ths of a person has roots back to the Articles of Confederation. James Madison proposed the idea. The founding father compromised to count $\frac{3}{5}$ th of the state's slaves toward population. Population was used for representation, electoral votes and the amount of taxes that each state would pay.

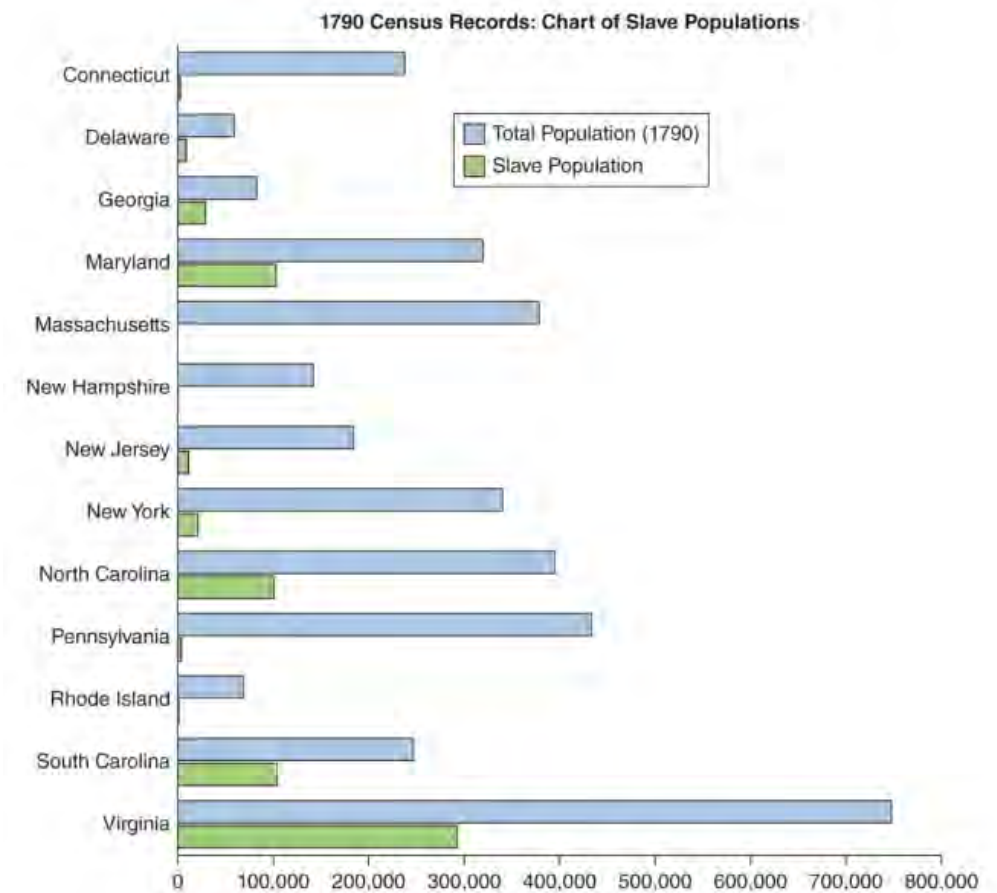


Image source: Created for the New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015. Data from <http://www.archives.gov/research/census/publications-microfilm-catalogs-census/1790-1890/part-01.html> and <http://mrkash.com/activities/slavery.html>.



Look at the census data above. Using this data explain why the $\frac{3}{5}$ ths Compromise was so important to the Southern States.

Foreign slave trade

The founding fathers were very careful about both the words they used in the Constitution as well as the words they did not. For example, the word “slave” does not appear in any part of the original Constitution. Some historians argue that the omission of the word “slave” was because almost half of the founding fathers were slave owners even though many of the members of the convention had moral issues against slavery. As the Constitutional Convention continued to take place it became clear to its participants that if compromises were not made on the issue of slavery, the south would threaten not to sign the Constitution once the document had been completed.

Madison identified the source of much of the strife when he said, "It seems now to be pretty well understood that the real difference of interests lies not between the large and small but between the northern and southern states. The institution of slavery and its consequences form the line of discrimination."

The compromise came between the southern states and the northern states. If the Northern states would allow the Atlantic Slave trade to continue for 20 more years (ending in 1808); then the Southern states would stop adding shipping laws that hurt the North. Part of the compromise reached included agreement by framers from the southern states that shipping laws intent on punishing the North would cease. Around the same time, fugitive slave laws were the source of great disagreement as well. Under

the fugitive slave laws people were required to return a runaway slave to their owner.

