The Constitution Unit—Part 1

The Making of the Constitution
Content Module

This content module has been curated using existing Law-Related Education materials. This resource has been provided to assist educators with delivering the Texas Essential Knowledge and Skills for middle school U.S. History. This content module may be utilized as a tool to help supplement instruction. It is not intended to be a complete unit of study.

Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.
The Making of a Constitution

This guide is designed to help you consider how and why the United States Constitution was written. You will also focus on the compromises, structure and powers of the government, the rights of individuals, and the ratification process.

What’s going on in the visual? Take your pencil/pen and divide the visual into 4 quadrants. In the table below, describe what you see and what you think it means.

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As the early nation emerged from the American Revolution, questions arose as to how the new nation would govern itself. America's first attempt was the Articles of Confederation which was a loose confederation of states with a weak central government. But the failures of this early government led to calls for a convention to develop a new government. After much debate and compromise, a new Constitution was written in 1787, that created a strong central government with three separate branches and a system of checks and balances. This new Constitution faced a battle to be ratified and accepted by the states, but ultimately it was successfully ratified in 1789. This is the same document that still governs America today.
Constitution Vocabulary

Definitions are provided on the next page to help you complete the statements below and fill in the Crossword Puzzle

Across:

2. The townspeople voted for their _________________.

5. Tommy does not want to break the city ___________ being out after dark.

8. Women fought to get an _____________ added to the Constitution so they could vote.

10. Jill won her election to become a member of the _____________ branch. She feels she has good ideas for new laws.

11. The merchants in New York city are eager to continue _____________ with China.

12. The Southern States came together in a _________________ to fight against the Union.

https://crosswordlabs.com
Constitution Vocabulary

Use the definitions below to complete the statements below and fill in the Crossword Puzzle on the previous page.

Down:
1. The United States needed a new ______________ to help govern their new country and lay out its principles for its people.
2. Many men supported _______________ of the new Constitution, believing it would make our country better.
3. The Supreme Court are members of the _____________ branch of government. They make sure laws are fair.
4. Juan and Sarah have decided to agree to a _____________ when deciding what to have on their pizza for lunch.
6. My mom has to go to Austin to attend a ____________ with teachers from around the state.
7. The slave owner reported his runaway slave as a ___________ to the local police.
9. The presidential election will decide who will be the ________________ and enforce the laws of the land.

Use these definitions to fill in the blanks on the crossword puzzle sentences.

Confederation | Loose alliance (friends) or states
Ordinance | A law or rule
Convention | A meeting
Compromise | When two sides disagree, but give up a little to come to an agreement
Fugitive | Runaway slave
Commerce | Trade
Representation | When a group of people choose one person to vote, govern, and speak for them
Constitution | A document that outlines the principles of a government
Amendment | A change or addition to a legal document like the U.S. Constitution
Legislative | A part of government that makes or writes the laws
Executive | A part of government that enforces or applies the laws
Judicial | A part of government that decides if the laws passed are carried out fairly
Ratification | To accept or approve something
Let’s take a closer look at the Articles of Confederation. Read the paragraph below about the Articles of Confederation. Use two different colors to highlight the

- Good in one color highlight/underline the “Good” or positives aspects of the document
- Bad in one color highlight/underline the “Bad” or negative aspects of the document

The Articles of Confederation was the document drafted in 1781 which outlined a government for the newly-formed United States of America. The government created by the Articles had no chief executive, no judiciary, no power to tax, no power to raise an army, required unanimous agreement from all thirteen colonies in order to change the document, and left most of the power to the states. The states were not in favor of a strong central government for fear that it would become too powerful like the British monarchy. Even though the Articles of Confederation was a weak document, Congress did manage to pass two important laws: the Land Ordinance of 1785 and the Northwest Ordinance of 1787. Due to its weaknesses, the Articles of Confederation was replaced in 1789 by the U.S. Constitution.

The Good: Two Good Laws, a Revolution Won, and Land Gained

There were several positive aspects that emerged from the Articles of Confederation. Congress passed two good laws to help raise money and expand the country. Under the Articles of Confederation, the newly formed country was able to defeat the most powerful country in the world: Great Britain. Geographically, this victory helped the country to double in size. It seemed that the country was headed in the right direction.

After you read the following paragraph, answer the questions below.

