

# Study Guide



## Chapter 1, Section 1

For use with textbook pages 98–108

### CONVERGING CULTURES

#### CONTENT VOCABULARY

- civilization** a highly organized society marked by knowledge of trade, government, the arts, science, and, often, written language (page 99)
- joint-stock company** form of business organization in which many investors pool funds to raise large amounts of money for large projects (page 102)
- Pilgrim** a Separatist who journeyed to the American colonies in the 1600s for religious freedom (page 103)
- subsistence farming** farming only enough food to feed one’s family (page 104)
- proprietary colony** a colony owned by an individual (page 105)
- indentured servant** an individual who contracts to work for a colonist for a specified number of years in exchange for transportation to the colonies, food, clothing, and shelter (page 106)
- triangular trade** a three-way trade route that exchanged goods between the American colonies and two other trading partners (page 107)
- slave codes** a set of laws that formally regulated slavery and defined the relationship between enslaved Africans and free people (page 107)

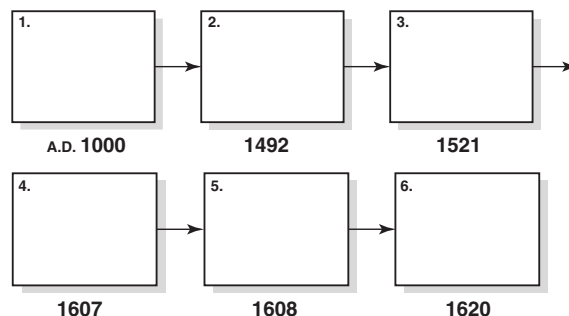
#### DRAWING FROM EXPERIENCE

Do you know people who have moved to your community from other parts of the country or world? What reasons did they have for moving? What do you think are some positive aspects of moving? What are some negative aspects?

In this section, you will learn about the settlement of the Americas. You will also learn about the kind of society each nation established.

#### ORGANIZING YOUR THOUGHTS

Use the time line below to help you take notes. List the major events in European exploration of the Americas.



#### California History-Social Science Standards

**11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

**11.3** Students analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.

**Focuses on:** 11.3.1

# Study Guide

## Chapter 1, Section 1 (continued)



### READ TO LEARN

- **The Earliest Americans** (page 99)

The first Americans may have arrived here between 15,000 and 30,000 years ago. Nomadic at first, Native Americans learned how to plant and raise crops. The shift to agriculture gradually led to civilization. A **civilization** is a highly organized society marked by advanced knowledge.

The earliest Native American civilizations arose in Central America, or Mesoamerica. The Olmecs were the first, followed by the Maya and the Aztec. Meanwhile, the Hopewell and Mississippian cultures were developing in eastern North America.

<b>Academic Vocabulary</b>
<b>culture:</b> customs, religion, and social practices, generally shared by distinct groups of people (p. 99)

6. What were the first Native American civilizations, and where were they located?

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- **European Explorations** (page 101)

For trading purposes, the Europeans wanted to find a direct sailing route to Asia. In 1492, Christopher Columbus landed in the Americas. Although the Vikings had been to northeastern Canada in A.D. 1000, Columbus’s later voyage launched a wave of European exploration and settlement.

Europeans soon realized that Columbus had reached a new continent, which they named America in honor of explorer Amerigo Vespucci. The 1494 Treaty of Tordesillas confirmed Spain’s right to most of the newly discovered lands in America. A wave of Spanish explorers—with their superior weapons—conquered Native Americans, built settlements, and soon controlled a huge territory in North and South America.

The arrival of Europeans in the Americas changed life for everyone. Native Americans and Europeans exchanged farming methods and crops, inventions, and technologies. Europeans also brought diseases to the Americas that Native Americans had no immunity to, and millions died in widespread epidemics. Military conquests also devastated Native Americans.

7. What effect did European diseases have on Native Americans?

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# Study Guide



## Chapter 1, Section 1 (continued)

- **Early French and English Settlement** (page 102)

Soon after Columbus made his historic voyage, France and England began exploring the eastern part of North America. At first, the backers of New France sought profits from fur instead of establishing permanent settlements. In the late 1600s France focused on increasing the size and population of New France. The colony spread from Quebec, down the Mississippi River, to the Gulf of Mexico. The French began growing crops using imported enslaved Africans to do the work.

