



## **BUNDLE OF COMPROMISES ONLINE STUDY GUIDE**

### **INTRODUCTION**

**You are tired and now here is one more thing to read. This study guide cannot guarantee you will sleep better at night, nor correct your papers for you. But what it can do is lighten your mind and lower your stress level because it is so perky. This, in turn, will guarantee you a more enjoyable classroom, which is every teacher's dream, right?**

**The study guide to *Bundle of Compromises* will offer questions whose answers will support understanding and prompt lively discussion. It will also suggest extension activities that will engage the entire classroom. In addition, this guide will offer you manipulatives, hands-on activities that compliment the content of the DVD and add further enrichment as you explore the standards presented.**

### **ADVICE**

**Don't expect this production to offer an answer to every question in this guide. Please understand that some questions are constructed to be answered employing discovery methodology. What that means is that you will have to guide the students in a discussion toward the answer. Discovery through discussion is a powerful teaching tool and a highly effective method in helping students retain information and concepts.**

### ***HOW TO USE OUR PRODUCTIONS:***

***To learn how to use our media products please go to our website teacher's page:  
<http://www.findthefunproductions.com>***

### **PLEASE NOTE**

**You will notice that in the vocabulary sections that Miss Wordy will hold up a sheet of paper with the vocabulary word that is to be discussed. You will also notice that *not all the words are divided correctly*. Make your students aware of this fact and ask them to point out which words need to be fixed.**

**As the DVD proceeds, you will observe that it employs not only interaction but also integration of language arts, math, geography, and social science curriculum. The hyphenation of history vocabulary terms is an example curricular integration.**

### **PRIMARY SOURCES**

Toward the very end of **Part I**, George Washington statement while sitting at the table is primary source. During the Great Awakening, the words of Jonathan Edwards and George Whitefield are primary source. Toward the very end of **Part II**, Thomas Jefferson's statement sitting at the table is primary source. In **Part III**, George Mason's words, "The eyes of the United States..." is primary source, which has been edited. In **Part IV**, the letter by Jonas Phillips, the edited speech by Jonathan Smith and edited words of Richard Lee is primary source.

### **BONUS SCENE**

**Note: The duties of the three Branches of the U.S. government, explored in the game show, are those established in 1787. They do not reflect any future changes.**

### **VIEWING NOTICE TO TEACHERS/PARENTS:**

**Many DVD players are factory set to produce darker than normal black levels. This may cause some of the scenes in our DVD to appear very dark, so adjust your player accordingly by going into the DVD menu and set the black level to "normal". In addition, your TV's brightness may be set darker than normal. Should you experience difficulty in viewing any scenes due to excessive darkness, adjust your TV's Brightness and or Contrast Settings.**

### **WHAT TO LOOK FOR:**

**"What to Look For" will appear in selected sections the Study Guide. The purpose of "What to Look For" is to reveal the learning points of a particular scene. A teacher can use these learning points to help students extract the key points of understanding.**

## **PART I**

### **“Old Lady Who Lives in a Shoe”**

#### **What to Look For:**

- 1) Arbitrary Power: Old Lady changes rules as she pleases. Children find this unfair

## **Laws/Feudalism/Magna Carta**

Song: “Vassals Hassles” (stop-action animation)

#### **What to Look For:**

- 1) French Duke (of Normandy) brings Feudalism to England
- 2) In Feudalism, land is granted in return for loyalty. The king owns all the land then grants land to well-to-do Barons in return for loyalty and supporting the king’s wars.
- 3) King unjustly increases taxes, as well as demands for more knights to fight in wars, causes Barons to produce a document that curbs King’s power, provides safeguards to prevent unjust laws, and upholds no one is above the law. This document is Magna Carta

