

Class Guide

Lesson 7 - What was the first national government like?

Name: _____

What do you think is the most important responsibility of a National government?

Step 1 – Bell Work – Thinking Exercise. *Get into small groups of 2 to 4. What responsibilities do you think the National government would have that Local governments would not? Be prepared to discuss with the whole class.*

Step 2 – Vocabulary Work. Complete the vocabulary work necessary to understand this lesson. The vocabulary should be completed first. Terms to know:

<i>Articles of Confederation</i>	<i>Confederation</i>	<i>Delegate</i>	<i>Northwest Ordinance</i>
	<i>Ordinance</i>	<i>Shays' Rebellion</i>	

Step 3 – Interactive Lecture. Answer the questions during the class discussion.

<p>What kind of national government did the founders create under the Articles of Confederation?</p> <p>SECOND CONTINENTAL CONGRESS MET IN PHILADELPHIA IN 1775</p> <ul style="list-style-type: none"> • ACTED AS THE FIRST GOVERNMENT OF THE UNITED STATES • CREATED AN ARMY AND ASKED GEORGE WASHINGTON TO LEAD IT • MANAGED THE WAR AGAINST GREAT BRITAIN • APPROVED THE DECLARATION OF INDEPENDENCE ON JULY 4, 1776 • ALSO ASKED THE 13 STATES TO DEVELOP A GOVERNMENT PLAN 	Which do you think was more important to the Second Continental Congress, setting up a national government or fighting the war against Great Britain?
<p>How did the Articles of Confederation organize the first national government?</p> <p>CONGRESS DID DEVELOP A PLAN FOR A NATIONAL GOVERNMENT CALLED THE ARTICLES OF CONFEDERATION</p> <ul style="list-style-type: none"> • LOOSE CONFEDERATION OF STATES WITH EQUAL POWERS • THE PEOPLE FEARED A STRONG NATIONAL GOVERNMENT • THE PEOPLE ALSO FEARED THAT SOME STATES WOULD HAVE MORE POWER THAN OTHER STATES 	Why do you think the people feared a strong national government?
<p>How did the Articles of Confederation organize the first national government?</p> <p>FEARS INFLUENCED THE FOUNDERS WHO WROTE THE ARTICLES OF CONFEDERATION</p> <ul style="list-style-type: none"> • SET UP A WEAK NATIONAL GOVERNMENT WITH VERY LIMITED POWERS • NO NATIONAL COURTS • NO TRUE EXECUTIVE 	What does it say about the Articles of Confederation that it did not have a true executive?
<p>How did the Articles of Confederation organize the first national government?</p> <p>WEAK NATIONAL GOVERNMENT WITH VERY LIMITED POWERS</p> <ul style="list-style-type: none"> • CONGRESS COULD NOT TAX THE STATES OR ITS PEOPLE • CONGRESS HAD TO ASK FOR MONEY • EACH STATE HAD ONE VOTE; POPULATION DID NOT MATTER • LAWS REQUIRED 9 OF 13 FOR APPROVAL • AMENDMENTS REQUIRED ALL 13 STATES APPROVE 	Why do you think that the Articles required ALL thirteen states approve any amendment?

Step 4 – Interactive Lecture Thinking Question. Answer the question below based on the previous lecture.

Was the people’s fear of a strong national government and lack of a true executive connected? Explain your thoughts either way.

Step 5 – Reading: “Rogue Island”—Rhode Island: The Last State to Ratify the Constitution

Reading 1: “Rogue Island”: Rhode Island: The last state to ratify the Constitution.

In 1781, Rhode Island began acquiring nicknames.

By 1781 Rhode Island was referred to in newspapers as “Rogue Island”. “Rogue Island” was still used to refer to Rhode Island at the Constitutional Convention in 1787 when it refused to send delegates. The press was started when Rhode Island vetoed an act passed by Congress under the Articles of Confederation and its general refusal to attend Articles of Confederation Congressional meetings making it impossible to amend the Articles.

Ironically, Rhode Island was key to making of the Constitution it strongly opposed. In 1786, Rhode Island elects to a national government.

Rhode Island printed so much paper currency it made the paper currency nearly worthless. It became a national symbol of one of the major weaknesses of the Articles. No state was more seceded than Rhode Island at the Constitutional Convention in 1787—the only no-show.