In 1607, a year before the French founded Quebec, the English founded Jamestown—the first English settlement in the Americas. Jamestown was founded by a **joint-stock company**, a group of private investors who pooled their money to support big projects. The English saw colonies as a vital source of raw materials and as markets for English goods. By 1622 more than 4,500 settlers had immigrated to Virginia. This expansion alarmed the once friendly Native Americans, who attacked in 1622.

In 1620 a small band of Separatists, who came to be known as **Pilgrims**, headed for Virginia on the *Mayflower*. The Separatists, who were persecuted in England for breaking with the Anglican Church, wanted to be able to worship freely. A storm blew them off course and they landed in Cape Cod, Massachusetts. They drew up a plan for self-government called the Mayflower Compact. Government and religion were closely linked in the rapidly growing Massachusetts colony.

**Academic Vocabulary**  
**immigrate:** entering and establishing oneself in a country other than that of their original nationality (p. 103)

**8.** Why did the Pilgrims immigrate to America?

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- **The Thirteen Colonies** (page 103)

Over the next century the English began establishing colonies all along the eastern shore of the Atlantic Ocean. In New England, Puritan religious intolerance led to dissent. Two dissenters, Roger Williams and Anne Hutchinson, were exiled. They founded towns that became the colony of Rhode Island. Rhode Island featured a total separation of church and state.

Other groups left Massachusetts and founded new colonies. In Connecticut, settlers adopted America’s first written constitution, The Fundamental Orders of Connecticut.

New England Puritans valued religious devotion, hard work, obedience, and town life. Local government evolved from town meetings where residents gathered to discuss local problems and issues. Colonists thus came to believe strongly in their right to self-government.

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## Chapter 1, Section 1 (continued)

New England's soil was suitable only for **subsistence farming**, raising only enough food to feed their families. Fishing, lumber, and shipbuilding brought prosperity to New England.

Relations with Native Americans were peaceful until colonial governments demanded that Native Americans follow English laws and customs. Tensions led to King Philip's War. After colonists won in 1678, very few Native Americans were left in New England.

The Dutch claimed much of the land between New England and Virginia, naming it New Netherland. By 1664 New Netherland had become England's main rival in North America. King Charles II of England seized the land, which became the colonies of New England and New Jersey.

South of New York, William Penn founded Pennsylvania, where people of all faiths and, in particular, the Quakers, found a safe haven of religious freedom. Delaware became a colony southeast of Pennsylvania.

The Middle colonies were blessed with good growing conditions. Wheat, which became the main cash crop, brought wealth and new immigrants.

In the South, the proprietary colony of Maryland was established as a refuge for Catholics. A **proprietary colony** was one owned by an individual who could govern it anyway he wanted. Maryland passed the Toleration Act in 1649, granting religious toleration to all Christians.

Virginia continued to thrive, mostly thanks to tobacco. North and South Carolina were established. James Oglethorpe founded Georgia as a place where debtors could start over. Georgia also served to keep Spain from expanding north of Florida.

In the Southern colonies, agriculture was the focus. Plenty of land and a shortage of labor led to the import of enslaved Africans and the indentured servant system. **Indentured servants** signed contracts with American colonists, agreeing to work for a set number of years in exchange for passage to America and free food, clothing, and shelter.

Large landowners dominated Southern society, but were outnumbered by subsistence farmers, tenant farmers (who rented land to farm), and laborers.

By the 1660s, Sir William Berkeley controlled the House of Burgesses—Virginia's legislative assembly. He arranged for the House to limit the vote to people who owned property. The act cut the number of voters in Virginia by half. This angered the backcountry and tenant farmers.

Backcountry farmers also wanted to expand their landholdings. By the 1670s, the only land left was that claimed by Native Americans. Most wealthy planters did not want to risk war with the Native Americans, so they opposed expanding the colony. This angered the backcountry farmers.

In 1675 war broke out between backcountry farmers and the Native Americans of the region. Governor Berkeley did not authorize military action. His lack of response angered the backcountry farmers. In April 1675, a group of backcountry farmers led by a wealthy planter named Nathaniel Bacon took action. Bacon

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## Chapter 1, Section 1 (continued)

organized a militia and attacked the Native Americans. He ran for office and won a seat in the House of Burgesses. The assembly authorized another attack on the Native Americans. The House also restored the vote to all free men.