Land Ordinance of 1785

The Congress of the Articles of Confederation passed two laws during the early years after the American Revolution: the Land Ordinance of 1785 and the Northwest Ordinance of 1787. These laws were designed to help govern new territories and establish new states. The Land Ordinance of 1785 divided the Northwest Territory into townships and sections for settlement. The law also set aside land in each township for the support of public schools.

What was the purpose of the Land Ordinance of 1785?
The Good: Two Good Laws, a Revolution Won, and Land Gained

After you read the following paragraph, answer the questions below.

Northwest Ordinance of 1787
The Congress of the Articles of Confederation passed two laws during the early years after the American Revolution: the Land Ordinance of 1785 and the Northwest Ordinance of 1787. These laws were designed to help govern new territories and establish new states. The Northwest Ordinance of 1787 established these four basic principles: slavery was abolished in states carved out of the Northwest Territory, the rights of citizens were protected, fair treatment of Indians was guaranteed, and the importance of public education was emphasized. The Northwest Ordinance of 1787 set up orderly procedures for the expansion of the United States. It created a system of government for new territories and provided a way to admit new states to the Union once a territory’s population reached 60,000 free white males. New states would also be considered equal to existing states.

What were the basic principles established in the Northwest Ordinance of 1787?

How did the procedures established in the Northwest Ordinance of 1787 allow for an orderly expansion of the United States?

The Good: We Won The Revolution
We won the war. The Articles of Confederation was the document that helped us to fight and win the American Revolutionary War.

Analyze the cartoon and create a newspaper headline that conveys the event below.
Read the paragraph below and highlight what land the Americans gained from the Treaty of Paris of 1783.

The Treaty of Paris of 1783 ended the American Revolutionary War and allowed the United States to gain land. It was signed on September 3, 1783. The British gave up their rights to all land between the Atlantic Ocean and the Mississippi River, except for Florida and New Orleans, and recognized the United States of America as an independent nation.

- Label and color the Original Thirteen Colonies
- Label and color the new land that was gained from the treaty
The Bad: Weaknesses of the Articles of Confederation

Power, power, who has the power! The Founding Fathers wrote our first constitution, but gave the central government little to no power. They were fearful of creating another strong central government that would turn into a tyrant like the British had done. Under the Articles of Confederation they left most of the governing power in the hands of the states.

Read the chart below and fill in the column on the right by predicting: What possible problems could be caused by each weakness of the Articles of Confederation?

<table>
<thead>
<tr>
<th>Articles of Confederation Weakness</th>
<th>The Founders included this weakness because they were….</th>
<th>Why would this weakness be a problem?</th>
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<tr>
<td>No Chief Executive</td>
<td>Fearful of another tyrant like a King</td>
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<tr>
<td>Laws needed approval by 9 of the 13 states</td>
<td>Fearful of a strong central government and they wanted to protect the power of the states.</td>
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<tr>
<td>Congress did not have the power to tax citizens and Congress could only request states pay taxes.</td>
<td>Fearful of a strong central government that would tax citizens without their representation like the British Parliament had done.</td>
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<tr>
<td>Congress did not have the power to draft an army and Congress could only request states send men for military service.</td>
<td>Fearful of a standing army that would take away their rights, like the Redcoats did.</td>
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<tr>
<td>No central court system or supreme court. Congress did not have the power to settle disputes between the states.</td>
<td>Fearful of a central government and a court system that would take away rights from the states.</td>
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<td>Any changes or additions to the document had to be approved by all 13 states.</td>
<td>Fearful that the central government could change the document at will and the states would not have power.</td>
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<tr>
<td>Congress did not have the power to collect state debts.</td>
<td>Fearful of a strong central government and taking power away from the states.</td>
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The Ugly: Shay’s Rebellion

In 1786, about 700 debt-ridden farmers led by Daniel Shays took part in a violent uprising in western Massachusetts. They attacked courthouses to stop officials from foreclosing on farms. The farmers rebelled against state taxes that were difficult to pay due to the economic depression. The Massachusetts militia was called to end the mob violence, but many Americans saw Shays’ Rebellion as a sign that the Articles of Confederation was not working. Fearing a future crisis, leaders called for a convention to discuss forming a stronger government. This led to the Constitutional Convention of 1787 in Philadelphia.

How did Shays’ Rebellion highlight the weakness of the Articles of Confederation and the need for a stronger national government?

Put it all together: What would you do?

Many Americans feared that the new document that had gotten them through the war with Great Britain was too weak to keep and help the country be successful. Many believed a time for change was needed. What do you think?

