

Immigration to the United States

SOURCE	1891–1910	1911–1930	1931–1950	1951–1970	1971–1995
Europe	11,611,392	6,785,081	968,713	2,449,219	2,316,661
Asia	398,405	359,295	53,623	580,891	5,919,221
Latin America	218,323	993,687	236,596	1,922,056	7,676,322
Africa	7,718	14,729	9,117	43,046	410,621
Canada	182,537	1,666,700	278,245	791,262	405,177

Source: United States Immigration and Naturalization Service.

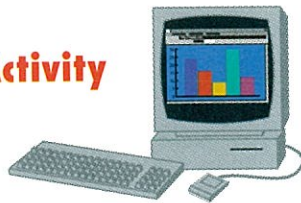
Focusing on Your Community

Investigate the different groups of people in your community. What immigrant groups originally settled there? How has the character of the population changed over the years? Have there been any significant population shifts? Interview some elderly citizens about the changes they have observed in the community. Prepare an informal report for your class on the character of your community and how it has changed.

Technology Activity

Using the Internet

Search the Internet to find the home page for the Immigration and Naturalization Service. You may want to use the following key words to focus your search: **immigration, naturalization, citizenship**. Once you reach the home page, search through the sites referenced to find the most recent statistics on immigration to the United States. List the five countries that sent the most immigrants to the United States and the number each sent.



Cooperative Learning

In groups of four, find out the location of the nearest immigration office. Call the office and ask for information on becoming a naturalized citizen. Try to find out what types of questions an immigrant will be asked during the application and interview processes. If possible, ask a naturalized citizen to speak to your class about his or her experiences in becoming a United States citizen.

Analyzing Visuals

Immigration to this country has changed a great deal during the nation's history. The table above shows the numbers of immigrants who have come from Europe, Asia, Africa, and the Americas in the past 100 years. Use this table to help you answer the following questions.

1. Which immigrant groups have declined since 1970?
2. Which immigrant groups have grown in size since 1970?
3. During which period did the largest number of immigrants come to the United States?

Roots of American Democracy

CIVIC PARTICIPATION

When this nation's Founders met in Philadelphia to establish a new government, they drew inspiration from ancient Greece and Rome and from the democratic institutions of Great Britain. Using these ideas and others, they created a democracy well suited to the needs of generations of Americans. Contact a local historical society to learn about your

community's history. Collect information about its founders, charter, and history.

Working in Your Community

Interview people in your neighborhood to learn about their roots in the community. Find out when their families first settled there. Write a history of the community, and give a copy of it to the historical society. ■

Your Civics Journal

Imagine that you are living in the 1770s on the eve of the American Revolution. Record your observations and feelings about such events as the writing of the Declaration of Independence. Include your feelings about independence and how people opposed to it might feel.







Our English Heritage

FOCUS

TERMS TO KNOW

Parliament, legislature, precedent, common law

OBJECTIVES

- Describe **the development of Parliament.**
- Explain how English government changed after **the Glorious Revolution.**
- Explain what is meant by an **unwritten constitution.**
- Discuss England's system of **common law.**

During the rule of King John, the king made large grants of land to nobles, who pledged to obey him and serve him faithfully. This meant supplying armies and equipment and paying taxes to help King John support his wars. Nobles who failed in their duties were punished severely. In 1215, the nobles rebelled. They felt the king did not respect their rights as nobles and his taxes were making them poor. They forced him to sign an agreement, called the Magna Carta (or Great Charter). An important part of this document was a list of the nobles' rights.

The document established a principle that had far-reaching effects. In signing it, the king admitted that his power had certain limits and that he, too, had to obey the laws.

The Development of Parliament

Henry III, the king who followed John on the throne, met on a fairly regular basis with a group of nobles and church officials. They advised the king and helped govern the realm. The group's meetings were called parliaments, from the French word *parler*, meaning "to talk." Over the years, this advisory group grew in size and power.

By the late 1300s, **Parliament** had developed into a legislature. A **legislature** is a group of people who make laws for a state or country. The king still ruled England, but the English Parliament had taken over most of the day-to-day work of governing.

Although Parliament began as a single group, it eventually split into two

Nobles' Rights The English nobles forced King John to sign the Magna Carta. *Why did the nobles draw up the Magna Carta?*



parts, or houses. The upper house, called the House of Lords, grew out of the group of nobles who had once advised King Henry. The lower house, called the House of Commons, was made up of representatives of towns and counties. This arrangement divided the governing power between the two houses of the English Parliament.

The Glorious Revolution

The role of Parliament changed again in the late 1600s, with an event called the Glorious Revolution. During the rule of King James II, England went through a period of great unrest. In 1688 Parliament removed King James from power and offered his throne to a new pair of rulers, William and Mary.

In doing so, Parliament demonstrated that its power was now greater than that of the monarch. The idea of government in England had changed. No longer did Parliament's right to govern come directly from a monarch. From that time on, Parliament's power would come from English citizens, and no ruler's power could be greater than that of the legislature.

To make sure that no monarch would ever question the legislature's right to govern, Parliament drew up a bill of rights in 1689. This English Bill of Rights gave Parliament the sole power to make laws, raise taxes, and control the nation's army. It also set up a system for parliamentary elections.

Unwritten Constitution

As you will discover in Chapter 3, the Framers of the United States Constitution carefully planned the government of

the United States. They spent many days discussing the way the government would be organized and how it would work. After reaching agreement, they put the plan in writing as a guide for future generations of Americans.

DID YOU KNOW?

Billy Penn's Hat

It's hard to believe that a hat could get someone into trouble, but that is what happened to William Penn.

In the 1600s, ordinary citizens were expected to remove their hats as a sign of respect in the presence of their "betters." Penn, however, was a Quaker and did not believe government officials or even members of royalty were his betters. For Quakers, all people were equals in the eyes of God.

In 1670 Penn was brought to trial for preaching an unlawful religion. When he refused to remove his hat in court, the judge fined him five pounds. The jury found Penn not guilty of the preaching charge, but the judge sent him to jail because he refused to pay the hat fine.

Some years later, Penn founded the colony of Pennsylvania. Citizens of the colony could practice whatever religions they pleased—even if it meant keeping their hats on.