Bacon was not satisfied with the changes, and a civil war erupted between Bacon and Berkeley. Bacon's Rebellion ended when Bacon became sick and died.

Bacon's Rebellion showed many wealthy planters that they needed to have land available for backcountry farmers in order to keep Virginia society stable. It also resulted in the planters using enslaved Africans more than indentured servants. They used enslaved Africans because enslaved workers would never need their own land. Planters also could use them as collateral to borrow money and expand their plantations. The policies of the English government also encouraged slavery. In 1672 King Charles II granted a charter to the Royal African Company to start a slave trade. The English colonists no longer had to purchase enslaved Africans from the Dutch or the Portuguese.

9. How did the policies of the English government help increase slave labor in Virginia?

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### • A Diverse Society (page 107)

A rise in trade and the population of enslaved Africans changed colonial society. Colonial merchants had developed systems of **triangular trade** involving the colonies, England, Caribbean sugar planters, and Africa. This trade brought great wealth to merchants, who began to build factories which, in turn, fostered the growth of Northern cities.

In the cities, a new society with a distinct social hierarchy developed. Wealthy merchants were at the top, followed by artisans, small business owners, and unskilled laborers. At the bottom were indentured servants and enslaved Africans.

By 1775 there were 540,000 enslaved Africans in the colonies, roughly 20 percent of the population. **Slave codes** denied African captives of their basic human rights. Most enslaved Africans lived on Southern plantations.

Between 1700 and 1775, hundreds of thousands of free white immigrants streamed to the United States. Among them were Germans, Irish, and Jews. Like Jews, women did not receive equal rights in colonial America.

10. What reasons did immigrants have for coming to the American colonies?

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Academic Vocabulary
<b>hierarchy:</b> classification based upon social standing within a group of people (p. 107)

# Study Guide



## Chapter 1, Section 2

For use with textbook pages 109–119

### DISSENT AND INDEPENDENCE

#### CONTENT VOCABULARY

- mercantilism** a set of ideas about the world economy and how it works (page 110)
- Enlightenment** a movement that promoted the idea that people should use reason and natural law to shape society (page 112)
- Great Awakening** a religious movement that stressed emotionally uniting with God and gained appeal among farmers, workers, and slaves (page 112)
- customs duty** a tax on imports and exports (page 113)
- committee of correspondence** committee designed to communicate with other colonies about British activities (page 115)
- minutemen** a special unit of the militia trained to fight at a minute’s notice (page 115)

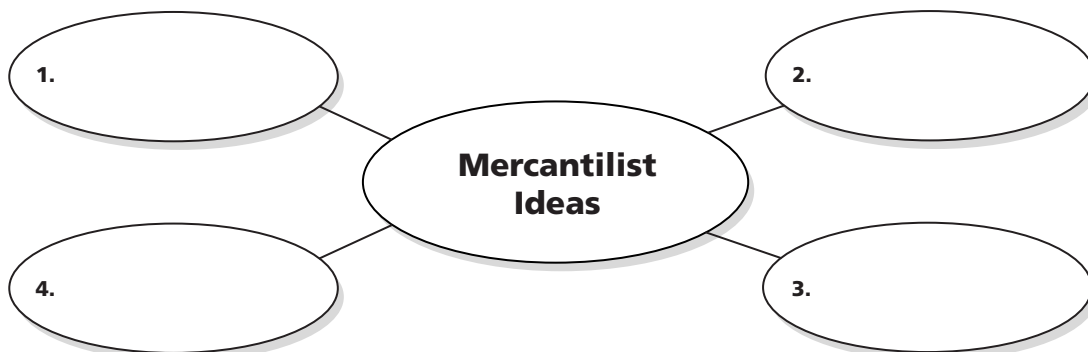
#### DRAWING FROM EXPERIENCE

The United States Constitution guarantees freedom of religion. What does that freedom mean? Why is having this freedom important to a democracy?

The last section discussed the settlement of the Americas. This section discusses colonial independence and the establishment of a new government.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Mercantilism was a popular idea in the 1600s and 1700s. List some of the major ideas of mercantilism.



