

Unit 2 Part 2 – Articles of Confederation

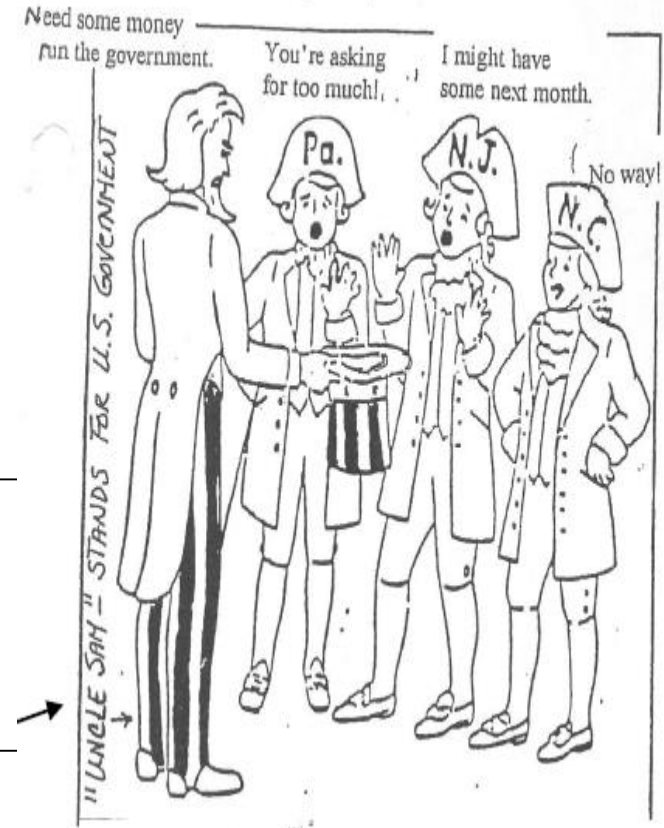
- Explain how the states' new constitutions reflected republican ideals.
- Describe the structure and powers of the national government under the Articles of Confederation.
- Summarize the Congress's plan for the settlement and governance of western lands.
- List the main weaknesses of the Articles.

Articles of Confederation (1777-1789):

- America's system of _____ during most of the American Revolution & _____ years after.
- Established a _____ / friendship between the 13 free and _____ states.
- Established only a _____ or _____-making body (Congress) of government.

Results:

- Congress asked for \$ _____ million from states and received less than \$ _____ million.
- The U.S. was deeply in _____.
- The U.S. could not fund an _____ or _____.



Under The Articles of Confederation:

- National (Federal) Government Lacked the Power to _____:
 - America owed _____ & foreign nations
 - _____ from the American Revolution.
 - To get _____ (\$) the federal government had to _____ money from the states.



2. States Used Different _____:

- Each _____ used different money.

Results:

- Money had a different _____ in each state.
- Some states would _____ accept other states' money.

Trouble on Two Fronts

The Confederation government did not have the power to deal with the country's financial problems. Problems continued with Britain and Spain over land and trade issues. By 1781 money printed during the Revolutionary War had fallen in value, or *depreciated*, and was almost worthless. Congress and the states printed paper money without the gold and silver to back it up. Neither had the power to tax the citizens.

The Continental Congress owed other countries and many citizens a lot of money after the war. The government failed to enforce the Treaty of Paris of 1783 and make British troops leave the lands east of the Mississippi River. British troops still held forts in the Great Lakes Region. British merchants succeeded in preventing Americans from trading in the West Indies and other markets.

Americans slowly began to realize that the United States government needed to be given more power. In order to prevent westward expansion, Spain blocked the lower Mississippi River to American shipping in 1784. This cut off the Americans' trade. In 1786 Spain agreed with America on the border between Georgia and Spanish Florida. In return, Americans agreed to limit shipping on the Mississippi River. Leaders, including George Washington, were worried about the future of America.

Why did the American economy fail after the American Revolution?