## **QUESTIONS:**

**1)What is a law?**

**Opinion: Does a society of only two people need laws?**

**Opinion: Can you name or describe laws that affect your lives?**

**2) What is a monarchy?**

**3) Who owned the land in a medieval feudal system?**

**4) Why did the barons dislike the king’s use of Arbitrary Power?**

**5) Did King John willingly sign Magna Carta? How does the stop-action piece demonstrate this?**

**6) Why was Magna Carta read in English and French?**

**Opinion: Are there people, today, who are above the law?**

**Extension Activities:**

**1) *Explore the transition from living alone to living in villages during medieval times.* Provide an opportunity for students to do an assignment in which the first part is accomplished by themselves and then the second part in small groups. Ask students to compare and contrast working as an individual from working in a group.**

**2) Research the “revolution” in the court system, in 1166, from a system in which the responsibility was on the victim to apprehend the person who committed the crime to a public prosecution service.**

**3) Research a farmer’s market of medieval time, and then recreate such a market in the classroom.**

**Great Awakening**

**What to Look For:**

- 1) The combination of great distances between homes and churches in the colonies along with the Age of Reason contributed to Religion’s decline in the Colonies. The ability to reason, to understand and control the world they live in results in less of a need for God.
- 2) The fear of burning in the fires of eternal damnation brought people back to church. Destiny may be in a person’s hands, but a person’s soul was in God’s hands.
- 3) From the sermons of the Great Awakening, Colonists interpreted that an individual, not just God, could help shape a person’s destiny.

**QUESTIONS**

**1) Why did many colonists see religion as boring during the late 16<sup>th</sup> century in America?**

**2) How did a lack of religious influence affect teens in the colonies?**

**3) What great fear helped to bring colonists back to religion and increased church attendance?**

**4) Did the congregants accurately hear what the preachers were saying in their**

**sermons, or did they interpret the preachers' words?**

**Opinion: Is it important for a person to have faith in God when embarking on a revolution?**

**Extension Activity:**

**1) Have students interview their parents, grandparents or other significant older relatives to determine how frequently they went to church, synagogue, mosque, or other religious places of prayer when they were young. Students should also ask where the place of worship was located and whether there was a relationship between distances to a place of worship and how often their relatives attended?**

**American Revolution/Aftermath**

**Song: Johnny has Gone for a Soldier/Light of Day**

**What to Look For:**

- 1) In addition to keeping the home while men were away, aiding the wounded, and fighting disguised as men, women were selling valuable possessions to help men in battle.
- 2) The combination of war and not being paid forced farmers into debt and prison.

**QUESTIONS:**

- 1) The impetus for an American Revolution was taken from what ideas or previous events mentioned in this production?**
- 2) How did money factor into the American Revolution?**
- 3) Who wanted an American Revolution more: merchants or poor colonists? Why?**
- 4) Which group accounted for more soldiers in the American Revolution: men of wealth or men of meager means?**
- 5) Why was it so difficult to cloth, arm, and pay soldiers during the American Revolution?**
- 6) Was war helpful or harmful to farmers earning a living during the revolution? Why?**
- 7) Why were farmers in such debt after the war?**
- 8) How did farmers end up in jail?**

**Opinion: Was it better to have men of wealth, who paid not to go to war, work behind the scenes than to fight on the battlefield?**

**Extension Activities:**

**1) Develop a board game in which the goal is for the farmer during the American Revolution to stay alive and out of debt or out of jail. Obstacles: war, injury, crop failure, inability to sell crops over land or by sea.**

**2) Choose a tax imposed on the colonists and develop a secret organization to disrupt the collection of the tax. Include the meeting place of the organization, its secret password, a description of the tax collector, and a specific plan to thwart his efforts.**

**3) Research what farmers of the American Revolution grew and the tools they used. And then, plant a “revolution garden”.**

**PART II**

Puppet Production: "Firm League of Friendship"

What to Look For:

- 1) The President has little power over the states.
- 2) The states were not very willing to contribute money to the Congress to pay the nation's bills.
- 3) The States cared more about their own individual state interests over the interest of the nation.

**QUESTIONS:**

**Articles of Confederation**

- 1) What is a confederation?
- 2) Judging from the puppet scene, what were some of the reasons the Congress was in financial trouble?
- 3) Who kept asking for the states to gather and have convention to solve the nation's problems?
- 4) What was the major flaw in the Articles of Confederation?
- 5) Were the states pleased with each other's effort during the American Revolution?
- 6) Today, are we a confederation of states?