Looking at the evidence above (the Good, the Bad, the Ugly). Would you have been in favor of creating a new constitution? Why or why not?

Create a 10 word summary explaining your position. Use only 10 words (a, the, and... do not count). Number your words when you are done.
Who and What Influenced the Framers of the Constitution?

Before deciding to create a new form of government to replace the Articles of Confederation, the Framers did their homework. They were highly influenced by early English documents, such as the Magna Carta (1215) and the English Bill of Rights (1689). The Framers were also well aware of early documents from their own history such as the Virginia House of Burgesses (1619), the Mayflower Compact (1620), and the Fundamental Orders of Connecticut (1639).

These documents established several key concepts that the Framers decided to use when writing the Constitution such as self-government, representative government, and limited government.

As you read the following secondary sources, highlight sentences that help identify the following key concepts:

- **Self-Government** - government under the control of the community or people (democratic government)
- **Representative Government** - government that is run by elected officials representing a group of people
- **Limited government** - government with limited power

Magna Carta (1215)

On June 15, 1215 a group of English barons forced King John to sign the Magna Carta. Although the protections provided were for the Barons only, the Magna Carta embodied the general principle that the King accepted limitations on his power. Included was the fundamental acknowledgement that the King was not above the law. The Magna Carta is an early example of the principle of limited government.

One of the most important, and often quoted, provisions, number 39 resembles that part of the U. S. Constitution found in Amendments 5 and 14 which states that “no person shall be denied life, liberty, or property without due process of law.”

12. “No scutage [tax for military purposes] nor aid shall be imposed in our kingdom, unless by the common council of our kingdom…”

39. “No freeman shall be seized, imprisoned, dispossessed [deprived of his land], outlawed, or exiled, or in any way destroyed; nor will we proceed against or prosecute him except by the lawful judgment of his peers [equals], or by the law of the land.”

The men who later wrote and adopted the U. S. Constitution as well as its Bill of Rights were clearly influenced by some of the ideas found in the “Great Charter.”
Who and What Influenced the Framers of the Constitution?

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**English Bill of Rights (1689)**
In 1688-89, the people of England removed King James II from the throne in what the English call “the Glorious Revolution.” This event ended the old theory of the divine right of kings in England and established that Parliament was supreme. The two chambers of Parliament adopted the English Bill of Rights in 1689 and invited William and Mary of Orange to rule the nation after they accepted this document limiting their power.

The document stated that Englishmen had certain inalienable civil and political rights. It made clear that laws could not be suspended without consent of Parliament. Unless Parliament agreed, the monarch [king or queen] could not act as a judge or raise or keep a standing army. The monarch could not impose fines or punishment without the benefit of trial. English citizens had the right to petition the king and could not be punished for doing so. Freedom of speech in Parliament was guaranteed.

9. “That the freedom of speech and debates or proceedings in Parliament ought not to be Impeached [challenged as to the validity thereof] or questioned in any court or place out of Parliament.”

10. “That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted….”

The framers [men who wrote] of the U. S. Bill of Rights were very interested in the provision of the English Bill of Rights which stated: “that excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.” That language is almost identical to that found in the Eighth Amendment of the U. S. Bill of Rights of 1791.
Who and What Influenced the Framers of the Constitution?

As you read the following secondary sources, highlight sentences that help identify the following key concepts:

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Early American Documents

**Virginia House of Burgesses (1619)**
The Virginia House of Burgesses was created in 1619 and was the first representative assembly in the American colonies. Made up of free white men who were land owners, the first meeting was held in Jamestown where the House of Burgesses was empowered to enact legislation for the colony. This was an early attempt at self-government in the New World. Later notable members of the House of Burgesses included George Washington, Thomas Jefferson, and Patrick Henry.

**MAYFLOWER COMPACT (1620)**
Forty-one male Pilgrims signed the Mayflower Compact on November 1, 1620. The Compact was relatively short and didn’t outline a plan of government, but it contained one significant idea – government by the consent of the governed. While not a governing document, its significance was that it committed the men to the creation of a government based on the consent of the governed. In this way, the Mayflower Compact served as a precedent for the later creation of a government for the United States.