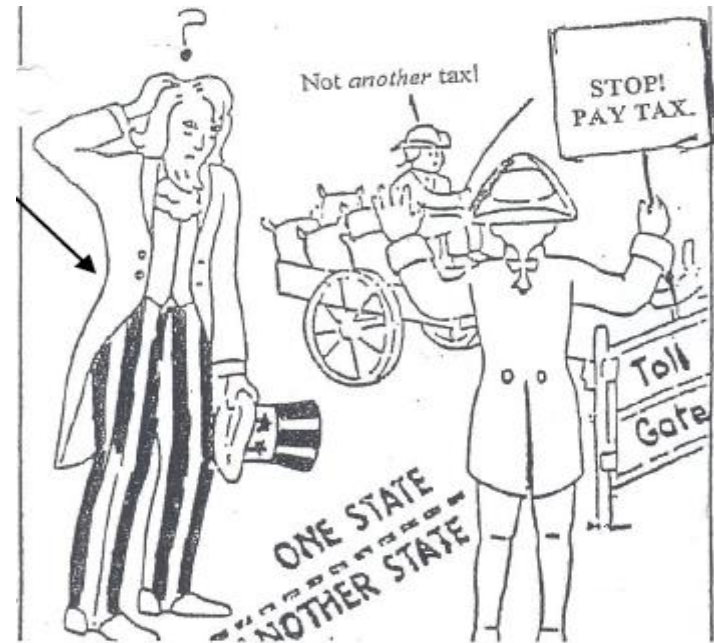
3. States Controlled Interstate & Foreign

_____ (Trade):

- Interstate Commerce = trading with other _____
- Foreign Commerce = trading with other _____
- - States taxed _____ and _____
- when traveling through their state with products/produce.
- - States made _____ trade agreements/policies with foreign nations.

•Results:

- In many cases it was _____ to ship products /produce to _____ nations.
- Some merchants & farmers began _____ goods across state borders.



Thirteen Independent States (

Britain did not believe the American government was very strong or effective. It ignored the Treaty of Paris and kept soldiers at posts on the American frontier.

In May 1776, the Americans were busy forming their own governments. Each state organized their government and adopted a *constitution*, or plan that explains how the government will operate.

By 1780 Connecticut and Rhode Island were the only states that followed their colonial charters instead of creating new constitutions. Most states included provisions to prevent abuses of power. Most constitutions included provisions for two-house, or *bicameral*, legislatures. The legislatures, made up of elected representatives of the people, were the most powerful branch of government.

Pennsylvania replaced the office of governor with an elected 12-member council. In order to vote, one had to be at least a 21 year old male and own property or pay taxes. Most states limited voting to white males, but a few permitted free black males to vote. There were disagreements as each state became self-governing.

1. How did the British ignore the Treaty of Paris? Give evidence

Results:

- Foreign nations had to deal with 13 _____ countries (states) to secure trade agreements with the U.S.
- New York and New Hampshire almost went to war over _____.
- 7 of the 13 states had _____ land claims.
- _____ refused to join the U.S. if Virginia and others did not _____ (give up) there western land claims.



4. States Acted as

Countries:

- States drafted their own _____ & _____ agreements with foreign nations.
- States argued over _____ land claims and other land disputes.

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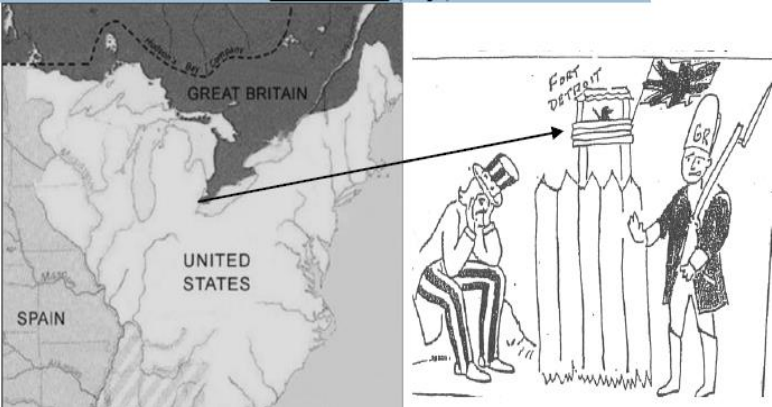
2. Following the end of the American Revolution, what did 11 of the 13 colonies form for each of their states?

