

Chapter 7: Cooperation Leads to the U.S. Constitution

The original colonies were like 13 independent countries because they had different laws, their own militia, and their own money.

Stages of Cooperation

Recur : means that events keep happening

There are 4 **Stages of Cooperation**:

1. **Stage 1** : Gather together and discuss common problems
2. **Stage 2** : Occasional voluntary cooperation
3. **Stage 3** : Regular voluntary cooperation
4. **Stage 4** : Legally Binding Cooperation

The 13 Colonies Began Cooperating

Stage 1: The Colonies Gathered to Discuss Common Problems

The Albany Congress

Representatives : people that are chosen to vote and speak at a meeting for other people.

At the **Albany Congress** the colonists did two things:

1. **Asked the Iroquois to join their side in fighting the war against the French**
2. **Made a plan for joining the militias of all 13 colonies together to fight the French : Albany Plan of Union**

The Albany Plan of Union was made to bring the colonies together in an group as a way to become stronger and beat the French.

Before the Albany Plan of Union could start to work the legislature had to ratify the plan.

Ratify : to agree to a plan—most often by voting for it.

Legislature : a group of people who are elected to make laws.

At the Albany convention the 13 colonies were at **Stage 1 of cooperation.**

Stage 1: gathering together and discussing problems

If the Albany plan were ratified they would skip steps two and three of cooperation because being involved with the plan would be a part of the law.

The Albany Plan Fails

The Albany Plan failed to pass because the representatives of the 13 colonies were not ready to join together as one and give-up their control over things like taxes and trade.

Stage 2—The 13 Colonies Began Occasional Voluntary Cooperation

Parliament imposed the Stamp Tax

Colonial leaders refused to pay the Stamp Tax to Britain because they did not have anyone representing their concerns in the British Parliament (“**No taxation without representation**”).

The Stamp Act congress met

The 13 Colonies **had a boycott on all things from Britain.**

Boycott : people acting as a group to refuse to buy certain things in order to make the government change a law.

Stage 3—Regular Voluntary Cooperation Began

Three things must happen for regular voluntary cooperation to happen:

- 1.) **People involved have worked together in the past**
- 2.) **When they have worked together they were able to solve their problems**
- 3.) **Problems recur** : keep happening

The Revolutionary War caused regular voluntary cooperation

The Second Continental Congress **met for six years** on a regular basis.

The Second Continental Congress met **to help the colonies through the Revolutionary War.**

The Articles of Confederation

Constitution : written plan made for the government

The new state constitution **replaced the British colonial government**

It was difficult for the Second Continental Congress to form a new government

because **the separate states did not want to give up their power to create one central government**

The Second Continental Congress wrote a plan with a weak central government because **they knew that the states were not ready to give up their individual control over their state.**

Article of Confederation : new plan of government that made sure the central government wasn't any stronger than the Continental Congress.

The Article of Confederation **could not do anything if a state didn't follow the agreements.**

Articles of Confederation take years to be ratified

It took four years to pass the articles because Maryland was concerned about other states becoming too strong without a strong central government.

Problems with Regular Voluntary Cooperation

The United States Had Economic Problems After the Revolutionary War

Voluntary cooperation could not solve the problems for traders

Federal Government : strong central government that has more power than individual states.

Spain hurt the United States trade by **blocking off the port of New Orleans to American farmers that needed to sell their products.**

New Orleans was an important city **because farm goods were sent into New Orleans to be sold in the city and others were sent out to be sold on the east coast.**

When states started printing their own money they ran into problems **because no-one could agree on how much different types of money were worth.**

States also had problems when they raised taxes on products brought into their states because **it stopped other states from trading with them.**

The government could not pay its debts from the war

The Continental Congress **borrowed money from other countries and wealthy people** to pay for the Revolutionary War.

Inflation : decrease in what money is worth, which leads to the need for more and more money to be able to buy something.

If it took **5 gold dollars** to buy a rifle, **after inflation** it would cost **50 Continental** dollars.

People didn't want Continental dollars because **they didn't believe it was worth as much as gold or silver.**

Falling prices for food meant farmers could not pay their debts

The prices for food fell after the war because **men returning from the army started to sell food again and there was less of a demand for food.**

The falling price of food made **it difficult for farmers to pay of their debt from the war.**

Farmers in Massachusetts **were hurt by the decreased price for food and a new tax they were forced to pay.**

Shays' Rebellion

Daniel Shays and the farmers **wanted to stop the courts from sending farmers to jail for failing to pay off their debts.**

If the farmers did not pay off their debts, **the wealthy people would lose money.**

Wealthy People wanted to work for a federal government because:

- 1.) Shays' Rebellion scared them about the farmers ability to weaken the country**
- 2.) They could lose a great deal of money if farmers didn't pay them back.**

Time to Change the Plan of Government

After the Revolutionary War cooperating voluntarily with each other was not successful.