William Penn

The government of England was never planned in this way, and its rules were never written down. There were, of course, many written documents that helped to shape the government—among them, the Magna Carta and the English Bill of Rights. No one document, however, contained a master plan for government. For this reason, England is said to have an unwritten constitution.

Common Law

Just as a constitution can be unwritten, the day-to-day laws people live by also can be unwritten. If enough people follow a certain “law,” then that law exists, even if it is not written down.

In its earliest days, England had no laws as we know them today. The monarch could make and change rules at will. The monarch also had the power to punish citizens for breaking laws.

Development

Over the centuries, however, a system of courts developed, and the courts’ decisions became the basis of a system of law. When early judges were asked to decide a case, they would look for a **precedent**—a ruling in an earlier case that was similar. If someone was accused of breaking a contract, for example, the judge would try to find out whether anyone had ever been accused of breaking a similar contract. The judge would then find out whether that person had been found guilty, and, if so, what the punishment had been. The judge would then make a similar ruling in the current case.

This system of law, based on precedent, is known as **common law**. An important aspect of common law was that it was consistent. That meant that in simi-

lar circumstances, the law would produce similar results.

American Common Law

Like England’s system of government, the system of common law came about without being planned. Because it worked well, it remained in place for many centuries. Today our laws about property, contracts, and personal injury are based on English common law.

This, then, was the English citizen’s heritage. It included the idea that the ruler is not above the law, that people should have a voice in their government, and that citizens have basic rights protected by law. This heritage also included a consistent system of common law and a legislature made up of representatives of different groups of English citizens. These ideas took root in a new land when the English established colonies in America.

★ SECTION 1 REVIEW ★

UNDERSTANDING VOCABULARY

Define Parliament, legislature, precedent, common law.

REVIEWING OBJECTIVES

- 1 How did the English Parliament develop?
- 2 How did the government of England change after the Glorious Revolution?
- 3 What is meant by an unwritten constitution?
- 4 What is English common law?



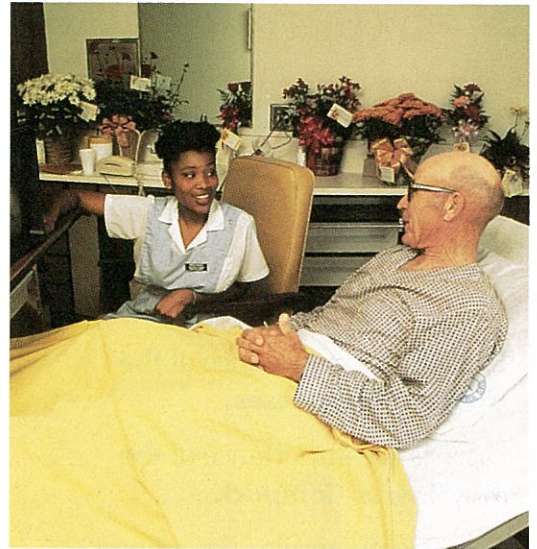
How to Volunteer for Community Service

A volunteer is someone who provides a service to the community without getting paid. Perhaps you have helped out with a school food drive or worked with students in the library. If so, you already have some volunteer experience.

Volunteer Opportunities

Opportunities to do volunteer work exist all around you.

- **Local hospitals.** In most hospitals, volunteers visit patients and perform services to make their stay more pleasant. Some hospitals have volunteer programs for teens. This enables students to become familiar with hospital work to see if they want to pursue a medical career.
- **Volunteer fire departments and rescue squads.** Volunteers usually start in their mid- or late teens to learn the skills they need to become firefighters. Being a volunteer firefighter is an important job you can do for your community.
- **Libraries.** Public libraries often use teenage volunteers to help shelve books, work with students, and help at the circulation desk.
- **Nursing homes and daycare centers.** Like hospitals, these are two very good places to learn care-giving skills you can use in careers such as medicine, nursing, and child care. Many elderly people in nursing homes have no family to visit them.



Student volunteer at nursing home

By volunteering you can help brighten their days.

- **Schools.** Many schools have programs in which older students tutor younger ones. If you are very good at one or two subjects, check with your school office to see if you can tutor someone else in those subjects.

To volunteer for any of these jobs, look up the organization in your telephone directory, and call. If one agency cannot use your help, try another. There is always a need for volunteers.

CITIZENSHIP IN ACTION

- 1 Why do you think volunteer work is an important way to practice good citizenship?
- 2 What kind of volunteer work would you like to do? Why?



The Colonial Experience

FOCUS

TERMS TO KNOW

colony, colonists, compact, town meeting

OBJECTIVES

- Explain the importance of **the House of Burgesses**.
- Discuss the importance of **the Mayflower Compact**.
- Describe the similarities among **English colonial governments**.
- Explain why the colonists began to develop **a new sense of identity** as Americans.

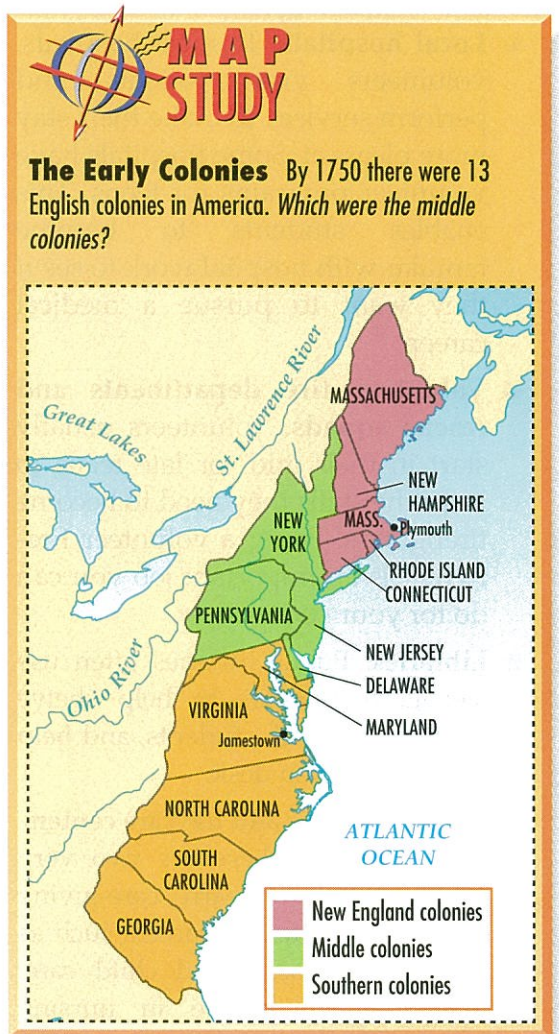
A colony is a group of people in one place who are ruled by the government of another place. When English citizens left their own country to settle in America, they became **colonists**. They lived in America, but they were still under the rule of Parliament.

