

Section 3

Step-by-Step Instruction

Review and Preview

Students have learned about the compromises needed to create the Constitution. Now they will focus on the struggle for ratification and approval.

Section Focus Question

How did those in favor of the Constitution achieve its ratification?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: They published arguments supporting the Constitution in newspapers; they held conventions to debate the Constitution.*)

Prepare to Read

Build Background Knowledge

L2

Tell students that in this section they will read about the struggle for the states' approval of the Constitution. Ask students to preview the headings and visuals in the section and think about what they learned in Section 2. Have students brainstorm for a list of reasons that the states might have supported or opposed the Constitution. Use the Idea Wave technique (TE, p. T24) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 74

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives.



A Bill of Rights

“A bill of rights is what the people are entitled to against every government on earth, general or particular; and what no just government should refuse or rest on inference.”

—Thomas Jefferson,
letter to James Madison, 1787

◀ The debate over the Constitution led to the Bill of Rights.

Debating the Constitution

Objectives

- Compare the positions of the Federalists and the Antifederalists.
- Discuss the debate over ratification.
- Describe the Bill of Rights and how it protects the people.

Reading Skill

Evaluate Support for Propositions

When a person argues a proposition using reasons and support, listeners or readers must evaluate that support—that is, whether the evidence given really supports the proposition. As you read, ask yourself if the propositions are well supported and whether or not they convince you.

Key Terms and People

ratify
Alexander Hamilton

John Jay
George Mason

Why It Matters Americans debated whether or not to ratify, or approve, the Constitution. Many states insisted that a bill of rights be added. In the end, the Constitution was ratified and it included the Bill of Rights. The Constitution has successfully served as our framework of government for more than 200 years.

Section Focus Question: How did those in favor of the Constitution achieve its ratification?

Federalists Versus Antifederalists

The convention had set a process for states to **ratify, or approve,** the Constitution. Each state was to hold a convention. The Constitution would go into effect once it was ratified by nine states.

The Federalist Position Supporters of the new Constitution called themselves Federalists because they favored a strong federal, or national, government. James Madison, **Alexander Hamilton,** and **John Jay** published the *Federalist Papers*, a series of 85 newspaper essays in support of the Constitution.

At the heart of the Federalist position was the need for a stronger central government. For the Union to last, they argued, the national government had to have powers denied to it under the Articles of Confederation, including the power to enforce laws. Hamilton wrote:

“Government implies the power of making laws. It is essential to the idea of a law, that it be attended with . . . a penalty or punishment for disobedience. If there be no penalty . . . the resolutions or commands which pretend to be laws will, in fact, amount to nothing more than advice.”

—Alexander Hamilton, *The Federalist* No. 15

Differentiated Instruction

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Understanding Word Parts Explain to students that *anti-* is a prefix, or word part that is added to the front of a word to change its meaning. Tell them that *anti-* means “against” or “opposite.” When it is added to a word, such as *Federalist*, it makes a new word that means the opposite of the original. Explain that *-ist* is a

suffix, or word part added to the end of a word that creates a new word describing a person who does or believes something. So a *Federalist* is someone who believes in the federal government. Have students search for other words with *anti-*, such as *antihero*, and with *-ist*, such as *motorist*. Ask them to share their findings with the class.

The Antifederalist Position Opponents of ratification were called Antifederalists. Leading Antifederalists, such as **George Mason** and Patrick Henry of Virginia, agreed that the Articles of Confederation were not strong enough. However, they felt the Constitutional Convention had gone too far.

Antifederalists were not all united in their reasons for opposing the Constitution. Some of their most frequent arguments included:

- **Weakening the States** Antifederalists argued that the Constitution dangerously weakened the state governments. They feared that a too-strong central government, like that of England, would wipe out state power and individual freedom. “There never was a government over a very extensive country without destroying the liberties of the people,” warned Mason.
- **No Bill of Rights** Some Antifederalists pointed out that the proposed Constitution offered no protections for basic freedoms. Unlike the constitutions of many states, it had no bill of rights.
- **President or King?** Another objection was that the Constitution provided for a President who could be reelected again and again. Said Henry, “Your President may easily become a king.”

Checkpoint Why did Antifederalists believe that the Constitutional Convention had gone too far?

The Ratification Debate

The debate between Federalists and Antifederalists heated up as states held their ratification conventions. Without the approval of nine states, the Constitution would not go into effect.

Delaware acted first. Its convention unanimously approved the Constitution on December 7, 1787. Pennsylvania, New Jersey, Georgia, and Connecticut quickly followed.

Antifederalists hoped to win in Massachusetts. Opposition to the Constitution was strong in the rural areas from which Shays’ Rebellion had drawn its strength. Only a major campaign by Constitution supporters won ratification by the state.

All eyes moved to Virginia. By then, Maryland and South Carolina had ratified, which made a total of eight state ratifications. Only one more was needed. But if large and powerful Virginia rejected the pact, New York and other remaining states might do so, too.