The convention was **suppose to write a new constitution.**

They gave the meeting a new name : **The Constitutional Convention** because **they were going to write a new constitution at the meeting.**

Compromise Made Possible a Plan for Legally-Binding Cooperation *Difficulties in Setting Rules for Cooperation*

Virginia favored a plan that gave more representation by population because **they had a large state population.**

Representatives at the Convention settled their disagreements by **compromising : each side gives up a little so that they can all agree.**

A Compromise settled the Problem of Representation in Congress

States had difficulty agreeing on how many votes each state would get because **smaller states wanted one vote per state and larger states wanted the number of votes based on the state population.**

Solution: The Great Compromise

The **Senate** gives smaller states the most influence.

The **House of Representatives** gives the larger states the most influence.

Problem:

- 1.) Large States wanted representation (votes) by population**
- 2.) Small states wanted equal representation for every state**

Solution:

- 1.) The House of Representatives allows large states to have more votes**
- 2.) The Senate gives all states an equal amount of votes**
- 3.) Both the House of Representatives and the Senate must agree to pass a law.**

A Compromise About How to Count Slaves

The south wanted slaves to count because: **more people meant more representation**

Northern Plan had two disadvantages for Southern States:

- 1.) Slaves could not count as population**
- 2.) Slave owners should pay taxes on slaves**

Solution to the problem of counting slaves

Problem: Northern and Southern states disagreed on whether slaves should be counted as part of the state population.

Solution:

- 1.) Slaves would be taxed at three-fifths of their full value**
- 2.) Slaves would count as population at three-fifth's value**

A Compromise Settled a Problem of Control Over Trade

Southerners didn't want the federal government to control trade for two reasons:

1.) Didn't want the government to collect taxes on trade

2.) Worried that the government would stop slave trade

Northerners wanted the federal government to have control over trade:

1.) Wanted taxes between states to end

2.) Wanted to end slave trade

New York representatives left the convention because they **were so upset about the compromise on slavery.**

Solution to the problem of control over trade

Problem: **Southern and Northern states disagreed about role of government in trade**

Solution:

1.) No taxes on trade

2.) No laws to stop slave trade

Solving the Problem of Sharing Power

Separation of Power and Checks and Balances : kept government from having too much power.

Separation of Powers

Separation of Powers : government is divided to spread out the amount of power.

The purpose of separation of power is to make sure that **one part of government can't get too much power and break rules.**

Branch of Government : each part of government

Executive Branch : President, Carries out laws

Judicial Branch : Supreme Court, Interpret laws

Legislative : Congress, Make laws

Checks and Balances

Check and Balance:

Check : each part of the government can stop another parts actions

Balance : each part of the government can balance the others by making sure all members help make decisions.

Checks and balances of the President over the other branches

Bill : An idea for a law that is sent to Congress

Veto : President can stop a bill from becoming law

Checks and balances of Congress over other branches

Override : Way Congress can pass a bill even with a veto

To override, **the Congress must vote again and get two-thirds votes in favor of the override.**

“The power of purse strings” : Example of balance of powers: Congress controls how much money the President can spend carrying out laws.

The Legislative Branch can **check the Supreme Court through impeachment of the justices and check the President through an override veto.**

Checks and Balances of the Supreme Court over the other branches

Judicial Review : Supreme Court makes last decision on what state and federal laws are allowed

Nullify : Decide a law can not be a law

The Judicial branch can **check the congress by nullifying a law and check the president because they can serve for life.**

Getting the New Constitution Ratified

The Convention Approves the Constitution

Representatives had to make **compromises to make sure that all of the states could work together.**

The Articles of Confederation needed all 13 states to agree to it.

The new Constitution **only needed nine states to agree so that it would be easier to pass.**

Working to Ratify the Constitution

To Ratify the Constitution:

- 1.) Each state elected representatives**
- 2.) Representatives voted on the Constitution**

The Constitution was **printed in the newspapers so everyone could read it.**

Federalists : wanted a strong federal government

Many Americans were opposed to the Constitution

People against the Constitution **feared a strong central government having too much power over states.**

Bill of Rights : was wanted so that people would not lose individual rights to the government.

The Supporters of the Constitution Worked for Ratification

Politics : working to get votes to pass something in the government

Political Tactics : ways to solve a political problem

Supporters of the Constitution used three political tactics:

- 1.) Domination : example: have more representatives in favor**
- 2.) Debate : example: Federalist writings**
- 3.) Compromise :example: Bill of Rights**

The **Federalist** was so well written that it convinced people to support the constitution.

Delaware, New Jersey, and Georgia all used **domination** because all of their representatives voted in favor of the Constitution.

Massachusetts was the first state to use **compromise.**

New Hampshire was the **ninth state to ratify the Constitution.**

Six months to get the new constitution ratified.

Four million people lived in the United States in 1790.

Four out of every five people came from **Europe** and **one out of every five people** came from **Africa.**