Many people wonder why slavery wasn't ended during this time of compromise and creation. They pondered how the Framers could build a nation on a statement like “all men are created equal.” Pushing aside the issue of slavery was a difficult choice for the founding fathers, but they hoped that one day the country would be stronger and more ready to deal with such a tough issue.



WHAT DO YOU THINK? Should the founding fathers have pushed harder for the elimination of slavery to occur? Why or why not?

Presidential Elections

Electing the President was a big deal for the founding fathers.

They were hesitant to make the president too powerful like King George III had been. On the other hand, the President also had to have some power. Many believed a President should be the head of the country and should not be chosen by the members of Congress, state legislatures or voted on by the people. The system that was decided upon is what became known as **the Electoral College**.

The Electoral College can be a difficult concept for citizens to understand, mostly because the process of electing the President is an indirect process. Each state has as many electors as the number of representatives and senators in Congress. The District of Columbia also has three votes.

Many states have an all or nothing system where the candidate that wins the most popular votes receives all the states electoral votes. Maine and Nebraska are two exceptions, the electoral votes are split based on popular votes received by candidate. Today, there are 538 total votes; in order to become president a candidate must secure at least 270 electoral votes.

Interactive 1.10 Electing a President in Plain English



Learn more about how the President is elected today in this short video.

The electors for each state are decided upon by the state. The meeting for the electors to vote for the president is the first Monday after the second Wednesday in December. If a candidate does not get the required 270 votes, representatives in the House then vote among the top three candidates for the President. This has happened once in the nation's history. In the election of 1824, no presidential candidate received a majority of the the necessary 131 electoral votes. The U.S. House of Representatives voted to elect John Quincy Adams as the 6th President of the United States.

Interactive 1.11 Building a Silent Conversation



Read the topic at the top of the document and respond with your questions or concerns about the topic. Make sure to read all the information before you add your information to the document. Make sure your name is after your comments.

Interactive 1.12 270 to Win - Interactive Electoral College Map



Explore the American Electoral College system with this interactive United States Map.

Section 5

Federalists and AntiFederalists

QUESTIONS TO GUIDE INQUIRY

1. Why did the Articles of Confederation not work for the US?
2. How did the internal conflicts that the US faced lead to a new government?
3. Was the decision by the Framers to throw out the Articles of Confederation and create a new form of government justified?
4. Did compromise help or hurt the development of our government at the Constitutional Convention?
5. Which group of Framers' arguments about the ratification of the Constitution were stronger?