The Rhode Island’s state legislature rejected 11 attempts to ratify the Constitution from September 1787 and January 1790.

Congress met for the first time in March 1789 without Rhode Island; that next September the Governor of Rhode Island wrote to Congress stating the people of Rhode Island were still bound to the principles of the old Confederation. The governor stated the people wanted “further checks and securities” limiting federal power, before “they could adopt it.”

By 1790, Congress had lost patience with “Rogue Island”. Congress threatened to treat Rhode Island as a foreign nation. The Governor pleaded with Congress not to treat them as a foreign country and asked for an extension to the ratification. Rhode Island merchants pushed for the new Constitution out of fear to import taxes and blockades to their shipping industry. Congress extended the ratification deadline to January.


When the January deadline arrived, representatives from Rhode Island convinced to extend the deadline again to March so it could hold another ratifying convention.

Congress acted when the March convention did not ratify the Constitution. In early May 1790, the Senate passed a bill to prohibit commercial trade with Rhode Island.

Rhode Island finally ratified the Constitution on May 29, 1790, by a vote of 34 to 32.

Rhode Island proposed eighteen human rights and twenty-one amendments with its ratification. They proposed banning poll taxes (taxes to vote), a military draft, slavery, and for the states to retain the ability to print paper money.

In August 1790, “Rogue Island’s” only representative to Congress arrived—15 months late.



Why did Rhode Island object to the new Constitution?

How did Congress force Rhode Island to ratify the Constitution?

Did Rhode Island deserve to be called “Rogue Island”?

Read the short history of Rhode Island’s journey to ratify the Constitution. Complete the comprehension questions at the bottom of the page when you are finished.

Step 6 – Interactive Lecture. Answer the questions during the class discussion.

<p>What was accomplished under the Articles of Confederation?</p> <p>THE ARTICLES DID HAVE SOME SUCCESSES</p> <ul style="list-style-type: none"> • KEPT THE STATES TOGETHER DURING THE WAR FOR INDEPENDENCE • MADE THE PEACE TREATY WITH GREAT BRITAIN • PREVENTED STATES FROM CONDUCTING ITS OWN FOREIGN AFFAIRS, TREATIES, AND DECLARATIONS OF WAR 	<p>Why do you think the national government needs to make a peace treaty with another country?</p>
<p>What was accomplished under the Articles of Confederation?</p> <p>THE ARTICLES DID HAVE SOME SUCCESSES</p> <ul style="list-style-type: none"> • PASSED THE NORTHWEST ORDINANCE IN 1787 • PROVIDED A PLAN TO ADD NEW STATES • ALLOWED FOR WHAT IS NOW OHIO, INDIANA, ILLINOIS, MICHIGAN, WISCONSIN AND PART OF MINNESOTA TO ORGANIZE THEIR OWN GOVERNMENTS 	<p>Why you think it was important to add new states rather than for the original 13 states to make colonies on the lands to the west?</p>
<p>What was accomplished under the Articles of Confederation?</p> <p>THE ARTICLES DID HAVE SOME SUCCESSES (CONTINUED)</p> <ul style="list-style-type: none"> • WHEN A TERRITORY HAD A LARGE ENOUGH POPULATION IT COULD JOIN THE UNION. • THE NEW STATES WERE EQUALS OF THE ORIGINAL STATES • THE ORDINANCE REQUIRED PUBLIC LANDS FOR EDUCATION 	<p>Why do you think that the Northwest Territories provided for public education when the rest of the Union did not also fund public education?</p>
<p>What was accomplished under the Articles of Confederation?</p> <p>THE ARTICLES DID HAVE SOME SUCCESSES (CONTINUED)</p> <ul style="list-style-type: none"> • IT ALSO MADE SLAVERY UNLAWFUL IN THE TERRITORIES • THE ORDINANCE ALSO GUARANTEED FREEDOM OF RELIGION, SPEECH, AND PRESS 	<p>Why you think that the Confederation Congress did not allow slavery in the Territories, but did not ban slavery anywhere else in the Union?</p>
<p>What problems did the national government have under the Articles of Confederation?</p> <ul style="list-style-type: none"> • AFTER THE REVOLUTION ENDED, EACH STATE ACTED AS ITS OWN COUNTRY • PEOPLE DID NOT THINK OF THEMSELVES AS AMERICANS; THEY IDENTIFIED AS A CITIZEN OF THEIR STATE • STATES DID NOT COOPERATE WITH EACH OTHER TO SOLVE PROBLEMS 	<p>Why you think that the Confederation Congress did not allow slavery in the Territories, but did not ban slavery anywhere else in the Union?</p>