For most practical purposes, however, the colonists were beyond the reach of their home government. If colonists committed crimes, there were no English police to arrest them and no English courts to try them. If Parliament was considering a new law, there was no easy

way for American colonists to express their opinion about it.

England was, after all, about 3,000 miles away. Airplanes, telephones, and radios did not exist. The only way to send messages between America and England was by ship. Making that trip across the Atlantic could take as long as two months.

For these reasons, the English colonists in America could not depend on Parliament to meet their needs. They had to learn to govern themselves.



The House of Burgesses

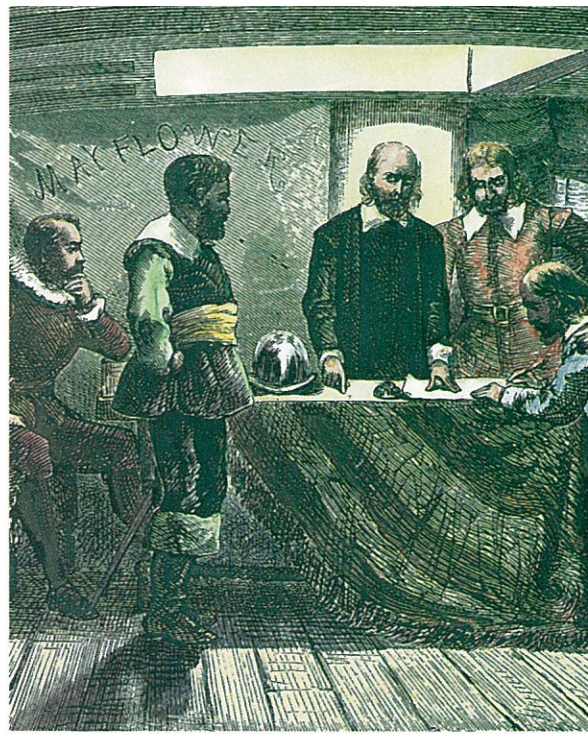
In 1607 a group of English colonists arrived in what is now the state of Virginia. They founded Jamestown, which became the first permanent English settlement in North America. These early colonists had to struggle to survive in a strange land. They tried raising a variety of crops, often without success. They suffered from hunger and from various diseases, including malaria. At the same time, they had to fight off attacks by Native Americans, on whose lands they had built Jamestown.

In 1619 the people of Jamestown took steps to deal with these pressing problems. Colonists from each town or plantation chose two representatives (called burgesses) to meet with the colony's governor. These 22 representatives formed the Jamestown House of Burgesses. It had very little power and solved few of Jamestown's problems. This early attempt at representative government, however, became the first legislature in colonial America.

The Mayflower Compact

In 1620 shortly after the House of Burgesses was formed, a new group of colonists arrived in America. They came ashore hundreds of miles north of Virginia and built a settlement called Plymouth. Today, this area is in the state of Massachusetts, part of New England.

Unlike the colonists of Jamestown, the Plymouth settlers drew up a plan for government to direct the colony. Even before their ship, the *Mayflower*, reached America, 41 of its passengers wrote and signed a document called the Mayflower Compact.



Signing the Mayflower Compact

This agreement established a democratic form of government among the settlers of Plymouth. *On what basis were the laws of the colony to be made?*

A **compact** is an agreement, or contract, made among a group of people. The Mayflower Compact said that the government would make “just and equal laws” for the good of the community. The signers pledged to obey those laws. The compact set up a direct democracy, in which all men would vote and the majority would rule. (As was true almost everywhere at this time, only adult males were allowed to vote.)

The Mayflower Compact established a tradition of direct democracy that remained strong in New England. Throughout the colonial period, many communities in New England held town meetings, and many still do. At **town meetings**, the local citizens gathered to discuss and vote on important issues.



Jamestown House of Burgesses

Following the example of Jamestown, each new colony set up its own government. *What was the model for most colonial legislatures?*

English Colonial Governments

The success of Jamestown and Plymouth led to the formation of other English settlements in America. By 1733 these settlements had grown into 13 colonies, from Massachusetts in the North to Georgia in the South. Following the examples of the House of Burgesses and the Mayflower Compact, each new colony set up its own government.

Although there were differences among the colonial governments, there were many similarities as well. Each colony had a governor, who was either elected by the colonists or appointed by the English king.

Each colony also had a legislature. Many of the colonial legislatures were modeled after the English Parliament, with an upper house and a lower house. The governor appointed the members of most of the upper houses, but colonists usually elected the members of the lower houses.

A New Sense of Identity

As years passed, the colonial governments took on more power and responsibility. Although Parliament paid little attention to America, the colonists continued to think of themselves as British citizens. (Their home country was renamed Great Britain in 1707.)

Although officially British, the colonists lived as Americans. They built towns and roads; they organized their own churches, schools, hospitals, and fire departments. They built a thriving economy and learned they could solve their own problems without help from Britain.

At first, the British government left the colonists alone. As the colonies became more successful, however, Great Britain saw them as a possible source of great wealth. In the mid-1700s, the actions of Parliament made some colonists see themselves, for the first time, as Americans.

★ SECTION 2 REVIEW ★

UNDERSTANDING VOCABULARY

Define colony, colonists, compact, town meeting.

REVIEWING OBJECTIVES

- 1 What was the House of Burgesses and why was it important?
- 2 Why was the Mayflower Compact an important document?
- 3 How were the governments of English colonies similar?
- 4 Why did the colonists begin to develop a sense of identity as Americans?

Great American Documents

Washington's Letter to the Newport Congregation

Throughout their history, Jews have suffered persecution because of their beliefs. They have been tortured, exiled, killed, or forced to adopt other religions. Newport, Rhode Island, must have seemed like a paradise to the first few Jewish settlers who

arrived there in the 1650s. It was a place where they could practice their own religion openly, without fear of prosecution.

