

## STUDENT-FRIENDLY VERSION OF THE ARTICLES OF CONFEDERATION

### **Preamble**

To everyone who reads this document, we the undersigned delegates send greeting.

Articles of Confederation and permanent union among the states of New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

**Article I:** The new nation will be called "The United States of America."

**Article II:** All states are independent from one another. The state governments will retain all powers that are not specifically given to the national Congress.

**Article III:** The states agree to maintain friendly relationships. They will defend one another in times of trouble and protect their shared liberties and mutual welfare.

**Article IV:** To maintain friendly relations among the states, all free inhabitants can move among the states and conduct business therein without extra taxes. If fugitives from one state are living in another state, they should be sent back to face prosecution. All records and judicial rulings applying to individuals in one state shall be accepted by all other states.

**Article V:** Every year, state legislatures will send representatives to the national Congress. Each state shall send no less than two and no more than seven delegates, and each state will have only one vote in Congress.

**Article VI:** No state can enter into a formal alliance with any foreign power. Neither states nor Congress shall give any title of nobility to anyone in the United States. Two or more states cannot enter into their own treaty. States cannot maintain standing armies or navies without Congress's approval. Unless invaded, no state shall wage war without permission from Congress.

**Article VII:** In times of war, state legislatures will appoint all officers under the rank of colonel and maintain their armies.

**Article VIII:** To pay for war, states will receive money from the national Treasury in proportion to the amount of land they own. The state legislatures will collect the taxes needed to fund the Treasury.

**Article IX:** The national Congress will have the power to:

- declare war
- negotiate foreign treaties
- settle disputes between states
- regulate currency
- direct the operations of land and naval forces
- borrow money from the states

Congress cannot carry out any resolution unless nine of the thirteen states agree.

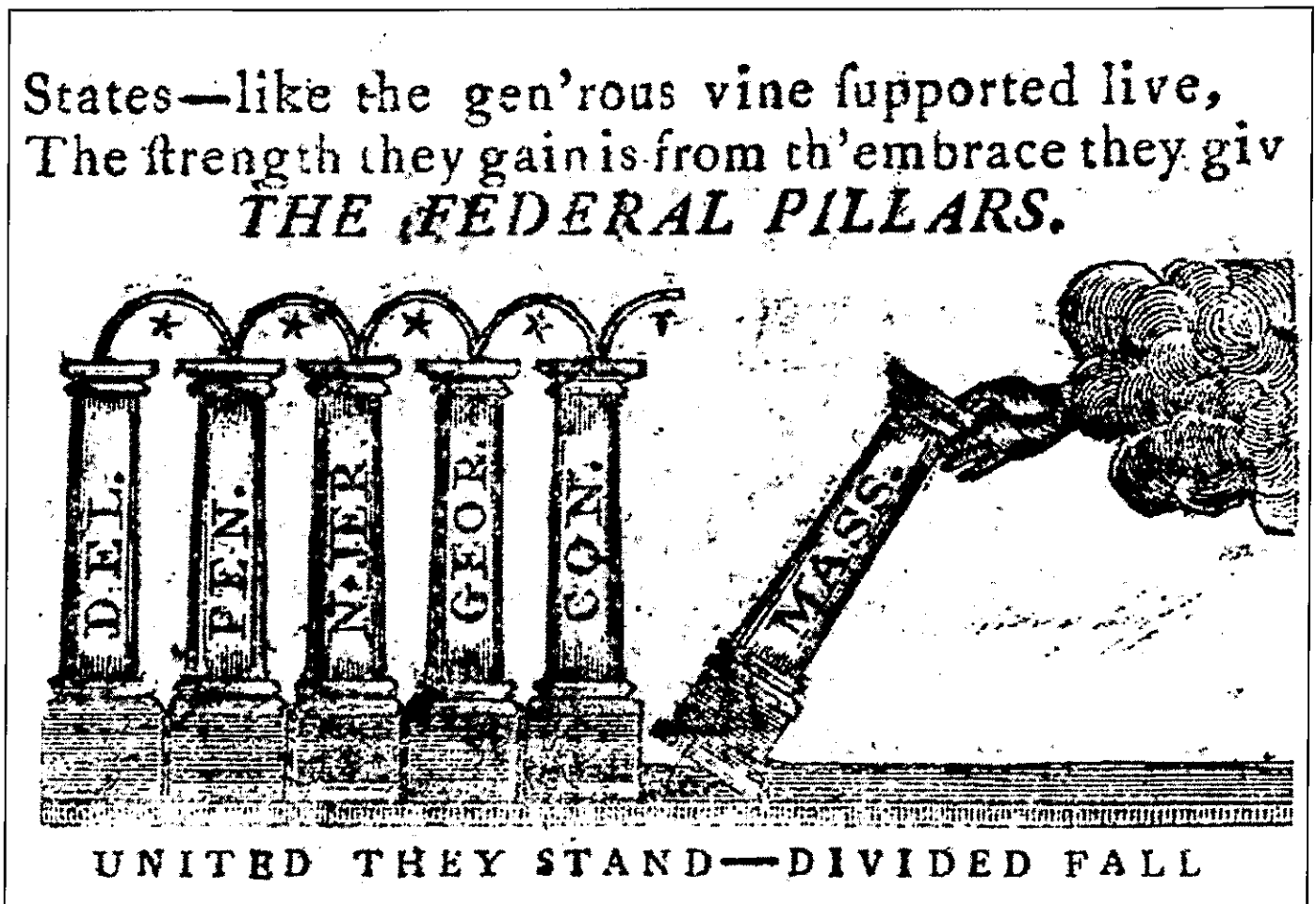
Congress will have a president to organize debate for a one-year term.