Biography Quest



George Mason
1725–1792

The author of Virginia’s bill of rights, George Mason, went to the Constitutional Convention with hopes of forming “a wise and just government.” But Mason quickly became dissatisfied. Though a slave owner himself, he favored an end to slavery and disliked the Three-Fifths Compromise. Mason was even more upset when the convention voted against his proposal to add a bill of rights. In the end, he refused to sign his name to the new Constitution.

Biography Quest Online

Why is Mason called “the father of the Bill of Rights”?

For: The answer to the question about Mason

Visit: PHSchool.com

Web Code: myd-2033

Evaluate Support for Propositions

How do Antifederalists support the proposition that the national government needed fewer powers?

Teach

Federalists Versus Antifederalists

p. 218

Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **flexible** and **amendment** using the strategy on TE p. T21.
- **Key Terms** Have students complete the See It–Remember It chart.
- Read **Federalists Versus Antifederalists** using the Paragraph Shrinking strategy (TE, p. 23).
- With students, compare and contrast the arguments of the Federalists and Antifederalists. Ask: **What was the basic position of each side?** (*Federalists supported the Constitution and a strong central government. Most Antifederalists were against the Constitution and feared the increased power of the central government.*)
- Ask: **Which side do you think made the strongest arguments, and why?** (*Answers will vary, but students should demonstrate an understanding of the two positions.*)
- Display the transparency **The Federalist Papers**. Discuss both Federalist and Antifederalist arguments.

Color Transparencies, The Federalist Papers

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students begin to fill in the Notetaking Study Guide, make sure they understand the Federalist and Antifederalist positions toward the Constitution. Provide assistance as needed.

Answers

Biography Quest George Mason strongly advocated the passage of the U.S. Bill of Rights, which was modeled largely on his Virginia Bill of Rights.

Checkpoint They argued that the meeting was called only to revise the Articles of Confederation.

Reading Skill Antifederalists feared a strong central government would limit state power and individual freedom.

Vocabulary Builder

Use the information below to teach students this section’s high-use words.

High-Use Word Definition and Sample Sentence

flexible, p. 221 *adj.* able to change
The Puritans of Massachusetts found it difficult to be **flexible** on religious matters.

amendment, p. 221 *n.* addition or alteration to a document
The Twenty-sixth **Amendment** allows citizens who are 18 years old to vote in state and national elections.

The Ratification Debate

p. 219

The Bill of Rights

p. 220

Instruction

L2

- With students, read The Ratification Debate and The Bill of Rights. Remind them to look for details that answer the Section Focus Question.
- Ask: **What was significant about the fact that all 13 states ratified the Constitution?** (It meant that the union of the states would be preserved.)
- Have students complete the worksheet James Madison's Speech Proposing the Bill of Rights. Ask: **Why was the Bill of Rights added to the Constitution?** (to protect people against abuse by the federal government)

All in One Teaching Resources, Unit 2, James Madison's Speech Proposing the Bill of Rights, p. 78

Independent Practice

Have students complete their work on the study guide for this section.

Monitor Progress

As students complete the Notetaking Study Guide, make sure they understand the debates over ratification and the objectives of the Bill of Rights. Provide assistance as needed.

Have students fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Ask students to go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with a definition or example.

All in One Teaching Resources, Unit 2, Reading Readiness Guide, p. 74; Word Knowledge Rating Form, p. 71

Answers

Reading Political Cartoons (a) the states; Delaware; New York, North Carolina, Rhode Island (b) It favored the Federalists because it supported ratification.

Checkpoint Virginia was a large and influential state. If it did not ratify the Constitution, other states might not, either, and the union could break apart.

United We Stand . . .



A hand reaches from the heavens to put Virginia in place.

New Hampshire was the ninth state to ratify, allowing the Constitution to go into effect.

Reading Political Cartoons

Skills Activity

The cartoon above appeared in an American newspaper in 1788—at a time when the states were debating whether or not to ratify the Constitution.

- (a) **Identify Main Ideas** What do the pillars represent? Which pillar is first? What pillars are missing?
- (b) **Detect Points of View** Do you think the cartoonist favored the Federalists or the Antifederalists?

Patrick Henry led the attack on the Constitution in Virginia. “There will be no checks, no real balances, in this government,” he said. James Madison supported the Constitution and warned of the possible breakup of the Union. In the end, the Federalist view narrowly won out. Virginia’s convention approved the Constitution by a vote of 89 to 79.

Meanwhile, in June 1788—while Virginia was still debating—New Hampshire became the ninth state to ratify. The Constitution could now go into effect. In time, New York and North Carolina followed. Finally, in May 1790, Rhode Island became the last of the original 13 states to ratify the Constitution.

On July 4, 1788, Philadelphia celebrated the ratification of the Constitution. A huge parade snaked along Market Street, led by soldiers who had served in the Revolution. Benjamin Rush, a Philadelphia doctor and strong supporter of the Constitution, wrote to a friend, “Tis done. We have become a nation.”