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**11.3** Students analyze the role religion played in the founding of America, its lasting moral, social and political impacts, and issues regarding religious liberty.

**Focuses on:** 11.1.1, 11.1.2, 11.3.2



# Study Guide



## Chapter 1, Section 2 (continued)

### READ TO LEARN

#### • **Mercantilism and the Glorious Revolution** (page 110)

**Mercantilism**, a set of ideas about the world economy and how it works, was very popular in the 1600s and 1700s. Mercantilists believed that a country could become wealthy by accumulating gold and silver. It could do this by selling more goods to other countries than it bought from them. By doing so, more gold and silver would flow into the country than would flow out. Mercantilists also believed that a country should establish colonies in order to buy raw materials from the colonies and, in turn, sell them manufactured goods. Mercantilism benefited colonies by giving them a ready market for their raw materials. The drawback, however, was that it prevented colonies from selling their goods to other nations. Also, if a colony did not make goods that the home country needed, then that colony could not accumulate the gold and silver it needed to buy manufactured goods.

When King Charles II came to the throne, he decided to regulate trade with the colonies in order to bring wealth to England. In 1660 he asked Parliament to pass the Navigation Act. The act said that all goods coming in and out of the colonies had to be carried on English ships. The act also listed specific raw materials that could be sold only to England or to other English colonies. The list included the major goods that earned money for the colonies. Another navigation act said that all merchants bringing European goods to the colonies had to stop in England, pay taxes, and then ship the goods on English ships.

Colonial merchants were angry, and many broke the new laws. Massachusetts in particular defied the Navigation Acts. King Charles responded by taking away the colony's charter and making it a royal colony.

James II, who succeeded Charles as king, went even further in punishing the colonies. Under his authority, England merged the colonies of Massachusetts, Plymouth, and Rhode Island to create a new royal province called the Dominion of New England. Later, England added Connecticut, New York, and New Jersey to the Dominion.

The king appointed Sir Edmond Andros the first governor-general. His harsh rule made nearly everyone in New England angry.

The English people were growing suspicious of King James II. He rejected the advice of Parliament and offended many of them by openly practicing Catholicism.

The birth of James's son triggered protests against a Catholic heir. Not willing to risk a Catholic dynasty, Parliament asked James's Protestant daughter Mary and her husband William to take the throne. When they arrived, James fled the country. This bloodless change of power became known as the Glorious Revolution.

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## Chapter 1, Section 2 (continued)

In 1689 Parliament enacted the English Bill of Rights. The document limited the powers of monarchs and listed the rights that Parliament and citizens had, such as the right to a fair jury in legal cases.

As soon as the Massachusetts colonists learned about the English Bill of Rights, an uprising occurred in Boston, and the colonists ousted Andros. The new monarchs permitted Rhode Island and Connecticut to resume their previous form of government, but they issued a new charter for Massachusetts. This charter combined Massachusetts Bay Colony, Plymouth Colony, and Maine into the royal colony of Massachusetts. The new charter allowed the people in the colony to elect an assembly, but the governor was to be appointed by the king. Voters did not have to be members of a Puritan congregation.

During the Glorious Revolution, a political philosopher named **John Locke** wrote a book entitled *Two Treatises of Government*. In the book, Locke argued that a monarch's right to rule had to come from the people. He said that all people were born with certain natural rights. These included the right to life, liberty, and property. He said that people came together to create a government to protect their rights. In return, the people agreed to obey the government's laws. He also said that if a government violated the people's rights, the people were justified in changing their system of government. Locke's ideas influenced American colonists, who would use these ideas to start a revolution against Great Britain.

5. According to John Locke, why did people create a government?

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### • The Enlightenment and the Great Awakening (page 111)

Two European cultural movements influenced American colonies. The **Enlightenment** championed human reason. The Enlightenment thinkers believed that people could apply natural laws to social, political, and economic relationships, and that people could figure out these laws if they used reason and logic. John Locke was an influential Enlightenment writer. He argued that people were not born sinful, as the Church claimed. Instead, he believed that experience and education could make people better. This thinking influenced beliefs in American society.