**Fundamental Orders of Connecticut (1639)**
The Fundamental Orders of Connecticut was adopted in 1639 and was the first written constitution in North America. Thomas Hooker was the author of the Fundamental Orders of Connecticut. It helped to advance the idea of representative government. It provided that all freemen elect their representatives, and it put some limits on government’s power.
Individuals Who Influenced the Framers

The Framers of the Constitution did their homework. There were several individuals who influenced the Framers to include the concept of self-government into the new Constitution, such as Charles de Montesquieu and John Locke.

As you read about each man below, choose one phrase to explain their role in the development of self-government. How did they help the Framers?

John Locke was an early English Natural Rights philosopher. He believed in the protection of individual rights including life, liberty, and property. He also believed in the social contract which meant that people give up power for the protection of their individual rights by government. But that some natural rights should not and cannot be given up.

I helped the Framers in the development of self-government because

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Charles de Montesquieu was a French nobleman who lived from 1689-1755. He wrote *The Spirit of the Laws* in 1748. He believed in separation of power in government into the legislative, executive, and judicial branches. He also believed in checks and balances and was a great admirer of the English Constitution that argued that republics could exist only in a small territory with a homogeneous population.

I helped the Framers in the development of self-government because

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________.
In February, 1787, the Congress of the Articles of Confederation adopted a resolution calling for a convention. The thirteen states were to send delegates to Philadelphia in May “for the sole purpose of revising the Articles of Confederation.” Twelve of the states chose convention delegates. Only Rhode Island declined to do so. Fifty-five men attended some or all of the convention.

James Madison and other delegates from Virginia and Pennsylvania met informally and prepared a new plan of government to present to the convention once it began. On May 25, enough delegates had arrived to constitute a quorum, and the convention began. The delegates unanimously elected General George Washington to preside as the President of the Convention. They soon decided that instead of simply “revising the Articles of Confederation,” they would write a completely new constitution with a very different system of government from that which the nation had under the Articles.

James Madison and delegates from Virginia and Pennsylvania prepared a new plan of government called the Virginia Plan. This plan illustrated Baron de Montesquieu’s influence since it called for three separate, independent branches of government: legislative, executive, and judicial. William Patterson of New Jersey introduced the New Jersey Plan, known as “the small states’ plan.” It was in large part a response to the Virginia Plan introduced earlier at the convention.

Roger Sherman of Connecticut introduced the so-called Connecticut Compromise using ideas found in both the Virginia Plan and New Jersey Plan. Because there was general agreement among the delegates that Congress would be the most powerful of the three separate branches of the new government, representation for each state in this new Congress proved to be the most hotly disputed issue. For that reason the Connecticut Compromise, also called the “Great Compromise”, eventually settled the issue.

It called for a bicameral U. S. Congress made up of a Senate and a House of Representatives. Two senators regardless of the state’s population would equally represent each state in the Senate. Each state’s representation in the House of Representatives would be determined in proportion to the state’s population as determined by the census conducted every ten years. The greater a state’s population, the more members of the House of Representatives the state would be entitled to send. Historians agree that adoption of the Great Compromise was crucial to the success of the convention and the new Constitution.

Who were the key people present?

What was the original purpose of the convention and how did it change?
The Connecticut Compromise used ideas from both the Virginia Plan and the New Jersey Plan.

Using the charts below and the reading on the previous page, circle the elements of the Virginia and New Jersey plans that made it into the Connecticut Compromise.

**Virginia Plan**
- Three branches of government—Legislative, Executive, Judicial
- Bicameral or two Houses—House of Representatives and Senate
- Representation based on population for both houses
- Single executive chosen for one term only
- Supreme Court and lower courts with judges appointed for life
- Favored by the states with large populations

**New Jersey Plan**
- Three branches of government—Legislative, Executive, Judicial
- Unicameral or one house—House of Representatives
- Representation equal for all states like had been in the Articles of Confederation—one vote per state
- Plural executive chosen by Congress for one term
- Supreme Court only with judges appointed for life
- Favored by the states with small populations

Great Compromise—Connecticut Compromise

**Summarize the Great Compromise using only 5 sentences.**

1. 

2. 

3. 

4. 

5. 
Slavery and the Constitution

Although the words “slave” and “slavery” never appear in the Constitution, slavery was a prominent issue at the Constitutional Convention. Two issues involving the slave population became prominent and led to differences between Northern and Southern states.

As you read the information below, identify if the statement would have benefited the Northern or Southern states and circle your answer.

The first was whether slaves were to be included in the state’s population for purposes of representation in the House.