**Opinion: Regardless of the chaos it caused, do you think states should have the right to be totally in charge of their own business?**

**Opinion: Did the chaos and the riots accomplish any good for the nation?**

**Extension Activities**

- 1) Explore present-day *battles between state and national government*. Bring in newspaper articles showing disagreements/legal battles between state and national government.
- 2) *Explore the delegate dynamic at the convention*. Ask students if anyone has ever been involved in the creation of an organization or participated in the decision-making of an organization? What were the positives/negatives?

3) Innovation was noted as a “negative” word in 1787. Today innovation is positive word, a badge of business honor touting a company’s creativity and uniqueness. Ask your students to explore how the meaning/perception of words have changed over time. Have students develop a list of words and their present-day meanings. Next, have students ask parents, grandparents what these words used to mean.

### Pre-Convention

- 1) Madison reveals two fears about government. What are they?
- 2) Why were people moving out west, to what was called the backcountry, in such large numbers?
- 3) Why didn’t many colonists see forests as an obstacle rather than an asset?
- 4) During the time of the convention was it faster to travel by road or water? Why?

**Opinion:** The convention was to be held in secret. Is it easy to keep a secret? Could you keep a secret for 4 months the way the delegates at the convention had to do?

### Extension Activity:

1) Have students pretend they are reporters working during the convention. Create a newspaper article or TV newscast skit. (Remind students TV did not exist in the 18<sup>th</sup> century.) The purpose of the skit or article is to explore opinions of “people on the street” during the convention. Wherever possible, students should use documentation from newspapers such as *The Pennsylvania Packet*, *Pennsylvania Journal*, or *Pennsylvania Gazette*. Remind students that these responses should be based on the thinking of the 18<sup>th</sup> century, not how a person of the 21<sup>st</sup> century would respond to the convention. Lastly, this article/skit should provide information about Philadelphia in 1787. As an alternative challenge, have students be a foreign reporter living in Philadelphia during the convention.

## PART III



*With regards to the delegate scenes at the convention, the dialogue is a distillation of the delegates' opinions and feelings, and words based on research. At times, primary source phrases are employed.*

## **Opening Delegate Session**

### What to Look For:

- 1) Delegates, mainly from small states, want to continue the Articles of Confederation policy that, regardless of size, every state has the same number of votes.

## **Virginia Plan presented at Convention**

### What to Look For:

- 1) Virginia Plan: a) Three branches: One executive, a Legislative Branch with a House and Senate, and Judiciary. b) The Representatives of the House and Senators from the Senate are determined by proportional voting.
- 2) Small State concerns:
  - a) The Congress called for a plan that made the Articles of Confederation better, not a completely new plan.
  - b) This new plan is designed to overthrow the existing government.
  - c) This plan calls for the people to vote. Can we trust people to shape government? People are easily fooled.

## **Virginia Plan vs. New Jersey Plan vs. Hamilton Plan**

### What to Look For:

- 1) New Jersey Plan: a) Two branches of government b) The states not the people have the power to make laws c) All states regardless of size have the same vote. d) The executive will be more than one person.
- 2) The Virginia Plan appears to be too powerful, like a king. This new government will rule over the states.
- 3) The Hamilton plan is modeled more after the British Parliamentary system of government calling for a) A president for life, like a king b) A house for life c) A house elected by the people.

## **Vote for the Virginia Plan:**

### What to Look For:

- 1) Small states fear being swallowed by big states with larger populations and more power to make laws that favor their interests.
- 2) One vote per state, over time, could endanger the original 13 states. In the future, Western states will form. More Western than Northeastern states in time will allow Western states to make laws they favor.
- 3) Roger Sherman still believes the number of senators from each state should be the same, regardless of size. This will allow each state to truly keep its uniqueness and give national government a local connection.
- 4) The Senate, according to Madison, is not so pure it needs to be preserved. The senate is a place of greed.

