

## 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.**