**Article X:** A committee of the states will be given the power to run the United States during the times Congress is in recess.

**Article XI:** Canada will be allowed admission into the United States. Any other colony requesting admission will need nine votes in Congress.

**Article XII:** Congress pledges to repay any money borrowed from individual states during the Revolution.

**Article XIII:** All states agree to abide by the Articles of Confederation. To amend the Articles, Congress and all of the state legislatures must unanimously agree.



"The Federal Pillars," *Massachusetts Centinel* (Boston, MA), January 16, 1788. Courtesy of the Library of Congress, Serial and Government Publications Division.

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**ARTICLES OF CONFEDERATION GRAPHIC ORGANIZER**

CONFEDERATION: \_\_\_\_\_

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State Government Powers	National Government Powers
<b>Weaknesses of the Articles of Confederation</b>	
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	

**Resource Sheet #01**

**Shays' Rebellion Article**

**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.



**Daniel Shays and Job Shattuck, two of the main protest leaders.**

Source: "Daniel Shays and Job Shattuck." Relief Cut On Paper. National Portrait Gallery, Smithsonian Institution. Washington, D.C. Accessed 8/11/14.

<http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp?rawsearch=ObjectID//is//13020//false//false&newprofile=CAP&newstyle=single>

**Resource Sheet #02**

**Shays' Rebellion Note-taking Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose for reading: Based on the article, summarize Shays' Rebellion (RS #01) by answering the questions listed below.**

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

### Resource Sheet #03

## Document A – Excerpts of Letters Written by George Washington in Response to Shays' Rebellion

### 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."

Source: Washington, George To Henry Lee, October 31, 1786. 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\(DOCLID+@lit\(gw290026\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mgw:@field(DOCLID+@lit(gw290026)))

### 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."

Source: Washington, George to David Humphreys, October 22, 1786. 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/ampage?collid=mgw2&fileName=gwpage013.db&recNum=200&tempFile=/temp/~ammem\\_5ugU&filecode=mgw&next\\_filecode=mgw&itemnum=1&ndocs=100](http://lcweb2.loc.gov/cgi-bin/ampage?collid=mgw2&fileName=gwpage013.db&recNum=200&tempFile=/temp/~ammem_5ugU&filecode=mgw&next_filecode=mgw&itemnum=1&ndocs=100)

### 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."

Source: Washington, George to Henry Knox, February 3, 1787. Founders Online. National Archives and Records Administration. Washington, D.C. Accessed 8/5/14. <http://founders.archives.gov/documents/Washington/04-05-02-0006>

## Resource Sheet #04

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

**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*].

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 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.