Think About It

As you read the following excerpt, think about why toleration and a respect for others is important in a democracy.

Religious Toleration in Rhode Island

Roger Williams founded Rhode Island in 1635 to escape the religious intolerance of the Puritans in the Massachusetts Bay Colony. The laws of Rhode Island decreed freedom of religion for all. Newport's Jewish community thrived and contributed to the town's social, business, and cultural life. In 1759 the Jewish residents laid the cornerstone for the Touro Synagogue, now the oldest synagogue in the United States.

During the Revolutionary War, Newport's Jewish citizens supported the colonial cause wholeheartedly. After the war the members of the synagogue sent President Washington a letter. It expressed their gratitude for living under a government in which people from all religious and national backgrounds had equal rights.

Washington Replies

President Washington agreed with the Jewish congregation. In a reply to them, he wrote that in the United States:

All possess alike liberty of conscience and immunities [protection] of citizenship. It is now no more that toleration [allowing other people's beliefs] is spoken of, as if it was the indulgence [favor] of one class of people, that another enjoyed the exercise of their inherent natural rights. For happily, the Government of the United States, which gives to bigotry [intolerance] no sanction [approval], to persecution no assistance requires only that they who live under its protection should demean [conduct] themselves as good citizens.

Washington was saying that in the United States all citizens enjoyed certain basic rights. These rights did not depend on the goodwill of one group. They were unconditional, and the government would protect them.

INTERPRETING SOURCES

- 1 Why did Jewish colonists settle in Newport, Rhode Island?
- 2 Compare Washington's letter with the First Amendment to the Constitution. Do they deal with the same questions?



Toward Independence

FOCUS

TERMS TO KNOW

mercantilism, boycott, repeal, delegate, congress, independence

OBJECTIVES

- Discuss the American colonists' reaction to **British taxes**.
- Discuss the roles of the First Continental Congress and the Second Continental Congress in the **movement toward independence**.
- Explain the basic ideas found in the **Declaration of Independence**.

During the 1600s and 1700s, Great Britain followed a policy called mercantilism. **Mercantilism** is the theory that a country should sell more goods to other countries than it buys. The British believed that this policy would make them wealthy. This wealth would be used to develop the nation's industries and its navy.

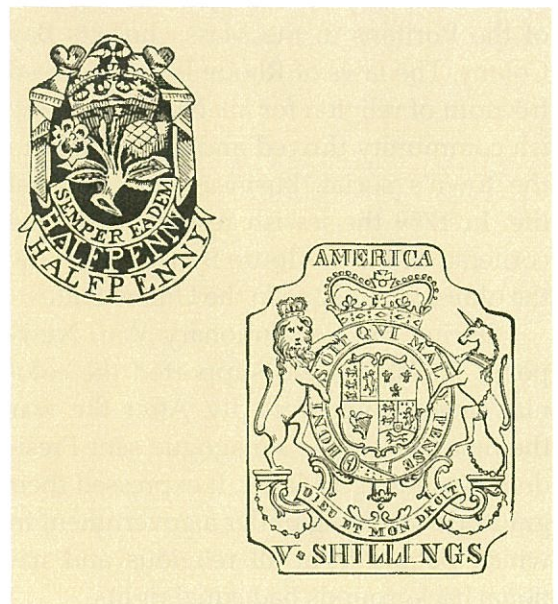
For mercantilism to be successful, Britain needed a source of cheap raw materials. It viewed America, with its fertile farmland and abundant minerals, as a good source. After ignoring the American colonies for many years, the British began to realize how valuable those colonies could be.

British Taxes

After 1760, when George III took the throne, British policy was to squeeze as much wealth as possible out of America. Parliament required the American colonies to sell raw materials, such as cotton and lumber, to Britain at low prices. The colonists also had to buy British products at high prices. As a result, colonial businesses suffered.

The situation worsened after 1763. Britain had fought a long, expensive war with France and had gone into debt. As the victor, Britain won France's North American territory. To pay its debts, Britain levied heavy taxes on the American colonies. In 1765, for example, Parliament passed the Stamp Act, which required colonists to attach expensive tax stamps to all newspapers and legal documents.

Colonial Tax Stamps Colonists had to pay a tax on every sheet of paper they used. When the tax was paid, a stamp was attached to the paper. *Why did England tax the colonists so heavily?*



Careers

Librarian

You probably think librarians have dull jobs shuffling dusty books all day. Not true. Look around your own public library. The reference librarian is helping a high school student find information for a report on ancient Mesopotamia, while workers at the circulation desk are helping people check out books, records, and videotapes.

Types of Librarians

If you want to become a librarian, you can choose among many library specialties. School librarians teach children how to use the library. Special collections librarians work in libraries

devoted to a specific field, such as medicine. Classifiers and catalogers work primarily with books—numbering, cataloging, and shelving them. Audiovisual librarians handle films, videotapes, slides, and the equipment used to show these materials.

Whatever their specialty, all librarians must graduate from col-



Librarian at work

lege and take a year or more of graduate courses in library science. Enjoying working with the public is also a plus.



Volunteer to serve as an aide in your school or public library. Some public libraries also provide part-time paid positions to interested students. Use your experience to learn more about the qualifications and the type of work involved in being a librarian.

The colonists resented the British taxes. Because the colonists could not send representatives to Parliament—as people living in Great Britain could—they felt Parliament had no right to tax them. They summed up their feelings with the slogan “No taxation without representation!”

Besides protesting, many colonists **boycotted**, or refused to buy, British goods. Rebellious colonists proudly wore clothing made entirely of American cloth.

The boycott had its intended effect; Parliament **repealed**, or canceled, the Stamp Act and other tax laws. The situation soon worsened, however. To show that it was still in control, Parliament passed new laws, which Americans called the Intolerable Acts. These laws restricted the colonists’ rights, including the right to trial by jury. The Intolerable Acts also allowed British soldiers to search, and even to move into, colonists’ homes.

Movement Toward Independence

The colonial governments banded together to fight the Intolerable Acts. In September 1774, 12 of the colonies sent **delegates**, or representatives, to a meeting in Philadelphia. The meeting became known as the First Continental Congress. (A **congress** is a formal meeting at which delegates discuss matters of common concern.)

