

Part Two, The Making of America:

Lesson 12: *The Founders Invent a New System of Political Science ptI*

(Lesson Time 47:46)

Name: _____

[for Sunday, February 16, 2015]

Reading: The Making of America, pages 165-181

Chapter 7 – *New System of Political Science*

PRE-LESSON QUESTIONS FOR HOMEWORK STUDY AND REVIEW:

1. HOW DID JAMES MADISON DESCRIBE THE ACHIEVEMENT OF THE FRAMERS OF THE CONSTITUTION? (165-66)

The Founders Invent a New System of Political Science

“...a new and more noble course...”

2. DESCRIBE THE TWO KINDS OF REPUBLICS THE FOUNDERS WERE FAMILIAR WITH. DID THEY ADOPT EITHER PATTERN? (166-67)

(1) **Unitary republic** (2) **Confederation of Independent States**

3. WHAT PARTICULAR ELEMENTS OF THE BRITISH SYSTEM DID THE FOUNDERS REJECT? (167-70)

o **Rejected a unitary Republic model (British)**

- Limited Monarchy
- Parliamentary Supremacy
- Unwritten Constitution (England still unwritten today!)
- Lifetime Aristocrats
- Power to nullify state laws
- Executive can dissolve legislature
- British Coinage system

4. WHAT ELEMENTS OF A CONFEDERATION OF STATES DID THE FOUNDERS REJECT? (171-74)

Weaknesses of Confederation of States

o **Hamilton:**

- Levy taxes by force
- Only held together by external forces
- Perpetual source of war
- Calls are never obeyed
- Parent of Civil War
- Power must come from people not the states (quote)

5. DESCRIBE FOUR STEPS THE FOUNDERS WENT THROUGH TO DEVELOP A WHOLE NEW SYSTEM OF GOVERNMENT. (174-76)

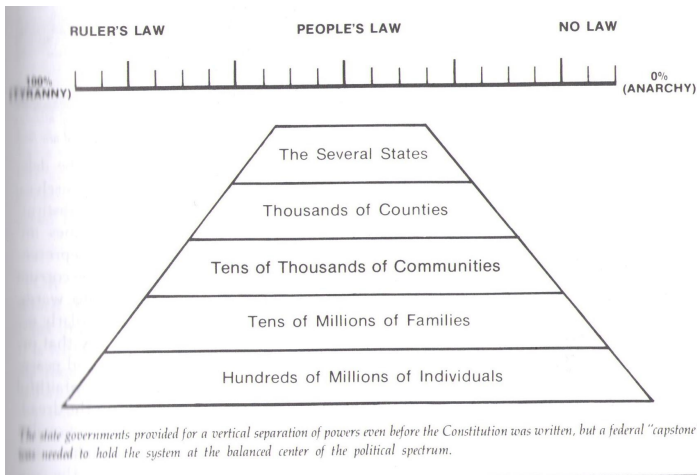
Four Steps to New System

- 1 **Enunciate principle that power rests in the people**
- 2 **New gov must be approved by the people**
- 3 **Conventions, not legislatures, must approve**
- 4 **Constitution will be the voice of the people**

6. DESCRIBE THE VERTICAL DISTRIBUTION OF POWERS IN THE FOUNDERS' SYSTEM. (176-78)

Government Growing Out From the People

o Only limited power to federal government. (Quote)



o The farther removed from the Gov, the fewer the powers (see chart)

7. BRIEFLY DESCRIBE FIVE LEVELS OF CIVIC RESPONSIBILITY WITHIN EACH OF THE STATES. (179-81)

o Assign each level what it can do best (quote)

Summary:

o Individual

-work, play, associations, comforts, education, property

o Family

-raising, education, religious training of children

-gov intervene only if neglect, abuse, or criminal

o Community

-roads, schools, water, police, courts, needy

o County

-vital records, jails, roads, sheriff, needy

o State

-commerce, tax, roads, health and safety, public morality

-private vs. public morality – Blackstone quote

-projection of the will of the people

Part Two, The Making of America:

Lesson 12: *The Miracle at Philadelphia Part II*

(Lesson Time 45:10, Convention Attendees Survey)Name: _____

[for Sunday, February 8, 2015] Reading: The Making of America, pages 154-162

QUIZ Lesson 12 – *The Articles of Confederation*

1. ACCORDING TO MADISON, THE FOUNDERS CHARTED "A _____ AND MORE
_____ COURSE,"

2. GIVE TWO ASPECTS OF THE BRITISH SYSTEM, WHICH THEY REJECTED.

3. GIVE TWO MORE ASPECTS OF THE BRITISH SYSTEM, WHICH THEY REJECTED.

4. ONE CAN SHOW GRAPHICALLY THAT POWER OF THE PEOPLE IS VERY LIMITED UNDER
_____ SUPREMACY.

5. GIVE TWO WEAKNESSES UNDER A CONFEDERATION OF STATES SYSTEM.

6. NAME THE FIRST TWO STEPS THE FOUNDERS TOOK IN CREATING A NEW SYSTEM .

7. NAME THE NEXT TWO STEPS THE FOUNDERS TOOK IN CREATING A NEW SYSTEM .

8. GIVE TWO IMPORTANT CONCEPTS, WHICH NECESSARILY GROW OUT OF A GOVERNMENT OF
THE PEOPLE.

9. NAME TWO LEVELS OF GOVERNMENT AND TELL TWO THINGS WHICH ARE MOST EFFECTIVELY DONE UNDER EACH ONE.

10. NAME TWO ADDITIONAL LEVELS OF GOVERNMENT AND TELL TWO THINGS WHICH ARE MOST EFFECTIVELY DONE UNDER EACH ONE.

11. TELL HOW BLACKSTONE DIFFERENTIATED BETWEEN PRIVATE AND PUBLIC MORALITY WITH RESPECT TO THE LAW.