Source: Jefferson, Thomas to James Madison, Jan, 30, 1787. Library of Congress, Manuscript Division. Washington, D.C. Accessed 8/6/14. [http://memory.loc.gov/cgi-bin/ampage?collId=mjm&fileName=02/mjm02.db&recNum=860&itemLink=h?ammem/mjm:@field\(DOCID+@lit\(mjm012678\)\)](http://memory.loc.gov/cgi-bin/ampage?collId=mjm&fileName=02/mjm02.db&recNum=860&itemLink=h?ammem/mjm:@field(DOCID+@lit(mjm012678)))

**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.

Source: Jefferson, Thomas to James Madison, December 20, 1787. Thomas Jefferson Papers, Series 1, General Correspondence, 1651-1827. American Memory, Library of Congress. Washington, D.C. Accessed 8/6/14. <http://hdl.loc.gov/loc.mss/mtj.mtjbib003193>

**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.

Source: Jefferson, Thomas to Abigail Adams, February 22, 1787. Thomas Jefferson Papers, Series 1, General Correspondence, 1651-1827. American Memory, Library of Congress. Washington, D.C. Accessed 8/6/14. <http://memory.loc.gov/master/mss/mtj/mtj1/006/1200/1251.jpg>



**Resource Sheet #02**

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

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

**Resource Sheet #02**

**Purpose for reading: Interpret specific words and phrases in the letters written by George Washington (RS #03) and the letters written by Thomas Jefferson (RS #04) to determine each author's point of view on the rebellion.**

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

## **Background Narrative**

By 1787, the United States was in crisis. The then-current form of government under the Articles of Confederation was mostly ineffective. Interstate commerce was a major problem as states placed tariffs on goods from other states. There was no national executive, no real judicial branch (Congress acted as the judicial branch). The legislative branch consisted of a unicameral or one house congress. Congress was limited in its powers so as not to interfere with the powers belonging to the individual states.

In the spring of 1787, Alexander Hamilton, a prominent New York attorney, organized a convention to take place in Philadelphia's Independence Hall. The purpose of the convention was to discuss and remedy the problems associated with the Articles of Confederation. Each state was invited to send delegates to participate in the event.

The Philadelphia Convention (later to be known as the Constitutional Convention) began on May 25, 1787. Twelve of the thirteen states sent delegates. The only state to boycott the proceedings was Rhode Island. In total, 55 delegates would play a role at various times in the convention.

The delegates who participated in the convention did not reflect the diversity then present in the nation. Many of the delegates were wealthy planters or lawyers. Many owned slaves. Since they were not considered viable participants in the political process, women, blacks, and Native Americans were not represented at the convention.

The leader of the convention was Revolutionary War hero, George Washington of Virginia. Washington assumed command of the debates, yet did not take part in the debates themselves. Benjamin Franklin, representing his adopted state of Pennsylvania, was the oldest delegate present at 81 years of age. James Madison, arguably the most prepared delegate, took

copious notes during the confidential debates that followed. His role at the convention would eventually earn him the title, "Father of the Constitution".

As the delegates discussed ways to repair the Articles of Confederation, it soon became apparent that they were designing a new system of government, one more suitable for the young United States. However, issues soon arose that created contentious debate amongst the delegates.

One of these issues dealt with the very nature of the new government. The states with larger populations favored James Madison's Virginia Plan. This plan consisted of a strong national government with three branches (Executive, Legislative, and Judicial) and a bicameral (two house) legislature (Congress) with a Senate and a House of Representatives whose memberships would be based upon a state's population. Madison's plan also gave the national government the power to tax, a power that rested solely within the states under the Articles of Confederation.

The less populated states, feeling threatened by Madison's plan, created another plan of government. The New Jersey Plan, written by William Patterson of New Jersey was also known as the Small State Plan. This plan mirrored one part of the Virginia Plan in that it called for a national government of three branches (Executive, Legislative, and Judicial). However, the Legislative Branch would be unicameral (one house) with each state having only one vote. The states would maintain the sole power of taxation. In essence, the New Jersey (or Small State Plan) was very similar to the government under the Articles of Confederation.

As the different plans split the convention into factions, the delegation from Connecticut, led by Roger Sherman, created a compromise plan known as the Connecticut Plan or the Great Compromise. This plan called for a government with three branches (Executive, Legislative, and Judicial). The Legislative Branch would be bicameral with a Senate (with equal representation

for all states with two senators per state) and a House of Representatives (whose membership would be based upon a state's population). The Great Compromise was able to settle the debate in the convention and helped create the federal system of government under the United States Constitution.