5. Lacked Funds for _____ &

_____ :
- U.S. could not fund or maintain a standing army or navy.

Results:

- _____ refused to allow American farmers access to the _____ River.
- The British army refused to _____ troops from forts on American soil.
- Barbary _____ attacked and seized American trade _____ (ships) off the coast of Africa (Mediterranean Sea).



6. No Strong Executive

(President):

➤ No one person to make important decisions during

_____ or help settle problems between states or other countries.

➤ Federal government could pass _____, but not _____ them.

Results:

➤ If an emergency occurred the federal government could not respond _____.

➤ England & other European nations had to deal with each of the _____ states individually.



7. Each State Only Received 1 Vote:

➤ - Each state received only 1 vote regardless of their _____.

➤ - Laws had to pass with at least ___ votes.

Results:

➤ Very _____ laws were passed.

➤ Americans were not _____ represented.

➤ Example: _____, had the least amount of people, while

➤ _____ had the largest amount of people. However, both states received the _____ number of votes.

III - Impacts of Articles of Confederation:

1. _____ Rebellion (1786):

➤ - In an effort to pay off _____ debts, Massachusetts raised _____.

➤ - Many farmers were not able to pay their taxes and state courts _____ their farms.

Results:

➤ Daniel Shays, a Massachusetts farmer and American Revolution war _____ led an armed _____.

➤ More than 1,000 armed _____ attacked and closed state _____ houses for _____ months.

➤ The Massachusetts _____ broke up Shays' Rebellion.

Shays' Rebellion 1786-1787

During the American Revolution, the states and the Continental Congress had borrowed large sums of money from wealthy merchants. After the war, the merchants demanded that they be repaid, but the national government under the Articles of Confederation had no power to raise money. The states had to repay their own debts, and the only way for them to raise the money was to tax their citizens heavily.

Many farmers in the western part of Massachusetts had an especially hard time paying their bills at this time. The Massachusetts farmers, many of whom were war veterans who had never been paid, owed about one-third of their income for state taxes, and the Massachusetts legislature refused to issue paper money as other states had done. Those farmers who could not pay their taxes had their farms taken away by state courts. Court officials then auctioned off the farms and used the money from the sale to pay the taxes. Farmers who could not pay their personal debts were often put into prison.

The farmers asked the Massachusetts legislature to lower taxes and let them pay taxes and other debts with farm produce. They begged the legislature to stop jailing people who could not pay their debts. Instead the legislature listened to merchants and bankers to whom the farmers owed money. It refused to pass laws to help the farmers.

Because they could not get help through legal means, a group of farmers decided they had no choice but to rebel. Their leader was Daniel Shays, a former Revolutionary War captain. In the fall of 1786, Shays led armed farmers in marches outside county courthouses in Springfield, Northampton and other towns in western Massachusetts. The purpose was to keep the courts from meeting. If the courts did not meet, bankers and others to whom farmers owed money could not take away their farms.

In January 1787, Shays' men attacked a Springfield building where they government stored guns. Wealthy merchants from as far away as Baltimore, Maryland paid to raise a militia and the governor of Massachusetts sent the soldiers to fight the rebels. The soldiers shot and killed four men, and soon the rest of Shays' followers fled. Several rebel leaders were caught. The men were brought to trial, found guilty, and sentenced to death. Later the court set them all free, including Shays.

Shays' Rebellion did not succeed. For many, the rebellion symbolized a fatal weakness of the national government under the Articles of Confederation. Because Congress had no power to raise money, it could not help the states pay off their war debts, which forced the states to tax their citizens heavily. Moreover, Congress could not raise a national army without unanimous consent of the states, so it was unable to act in time to assist Massachusetts. The realization of this weakness helped spur the events of the summer of 1787, when the Constitutional Convention that met in Philadelphia wrote a constitution that defined a stronger and more capable federal government.



↑ Shays' Rebellion was caused by an economic depression & aggressive tax & debt collection. The goal of Shays' Rebellion was to close down state courts to stop hearings on tax and debt collection.

