



# CHAPTER 5 ASSESSMENT

## 5

### VISUAL SUMMARY

### SHAPING A NEW NATION

The Articles of Confederation were too weak to provide a basis for government.

The Articles were replaced by a new system of government that divided power between the NATIONAL government AND the STATE governments.

The new Constitution was ratified when the Bill of Rights was accepted.

### TERMS & NAMES

For each term or name below, write a sentence explaining its significance for the United States in the 1780s.

1. republic
2. Articles of Confederation
3. Land Ordinance of 1785
4. Shays's Rebellion
5. James Madison
6. checks and balances
7. electoral college
8. Federalist
9. Antifederalist
10. Bill of Rights

### MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

#### Experimenting with Confederation (pages 132–137)

1. Why did the new states prefer a republic rather than a democracy for their government?
2. Why did the states fear a strong central government?
3. In what ways was the confederation too weak to handle the nation's problems?

#### Drafting the Constitution (pages 140–144)

4. What issues and events led to the Constitutional Convention?
5. In what ways did compromise play a critical role in the drafting of the Constitution?
6. Why was the slave trade an issue at the Constitutional Convention?
7. Briefly explain the separation of powers established by the Constitution.

#### Ratifying the Constitution (pages 145–149)

8. What were the arguments for and against ratifying the Constitution?
9. What was *The Federalist* and what effect did this publication have on ratification?
10. Why did the states ratify the Constitution once a bill of rights was promised?

### CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one below, list the beliefs and goals of the Federalists and Antifederalists.

	Federalists	Antifederalists
Beliefs		
Goals		

2. **DEVELOPING HISTORICAL PERSPECTIVE** How might the United States have developed if the Articles of Confederation had continued to provide the basis for government?
3. **MAKING INFERENCES** In what ways was the land of the Northwest Territory distributed democratically?



## Standardized Test Practice

Use the quotation below and your knowledge of United States history to answer questions 1 and 2.

“Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . . By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community. . . . A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views.”

—James Madison, *The Federalist*, Number 10

- As used by Madison, the term *faction* means —
  - any interest group.
  - a religious cult.
  - either of the two political parties.
  - anyone who does not own property.
- Madison believed that factions were —
  - necessary to the working of government.
  - characteristic of British government only.
  - extremely destructive and divisive.
  - outdated and insignificant.
- The Constitution was finally ratified because —
  - the Federalists agreed to grant additional powers to the states.
  - the Federalists agreed to add a Bill of Rights.
  - the electoral college voted for ratification.
  - the Antifederalists agreed to additional restrictions on the power of the states.
- Why was it so difficult to devise a system of government for the United States?
  - The new nation was too big.
  - No one wanted a national government.
  - Many feared that a national government would infringe upon the power of the states.
  - Some states did not want to rejoin Britain.

**ADDITIONAL TEST PRACTICE, pages S1–S33.**



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## ALTERNATIVE ASSESSMENT

- INTERACT**  
WITH HISTORY

 Recall your discussion of the question on page 131:

### *How much power should the national government have?*

Suppose you are a writer living in the 1780s. Write an article for either *The Federalist* or *Letters from the Federal Farmer*, arguing either for or against giving the national government more power.

- VIDEO**

**LEARNING FROM MEDIA** Use the CD-ROM *Electronic Library of Primary Sources* and other resources to investigate an issue under debate in the Constitutional Convention.
  - Choose an issue of disagreement. Read the section of the Constitution that contains the final compromise as well as documents that show the various sides of the issue before a compromise was reached.
  - Work in pairs. Each partner should draft a three-minute speech defending one side of the issue.
  - Present your debate to the class, giving a short rebuttal after the other point of view has been given. Have the class evaluate the two sides of the argument before reminding your classmates how the issue was resolved.