Slavery was a topic of debate that threatened the hopes of a new federal constitution and the very union itself. Many southern states wanted their slaves to be counted as part of their population. This would give slave-holding states an advantage in the House of Representatives and in the Electoral College. The debate was settled with the Three-Fifths Compromise which allowed slaves to be counted as  $\frac{3}{5}$  of a free white person when the population of a given state was counted for representation purposes.

The Three-Fifths Compromise settled the representation debate, but there were two other areas concerning slavery that were yet unsettled. Slave-holding states were worried that Congress may (in the future) have enough votes to legalize the international slave trade. The delegates at the convention created the Slave Trade Clause which forbade Congress from voting against the international slave trade until 1808.

The final slave debate focused on runaway slaves. Slave states wanted a guarantee that if caught, runaway slaves would be returned to their owner. The convention agreed to include the Fugitive Slave Clause in the Constitution which forced all states to return fugitive slaves to their owner.

Given the debates on the nature of our government and slavery, it is clear that compromise was the key to success at the Constitutional Convention. Once the document was signed on September 17, 1787, it was presented to the states for ratification. Delaware was the

first state to ratify the document. Once it was ratified by the required ninth state (New Hampshire), the Constitution took effect on March 4, 1789. The document created by 55 delegates during the warm summer of 1787 was destined to see our nation through times of peace and times of war. As a testament to the genius of those men, the government they created has lasted over 220 years.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**A Letter from James Madison**

*Dear Fellow Delegates,*

*Welcome to Independence Hall in the city of Philadelphia! As you know, you have been selected as a delegate to represent your home state during these proceedings. Our purpose is to discuss the defects found in our current government under the Articles of Confederation. Your input is not only desired, but necessary so that we can guarantee "life, liberty, and the pursuit of happiness" to all Americans. I ask you to remember that whatever is said in these meetings is to be held in the strictest of confidence.*

*Again, welcome to Philadelphia and thank you for helping to secure the best possible government for our country.*

*Sincerely,  
James Madison*

What state do you represent? \_\_\_\_\_

**Directions:** Use the 1790 US Census Information Sheet to answer the following.

1790 Total Population: \_\_\_\_\_

1790 Slave Population: \_\_\_\_\_

**Directions:** Working with the delegate(s) from your state, answer the following questions.

1. Is your state considered a large or small state? Explain how you came to this determination. (Hint: States with populations over 250,000 were considered large states.)

2. As a delegate from your state, do you prefer the Virginia Plan or the New Jersey Plan?

3. Why do you prefer this plan?

4. How should the US Constitution address the issue of slavery? Should slaves be counted for representation?

5. How does your state feel about the issue of representation in Congress? Why?



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**1790 United States Census Data**

<u>State</u>	<u>Total Population</u>	<u>Slave Population</u>
Connecticut	237,946	2,764
Delaware	59,096	8,887
Georgia	82,548	29,264
Maryland	319,728	103,036
Massachusetts	378,787	0
New Hampshire	141,885	158
New Jersey	184,139	11,423
New York	340,120	21,324
North Carolina	393,751	100,572
Pennsylvania	434,373	3,737
Rhode Island	68,825	948
South Carolina	249,073	107,094
Virginia	691,737	292,627

Source:

Center for Civic Education, *We the People*. CA: Center for Civic Education, 1990.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**The Constitutional Convention Simulation: Tally Sheet**

Directions: Fill in the information as students present their responses.

	Prefers the Virginia Plan	Prefers the New Jersey Plan	Feelings About Slavery	Feelings About Representation
New Hampshire				
New York				
Massachusetts				
Maryland				
North Carolina				
South Carolina				
Pennsylvania				
New Jersey				
Delaware				
Virginia				
Georgia				
Connecticut				

### **The Constitutional Convention Simulation: Reflection**

Directions: Answer each of the following in complete sentences. You can use the information from the Tally Sheet you completed in class to help you.

1. How would you summarize the feelings of the various states (as seen in the classroom simulation) regarding their feelings toward the Virginia and New Jersey Plans?