The First Continental Congress

The First Continental Congress lasted seven weeks. During that time, the delegates sent a document to King George III demanding that the rights of the colonists be restored. They also made plans to extend the boycott of British goods. When the Congress ended, the delegates vowed to hold another meeting if King George did not meet their demands by the following year.

Not only did King George refuse to meet their demands, but he also decided to use force against the colonists. In 1775,

two battles between British and colonial soldiers took place in Massachusetts, at Lexington and Concord.

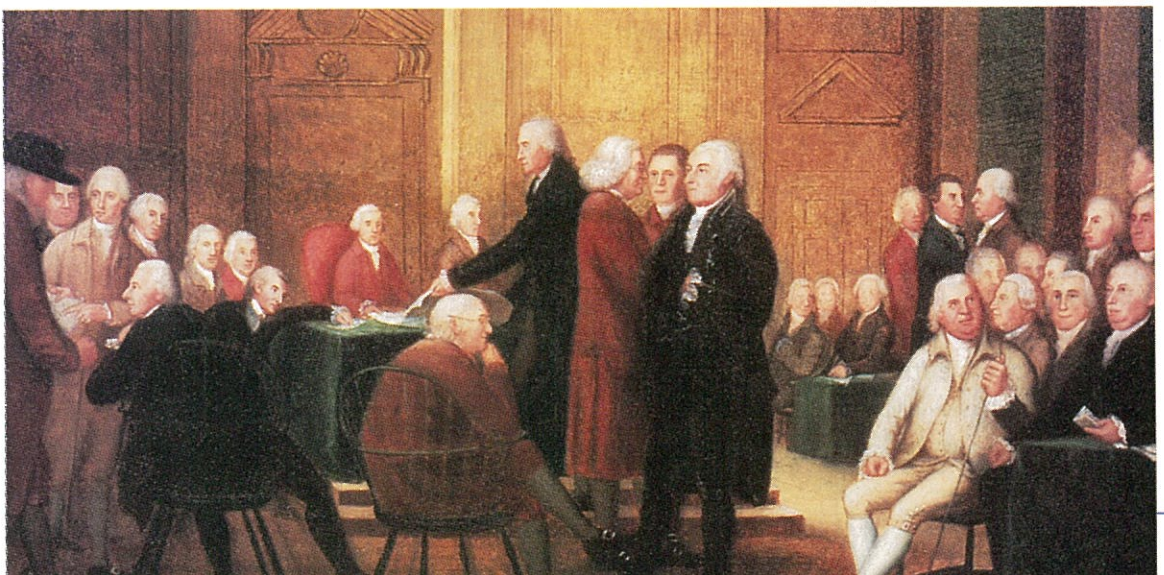
Until this time, most colonists still thought of themselves as loyal citizens of Great Britain. Now, with British soldiers shooting at Americans, many colonists began to question their attachment to Britain. Many people began talking about **independence**—self-reliance and freedom from outside control.

The Second Continental Congress

Faced with the king's refusal to meet their demands, colonial leaders formed the Second Continental Congress, which met in Philadelphia in May 1775. Not every member of the Congress favored independence. Some believed the colonists could never win a war with Great Britain. Others were still loyal to their home country. The Congress spent many months debating independence.

By 1776, however, more than half the delegates had been persuaded that the colonies must become independent.

Declaration of Independence The Second Continental Congress appointed a committee to draft a declaration of independence. *Which British actions made independence a popular idea?*



The Congress appointed a committee to write a document officially announcing America's independence.

The Declaration of Independence

Although a committee was assigned to write the document, one man—Thomas Jefferson—did almost all the work. His Declaration of Independence was a passionate explanation of why Americans had the *right* to be independent. The second paragraph of the Declaration began this way:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

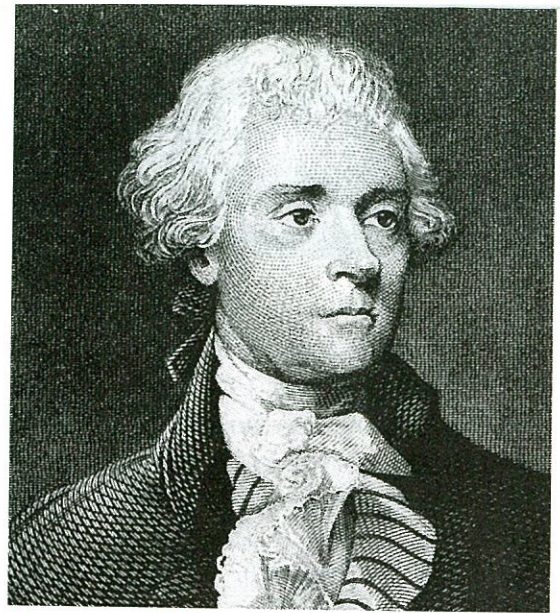
Ideas Behind the Declaration

Most of these ideas did not originate with Jefferson. The idea that all people are equal came from a French philosopher named Jean-Jacques Rousseau.

The idea that people have certain natural rights came from an English philosopher named John Locke. Locke also said that all governments were based on a social compact, an agreement between the people and the rulers. In return for the government protecting their lives, property, and rights, the people gave up some of their freedom.

An Uncertain Future

The Declaration of Independence argued that the British government did not look after the interests of the colonists or protect their rights. For this reason, the British government was no longer the rightful government of the colonies.



Thomas Jefferson In the Declaration Jefferson argued that the British had broken the social compact. *What was the social compact?*

Congress approved the Declaration of Independence on July 4, 1776. The American colonies were now independent states—at least in theory. Their war with Great Britain, however, had just begun, and they would not be truly independent until the fighting ended.

★ SECTION 3 REVIEW ★

UNDERSTANDING VOCABULARY

Define mercantilism, boycott, repeal, delegate, congress, independence.

REVIEWING OBJECTIVES

- 1 How did American colonists react to British taxes?
- 2 What roles did the First Continental Congress and the Second Continental Congress play in the movement toward independence?
- 3 What are the basic ideas found in the Declaration of Independence?