<p>Who was involved in the rebellion?</p>	
<p>What was the problem?</p>	
<p>Where did the rebellion take place?</p>	
<p>When did the rebellion take place?</p>	
<p>Why did the rebellion take place?</p>	
<p>How did Shays' men rebel?</p>	

To Henry Lee, October 31, 1786

“the accounts which are published of the commotions [*disturbances*]. . . exhibit a melancholy [*sad*] proof of what our trans-Atlantic foe [*England*] has predicted; and of another thing perhaps, which is still more to be regretted [*sorry about*], and is yet more unaccountable [*strange*], that mankind when left to themselves are unfit [*incapable*] for their own Government. I am mortified [*embarrassed*] beyond expression when I view the clouds that have spread over the brightest morn [*morning*] that ever dawned upon any Country. . . To be more exposed [*visible in a bad way*] in the eyes of the world, and more contemptible [*disgraceful*] than we already are, is hardly possible.”

To David Humphreys, October 22, 1786

“commotions [*disturbances*] of this sort, like snow-balls, gather strength as they roll, if there is no opposition [*obstacle*] in the way to divide and crumble them. . . I am mortified [*embarrassed*] beyond expression that in the moment of our acknowledged [*accepted*] independence we should by our conduct [*behavior*] verify [*prove correct*] the predictions of our transatlantic foe [*England*], and render [*make*] ourselves ridiculous and contemptible [*disgraceful*] in the eyes of all Europe.”

To Henry Knox, February 3, 1787

“The moment is, indeed, important! – If government shrinks [*backs away*], or is unable to enforce [*carry out*] its laws; fresh maneuvers [*movements*] will be displayed by the insurgents [*protestors*] – anarchy [*lawlessness*] & confusion must prevail [*win out*] – and every thing will be turned topsy turvey in that State; where it is not probable [*likely*] the mischiefs [*troubles*] will terminate [*end*].”

“if three years ago any person had told me that at this day, I should see such a formidable [*dreadful*] rebellion against the laws & constitutions of our own making as now appears I should have thought him a bedlamite - a fit subject for a mad house.”

**Document A –
Excerpts of Letters
Written by George
Washington in
Response to Shays’
Rebellion**

Source: The George Washington Papers at the Library of Congress, 1741- 1799. American Memory, Library of Congress. Washington, D.C. Accessed 8/5/14. [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mgw:@field\(DOCID+@lit\(gw290026\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCID+@lit(gw290026))) :

Document B –
Excerpts of
Letters
Written by
Thomas
Jefferson in
Response to
Shays’
Rebellion

Source: Jefferson,
Thomas to
William Smith,
November 13,
1787. Library of
Congress,
Manuscript
Division.
Washington, D.C.
Accessed 8/6/14.
<http://www.loc.gov/exhibits/jefferson/105.html>

To William S. Smith, Paris, Nov. 13, 1787

What country can preserve [*protect*] its liberties if their rulers are not warned from time to time that their people preserve the spirit of resistance [*opposition*]? Let them take arms [*weapons*]. . . the tree of liberty must be refreshed from time to time with the blood of patriots & tyrants [*dictators*].

To James Madison, Paris, Jan. 30, 1787

I am impatient to learn your sentiments [*opinions*] on the late troubles in the Eastern states... I hold it that a little rebellion [*revolution*] now and then is a good thing, & as necessary in the political world as storms in the physical. . . It is a medicine necessary for the sound health of government.

To James Madison, Paris, Dec. 20, 1787

The late rebellion in Massachusetts has given more alarm than I think it should have done. Calculate that one rebellion in 13 states in the course of 11 years, is but one for each state in a century & a half. No country should be so long without one. Nor will any degree of power in the hands of government prevent insurrections [*revolutions*]. France, with all its despotism [*dictatorship*], and two or three hundred thousand men always in arms has had three insurrections in the three years I have been here in every one of which greater numbers were engaged than in Massachusetts & a great deal more blood was spilt.

To Abigail Adams, Paris, Feb. 22, 1787

The spirit of resistance to government is so valuable on certain occasions, that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not to be exercised at all. I like a little rebellion now and then. It is like a storm in the Atmosphere.

Purpose for reading: Interpret specific words and phrases in the letters written by George Washington and the letters written by Thomas Jefferson to determine each author's point of view on the rebellion.

George Washington on Shays' Rebellion	
Direct quote from George Washington's Letters	I can infer that George Washington believed...