2. In the classroom simulation, how would you describe the states' feelings about slavery? Were the states divided? Why?

3. At the Constitutional Convention, how did the slave compromises attempt to settle the different opinions regarding slavery?

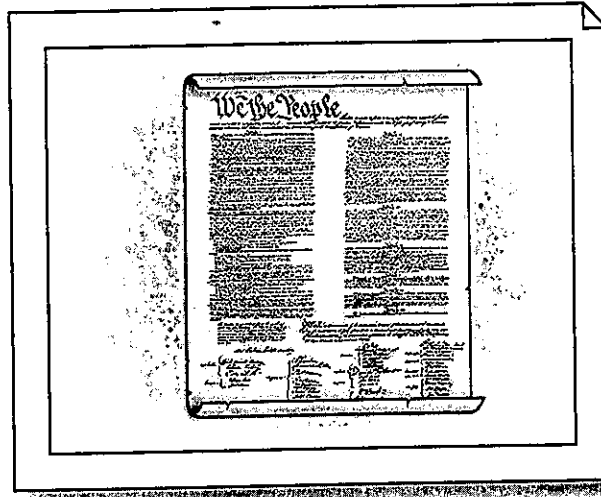
4. During the classroom simulation, how did the states feel about representation in Congress? Was there a noticeable difference on this issue between northern and southern states? Large and small states?

5. At the Constitutional Convention, how did the Great Compromise (Connecticut Compromise) settle differences between the states who favored the Virginia Plan and those that favored the New Jersey Plan?

Name: \_\_\_\_\_

# THE UNITED STATES CONSTITUTION

**W**hen the United States became a new country, it needed a new government. Americans knew they did not want to have a king as a leader. They did not want one person to have too much power. The leaders decided to have a republican government. Representatives would be chosen by the American people to run the government.



Between 1776 and 1780, many of the states wrote constitutions. Americans thought it was important to have the powers of the government written down. Each state constitution listed the rights of its citizens. Most state constitutions said that the people were the supreme rulers.

During the American Revolution, the Second Continental Congress met. The representatives at this meeting wrote a plan for a national government. The Articles of Confederation was approved by all 13 states in 1781. The states joined together as a loose union, run by a weak national government. Congress, a group of representatives, ran this national government.

For many reasons, the Articles of Confederation did not work for the United States. The leaders wanted the states to feel more like a nation. They thought the national government should have more power.

In 1787, representatives met in Philadelphia, Pennsylvania, to rewrite the Articles of Confederation. At this meeting, the leaders realized that rewriting the Articles of Confederation would not help. Because they wanted to make so many changes, a new government had to be created.

The representatives replaced the Articles of Confederation with the Constitution. It created a strong central government with three branches. Now, the United States had Congress, the President, and the Supreme Court to run the country. This type of government could work better and still protect people's rights. In 1788, enough states ratified, or accepted, the Constitution for it to become the law.

These rules of government would have to last a long time. The leaders knew the Constitution would have to be able to change. It would have to be able to change so it would work in the future. Therefore, the leaders wrote the Constitution so it can be changed by amendments. Because it can change, the Constitution still works today.

# THE UNITED STATES CONSTITUTION

## Multiple Choice

Circle the best answer, and write the letter in the box.

1. Americans knew they did not want to have a \_\_\_\_\_ as a leader.
- A. President
  - B. congress
  - C. king
  - D. citizen
2. Between 1776 and 1780, many states had \_\_\_\_\_.
- A. a list of the powers of the government
  - B. a list of the rights of the citizens
  - C. constitutions that said the people were the supreme rulers
  - D. all of the above
3. Representatives met to rewrite \_\_\_\_\_.
- A. the Articles of Confederation
  - B. the Constitution
  - C. the Declaration of Independence
  - D. *Common Sense*
4. The Constitution created a government with \_\_\_\_\_ branches.
- A. two
  - B. three
  - C. four
  - D. five
5. In \_\_\_\_\_, the Constitution became the law.
- A. 1776
  - B. 1787
  - C. 1865
  - D. 1788

