

## Unit 4 Study Guide

### Vocabulary

Charter

Separation of Powers

Interference

Limited Government

Minority

Checks and Balances

Intolerable

Jim Crow Laws

Mob Rule

Minstrel Show

Untamed

Jim Crow

Boycott

14<sup>th</sup> Amendment

Compact

Segregation

Seize

Legitimize

Majority

Impunity

Rebellion

Recourse

Grievance

Lynch

Embargo

Sadistic

Consent

Civil Rights Act of 1964

Revenue

Unalienable Rights

Accountable

Individual Rights

Alliance

## Unit 4 Study Guide

### I. The Road to Democracy

- a. From 2200 BCE to 130 BCE, ancient \_\_\_\_\_ created and utilized a \_\_\_\_\_.
  - i. A democracy means rule by the \_\_\_\_\_.
- b. In 510 BCE, the Greeks became democratic when they started using consent of the \_\_\_\_\_.
  - i. \_\_\_\_\_ of the \_\_\_\_\_ means that the citizens of a country give their permission for the government to \_\_\_\_\_. Which is a key feature in a \_\_\_\_\_.
- c. In 150 CE, the Roman government changed to a \_\_\_\_\_ democracy.
  - i. Citizens were allowed to \_\_\_\_\_ for some of their representatives, and if these representatives did not please the people, they could be \_\_\_\_\_ out and \_\_\_\_\_.
- d. In 1215 CE, the English wrote the Magna Carta.
  - i. The Magna \_\_\_\_\_ was the first formal \_\_\_\_\_ that used rule of \_\_\_\_\_.
  - ii. Rule of \_\_\_\_\_ means that no person is \_\_\_\_\_ the \_\_\_\_\_ --- not even \_\_\_\_\_ officials.
- e. During the 1600's, the English people had \_\_\_\_\_ in \_\_\_\_\_ who made laws and stood up for the peoples' rights.
- f. In about 1612 CE, the first English trading company received a \_\_\_\_\_ from the king allowing them to set up a \_\_\_\_\_ in America.
  - i. They were sent to look for \_\_\_\_\_, silver, and a \_\_\_\_\_ to Asia.
- g. In 1620 CE, in an effort to set up some kind of government before they reached America, the colonists signed a \_\_\_\_\_ (i.e. the Mayflower Compact).
- h. In 1689 CE, John Locke published a book called *Two \_\_\_\_\_ on \_\_\_\_\_*.

## Unit 4 Study Guide

- i. In this book, John Locke discusses the \_\_\_\_\_ rights held by every human being.
  - ii. These rights are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  - iii. John Locke's work influenced our Founding Fathers and their idea of \_\_\_\_\_ rights.
- i. In 1689 \_\_\_\_\_, William of Orange and Mary II signed into law the English \_\_\_\_\_ of \_\_\_\_\_.
- i. The English \_\_\_\_\_ of \_\_\_\_\_ were the basic \_\_\_\_\_ (principles or guidelines) that stated, Englishmen possessed certain \_\_\_\_\_ and \_\_\_\_\_ rights that could not be taken away.
- j. In 1748 CE, Montesquieu wrote *On the \_\_\_\_\_ of \_\_\_\_\_*.
- i. In this book, he discussed his idea of \_\_\_\_\_ government into \_\_\_\_\_ branches "separation of powers."
  - ii. He thought it was important to create separate \_\_\_\_\_ of government with \_\_\_\_\_ but different powers so that no branch or \_\_\_\_\_ could become too \_\_\_\_\_.
- k. In the mid-1700's, Great Britain saw it's colonies around the world as a source of \_\_\_\_\_.
- i. Colonies were places to cut \_\_\_\_\_, grow \_\_\_\_\_ such as cotton and \_\_\_\_\_, and mine for valuable \_\_\_\_\_.
  - ii. The king forced the colonists to \_\_\_\_\_ these raw materials back to \_\_\_\_\_ at really \_\_\_\_\_ prices.
  - iii. The people in England would use the materials to make \_\_\_\_\_ products and then the king forced the colonists to buy the finished products at extra \_\_\_\_\_ prices.