TERMS, PLACES, PEOPLE

Federalist

Anti Federalist

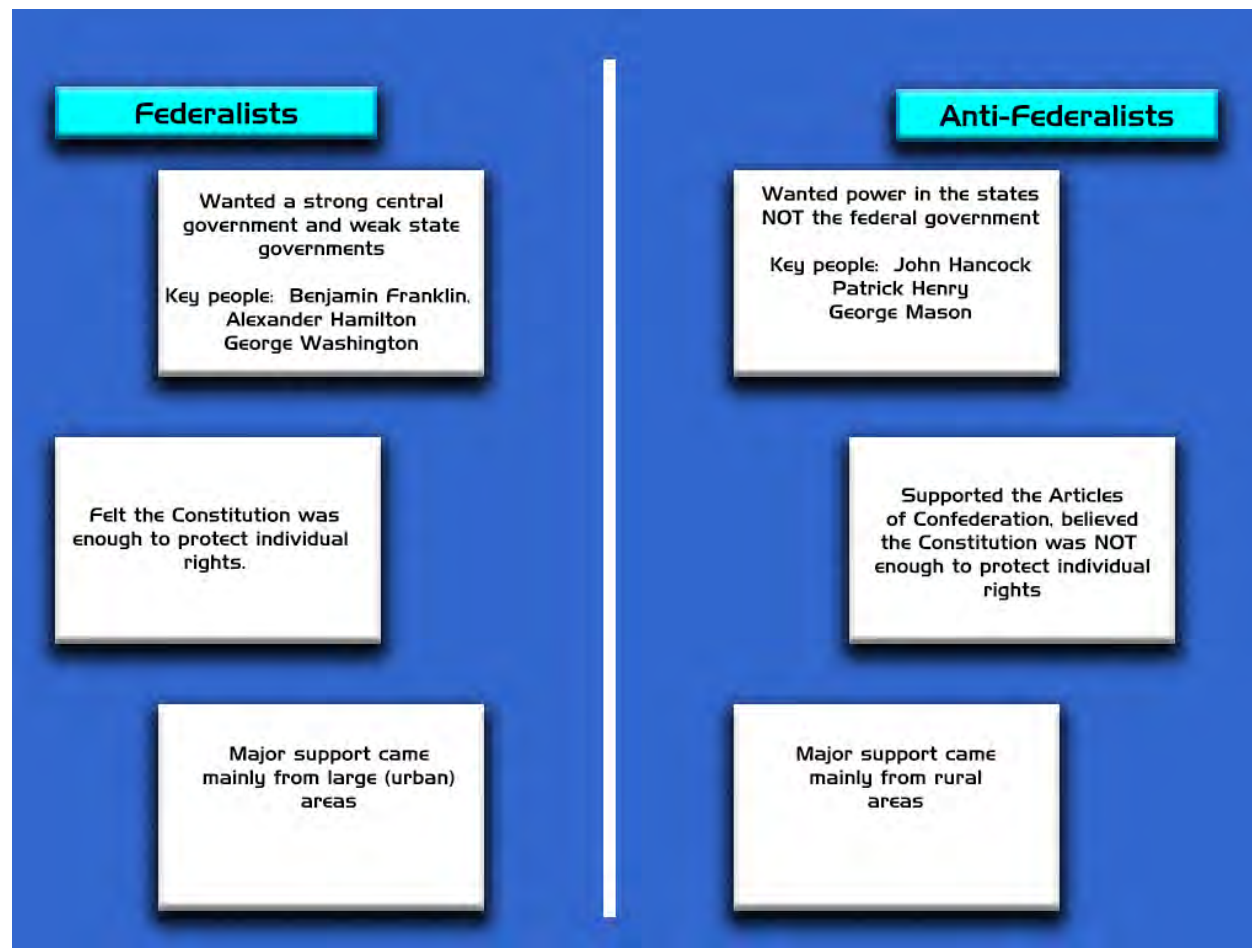
ratification

Anti Federalist/Federalist

After the founding fathers signed the Constitution, they had to convince the rest of the country that this was the best document to govern the nation. Two vocal groups formed as their views on the new Constitution became more and more public. The Federalists supported the Constitution and the Anti-Federalists were against ratification of the Constitution unless specifically a Bill of Rights was added.

The **Federalists** desired a strong national government and didn't see the need for a Bill of Rights to be added to the Constitution. Some of the most famous federalists were John Jay, Alexander Hamilton, and James Madison. These three also wrote The Federalist Papers which were essays to encourage citizens to ratify the constitution.

The **Anti Federalists**, led by Patrick Henry, George Mason, and Richard Henry Lee believed that the government needed to remain small in its size to help ensure that power was shared with state governments. To them, the Articles of Confederation, with a few changes including a Bill of Rights, were all that was necessary for the country to run smoothly.



Interactive 1.13 Federalists and Anti Federalist White Out



Explore some of the arguments on each side with this White Out Activity.

Ratification

The Constitutional Convention concluded on September 17, 1787 but only 38 of the 41 delegates who remained at the convention signed it. This was seen by some of the delegates as a sign that it would be difficult to get citizens of the new nation to support the Constitution and the establishment of a new government; after all, if every delegate who had participated at the convention couldn't stand behind the document, how would the general citizenry?

In order for the Constitution to become the law of the land, 9 of the 13 states had to **ratify** the document. Five states jumped on board and ratified it quickly. Massachusetts did not feel like the people had enough individual rights with this document, but agreed to sign it if certain rights were added to the Constitution. Other states agreed with Massachusetts, but New Hampshire was the 9th state to ratify on June 21, 1788 making the Constitution the new government of the United States. The Federalists agreed to work on a Bill of Rights and earned support from states like Massachusetts.

Although a Federalist, Madison decided to get involved with the drafting of the Bill of Rights. He promised that if he was elected to Congress that he would work to speed along the process of creating one. Making this promise was a good move on Madison's part. He was elected to congress and helped to draft them.

“If we can make the Constitution better in the opinion of those who are opposed to it, without weakening its frame, or abridging its usefulness in the judgment of those who are attached to it, we act the part of wise and liberal men to make such alterations as shall produce that effect.”

-James Madison, speech in Congress, June 8, 1789

Convincing the country to take a chance on a new government was difficult, but with determination, the founding fathers gave the United States a new start to build a great country. Reflect on the following question:



Were the Compromises reached at the Constitutional Convention fair? Find evidence in the chapter to help you support your stance.