Purpose for reading: Interpret specific words and phrases in the letters written by George Washington and the letters written by Thomas Jefferson to determine each author's point of view on the rebellion.

Thomas Jefferson on Shays' Rebellion

Direct quote from Thomas Jefferson's Letters

I can infer that Thomas Jefferson believed...

Analysis: Compare and contrast Washington's and Jefferson's viewpoints on the rebellion.

Draw a conclusion unique to George Washington's viewpoint.	Draw a conclusion about the similarities between the viewpoints.	Draw a conclusion unique to Thomas Jefferson's viewpoint.

Shay's Rebellion - Newspaper Rubric

10pts – Newspaper header and setup - Introduce a topic or text clearly, state an opinion, and create an Organizational structure in which ideas are logically grouped to support the Writer's purpose.

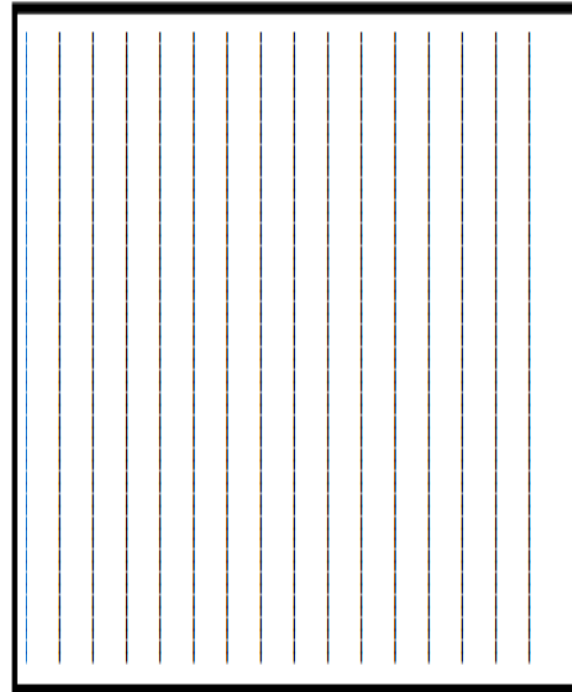
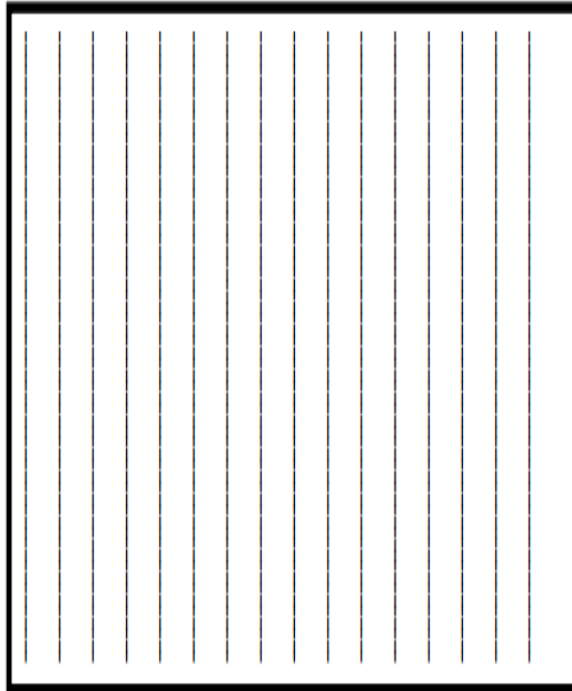
10pts – Washington- corroborate multiple primary sources to draw conclusions about the founding fathers' views of Shays' Rebellion.

10pts – Jefferson- corroborate multiple primary sources to draw conclusions about the founding fathers' views of Shays' Rebellion.

20pts – 2 quotes – Use quotes to support that that although they had very different viewpoints, both leaders recognized that the government did need reform in order to govern more effectively. Quotes should be cited correctly

25pts – Explanation of Shays Rebellion – Includes in detail all 6 parts from the w's chart and may include quotes from the text

25pts – Connection of Historical Significance or outcome - create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights or the need to do away with the A of C and create a government with a strong central base.