SUPREME COURT CASE STUDIES

Tinker v. Des Moines School District

The First Amendment protects the right to speak and write freely on public issues. Over time, judicial opinion has extended this right to cover freedom of expression, which has included protest signs, advertising, clothing, and even obscenity. In *Tinker v. Des Moines Independent Community School District* (1969), the Supreme Court ruled that freedom of speech also applies to symbols and that the right to free speech belongs to children as well as adults.

The Case

The Tinker case began in 1965, when a group of students in Des Moines, Iowa, wore black armbands to school to protest the Vietnam War. The school board learned of this and voted to ban the armbands and suspend students who wore them on the school grounds. Five students were suspended. Three of them, Mary Beth Tinker, her brother John, and Christopher Eckhart, took the school board to court. They charged that it had violated their right to free speech.

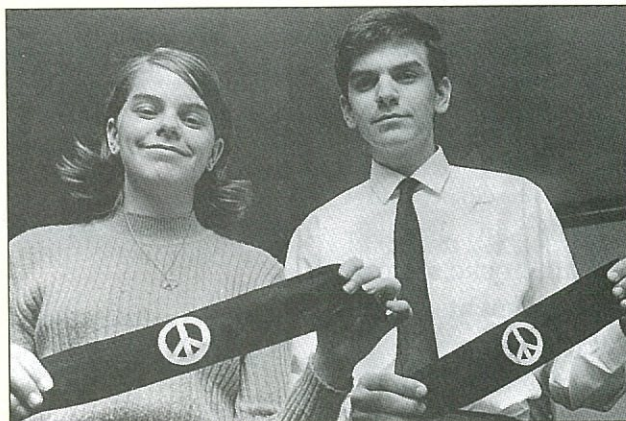
When the case reached the Supreme Court, the students' lawyers argued that

the armbands were a form of "symbolic speech," similar to symbols, such as political campaign buttons, which were allowed. The school board's lawyer countered that the school had the right to make rules to ensure discipline and order. The board feared the armbands would disrupt classes and lead to fights between pro- and antiwar students.

The Court's Decision

The Supreme Court ruled in favor of the students, deciding that the armbands were a form of protected speech. On the issue of whether free speech applied to children, Justice Abe Fortas said: "It

can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate."



The Tinkers

REVIEWING THE CASE

- 1 Why did the students' lawyers argue that the armbands were protected by the First Amendment?
- 2 Do you think you enjoy freedom of speech in your school? Why or why not?



The Nation's First Governments

FOCUS

TERMS TO KNOW

interpret, confederation, ratify, amend

OBJECTIVES

- Explain the basic provisions of **early state constitutions**.
- Identify the major weaknesses of the **confederation** formed under the Articles of Confederation.
- Discuss the significance of **Shays's Rebellion**.

When the Continental Congress approved the Declaration of Independence, it took a giant step into the unknown. Once the colonies had thrown off the British government, how would they be governed?

The Declaration of Independence did not declare America to be a single country. The 13 colonies, in fact, became 13 separate countries, each with its own government and laws. They called themselves "states."

At the time, the idea of separate, independent states appealed to most Americans. The citizens of South Carolina, for example, felt they had little in common with the citizens of Connecticut. A few Americans, however, wanted to create a large central government of their own.

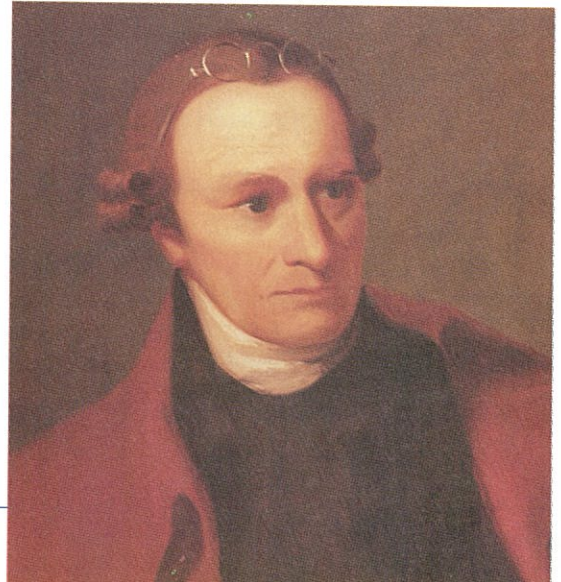
Early State Constitutions

Each new American state immediately confirmed its independence from Britain (and from the other states) by writing its own constitution. Unlike Britain's constitution, which was unwritten and largely unplanned, these state constitutions were detailed, written documents.

Each state's constitution set up a government similar to the colonial government that had come before it. Each state had a legislature, and most of these legislatures had two houses. The legislature would pass laws for the state. Each state also had a governor, who was either chosen by the legislature or elected by the citizens. The governor's job was to carry out the laws. Finally, each state had courts to **interpret** the laws—to decide what the laws meant and how they applied to each new situation.

Many state constitutions included a bill of rights, guaranteeing certain basic freedoms to the state's citizens. Many of

Patrick Henry A strong supporter of the movement for independence, Patrick Henry became the first governor of the state of Virginia. *At what point did Virginia become a state?*



these rights, such as trial by jury and protection of personal property, can be traced back to the Magna Carta.

Confederation

Although each state was well prepared and eager to govern itself, a state could not do some things on its own. It could not raise and maintain a large army, for example. The war against Great Britain could never have been won by 13 small state armies. A single, strong army under central control was necessary.

For this and other reasons, the Second Continental Congress made plans for “a firm league of friendship” among the states. In 1777 the Congress detailed these plans in a document called the Articles of Confederation.



Weaknesses of the Articles of Confederation The Articles did not serve the needs of the new nation. *Why was it so difficult to pass laws under the Articles of Confederation?*

Lack of power and money

- Congress had no power to collect taxes.
- Congress had no power to regulate trade.
- Congress had no power to enforce its laws.

Lack of central power to direct policy and settle disputes

- No single leader or group directed government policy.
- No national court system existed.

Rules too rigid

- Congress could not pass laws without the approval of 9 states.
- The Articles could not be changed without the agreement of all 13 states.

The Articles of Confederation

A **confederation** is a group of individuals (or, in this case, individual governments) who band together for a common purpose. The Articles of Confederation did not unite the states into a single country. Instead, they established a system for cooperation among independent states.