## Unit 4 Study Guide

- iv. As the result of an expensive war, Britain was looking for a way to make money fast. So in 1765, Britain passed the Stamp \_\_\_\_\_.
- v. The Stamp \_\_\_\_\_ forced the colonists to put \_\_\_\_\_ tax stamps on all \_\_\_\_\_ documents, as well as newspapers, \_\_\_\_\_, and almanacs.
- vi. The colonists answer to this was to \_\_\_\_\_ the goods, and stop buying British goods.
- l. Then it all went from bad to worse between 1765 and 1776 CE.
  - i. As soon as the Stamp Act was gone the British passed the following acts:
    - 1. Declaratory Act- stated that the colonies were \_\_\_\_\_ on the king and that all laws passed in the colonies had no \_\_\_\_\_.
    - 2. Townshend Revenue Act- taxing things they knew the colonists could \_\_\_\_\_ for themselves like paint, \_\_\_\_\_, paper, \_\_\_\_\_, and tea. It also allowed the British government to search peoples' houses and \_\_\_\_\_ items that tax hadn't been paid on.
    - 3. Quartering Acts- \_\_\_\_\_ colonists to let British troops live in their \_\_\_\_\_.
    - 4. Intolerable Acts- cracked down on \_\_\_\_\_ activity in Massachusetts.
- m. In 1776 \_\_\_\_\_, Thomas Paine wrote *Common Sense*.
  - i. Paine argued two main points:
    - 1. Independence from \_\_\_\_\_
    - 2. The creation of a \_\_\_\_\_ republic.
  - ii. Due to *Common Sense*, the \_\_\_\_\_ cause grew gaining many followers.
- n. On July 4, \_\_\_\_\_ CE, the Declaration of \_\_\_\_\_ was signed, breaking \_\_\_\_\_ with Britain.

## Unit 4 Study Guide

### II. The Declaration of Independence

- a. The Declaration of Independence was written so that the \_\_\_\_\_ could \_\_\_\_\_ ties with the English \_\_\_\_\_.
- b. The Declaration of Independence is made up of 4 parts: \_\_\_\_\_, natural rights, \_\_\_\_\_, and resolution of independence.

#### i. Preamble

1. Sometimes it becomes \_\_\_\_\_ for one group of people to \_\_\_\_\_ ties with another group of people (break up).
2. When one group of people decides to \_\_\_\_\_ from another, they should explain \_\_\_\_\_.

#### ii. Natural Rights

1. All men are created \_\_\_\_\_.
2. Life, Liberty, and the \_\_\_\_\_ are “unalienable \_\_\_\_\_.”
3. Government must get its power from the \_\_\_\_\_ of the \_\_\_\_\_.
4. When government threatens peoples’ natural \_\_\_\_\_, the people have the right to \_\_\_\_\_ it and make a new \_\_\_\_\_.

- a. This is an example of the \_\_\_\_\_ Contract \_\_\_\_\_.

#### iii. Grievances

1. The king has \_\_\_\_\_ to agree to laws that would \_\_\_\_\_ the people.
2. Our own governments have been \_\_\_\_\_.
3. The king has caused \_\_\_\_\_ among the \_\_\_\_\_.
4. Our \_\_\_\_\_ with the rest of the \_\_\_\_\_ has been cut off.

## Unit 4 Study Guide

5. The king gets to decide whether the judges keep their \_\_\_\_\_ and how much they get \_\_\_\_\_.
6. New laws have taken away our right to a \_\_\_\_\_ trial in many cases.
7. The king has opened new government \_\_\_\_\_ and sent "swarms of \_\_\_\_\_ to \_\_\_\_\_ our people."
8. The king has tried to keep people from \_\_\_\_\_ to the \_\_\_\_\_ to live.
9. The king has \_\_\_\_\_ large numbers of troops in our \_\_\_\_\_.
10. The king declared the his \_\_\_\_\_ was not subject to the colonist's \_\_\_\_\_ or authority.