Many Americans followed a religious movement that stressed an individual's devoutness and union with God. Ministers spread pietism through revivals, which were large public meetings for preaching and prayer. This rebirth of religious feelings became known as the **Great Awakening**. Two preachers of the Great Awakening were Jonathan Edwards and George Whitefield. Both preachers led religious revivals throughout the colonies.

<b>Academic Vocabulary</b>
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<b>logic:</b> a system of thinking based upon likely or reasonable outcomes (p. 112)
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# Study Guide



## Chapter 1, Section 2 (continued)

A central idea of the Great Awakening was that people had to be “born again,” or have an emotional experience that brings a person to God. Churches that accepted the new ideas, such as the Baptists and Methodists, saw an increase in their membership.

The Great Awakening had a great impact on the South, particularly among backcountry and tenant farmers. Baptist preachers condemned slavery and welcomed Africans at their revivals. As a result, thousands of enslaved Africans joined Baptist congregations. This angered the white planters, who feared that they would lose control of their workforce.

6. Why did many enslaved Africans join Baptist congregations?

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### • Growing Rebelliousness (page 113)

In the 1740s, Great Britain and France began fighting for control of the Ohio River Valley. One war, which began in 1754, was called the French and Indian War in North America and the Seven Years’ War in Europe. The British won, and the 1763 Treaty of Paris made Great Britain the dominant power in North America.

Great Britain felt that the colonists should share the costs of the war. In the Proclamation Act of 1763, the British restricted colonial expansion into Native American lands west of the Appalachian Mountains in order to avoid costly conflict. Colonists were enraged.

The British discovered that eastern merchants had been smuggling goods without paying **customs duties**—taxes on imports and exports. Britain tightened customs controls and passed unpopular measures, including the Sugar Act of 1764. The Stamp Act of 1765 was the first direct tax on the colonists and opposition was swift. The Declaration of Rights and Grievances was issued, arguing that only the colonists’ political representatives, and not Parliament, had the right to tax them. The colonists’ boycott of British goods led to the repeal of the Stamp Act in 1766.

In 1767, Britain passed the Townshend Acts, which imposed new customs duties and cracked down on smugglers. When Massachusetts and Virginia resisted, Parliament dissolved their assemblies. On March 5, 1770, violence erupted in Boston and five colonists were killed in a scuffle between colonists and British soldiers. The Boston Massacre could have led to more violence,

<p><b>Academic Vocabulary</b></p> <p><b>exports:</b> goods produced by one country which are sold and shipped to another (p. 113)</p>
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# Study Guide

## Chapter 1, Section 2 (continued)



but Britain repealed the Townshend Acts—except for the tax on tea—and peace and stability returned temporarily.

7. How did Britain respond to the Boston Massacre?

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### • The Road to War (page 114)

The colonists continued to believe that Britain was denying them their rights as English citizens. The colonists created **committees of correspondence** to communicate with the other colonies about the British. The committees helped unify the colonies.

The Tea Act of 1773, which created favorable conditions for the British East India Company, infuriated colonists who feared the British were trying to force them out of business. Colonists blocked British tea ships from American harbors, but Bostonians boarded a British ship and dumped 342 chests of tea overboard—an event known as the Boston Tea Party.

In 1774, Britain passed the Coercive Acts to punish Massachusetts. Shortly after, the Quebec Act denied an elected assembly to colonists who settled in the western territory. Colonists protested these measures, calling them the Intolerable Acts. In 1774, the First Continental Congress, consisting of representatives from 12 colonies, met. They decided to boycott British goods and hold a second Continental Congress in 1775 if the crisis remained unresolved.

The Massachusetts militia began to drill. Concord, Massachusetts, created a special unit of **minutemen** who were to be ready to fight “at a minute’s warning.”

Americans were divided over the issue of resistance. Loyalists, or Tories, were loyal to Great Britain. Patriots, or Whigs, believed the British had become tyrants.

In April 1775, fighting broke out in Lexington and Concord, Massachusetts, when the British, led by General Gage, tried to seize Patriot arms and munitions. By May 1775, militia troops from all over New England had surrounded Boston, trapping the British. The Second Continental Congress was held in May, and George Washington became the general and commander of the newly organized Colonial Army.