The Articles set up a one-house legislature in which each state had one vote. This Congress had a few limited powers. Among these was the power to control the army and to deal with foreign countries on behalf of the states.

Because of their bad experiences with the British government, the states refused to let the Congress have two important powers. It had no power to tax and no power to enforce its laws. The Articles allowed the Congress to ask the states for money, but not to demand it. The Congress could not, in fact, require the states to do anything.

Weaknesses of the Articles

By 1781 all 13 states had **ratified**, or approved, the Articles of Confederation. Within the next few years, however, it became clear that the Articles had serious problems.

To begin with, the Congress could not pass a law unless 9 states voted in favor of it. Any attempt to **amend**, or change, the Articles required a unanimous vote of all 13 states. These strict voting requirements made it difficult for the Congress to accomplish anything.

Even when the Congress managed to pass laws, it could not enforce them. Unlike the state constitutions, the Articles did not provide for a governor or for courts. If a state decided to ignore a law, the Congress could do nothing.

The Articles' weaknesses had severe consequences. Unable to collect taxes, the Congress had to borrow money to pay for the war against Britain. It accumulated a debt that would take years to repay.

The Congress also allowed the states to fall into debt. Conducting business was difficult during the war against Britain. To make up for lost income, each state placed heavy taxes on goods from other states and countries. Some foreign countries refused to trade with the American states. The Congress could do nothing to remedy the problem.

Shays's Rebellion

The burden of taxes again fell on American citizens, as it had before independence. In 1786 a Massachusetts citizen named Daniel Shays finally decided he had had enough.

Shays was a farmer who, like many other Americans, had fallen into debt because of heavy state taxes. Now the Massachusetts courts were threatening to take his farm away as payment for his debts. Shays felt the state had no right to punish him for a problem the state had created. Many other people in Shays's situation agreed.

A group of 1,200 farmers, led by Shays, marched on the federal arsenal in Springfield. Fearing a riot, the governor ordered state troops to break up the march. Shays and his followers were defeated, but word of the rebellion spread. Americans began to fear that more violent incidents would follow.

It had been clear for some time that the states needed a stronger central government. Now they had a reason to act. In 1787, 12 of the states sent delegates to



Tax Debts Daniel Shays led a rebellion against high taxes that forced farmers into debt. What need did the rebellion make clear to the states?

a meeting in Philadelphia. Their purpose was to change the Articles of Confederation. At the time, no one realized how sweeping those changes would be.

★ SECTION 4 REVIEW ★

UNDERSTANDING VOCABULARY

Define interpret, confederation, ratify, amend.

REVIEWING OBJECTIVES

- 1 What were the basic provisions of early state constitutions?
- 2 What were the major weaknesses of the Confederation formed under the Articles?
- 3 What was the significance of Shays's Rebellion?

★ THE DECLARATION OF INDEPENDENCE ★

July 4, 1776

DELEGATES AT THE SECOND CONTINENTAL Congress faced an enormous task. The war against Great Britain had begun, but to many colonists the purpose for fighting was unclear. As sentiment increased for a complete break with Britain, Congress decided to act. A committee was appointed to prepare a document that declared the 13 colonies free and independent from Britain. The result was the Declaration of Independence.

To aid in comprehension, selected words and their definitions appear in the side margin, along with other explanatory notes.

impel force

endowed provided

People create governments to ensure that their natural rights are protected.

If a government does not serve its purpose, the people have a right to abolish it.

IN CONGRESS, JULY 4, 1776. The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the Laws of Nature and Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.—

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence

indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.—

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

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.—

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

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.—

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.—

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.—

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

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.—

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.—

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

Then the people have the right and duty to create a new government that will safeguard their security.

Despotism *unlimited power*

usurpations *unjust uses of power*

Each paragraph lists alleged injustices of George III.

relinquish *give up*
inestimable *priceless*

Annihilation *destruction*

convulsions *violent disturbances*

Naturalization of Foreigners *process by which foreign-born persons become citizens*

tenure *term*

Refers to the British troops sent to the colonies after the French and Indian War.

Refers to the 1766 Declaratory Act.

quartering *lodging*

Refers to the 1774 Quebec Act.

render *make*

abdicated *given up*

perfidy *violation of trust*

insurrections *rebellions*

Petitioned for Redress *asked formally for a correction of wrongs*

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

He has affected to render the Military independent of and superior to the Civil power.—

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:—

For quartering large bodies of troops among us:—

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:—

For cutting off our Trade with all parts of the world:—

For imposing Taxes on us without our Consent:—

For depriving us in many cases, of the benefits of Trial by Jury:—

For transporting us beyond Seas to be tried for pretended offences:—

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:—

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:—

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.—

He has abdicated Government here, by declaring us out of his Protection and waging War against us.—

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the Lives of our people.—

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.—

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.—

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is

thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.—

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.—

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honour.

unwarrantable jurisdiction
unjustified authority

consanguinity *originating from the same ancestor*

rectitude *rightness*

The signers, as representatives of the American people, declared the colonies independent from Great Britain. Most members signed the document on August 2, 1776.

John Hancock
President from
Massachusetts

Georgia

Button Gwinnett
Lyman Hall
George Walton

North Carolina

William Hooper
Joseph Hewes
John Penn

South Carolina

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Maryland

Samuel Chase

William Paca
Thomas Stone
Charles Carroll
of Carrollton

Virginia

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson Jr.
Francis Lightfoot Lee
Carter Braxton

Pennsylvania

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer

James Smith
George Taylor
James Wilson
George Ross

Delaware

Caesar Rodney
George Read
Thomas McKean

New York

William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

New Jersey

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart

Abraham Clark

New Hampshire

Josiah Bartlett
William Whipple
Matthew Thornton

Massachusetts

Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island

Stephen Hopkins
William Ellery

Connecticut

Samuel Huntington
William Williams
Oliver Wolcott
Roger Sherman

Identifying Key Terms

Choose the vocabulary term that best completes each of the sentences below. Write your answers on a separate sheet of paper.

delegate common law boycott repeal
Parliament confederation

1. The club members chose a(n) _____ to represent them at the annual meeting.
2. The legislature voted to _____ the tax because the citizens felt it was unfair.
3. To protest unfair taxation, angry colonists decided to _____ British goods.
4. _____ has two houses, the House of Commons and the House of Lords.
5. _____ is based on precedent and is often unwritten.
6. In 1777 state delegates in Philadelphia voted to form a union or _____.