Checkpoint Why was the vote in Virginia so important?

The Bill of Rights

Once the ninth state had ratified the Constitution, Congress took steps to prepare for a new government. George Washington was elected the first President, with John Adams as Vice President.

During the debate on the Constitution, many of the states had insisted that a bill of rights be added. This became one of the first tasks of the new Congress that met in March 1789.

Differentiated Instruction

L3 Gifted and Talented

L3 Advanced Readers

Exploring Primary Sources Have students read George Mason’s essay “Objections to the Constitution” from the Exploring Primary Sources in U.S. History CD-ROM. Using what they have learned in this section and from any necessary additional research—for example, they may

read excerpts from the Federalist Papers—have students write a Federalist reply to Mason’s essay that addresses each one of his points.

Primary Sources in U.S. History CD-ROM, Objections to the Constitution

The Framers had provided a way to amend the Constitution. They wanted to make the Constitution **flexible** enough to change. But they did not want changes made lightly. So, they made the process fairly difficult. (You will read more about the amendment process in the Citizenship Handbook.)

In 1789, the first Congress passed a series of **amendments**. By December 1791, three fourths of the states had ratified 10 amendments. These amendments are known as the Bill of Rights. The Bill of Rights aims to protect people against abuses by the federal government. Many of them came out of the colonists' struggle with Britain.

The First Amendment guarantees freedom of religion, speech, and the press. The Second Amendment deals with the right to bear arms. The Third Amendment bars Congress from forcing citizens to keep troops in their homes, as Britain had done.

The Fourth Amendment protects citizens from unreasonable searches of their homes or seizure of their property. Amendments Five through Eight protect citizens who are accused of crimes and are brought to trial. The last two amendments limit the powers of the federal government to those that are granted in the Constitution.

✓Checkpoint Why did Congress move quickly to pass the Bill of Rights?

★ Looking Back and Ahead The delegates to the Constitutional Convention are often called the Framers because they framed, or shaped, our form of government. The Constitution they wrote established a republic that has thrived for more than 200 years. On the following pages, you will read the actual text of the Constitution and study its meaning in more detail.

Vocabulary Builder

flexible (FLEHKS ah bahl) *adj.* able to change

amendment (ah MEHND mehnt)

n. addition or alteration to a document

Assess and Reteach

Assess Progress L2

Have students complete the section assessment. Administer the Section Quiz.

All in One Teaching Resources, Unit 2,
Section Quiz, p. 83

To further evaluate student progress, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies,
Chapter 7, Section 3

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying questions.

Interactive Reading and Notetaking Study Guide, Chapter 7,
Section 3 (Adapted Version also available.)

Extend L3

Have students use the Internet to find out the rights guaranteed under the first 10 amendments to the Constitution. Have them create a chart that summarizes their findings.

Extend Online

For: Help with this activity
Visit: ph.infoplease.com
Web Code: mye-0219

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Section 3 | Check Your Progress

Progress Monitoring Online
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-2033

Comprehension and Critical Thinking

1. (a) **Summarize** In complete sentences, list three arguments of the Antifederalists against the Constitution.
(b) **Draw Conclusions** Why might the Antifederalists think the Constitution would reduce the power of the states?

2. (a) **Recall** Compare the attitudes of Patrick Henry and James Madison toward ratification.
(b) **Apply Information** How did the passage of the Bill of Rights help deal with Patrick Henry's concerns?

Reading Skill

3. **Evaluate Support for Propositions** Patrick Henry led the attack on the Constitution. "There will be no checks, no real balances, in this government," he said. Evaluate his supporting argument. Do you think it is an effective argument?

Key Terms
Answer the following question in a complete sentence that shows your understanding of the key term.
4. Why was it important that Virginia **ratify** the Constitution?

Writing

5. Write a paragraph discussing the Bill of Rights as the solution to a problem faced by the early U.S. government after the Constitution was ratified. Complete the following topic sentence, and then write four more sentences developing this idea with specific information. **Topic sentence:** In 1789, the first Congress passed 10 amendments to the Constitution, known as the Bill of Rights, in order to protect ____.

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Section 3 Check Your Progress

1. (a) Sentences should identify three of the following: the Convention exceeded its powers; the Constitution weakened state governments; it did not protect basic freedoms; it gave the President too much power; it reduced the political power of the public.
(b) Possible answer: The Constitution did not protect individual rights.
2. (a) Henry was against the Constitution and felt it would lead to tyranny; Madison supported it and thought the nation needed a strong government.
(b) Individual rights were protected.

3. Answers will vary. Many students will disagree, believing that the division of powers provides adequate checks and balances.
4. It was important that Virginia approve the Constitution because it was large and powerful.
5. individuals from government abuses; paragraphs will vary.

Answer

✓Checkpoint to protect basic liberties