### **Boxing Scene:**

#### What to Look For:

- 1) Bedford of Delaware and the Small states see the Virginia Plan as nothing more than a plan for big states to help themselves.
- 2) Madison points out that the large states do not care about each other. They care about themselves. Large states will not gang up on small states. There is nothing to fear.
- 3) Madison reveals there is a greater danger than the issues between big and small states. The greater problem is the issue slavery that exists between Northern and Southern states.

### **QUESTIONS:**

#### **Convention**

*Note: Ask students to write down as many delegate “banners” as they can. Every banner ends in the word “rules”. For some of the delegates the banner is not revealed. Ask students to research that delegate and create a banner of self-interests.*

**SOURCE FOR DELEGATE BIOS:** [http://www.archives.gov/national-archives-experience/charters/constitution\\_founding\\_fathers.html](http://www.archives.gov/national-archives-experience/charters/constitution_founding_fathers.html)

- 1) Was the purpose of the convention to create a new constitution?
- 2) The delegates from Virginia talked of changes to the Articles of Confederation. Delaware talked of all the states being equal, regardless of size. Which state is small and which one is big?
- 3) Under the Articles of Confederation did bigger states get more votes than smaller states?

- 4) From what you heard were most of delegates at the convention farmers or lawyers?
- 5) Having heard Randolph talk about the Virginia Plan, which enemies lay in wait to see if this new American nation would fall apart?
- 6) In Randolph's speech he offered something new. What was it?
- 7) What kind of liberty did Southern delegates believe in?
- 8) Under Paterson and the New Jersey Plan, who has the power to make laws: the states or the people?
- 9) In Madison's Virginia Plan who was in charge of making laws: the state legislature or the people? Put another way, why was the Virginia Plan more representative of the people than under the Articles of Confederation?

**Opinion:** Should only wealthy people have been concerned by the chaos gripping the new American nation?

**Opinion:** Hamilton offered a very British plan for the new American government, with a President who is very much like a king. Do you think a just and wise king could be better than a government by the people? Consider Mr. Gerry's remark at the convention that people are easily fooled.

- 10) Why did the small states fear the big states?
- 11) By passing the Virginia Plan, the delegates voted for what kind of government?
- 12) By voting for the Virginia Plan, the delegates also accepted proportional voting, determining the number of representatives that states got, based on state population. Did proportional voting favor large or small states?
- 13) Madison talks of future Western states shoving laws down our throats. What does he mean by this?
- 14) During the boxing match Bedford was worried about big states overpowering small states, but what does Madison state was the more vital issue?

**Opinion:** All did not approve the Virginia Plan. Does this matter?

**Opinion:** During the convention John Lansing Jr. of New York leaves the convention, calling the Virginia Plan a sham. New York is a big state. Not all delegates from big states were for the Virginia plan. What could be some possible reasons for delegates to feel this way?

**Extension Activities:**

1) No doubt, there were delegates who disliked the Virginia and the New Jersey Plan. Have students create a plan for our new nation's government. Suggestion: explore the idea of a nation in three regions with three presidents. Be thoughtful and practical when creating this plan. Have students present their plans before their fellow "delegates."

2) As Mr. Math demonstrated, have your students create a demonstration to illustrate the principle of proportion.

3) Write and perform a dialogue between a large and small state highlighting their differences about how the new nation should be shaped. Construct a small and large state puppet to perform this piece.

4) Rumors, not facts, were everywhere on the streets of Philadelphia as the delegates worked in secret. Have students pretend they are reporters and write an article stating the rumors they have heard on the street about the convention.

5) Research the life of a delegate and write a monologue in which this delegate tells about his life.

6) Randolph spoke of enemies waiting to see America fall apart. Write a story, play or rap about the new American nation falling into anarchy and the battle for the American spoils. Think about this: Would America become a battleground for the English and Spanish to fight it out? And, if so, would France join in or would they come to America's aid and protect America?

7) Have students take an event and create their own stand up comedy routine that demonstrates knowledge of the subject matter.

**PART IV: ( CONVENTION CON'T)**

## **Delegates Return**

### What to Look For:

- 1) An alternative to proportional voting is presented. Why not base how many representatives a state gets on wealth and property?

