**TERMS & NAMES**

For each term or name below, write a sentence explaining its significance for the United States in the 1780s.

1. republic
2. Articles of Confederation
3. Land Ordinance of 1785
4. Shays’s Rebellion
5. James Madison
6. checks and balances
7. electoral college
8. Federalist
9. Antifederalist
10. Bill of Rights

**MAIN IDEAS**

Use your notes and the information in the chapter to answer the following questions.

**Experimenting with Confederation** (pages 132–137)

1. Why did the new states prefer a republic rather than a democracy for their government?
2. Why did the states fear a strong central government?
3. In what ways was the confederation too weak to handle the nation’s problems?

**Drafting the Constitution** (pages 140–144)

4. What issues and events led to the Constitutional Convention?
5. In what ways did compromise play a critical role in the drafting of the Constitution?
6. Why was the slave trade an issue at the Constitutional Convention?
7. Briefly explain the separation of powers established by the Constitution.

**Ratifying the Constitution** (pages 145–149)

8. What were the arguments for and against ratifying the Constitution?
9. What was *The Federalist* and what effect did this publication have on ratification?
10. Why did the states ratify the Constitution once a bill of rights was promised?

**CRITICAL THINKING**

1. **USING YOUR NOTES** In a chart like the one below, list the beliefs and goals of the Federalists and Antifederalists.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federalists</td>
<td>Antifederalists</td>
</tr>
</tbody>
</table>

2. **DEVELOPING HISTORICAL PERSPECTIVE** How might the United States have developed if the Articles of Confederation had continued to provide the basis for government?

3. **MAKING INFERENCES** In what ways was the land of the Northwest Territory distributed democratically?
Shaping a New Nation

1. **Recall your discussion of the question on page 131:**

   **How much power should the national government have?**

   Suppose you are a writer living in the 1780s. Write an article for either *The Federalist* or *Letters from the Federal Farmer*, arguing either for or against giving the national government more power.

2. **LEARNING FROM MEDIA**

   Use the CD-ROM *Electronic Library of Primary Sources* and other resources to investigate an issue under debate in the Constitutional Convention.

   - Choose an issue of disagreement. Read the section of the Constitution that contains the final compromise as well as documents that show the various sides of the issue before a compromise was reached.
   - Work in pairs. Each partner should draft a three-minute speech defending one side of the issue.
   - Present your debate to the class, giving a short rebuttal after the other point of view has been given. Have the class evaluate the two sides of the argument before reminding your classmates how the issue was resolved.

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**ALTERNATIVE ASSESSMENT**

1. **Recall your discussion of the question on page 131:**

   **How much power should the national government have?**

   Suppose you are a writer living in the 1780s. Write an article for either *The Federalist* or *Letters from the Federal Farmer*, arguing either for or against giving the national government more power.

2. **LEARNING FROM MEDIA**

   Use the CD-ROM *Electronic Library of Primary Sources* and other resources to investigate an issue under debate in the Constitutional Convention.

   - Choose an issue of disagreement. Read the section of the Constitution that contains the final compromise as well as documents that show the various sides of the issue before a compromise was reached.
   - Work in pairs. Each partner should draft a three-minute speech defending one side of the issue.
   - Present your debate to the class, giving a short rebuttal after the other point of view has been given. Have the class evaluate the two sides of the argument before reminding your classmates how the issue was resolved.