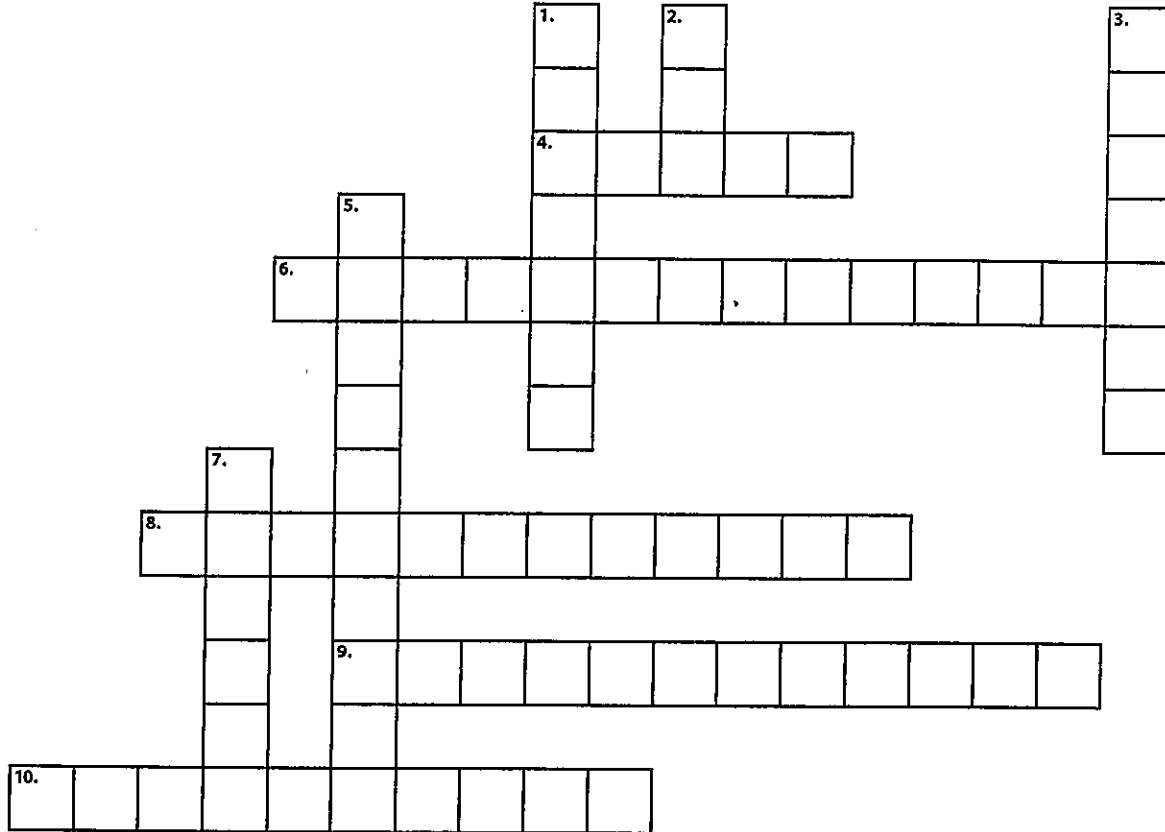
Name:

Date:

# THE UNITED STATES CONSTITUTION

## Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



**ACROSS**

4. The Articles of Confederation did not give the national government enough \_\_\_\_\_.
6. A \_\_\_\_\_ is a person chosen by the American people to help run the government.
8. In 1787, representatives met in \_\_\_\_\_.
9. The Articles of Confederation was replaced by the \_\_\_\_\_.
10. The Americans did not want a king in charge of their \_\_\_\_\_.