### iv. Resolution of Independence

1. We pledge our lives, \_\_\_\_\_ and honor in support of this \_\_\_\_\_ of Independence.
2. We now \_\_\_\_\_ all political \_\_\_\_\_ with \_\_\_\_\_ Britain.
3. We \_\_\_\_\_ that the colonies are and should be \_\_\_\_\_ and \_\_\_\_\_ states.

## III. Articles of Confederation

- a. After declaring their independence, the colonists needed to create a new government.
- b. They wanted a government that:
  - i. Has enough \_\_\_\_\_ to do its job.
  - ii. Doesn't give anyone too \_\_\_\_\_ power.
  - iii. Considers the needs of all \_\_\_\_\_.
  - iv. Lets people have a \_\_\_\_\_.
  - v. Protects individual \_\_\_\_\_.
- c. The Articles of \_\_\_\_\_ was this countries \_\_\_\_\_ attempt at government.

## Unit 4 Study Guide



- i. Each state was \_\_\_\_\_ and had its own \_\_\_\_\_.
  - ii. Each state sent \_\_\_\_\_ to the “Congress of the Confederation.”
  - iii. The Congress was the only \_\_\_\_\_ government.
  - iv. There was no \_\_\_\_\_.
  - v. In Congress, each state got \_\_\_\_\_ vote.
- d. The strengths of the Articles of Confederation
- i. States got to keep their \_\_\_\_\_ and \_\_\_\_\_.
  - ii. No \_\_\_\_\_ telling states what to do.
  - iii. Congress had the power to create a \_\_\_\_\_ to \_\_\_\_\_ all the states.
- e. The weaknesses of the Articles of the Confederation
- i. Congress had no way to \_\_\_\_\_ its laws.
  - ii. Congress had no power to collect \_\_\_\_\_ to pay for the military.
  - iii. The Articles could only be \_\_\_\_\_ if \_\_\_\_\_ the states agreed.
- f. No one could agree on what kind of government this country needed because:
- i. States had different \_\_\_\_\_. For example, some states depended on \_\_\_\_\_, while others mostly grew \_\_\_\_\_.
  - ii. States had different \_\_\_\_\_. Some states had \_\_\_\_\_ people and some had \_\_\_\_\_.
  - iii. People had different \_\_\_\_\_. Some people \_\_\_\_\_ a central government, while others thought a central government was \_\_\_\_\_.

## Unit 4 Study Guide

### A New Idea

ARTICLES OF CONFEDERATION	NEW IDEA
Government has ____ branch:	Government has ____ branches:
✓ Legislative: _____ laws	✓ Legislative: _____ laws ✓ Executive: _____ laws ✓ Judicial: _____ laws

**BUT WAIT!** How many \_\_\_\_\_ should each state get in the legislature?

 <u>Virginia Plan</u>	<u>New Jersey Plan</u> 
<ul style="list-style-type: none"> <li>• Number of votes depends on _____</li> <li>• _____ states would have more power</li> </ul>	<ul style="list-style-type: none"> <li>• Each state gets _____ vote</li> <li>• _____ states would have more power</li> </ul>
<p><b><u>The Constitution Solution!</u></b></p> <p>Divide the legislature into ____ houses:</p> <ul style="list-style-type: none"> <li>• Senate: Each state gets _____ votes</li> <li>• House of Representatives: Number of votes depends on _____</li> </ul>	

### g. More Constitution Solutions

- i. The Constitution requires each state to treat \_\_\_\_\_ of other states the \_\_\_\_\_ as it treats its own citizens.
- ii. The Constitution can be changed if \_\_\_\_\_ of the members of Congress and \_\_\_\_\_ of the states agree.
- iii. The Constitution says that laws passed by Congress are \_\_\_\_\_ to laws passed by the \_\_\_\_\_.

## IV. Timeline

- a. BC stands for \_\_\_\_\_ Christ.
- b. BCE stands for \_\_\_\_\_ Common \_\_\_\_\_.
- c. AD stands for Anno \_\_\_\_\_.
- d. CE stands for \_\_\_\_\_ Era.
- e. BC/BCE dates go from bigger to \_\_\_\_\_.
- f. AD/CE dates go from smaller to \_\_\_\_\_.
- g. There is \_\_\_\_\_ year zero.