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The second was to what extent Congress would have the power to regulate the importation and taxation of slaves brought into the United States. The inclusion of so-called direct taxes linked and taxation. Article I, Section 9 states “No capitation, or other direct Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.” A state’s share of any direct tax would be apportioned based on its population, that is, the greater the state’s population, the more taxes it would owe. Including a state’s slave population would increase its tax burden. On the other hand, representation in the House based on a state’s population, including the state’s slave population, would also increase the number of House members the state received.

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The solution was the so-called Three-Fifths Compromise. The compromise included counting three-fifths of the slave population for purposes of representation and the same three-fifths of the slave population used to calculate the state’s share of any direct tax imposed. Because direct taxes are difficult to calculate and even harder to collect, they seldom have been imposed resulting in the Southern states receiving a decided advantage.

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On the issue of the importation and taxation of slaves, the delegates agreed upon a separate arrangement. Upon the ratification of the Constitution, delegates agreed that the national government could not prohibit the importation of slaves prior to the year 1808. At that time, Congress could exercise its power over foreign commerce to ban the importation of slaves. At the same time, until the importation of slaves stopped, any import tax on slaves could not exceed $10 per slave.

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Summarize the three-fifths compromise using no more than 5 sentences.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
To Ratify or Not To Ratify the Constitution

There were many supporters for and against the ratification of the new Constitution in 1787. The debates were heated. The people below were identified as either Federalists or Anti-Federalists and wrote their arguments in what we know today as the Federalists Papers and Anti-Federalists Papers.

As you read about the ratification debate.

• Highlight the arguments for each of the following individuals: Alexander Hamilton, George Mason, James Madison, Mercy Otis Warren, and Patrick Henry.

• Complete the speech bubble for each individual and include one of the following hashtag’s to show what side of the argument they were on: #TEAMFEDERALIST or #TEAMANTI-FEDERALIST

The following terms will be helpful to understand as you read the following.

Ratify: To accept or to approve
Ratification: the process of accepting or approving something
Federalists: People who were in support of ratification
Anti-Federalists: People who were against ratification

Ratification Debate

After spending the entire summer behind closed doors in secrecy dealing with several difficult issues, the new Constitution of the United States was completed. Thirty-nine delegates present at the end of the convention signed the Constitution. On September 17, 1787, the delegates sent the new Constitution to the states for ratification [approval].

Two groups developed during the debate over ratification of the U.S. Constitution. The Federalist/ Anti-Federalist disagreement centered primarily on these concerns: the manner in which the Constitution was written, criticisms about the makeup of Congress, the absence of a Bill of Rights, the power of the Executive, and the unclear nature of the legislative powers of Congress.

Mercy Otis Warren was one of the most outspoken critics of the way the Constitution was created. In her *Observations on the New Constitution*, Warren criticized the secrecy of the Philadelphia Convention. Delegates were instructed not to correspond with the people back home and the sessions were held in secret. Warren also noted that the Convention went beyond the mandate it was given by Congress which was to revise the Articles of Confederation. She lamented the speed with which the states were calling state ratifying conventions because she did not think it gave the states enough time to consider the consequences of ratification. Finally, she criticized the fact that state legislatures were totally left out of the ratification process and that only nine of the thirteen states were required to put the new Constitution into operation.
Patrick Henry also criticized the bypassing of state legislatures in the ratification process. Henry argued that despite the defects of the Articles of Confederation the fact remained that the government under the Articles had served us well during the successful Revolutionary War.

Several people criticized the makeup of the Congress. Both Warren and Henry questioned the ratio of citizens to representatives. The Constitution called for one representative for each 30,000 persons. Warren believed the ratio was too small and Henry argued that there was no guarantee each state would receive its proper allotment. Warren was concerned that there were no limits on the number of terms either the President or the members of Congress could serve. This, she argued, would lead to aristocracy. She also disliked the length of the terms thinking even a two-year term for House members was too long. Finally, she disliked the idea that members of Congress could determine their own salary.

The absence of a Bill of Rights was an issue that emerged early in the debate over ratification. Indeed, the absence of a Bill of Rights was the primary reason George Mason of Virginia refused to sign the Constitution. The Anti-Federalist position was simple; there were few restrictions on the national government to protect the rights of individual citizens. After all, many believed the major reason for the Revolution was that the British government had violated the rights that colonists regarded as rights of Englishmen. Indeed, the Declaration of Independence included a long list of grievances [complaints] against George III that colonists believed violated their fundamental rights. It seemed only logical that the Constitution of a new government should include those rights deemed sacred by Americans.