In July 1775, the Continental Congress sent King George III the Olive Branch Petition. The petition asserted the colonists’ loyalty to the king and

<b>Academic Vocabulary</b>
<b>communicate:</b> to share information with people or groups (p. 115)

# Study Guide



## Chapter 1, Section 2 (continued)

asked for a peaceful solution to the problems. King George rejected the petition and declared the colonies “open and avowed enemies.” The fighting spread. Thomas Paine’s pamphlet *Common Sense* persuasively argued that King George III was a tyrant and that it was time to declare independence. On July 4, 1776, the Continental Congress issued the Declaration of Independence, and the colonies now proclaimed themselves the United States of America.

8. What effect did the pamphlet *Common Sense* have on the colonies?

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• **Fighting for Independence** (page 117)

The Continental Army could not match the British Army in size, funding, discipline, or experience, but they did have some advantages. They were fighting on home ground, had help from local militias, and were fighting an enemy that only half-heartedly supported the war.

After early losses, the Americans defeated the British at Saratoga, New York, in 1777. This victory convinced the French to openly support the Americans, and the French became the first country to recognize the United States as an independent nation.

Despite holding the upper hand in the South throughout most of the war, the British were finally forced to surrender at Yorktown, Virginia, in 1781. Parliament then voted to end the war, and the Treaty of Paris was signed in 1783. In this treaty, Britain recognized the United States of America as an independent nation with the Mississippi River as its western border.

9. What advantages did the Continental Army have over the British Army?

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# Study Guide



## Chapter 1, Section 3

For use with textbook pages 124–131

### THE CONSTITUTION

#### CONTENT VOCABULARY

- republic** a form of government in which the power resides with a body of citizens who could vote (page 125)
- recession** an economic slowdown (page 126)
- popular sovereignty** rule by the people (page 128)
- federalism** a system of government in which government power is divided between the federal government and the state governments (page 128)
- separation of powers** a government in which powers of government are divided among three branches (page 128)
- checks and balances** a system designed to prevent any one of the three branches from becoming too powerful (page 128)
- veto** to reject (page 128)
- amendment** change to the Constitution (page 128)
- ratification** approval (page 129)

#### DRAWING FROM EXPERIENCE

The United States Constitution has lasted for more than 200 years. Why do you think the Constitution has lasted this long?

The last section discussed the War for Independence. This section describes the effects of the war and the writing of the Constitution.

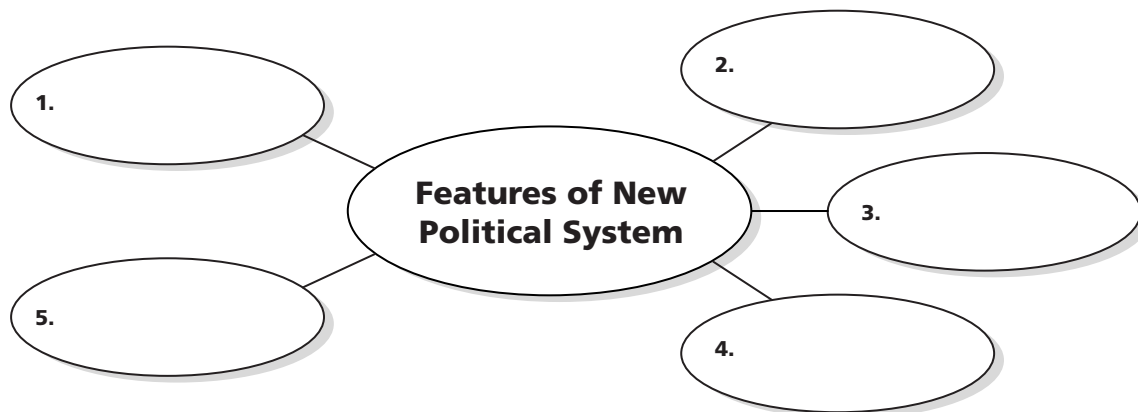
#### California History-Social Science Standards

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**Focuses on:** 11.1.1, 11.1.2

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. Use the diagram to describe the American political system after the Revolutionary War.