## **Population to Determine the Number of Representatives? (Second convention session)**

### What to Look For:

- 1) If population is to be used to determine representation then the Southern states want slaves to count as part of their population
- 2) Wilson of Pennsylvania reminds delegates of the 3/5 ratio that has already been adopted by Congress in which every 5,000 slaves are equal to 3,000 free men.
- 3) Wilson offers a compromise that combines wealth, representation and population. If Southerners will pay more taxes they can count slaves populations and have more representation. To calm small states, big and small the states in the senate will have same number of representatives.
- 4) How can we base our nation on freedom yet allow slavery and importing slaves into America?

## **Ratification issue at the Convention**

### What to Look For:

- 1) Should all the states have to agree to this new constitution?
- 2) The delegates don't believe all states must approve the constitution. 7 would be a quorum of 13 states that agree, but the delegates decide that more than 50% and less than 100% of the states are needed to approve the constitution. They decide on 9 states.
- 3) The people's view will be heard on the constitution.
- 4) Randolph, spokesperson of the Virginia Plan feels this new constitution goes too far, and will hurt his state of Virginia.
- 5) A second convention is mentioned and quickly dismissed.

### **QUESTIONS:**

#### **Slavery, Great Compromise:**

- 1) Why did the Southern states continue to have more representatives than the states in the Northeast (New England) in this new government based on proportional voting?

2) What were two main points of agreement in the Great Compromise?

3) What were the main “ingredients” of the Great Compromise? *NOTE: This may not be an easy question to answer. But do not avoid presenting it. Use the answer, in the following section, as a foundation to guide the class. Use discovery as method to build the answer.*

**Opinion:** During the delegate discussion, Governor Morris of Pennsylvania stated that he was insulted by the notion that a black man and a white man are equal. Yet, later on he gave an emotional speech on the horrors of importing slaves. How could a man believe that black men are less equal than white men, yet be against the idea of slavery?

**Extension Activities:**

1) Stand and deliver a speech to slave owners convincing them the Great Compromise is good for slavery. As an option construct a southern delegate puppet to deliver the speech.

2) What if the southern delegates had not agreed to the Great Compromise? Write a story about what would have happened.

3) Write a poem about the Virginia Plan or the Great Compromise debates during the convention.

**Let’s Make a President:**

*NOTE: George Washington was not the first U.S. President. Upon the signing of the Articles of Confederation, in 1781, John Hanson became America’s first President. Six other presidents followed President Hanson. George Washington was the first President under the U.S. Constitution.*

1) Why do you think the delegates wanted the Congress rather than the President to have the last say when making a new law?

**Religious Oath of Allegiance:**

1) We do not know if the delegates ever read Jonas Philips' letter, but why would the delegates be sensitive to his request? What was one reason English left their homeland to live in America?

**Treason:**

**Opinion:** A nation is at war. Is it an act of treason when citizens of a nation protest their nation's decision to go to war?

**Ratification:**

1) In the ratification section, you observe that Randolph wants a second convention. Why?

2) What was more important: the number of states who ratified the constitution or the size of the states who ratified the constitution?

3) What did the common citizen, such as the farmer, fear about the constitution being ratified?

4) What tactics did assemblymen use who didn't want to ratify the constitution?

5) What tactics did assemblymen use to get a quorum and vote to ratify the constitution?

**Extension Activities:**

1) Stand and deliver a speech to convince the assembly to ratify the constitution, as well as a speech *not* to ratify the constitution.

2) Research what newspapers of the time reported after hearing about this new constitution and national government.

**Bill of Rights:**

1) What fear did the Bill of Rights calm?

**Extension Activities:**

1) Write a Bill of Rights for the nation's children.

2) Create a rap version of the Bill of Rights.

**Constitution:**

**Opinion: Do you see the constitution as a document that should be strictly followed? Or, is it more of an outline inviting change and interpretation?**

**Extension Activity:**

1) Compare the American constitution to another country's constitution.