Throughout the ratification debate, Federalists argued that amending the Constitution would remedy any defects. In the Federalist Papers, Alexander Hamilton also made the case for the omission [not including] of a Bill of Rights.

First, he argued that there was really no need for a Bill of Rights because the powers of the new government were enumerated [spelled out] and limited. Therefore, the new government could only exercise those powers actually enumerated in the Constitution. For example, the new government was not empowered to establish a religion and therefore had no power to do so. Likewise, there was no power granted to abridge [lessen the strength of] the freedom of the press so Congress could not do so.
Second, Hamilton argued that states included bills of rights in their own constitutions and that citizens should look to their own state governments for the protection of their rights.

Third, Hamilton pointed out that the constitution of his home state of New York did not contain a Bill of Rights, which he interpreted to mean that one was not essential to liberty and good government.

Fourth, the enumeration of certain rights might lead to overlooking and omitting other rights. This argument held that if Bill of Rights did not include a particular right, it was not important and subject to limitation by the government.

A single executive exercising "all executive power" was a major concern of other prominent Anti-Federalists including Brutus in his Essay #1. Once again, Hamilton was the one who stepped forward to rebut the concerns of the Anti-Federalists. Hamilton did this by comparing and contrasting the presidency with a monarchy.

First, he noted that a monarchy was hereditary and the monarch served for life. In contrast, the president must seek reelection every four years and could not pass his office to his heirs. Unlike a king who must die, abdicate [leave the throne], or be deposed [removed], the president would be subject to removal by impeachment by Congress.

Second, he noted that the president had no power to raise an army and navy as the Constitution gave this power to Congress. Along the same lines, the president could not declare war, which the Constitution also left to the Congress.

Next, unlike a monarch who could enter into treaties with foreign nations, treaties negotiated by the president-required ratification [approval] by two-thirds of the Senate. Unlike a monarch, the president could not unilaterally appoint judges. Presidential nominees for judges required confirmation by the Senate. Hamilton conceded the president had some powers like a monarch such as the power to receive and dismiss foreign ambassadors but he rhetorically asked, “Who else is better situated to perform this task?”
Ratification Debate

The Anti-Federalists were very concerned that the Constitution granted too much power to the national government and would swallow the states’ powers. A general concern was the Necessary and Proper Clause at the end of Article I, Section 8 that gave the Congress the “power to make all laws necessary and proper for carrying into execution the forgoing powers…” of the national government. Three additional concerns with Section 8 included the taxing power, the power to have a standing army and navy, and the power to regulate interstate commerce. Concern over the taxing power was related to the general distrust of a central government they assumed would be far removed from them, and thereby less responsive to their concerns regarding taxation. A distant government in Great Britain had already shown them the danger of excessive taxation.

Much of the discussion over the new national government and the Constitution centered on the philosophical debate over whether a republic [representative government] was appropriate for a nation as large as the United States. Even before the concept of manifest destiny was fashionable, leaders recognized that the expansion of the country was inevitable. Brutus and other Anti-Federalists argued that smaller political units like the individual states made it less likely that tyranny would arise. In Federalist 10, Madison asserted that a nation with many and varied interests would make it difficult for one group or faction to impose its will on the whole nation. That, plus the system of checks and balances woven into the fabric of the Constitution, would ensure against the tyranny the Anti-Federalists feared. The Federalists conceded [admitted] that the document they had written was not perfect and they were willing to consider amending the document.

The Constitution incorporated many concerns of the Anti-Federalists, and amendments to the Constitution answered others.
Federalist or Anti-Federalist?

Identify the following Quotes as either Federalists or Anti-Federalists statements.

1. . . . A federal government . . . ought to be clothed with all the powers requisite (necessary) to complete execution (carrying out) of its trust.

2. Energy in the Executive is a leading characteristic in the definition of good government.

3. A bill of rights . . . serves to secure the minority against the usurpation (taking of power) and tyranny of the majority.

4. I am against inserting a declaration of rights in the Constitution. . . If such an addition is not dangerous, it is at least unnecessary.

5. . . . government . . . never can extend equal benefit to all parts of the United States. Different laws, customs, and options exist in different states, which by a uniform system of laws would be unreasonably invaded.
The following comic strip tells the story of the events leading up to the creation and ratification of the Constitution. Below each cartoon, write a brief caption that helps to tell our story.
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