that the state should approve the Constitution only on the condition that amendments would be added as soon as possible.

3. During his second term as governor of Massachusetts, Gerry approved a redistricting plan that gave an electoral advantage to Republicans. One of the districts resembled a salamander, so Federalists termed the practice “gerrymandering.”

4. Answers will vary. Students could mention the X, Y, Z Affair and Gerry’s decision to stay behind in France after he and his fellow delegates were asked to bribe French officials. This led to criticism of him by Federalists. Students could also mention Governor Gerry’s attempt to ensure the election of Republicans to the state senate through the tactic of “gerrymandering.” The unpopularity of this tactic contributed to Gerry’s defeat in the next election for governor.

5. Answers will vary. In regard to politics, students should mention that Gerry was active in the patriot movement and sympathetic to the idea of independence. In regard to personality, students should mention that Gerry was a stubborn and difficult man who lacked a sense of humor and seemed to enjoy arguing.

**Handout B—By His Own Hand:**

Elbridge Gerry and Gerrymandering

Below are two examples of how students could draw district boundaries so as to favor one party.

**Example A:** Republicans are favored in 7 out of 10 districts.
- Federalist Districts = 1, 2, 3
- Republican Districts = 4, 5, 6, 7, 8, 9, 10

**Example B:** Federalists are favored in 8 out of 10 districts.
- Federalist Districts = 1, 2, 3, 4, 5, 6, 7, 9
- Republican Districts = 8, 10

**Patrick Henry**

**Handout A—Patrick Henry (1736–1799)**

1. Saying he “smelled a rat,” Henry feared that the meeting was a plot by the powerful to construct a strong central government of which they would be the masters.

2. Henry warned that the new Constitution would create a “consolidated” government in which power would be concentrated in the hands of a few. The document did not provide for adequate checks and balances and therefore did not protect the people against evil rulers. It gave the central government the dangerous power of direct taxation. It created a standing army, which a power-hungry president could use to awe the people into submission. It also lacked a bill of rights.

3. He disliked Thomas Jefferson and James Madison, the founders of the party. Also, as a devout Christian, Henry was disgusted by the party’s approval of the atheistic French Revolution.

4. In both cases, Henry questioned the right of the British government to interfere in Virginia’s affairs. In the Parson’s Cause, Henry denounced the king’s repeal of the Two-Penny Act as “an instance of misrule” and perhaps tyranny. During the Stamp Act Crisis, Henry asserted that “the General Assembly of this

Answer Key
 Colony have the only and sole exclusive Right & Power to lay . . . taxes upon the Inhabitants of this Colony."
5. Answers will vary, but students should recognize that Henry’s speech was a defiant call for armed resistance to British forces. He declared that war, in effect, had already begun.

Handout B—Context Questions
a. The document was written in 1788.
b. It was written in Virginia.
c. Patrick Henry wrote the document.
d. The document is a speech.
e. Henry wrote the speech to convince the Virginia delegates to oppose ratification of the Constitution.
f. The audience for this speech was the Virginia delegates in particular, but also the people of all the states.

Handout C—In His Own Words: Patrick Henry on the Constitution
Main idea of each passage:
1. Majority Rule: Henry favors majority rule and democratic government. He argues that under the new Constitution, a small minority of Americans could thwart the will of the majority by refusing to ratify a proposed amendment. For example, four small states—such as New Jersey, Rhode Island, Connecticut, and New Hampshire—containing only five to ten percent of the total population of the country could block approval of an amendment favored by the remaining nine more populous states.
2. A Standing Army: Henry argues that the Constitution will create a standing army that the government will use to crush any opposition to its exercise of power. The militia will be powerless to stop it. Henry warns that the seat of government will become an armed fortress used by this army.
3. Liberty vs. Empire: Henry laments the fact that Americans seem to favor the building of a great empire, which will come at the expense of their liberty.
4. Good and Bad Rulers: Henry argues that the Constitution does not include sufficient safeguards against the abuse of power by evil officeholders.
5. The President, a Tyrant: Henry cautions that the presidency is poorly designed and that a power-hungry occupant of that office will be able to use the standing army and the militia to establish tyranny.

THOMAS JEFFERSON
Handout A—Thomas Jefferson (1743–1826)
1. Jefferson had mixed feelings about slavery. He warned that slavery might one day tear the Union apart. He condemned the slave trade and proposed a plan for ending it. But Jefferson owned more than 200 slaves who lived on and near his great plantation of Monticello, and he freed none of them while he lived. He did provide in his will for the emancipation of seven of his slaves, including Sally Hemings (the slave with whom Jefferson is alleged to have had a sexual relationship), her five children, and her nephew.
2. While he was president, Jefferson reduced the number of public employees, cut military spending, and lowered the national debt.
3. Jefferson championed the right to bear arms, religious freedom, the rights of people accused of crimes, and the right to property.
4. Answers will vary. Some students will point out the contradictions between Jefferson’s opinions and his actions. For example, he condemned the slave trade, warned that slavery might one day tear the Union apart, and proposed a plan for ending slavery in the United States. But he owned more than 200 slaves who