**Bonus Scene: Game Show: "Don't be a Wreck. Just Balance and Check."**

**Note: This game is an overview, not a detailed discussion, of the powers of the three branches of government and the checks and balances. For example, it is stated that Congress makes bills, but the game does not go into the lengthy legislative process involving the Senate and House.**

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## STUDY GUIDE ANSWERS

### PART I

#### Laws/Feudalism/Magna Carta

- 1) Generally, a law is rule set down by some authority of how to act.
- 2) A monarchy is a state or territory ruled by a king or queen.
- 3) The king owned all the land and resources, including the forests.
- 4) The barons disliked King John's use of arbitrary power because as king he could increase taxes when he pleased. He could demand knights serve in his wars as he pleased. He didn't need the consent of the barons, and he could have people jailed for no reason. Basically, the king ruled the land and did not have to face punishment for any actions that were unjust.
- 5) In the stop-action piece, King John is shown signing Magna Carta as the Barons point swords at him. This demonstrates King John did not willingly sign Magna Carta.
- 6) Magna Carta was read in English and French because these were the two languages most people spoke. Remember, Prince William who brought Feudalism to England, was French. The French and English battled each other in wars, captured each other's lands, and influenced each other's cultures.

As a side note: Magna Carta of 1215 may not have lasted long, but it was reissued in 1217 with changes, and again in 1225.

#### Great Awakening

- 1) One main reason for colonists seeing religion as boring was because the age of reason advanced the idea that people had the ability to know the world through math, science, philosophy, and logic. Knowledge was power. With this power, colonists believed they could know the secrets of the world, control the world, and shape their own futures. This belief made it far less interesting to believe in God. The pursuit of reason and discovery was far more fascinating than going to church.

**2) With religion not part of a teen's life in the colonies, teens became more involved in boy/girl interactions. This led to higher pregnancy rates.**

**3) The fear that a person's life was dangling by a thread, and that he would burn in hell for his actions, was a very powerful motivator to go to church. People may have had reason, but God held the "strings" of a person's fate after he died.**

**4) The preacher said that salvation could not be controlled. Yet, colonists took that to mean that they had the ability to alter their fate and get into heaven. Again, the preacher said "pressing into the Kingdom. It was not a thing impossible." But, many colonists took that to mean if it was not impossible, then it may be possible to get into heaven. A person, not just God, had the opportunity to decide about getting into heaven. In short, people interpreted the preaching of the Great Awakening. People heard what they wanted to hear.**

### **American Revolution/Aftermath**

**1) The desire for revolution was based on the idea in Magna Carta that everyone had the right to be treated fairly under the law. Colonists were being unfairly taxed and had no say in the British government. They provided taxes that helped run the government, but they could not participate in the decisions the government made. In addition, people believed that they, not just God, had the ability to help shape their lives, their futures.**

**2) Paying taxes placed a burden on how much money a person, a family, or business made. In addition, the British wanted the colonists to buy goods made in England, goods that were made using raw materials from the colonies. The colonies were simply another place for British businesses to sell British goods, a way to make British businesses and the British king profit.**

**3) The American Revolution was more a revolution of merchants than of those colonists of little means. The British hampered the profits of colonial owned businesses. Colonial merchants were very confident, that on their own, they could be more successful than they were under the rule of the British.**

**4) More colonists of meager means fought in the revolution than men of wealth. In fact, a colonist could pay to avoid going to war.**

**5) It was difficult to cloth, arm, and pay soldiers because there was very little money to pay for the American Revolution. Money printed by the Continental Congress was worthless. The Congress had to borrow money. France was a major contributor to the American Revolution. Also, the Continental Congress had little power over states to provide help for the war including clothing, weapons, food, and**

money.

6) War was very harmful to farmers who were working to earn a living. One main reason for this was because trading by sea was disrupted by the war. With little or no opportunity for farmers to transport their goods by water-which was faster than over land-there was less opportunity to sell goods and make money.

7) Without the opportunity to sell their goods farmers, quickly went into debt. Also, paper money was worthless. Being paid in paper money was the same as not being paid at all. Lastly, those farmers who fought in the war were rarely paid for their service.