# Study Guide



## Chapter 1, Section 3 (continued)

### READ TO LEARN

#### • The Young Nation (page 125)

In the United States of America, royal rule was replaced with a republic. In a **republic** power resides with voting citizens. Virginia's and Massachusetts's state constitutions served as models for other states. These constitutions called for a separation of government power and a list of rights guaranteeing essential freedoms.

The concern for individual liberty in the Revolutionary era led to greater separation of church and state and expanded voting rights. Women and African Americans, however, continued to be denied political rights.

On March 2, 1781, the **framework** for a central government, called the Articles of Confederation, took effect. The Articles loosely unified the states under a single governing body, the Confederation Congress. The Confederation Congress could negotiate with other nations, raise armies, and declare war, but it could not regulate trade or impose taxes. One of Congress's achievements was the Northwest Ordinance of 1787, which spelled out how states could be established and governed in the Northwest Territory.

Without the power to tax, Congress could not raise enough money to pay its war debts or its expenses, and the country sank into a severe **recession**, or economic slowdown. Shays's Rebellion occurred when Daniel Shays, one of many poor farmers hit hard by the recession, led a protest of new taxes. The incident made clear the weaknesses of the Articles of Confederation. People began to call for a stronger central government.

#### Academic Vocabulary

**framework:** a set of guidelines to be followed (p. 126)

#### 6. Why did the Articles of Confederation set up a weak central government?

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#### • A New Constitution (page 126)

In May 1787, every state except Rhode Island sent delegates to Philadelphia to revise the Articles of Confederation. The delegates quickly decided to abandon the Articles and create a new constitution. The meeting became known as the Constitutional Convention.

All delegated wanted a stronger national government, but other issues split them. Small states wanted an equal number of votes in Congress, but the large states insisted that representation should be based on population. The Great Compromise, suggested by Connecticut's Roger Sherman, solved the issue.

# Study Guide



## Chapter 1, Section 3 (continued)

Congress would have two houses. In the House of Representatives, representation would be based on population. In the Senate, each state would have equal representation.

The Three-Fifths Compromise stated that every five enslaved people in a state would count as three free persons for determining representation and taxation.

The new Constitution was based on the principle of **popular sovereignty**, or rule by the people. It created a representative democracy in which elected officials speak for the people. The Constitution also set up a **federalist** government that divided power between the national and state governments.

The Constitution established the **separation of powers** among the three branches of government. The legislative branch, or Congress, made the laws. The executive branch, headed by the president, would implement and enforce the laws. The judicial branch—a system of federal courts—would interpret federal laws and render judgment in cases involving these laws. Furthermore, a system of **checks and balances** was created so each branch could monitor and limit the power of the other two.

The delegates understood that the Constitution might need to be revised over time. To allow this to happen, they created a system for making **amendments**, or changes, to the Constitution.

Academic Vocabulary
<b>interpret:</b> to explain the meaning of complex material
<b>revise:</b> to make changes to an original document (p. 128)

7. Why did the Constitution provide for a system of checks and balances?

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- **The Fight for Ratification** (page 129)

On September 28, the Confederation Congress voted to submit the Constitution to the states for **ratification**. To go into effect, 9 of the 13 states had to approve it. Delaware was the first state to do so, on December 7, 1787.

Ratification was not easy as the population was split over the Constitution. Those who supported it were called Federalists; those against it were Antifederalists. Antifederalists were not opposed to federalism, but they were concerned about whether the federal or state governments would be supreme.

Federalists summarized their arguments in a collection of 85 influential essays the *The Federalist*. In Massachusetts, Antifederalists had a majority until Federalists promised to attach a bill of rights to the Constitution. In 1791 the promise led to the adoption of the first ten amendments, or the Bill of Rights.



# Study Guide



## Chapter 1, Section 3 (continued)

The amendments guaranteed the freedom of speech, press, and religion, among others.

On June 21, 1788, New Hampshire became the ninth state to ratify. New York and Virginia, however, had not ratified and without their support many feared the new government would not succeed.

The promise of a bill of rights persuaded the Virginians to ratify, but the vote was close. New York ratified so that it would not have to operate independently of all the surrounding states which had ratified. In 1790, Rhode Island became the thirteenth state to ratify. George Washington was chosen as the first president under the new Constitution.

8. What is the Bill of Rights, and what role did it play in the ratification of the Constitution?

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