Step 7 – Interactive Lecture Summary. Look over your Step 6 lecture slides. What are the 3 most important accomplishments of the Articles:

1. _____
2. _____
3. _____

Step 8 – Interactive Lecture. Answer the questions during the class discussion.

<p>What problems did the national government have under the Articles of Confederation?</p> <ul style="list-style-type: none">• AFTER THE REVOLUTION ENDED, EACH STATE ACTED AS ITS OWN COUNTRY• PEOPLE DID NOT THINK OF THEMSELVES AS AMERICANS; THEY IDENTIFIED AS A CITIZEN OF THEIR STATE• STATES DID NOT COOPERATE WITH EACH OTHER TO SOLVE PROBLEMS	<p>Why do you think that people after winning the Revolutionary War did not identify themselves as Americans?</p>
<p>What problems did the national government have under the Articles of Confederation?</p> <ul style="list-style-type: none">• THE ARTICLES GOVERNMENT WAS WEAK• THE ARTICLES DID NOT UNITE THE STATES• IT LACKED MONEY AND THE AUTHORITY TO TAX• THERE WERE NO COURTS TO SETTLE DISPUTES BETWEEN STATES	<p>Do you think the national government was weak under the Articles? Why or why not?</p>
<p>What problems did the national government have under the Articles of Confederation?</p> <ul style="list-style-type: none">• BY 1786, LITTLE TRADE BETWEEN STATES OR WITH OTHER NATIONS• IT WAS HARD FOR AMERICANS TO MAKE A LIVING• MANY BUSINESSES WERE FAILING• PEOPLE WERE IN DEBT• SOLDIERS WHO HAD FOUGHT IN THE REVOLUTION STILL HAD NOT BEEN PAID	<p>Which of these problems do you think posed the greatest threat to the Union?</p>

Step 9 – Thinking Question. *Why do you think the Articles Congress just didn't amend the Articles constitution to fix the problems? *Think 😊*

Step 10 – Reading: “Shays’ Rebellion: The Catalyst for a New Constitution”

Shay's Rebellion – A Catalyst to the US Constitution

Shay's Rebellion was a significant event that happened in the United States in the late 1700s. It took place in Massachusetts, one of the original 13 colonies. To understand Shay's Rebellion, we need to know some background information.

At that time, the United States had recently won its independence from Britain and was working to establish a new government. However, many people were facing financial difficulties, including farmers. These farmers were often in debt and struggling to pay their taxes.

In Massachusetts, the government decided to raise taxes to pay off its own debts. This meant that the farmers, who were already struggling, had to pay even more money. The situation became even worse when the government started seizing the farmers' land and property to repay their debts.

This unfair treatment led to a rebellion led by a farmer named Daniel Shay. He and his followers, who were mostly farmers, took up arms against the government. They believed that their rights were being violated and that the government was not representing their interests.

Shay and his rebels started by shutting down courts to prevent the government from seizing more property. They also tried to take control of a weapons arsenal to arm themselves against the government forces.

The rebellion was eventually put down by the government, but it had a significant impact on the United States. It showed that there were deep divisions and tensions between different groups of people, especially between the wealthy elite and the working-class farmers.

Shay's Rebellion highlighted the need for a stronger central government that could maintain order and protect the rights of all citizens. It played a role in shaping the discussions and debates that led to the writing of the U.S. Constitution, which created a more powerful federal government.

In simple terms, Shay's Rebellion was a protest by farmers in Massachusetts who were upset about high taxes and the government taking their land. They fought back, but the rebellion was eventually stopped. It showed the need for a stronger government, which led to the creation of the U.S. Constitution.

Reasons That Led to Shay's Rebellion	What Happened After Shay's Rebellion

Read and complete the bottom of the reading.

Step 11 – Thinking Question - *What parts of our government today would stop a modern-day Shays’ Rebellion?*