8) Farmers owed other people money for various reasons. These creditor hired lawyers. The lawyers went to the courts. The courts ordered the farmers to appear and pay the money they owed. If they couldn't pay, the farmers were thrown into jail.

## **PART II**

### **Articles of Confederation**

1) A confederation is a loose union of states that don't act together except in certain situations such as defense.

2) One of the reasons the Congress was in financial trouble was that there was no standard of money for all the states. State money was worthless. The Congress had no power to create a standard of money or force any state to help pay the bills of Congress.

3) Alexander Hamilton kept insisting that the states gather and find a new way to govern this new nation.

4) The major flaw in the Articles of Confederation was that the document had no power to bind the individual states together to form a nation that would be able to pay the debts of war, create a common currency, or collect taxes that could be used to help improve the conditions of the 13 states.

5) Even after the war, there were states that remembered they paid more for the war than other states or sent more soldiers. In the puppet production, Virginia accused Connecticut of not paying its fair share for war. Connecticut responded that it sent more soldiers.

6) Today, we are not a confederation. We are not a loose union of states. Each state does have its own government, but the state government is not supreme. The

**national, central government is supreme.**

## **Pre-Convention**

**1) Madison spoke of two fears. There was the fear of chaos represented by the mob. He also spoke of another fear, the fear of tyranny: that a government can become too powerful and mistreat its citizens.**

**2) People were leaving the east to go to the backcountry because it was cheaper to live there than in the developed towns of the east. The backcountry offered cheap land and the promise of a brighter future.**

**3) Many colonists were schooled in the English definition of usable land. Land was an asset when it was cleared. Once cleared it could be developed for farming or creating a new town.**

**4) During the time of the convention, it was faster to travel by water. This fact contributed to the poverty of farmers during the war. Roads were not paved. Traveling by cart could not only be slow, but painful. Traveling by water, though it wasn't perfect, was still a more efficient form of transit.**

## **PART III**

### **The Convention**

**1) The purpose of the convention was not to create a new government but to amend or fix the government and the Articles of Confederation that already existed.**

**2) The Virginia delegates wanted changes. Delaware wanted states, regardless of their size, to be treated alike and have the same power in Congress to govern and create laws. Only a small state that fears the power of a big state would want big and small states to be equal. Therefore, Delaware had to be a small state. Look at a map. Virginia was a large state and not only wanted changes but also wanted a new government to be created.**

**3) Under the Articles of Confederation, all states big and small had equal voting power.**

**4) Most of the delegates were lawyers. Most of the work at the convention dealt with legal/political matters. What a coincidence!**

**5) Both Spain and Britain would have liked nothing better than to see America**

**falter. Britain had lost her colonies and a source of profit. Both European countries would not have shed a tear if America had been unable to keep 13 states as one nation. Over time, Britain harassed the new nation at sea, preventing American ships from reaching European trading ports. Spain controlled land which later became the state of Florida, and also held huge tracts of land in the Southwest. Spain would have been happy not to have to worry about a strong America fighting to take its lands.**

**6) Randolph offered proportional voting as a new representation strategy for small and big states. No longer would big and small states have the same representation. This new strategy was based on majority rule, on population.**

**7) The southern delegates believed in liberty for those who were white and the freedom for white Americans to enslave black Americans.**

**8) Under the New Jersey plan proposed by William Paterson the states would have the power to make laws as prescribed in the Articles of Confederation.**

**9) Under the Articles of Confederation no matter how large a state's population, each state was allowed equal representation in the Congress. So, whether a state had 10,000 or 1,000,000 people it could have just one representative. This did not afford the best opportunity for a wide range of state views being heard in the congress. Under the Virginia Plan, the greater the state population the greater the number of representatives and the greater the chance of a wide range of state views being heard. In short, the Virginia Plan offered the best chance of the people's views being represented and becoming law.**

**10) Small states feared the big states simply because they are bigger. In the sport of basketball, the biggest, tallest player on the court has the power to intimidate other players. In Congress, the big states have the power to bully the small states. Under proportional voting, big states had more representatives in government and the power to create laws that favored them and their interests. The small states also feared large states could act not only as individual states, but as a gang of big states and do whatever they wanted in Congress.**