(Headline)

(Location & Date)

HAMPSHIRE GAZETTE

- Assignment: You are a newspaper journalist for the Hampshire Gazette, and your boss just gave you the most important assignment of your career. You have been chosen to cover the story of the recent rebellion in Massachusetts. Your boss expects you to:
- inform the people of what happened;
 - formulate an opinion on whether or not Shays' rebellion was good for the United States;
 - justify your opinion with evidence from your research about what the Founding Fathers had to say and what they believed.

2. Ordinance (1787):

- - Divided the Northwest _____ into separate territories for future _____.
- -Outlawed _____ in the Northwest Territory.
- Provided a method to admit new _____ into the _____.

Results:

- New states needed at least _____, _____ free settlers and a state _____.
- Eventually, free (non-slave) states, _____, Indiana, Illinois,
- Michigan, and Wisconsin were created from the Northwest Territory

CRQ - New Land Policies

As the population west of the Appalachian Mountains grew, settlers wanted to form states and join the union. The Articles had no provisions for adding new states. In 1784, the Western territory was divided into smaller, self-governing districts with the approval of Congress. The districts could *petition*, or apply for statehood when their population equaled that of the smallest state.

A law, or *ordinance*, passed by Congress in 1785, resulted in the division of Western lands north of the Ohio River into townships. Land was sold for a minimum of a dollar an acre. Speculators, or people who hoped to make a profit from their investment, bought large areas of inexpensive land. The lands north of the Ohio River and east of the Mississippi River became the Northwest Territory under the Northwest Ordinance of 1787. This territory was then divided into three to five smaller territories. These territories were permitted to petition, or apply, for statehood when the population reached 60,000.

The ordinance protected settlers' rights, including freedom of religion and trial by jury. The law was the first in the United States to ban slavery and involuntary servitude.



1. Who are Speculators?

2. How could a territory become a state under the Northwest Ordinance?

3. The Articles of Confederation :

- After Shays' Rebellion, leaders from several states called for a _____ framework of government to be created.
- The Articles of Confederation failed because the _____ had too much power.
- The Articles of Confederation failed because it lacked a strong _____ / _____ / _____ government.
- The Articles of Confederation failed because the document had many _____.

Result:

- In 1787, the _____ began to develop a new government for America.

What is a republic?

What were two powers the Confederation of Congress were given to handle

CRQ -2 Forming a Republic

The states agreed the government should be a *republic*, a form of government ruled by the people through their elected representatives. A committee drafted a constitution that was approved by the Second Continental Congress in November 1777.

The plan was called the Articles of Confederation. The plan gave each state its freedom and independence. The central government, or Confederation of Congress, was given the power to handle relations with other countries, establish an army, borrow money, and issue currency or forms of money. The Confederation of Congress did not have the power to tax the states, force people to join the army, or regulate trade. Congress had to ask the state legislatures for money or troops. The states could choose whether or not they would contribute. Congressional committees took the place of a chief executive or president.

The Confederation of Congress officially became the United States after all 13 states approved the Articles of Confederation on March 1, 1781. Each state had one vote. All states agreed to give up land claims west of the Appalachian Mountains.

The Confederation won the war for independence and provided for new states in the West. However, the government, under the Articles of Confederation, was not strong enough to handle all of the problems it faced. Its authority was limited. Nine states had to vote in favor of any new laws. Any change to the Articles required the agreement of all 13 states.

What authority did the Confederation of Congress lack that was given to the states instead?

Analysis: Compare and contrast Washington's and Jefferson's viewpoints on the rebellion.

Draw a conclusion unique to George Washington's viewpoint.	Draw a conclusion about the similarities between the viewpoints.	Draw a conclusion unique to Thomas Jefferson's viewpoint.
<ul style="list-style-type: none">➤ George Washington was extremely embarrassed that it appeared that Americans were unable to govern themselves well.➤ He was unhappy with the lack of a strong central government and the weakness of the Articles of Confederation	<p style="text-align: center;">Both men believed that changes (reforms) were necessary in order to provide a more effective government.</p>	<ul style="list-style-type: none">➤ Thomas Jefferson believed that any rebellion was a good thing because it helped to protect the people's liberty and limit the power of the government.➤ Rebellion didn't mean that a government was bad, just that it needed to be amended to work better.