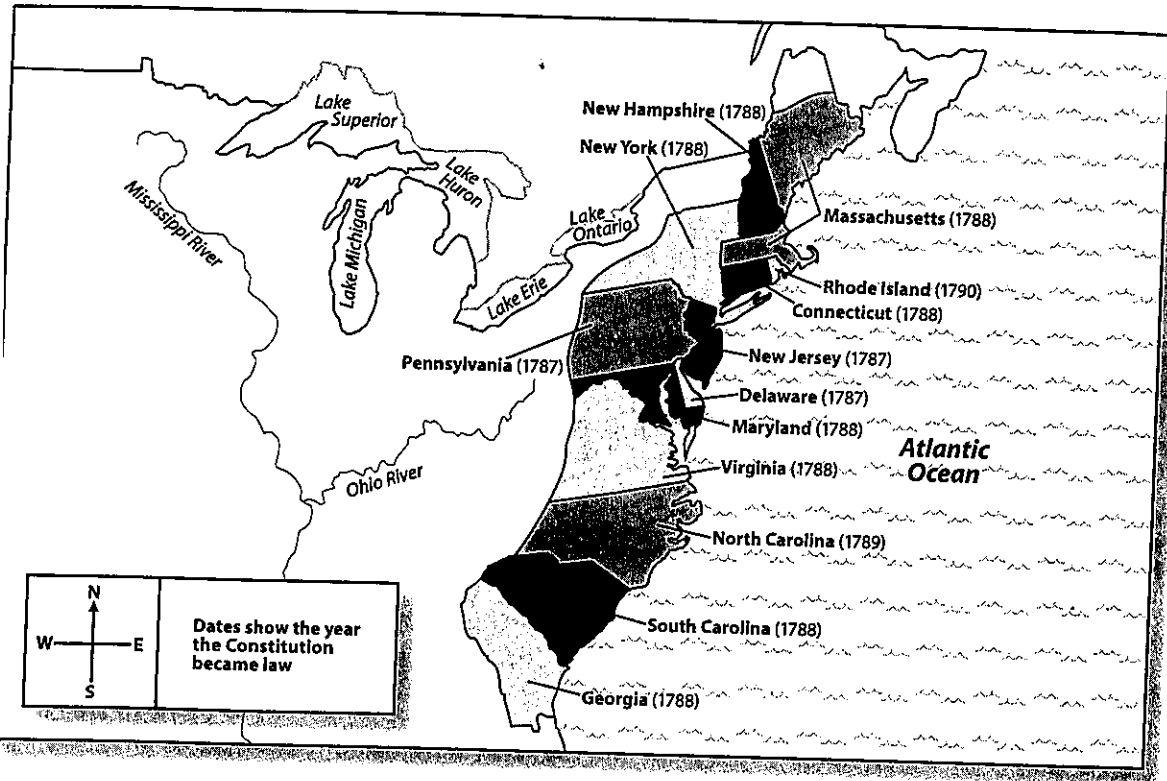
**DOWN**

1. Most state constitutions said that the people were the \_\_\_\_\_ rulers.
2. In 1788, the Constitution became the \_\_\_\_\_.
3. \_\_\_\_\_ of the United States wrote the constitution so that it could be changed.
5. The American leaders decided to have a \_\_\_\_\_ government.
7. Because the Constitution can \_\_\_\_\_, it still works today.

# THE UNITED STATES CONSTITUTION

## Map – Ratifying the Constitution

Use the map to answer the following questions. Write the answers in complete sentences.



• What are the three states that ratified the Constitution in 1787?

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• Which state was the last state to ratify the Constitution?

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• What year did Massachusetts ratify the Constitution?

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Name:

Date:

# THE UNITED STATES CONSTITUTION

## Extension Activities

*Choose one of the following activities to complete. Write the answer in complete sentences.*

1. How many years has the Constitution been the supreme law of the United States? Do the math to find out.

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2. The Constitution says that in order to be President, a person must be born in the United States. Why do you think the leaders made this rule?

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3. How many amendments to the Constitution are there? Look on the Internet or at the library to find out.

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Name:

Date:

# QUIZ: THE UNITED STATES CONSTITUTION

## True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- \_\_\_\_\_ 1. Americans wanted a king to be in charge of their government.
- \_\_\_\_\_ 2. In 1788, the Constitution became the law.
- \_\_\_\_\_ 3. Because the Constitution can change, it still works today.
- \_\_\_\_\_ 4. Most state constitutions said the people were the supreme rulers.
- \_\_\_\_\_ 5. The Constitution was replaced by the Articles of Confederation.

## Multiple Choice

Circle the best answer, and write the letter in the box.

6. The \_\_\_\_\_ created a government with three branches.
- A. Mayflower Compact
  - B. Constitution
  - C. Declaration of Independence
  - D. Articles of Confederation
7. The \_\_\_\_\_ did not give the national government enough power.
- A. state constitutions
  - B. Constitution of the United States
  - C. Articles of Confederation
  - D. Declaration of Independence

## Short Answer

Answer the following question in complete sentences.

8. What was one of the first states to ratify the Constitution?

\_\_\_\_\_

\_\_\_\_\_