**11) By passing the Virginia Plan, the delegates had agreed to a strong, central, national government.**

**12) Proportional voting stated that the number of representatives each state would have in Congress was based on state population. More people equaled more representatives. Big states tended to have greater populations and so would have greater representation in Congress. Proportional voting favored the big states.**

**13) What Madison meant was, in the future, western states would form and most likely these states would outnumber the eastern states. Under "one state one vote"**

the western states could vote as a block to create bills that favored their interests over the eastern states. To their frustration, the eastern states would be helpless to stop this.

14) Madison stated that the bigger issue was not big versus small states, but northern versus southern states and the issue of slavery.

## **PART IV**

### **Slavery, Great Compromise**

1) Southern states continued to have more representatives than the northeastern or New England states because slaves, who could not vote and had no rights, were still counted as part of a southern state's population.

2) There were two main agreements in the Great Compromise. One agreement was accepting one state one vote in the senate instead of proportional voting, as Madison wanted. The other agreement was the continuation of slavery. However, the continuation of slavery also included the principals of wealth and proportional voting. The South was willing to pay more taxes for allowing slaves to be counted as part of southern state populations. This would increase their representation in the House of Representatives based on proportional voting.

3) Slavery and money were key elements in the Great Compromise. Southern delegates were determined not to lose the opportunity to count slaves as part of their population. By counting slaves, southern states would get more representatives in Congress and have a greater opportunity to protect their interests in plantations and slavery. The Middle and New England states were upset that slaves could be counted even though they had no rights. Southerners saw slaves not as human beings but property. If southerners were determined to have slaves counted, and they saw slaves as property, then they had to carry the burden of paying more taxes on this "property". In summary, slavery continued, but southerners had to pay money for this continuation.

### **Let's Make a President**

1) The delegates at the convention still felt the sting of being ruled by a king. They did not want the President of the United States to have kingly powers in any way. Giving the President the last say on a law smacked of the President have kingly powers, and so the Congress, the government of the people, should have the last say on whether or not a law is approved.

## **Religious Oath of Allegiance**

**1) One reason the delegates would have been sensitive to Jonas Philips' request was they were aware not only that the Puritans came to America to escape religious persecution, but also that the Puritans were intolerant of other faiths. The delegates did not want their America to be a nation that condoned persecution and intolerance.**

## **Ratification**

**1) Randolph wanted a second convention because, as he revealed early in the convention, he feared for his dear state of Virginia. He believed the constitution was going to be too powerful and would hold back Virginia from the prosperity it deserved.**

**2) Nine states were needed to ratify the constitution. However, if only the smallest of the states ratified the constitution, and the large states did not, then that would mean that much of the population of the nation would not follow the laws of the Constitution. That would not work. Nine states may have been needed to ratify the constitution; but it was essential that the majority of the population, which existed in the larger states, had to as well for all practical purposes.**

**3) It was not unusual for the average citizen be wary of the delegates who were better educated and used fancy words. The constitution was not the work of most common people, like farmers but of educated men who were lawyers and went to college. Common citizens feared these learned men would trick them. They feared the words of this constitution would trick people out of the liberties and freedom they fought for in the American Revolution. They feared that the educated, wealthy citizens would be no different from King George III and would unjustly control their lives.**

**4) Those assemblymen who did not want their state assembly to ratify the constitution knew that a quorum was needed for ratification. By simply staying away, and not giving the assembly a quorum, they could delay the vote. Also the power of protest and mob activity could have an effect on how assemblymen voted.**

**5) One tactic that assemblymen in favor of ratification used to get a quorum was to drag unwilling assemblymen by force into the assembly room and make them vote. Another way to influence the assembly was to flood the newspaper with articles in favor of the constitution.**

## **Bill of Rights**

**1) The inclusion of a Bill of Rights calmed the people's fear that the Constitution would take away the hard fought freedom they earned by winning the American Revolution.**

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