Reviewing the Main Ideas

SECTION 1

1. Name some aspects of our system of government that can be traced back to America's English heritage.
2. Explain what common law is.

SECTION 2

3. Give two reasons why the colonists could not depend on Parliament to meet their needs.
4. In what ways were the governments of the 13 colonies similar? In what ways were they different?

SECTION 3

5. How did Britain's mercantilist policy affect the American colonies?

6. Why and how did American colonists protest against British taxes?

SECTION 4

7. What were the main weaknesses of the Articles of Confederation?
8. What was Shays's Rebellion?

Critical Thinking

SECTION 1

1. **Analyzing Information** Why do you think the colonists based their governments on written laws rather than on English common law?

SECTION 2

2. **Analyzing Information** How did the problems of colonial governments differ from those of state governments today?

SECTION 3

3. **Evaluating Information** Do you think the colonists could have settled their differences with the British in 1776? Explain your answer.

SECTION 4

4. **Analyzing Information** The Articles of Confederation denied Congress the power to collect taxes. Could a government survive without this power? Why or why not?

Reinforcing Citizenship Skills

Make a list of places in your community that need the services of volunteers, such as libraries, nursing homes, and daycare centers. Call each place and ask what the volunteers do, what times of the day and week they are needed, and

how a volunteer can get started. Share your findings with the class. Then volunteer some of your time at one of the places you contacted.

Focusing on Your Community

Investigate the early history of your community. Find out when and why it was founded. Who were the first settlers and early leaders? How did the government change over the years? Prepare a talk for your class about what you have discovered.

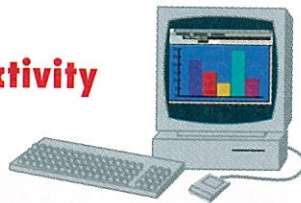
Cooperative Learning

Work with a partner to research the contributions one of the following patriots made to the struggle for independence: Thomas Paine, Patrick Henry, Samuel Adams, Benjamin Franklin, or Thomas Jefferson. Select some of the most persuasive things this patriot said and share them with your class. Discuss the power that the written and spoken word can have in gaining support for political causes.

Technology Activity

Using a Spreadsheet

Find information in your local or school library about the constitutions of the original 13 states. Use the information to create a spreadsheet with the following headings: State, Date of First Constitution, Date of Current Constitution, Number of Constitutions, Number of Amendments.



Analyzing Visuals

American painters and cartoonists in the late 1700s used symbols to represent the new nation. This early painting shows a number of symbols. Study the painting and answer the questions.

1. The concept of liberty was often portrayed as a young woman. What is Miss Liberty stepping on? What is she holding in her right hand? What is she holding in her left hand? What is the painter trying to show with these symbols?
2. Explain why this flag has 1 large star and 13 small ones.
3. Why do you suppose an eagle was chosen to represent the United States?
4. What are other symbols in the painting?



CLOSEUP

THE AMERICAN FLAG

For Americans, the flag has always had a special meaning. It is a symbol of our nation's freedom and democracy.

The First Flag

The Continental Congress adopted the earliest version of the American flag on June 14, 1777. In 1916, June 14 was designated as Flag Day, a day of national observance. Flag Day became a national holiday in 1949.

Rules and Customs

Over the years, Americans have developed rules and customs concerning the use and display of the flag. One of the most important things every American should remember is to treat the flag with respect:

- The flag should be displayed from sunrise to sunset. It should not be flown at night except on special occasions or in certain places.
- The flag should not be flown in bad weather.
- No flag should be flown above the American flag or to the right of it at the same height.
- The flag may be flown at half-mast to mourn the death of public officials.
- The flag should never touch the ground or floor beneath it.

- The flag may be flown upside down only to signal distress.
- When the flag becomes old and tattered, it should be destroyed by burning.

The American flag



CLOSEUP REVIEW

- 1 When was the first American flag adopted, and how has that day been honored?
- 2 What is the basic purpose of the rules and customs concerning the use and display of the American flag?

Multimedia Activities



Surfing the "Net"

How to Become A Citizen

Some people who live in the United States are not citizens. These people are called *aliens*. The process by which aliens can become citizens is called *naturalization*. To learn more about this process look on the Internet.

Getting There

Follow the steps below to gather information about the naturalization process.

1. Go to your favorite search engine.
2. Type in the word *naturalization*. Following the word *naturalization*, enter words like the ones shown below to focus your search:

immigration
INS
citizenship skills
alien

The search engine should provide you with a number of links to follow. Links are pointers to different sites on the Internet and commonly appear as blue underlined words.

What to Do When You Are There

1. Click on the links to navigate through the pages of information.
2. Gather your findings.
3. Using a word processor, create an information pamphlet on how to become a citizen through the naturalization process. Include sample questions asked of immigrants by immigration examiners. These questions determine their knowledge about the United States.



Focus on Government

Citizenship in Our Lives

Even though the Constitution was written more than 200 years ago, the Framers used language that was broad enough to apply to the twentieth century. The **Focus on Government** programs referenced below provide a tour of the building where the Constitution was written and show how activities of our everyday lives are affected by the Constitution.

Setting Up the Video

Using a bar code reader or an electronic keypad, work with a group of your classmates to view these video segments of the videodisc **Focus on Government**:



Side 1, Chapter 1
Electronic Field Trip:
Independence Hall



Side 1, Chapter 2
Lecture Launcher:
Government and Our Lives

Hands-On Activity

Use ideas from the video programs to design a group bulletin board display on the role the Constitution plays in our daily lives. Clip photographs from magazines that show people going about their everyday activities. Create captions that identify and describe which parts of the Constitution apply to each activity displayed in the photographs.





UNIT 2

Blueprint for a New Nation

YOUR ROLE AS A CITIZEN

The Constitution and the Bill of Rights are the basis of our democratic government. The strength of these documents comes from the American people. Our government works because we support it. By working with our government, we can ensure that our democratic system will endure.

In Unit 2 you will study the Constitution and the Bill of Rights and learn the basic principles of these documents. ■

CHAPTERS IN THIS UNIT

- 3** The Constitution
- 4** The Bill of Rights

