central problem with governments based on majority rule.

Teacher: Tell the class that they will now read what Madison had to say about the great danger faced by popular governments. Have a student read Excerpt E to the class.

Teacher: Now divide the class into seven groups relatively even in number: meat eaters, meat eaters who eat only white meat, vegetarians, vegetarians who also eat fish, vegans, pizza eaters, and those who eat only Chinese food. Have each group come up with a standard menu of three items that could win the approval of a majority of the class in a popular vote. Allow them five minutes to do this. Then ask one member of each group to write the group's menu on the blackboard. Next, have the class vote up or down on each menu separately. Ask the whole class to comment on why certain menus were approved and others were not approved. The students will likely recognize that they had to compromise to win the support of other groups in order to form a majority. Ask the students in which model—the two-group society or the seven-group society—was the common good better achieved.

Answer: In the multigroup society each group was forced to seek the common good and respect the rights of the minority. The more groups there are, the more the common good is served.

Teacher: Ask the class what this says about the relationship between the size of a society and the achievement of the common good.

Answer: A larger society will include more groups and thereby better serve the common good.

Teacher: Have a student read Excerpt F to the class.

George Mason

Handout A—George Mason (1725–1792)

1. George Mason believed the main role of government was to protect the liberty of the people.
2. Mason wrote the Virginia Declaration of Rights and the Virginia Constitution.
3. He became alarmed by several proposals aimed at reducing the power of the states. Mason also thought the new Constitution did not go far enough in protecting individual rights and local interests. He feared that the presidency was too powerful. His calls for a bill of rights and for an end to the importation of slaves were rejected. Mason warned that the new federal government would destroy the states. He argued that the Constitution gave "no security" to the "Declarations of Rights in the separate States." He believed that all three branches of the federal government had been given too much power.
4. Mason wore the clothes as a symbol of the death of liberty if the Constitution were to be approved.
5. Answers will vary.

Handout B—Context Questions

1. The document was written in 1776.
2. The document was written in Virginia.
3. The document was written by George Mason.
4. The document is a statement of principles of government and the rights of the people of Virginia.
5. The purpose of the document was to proclaim these principles and rights.
6. The audience for this document was the people of Virginia and, in a broader sense, the people of America.
1. All people are born free with certain natural rights, namely the rights to life, liberty, property, happiness, and safety. These rights cannot be taken away.
   • Declaration of Independence (Paragraph 2)

2. All power comes from the people. Government officials, therefore, are answerable to the people.
   • Declaration of Independence (Paragraph 2)

3. The role of government is to protect and benefit the people. When a government fails to fulfill this role, it is the right of a majority of the people to change it or get rid of it.
   • Declaration of Independence (Paragraph 2)

4. No one has a special claim to offices or benefits from the rest of the community. No office should be given to anyone on the basis of bloodlines.
   • The Constitution: Article I, Section 9, Clause 8
   • Fifth Amendment
   • Sixth Amendment

5. Government should be separated into three branches: the legislative, executive, and judicial. There should be frequent elections so that no one stays in office too long and forgets what it is like to be an ordinary citizen.
   • The Constitution: Articles I, II, and III (separation of powers)
   • The Constitution: Article I, Section 2, Clause 1 (Elections for the House of Representatives are to be held every two years.)
   • Seventh Amendment

6. Elections should be free. People who have a stake in society have the right to vote and should not be taxed or deprived of their property without their consent.
   • The Constitution: Article I, Section 2, Clause 1 (similar: qualifications for members based on state qualifications)
   • Fifth Amendment (the “due process” clause)

7. Laws must be enforced unless the representatives of the people agree to suspend them.
   • Article I, Section 9, Clause 2 (suspension of habeas corpus)
   • Article II, Section 3 (president to ensure “that the laws be faithfully executed”)

8. A person accused of a crime has certain rights: the right to know the charges, the right to present evidence in his favor, the right to confront his accusers and witnesses, the right not to be forced to testify against himself, and the right to a fair and speedy trial by jury in the areas in which he lives. No one may be deprived of his liberty except by the law or a jury trial.
   • Fifth Amendment
   • Sixth Amendment
   • Eighth Amendment

9. Excessive bail, excessive fines, and cruel and unusual punishments are prohibited.
   • Fourth Amendment

10. Search warrants can be granted only if there is evidence of a crime. They must also specifically name the people who are to be arrested.
    • Fourth Amendment

11. Trial by a jury should be used in cases involving property and in lawsuits between people.
    • Seventh Amendment

12. The freedom of the press should not be limited by government.
    • First Amendment

13. Professional, permanent armies endanger liberty, so the nation should rely instead upon the militia (citizen-soldiers). The civil authorities should always be in control of the military.
    • Constitution, Article II, Section 2, Clause 1
    • Second Amendment

14. Government should be the same throughout the state.
    • Constitution, Article IV, Section 3
**Answer Key**

15. In order for liberty to be preserved, people must act with certain virtues and must keep in mind the basic principles of a free society.
   - No matches

16. People should be able to practice their religion freely. It is everyone’s duty to practice Christian virtues when dealing with others.
   - First Amendment

**Robert Morris**

**Handout A—Robert Morris (1734–1806)**

1. Morris signed the Declaration of Independence, the Articles of Confederation, and the Constitution.

2. Morris’s difficulties with the states during his tenure as chairman of the Continental Congress’s Finance Committee and as superintendent of finance under the Articles convinced him of the need for a stronger national government. He often had to badger the states to fulfill their quotas of money and supplies. He was particularly disappointed that the impost amendment failed to win the approval of all thirteen states as required by the Articles of Confederation.

3. He speculated in Western land, buying vast tracts of land cheaply in the hope of selling them later at a high price. This gamble and several other new business ventures failed. During the 1790s, Morris also sunk an enormous amount of money into the construction of an extravagant mansion in Philadelphia.

4. As chairman of the Continental Congress’s Finance Committee and as superintendent of finance under the Articles, Morris worked hard to stabilize the nation’s financial system. He cut spending, streamlined accounting procedures, and cajoled the states into meeting their quotas of money and supplies. Morris risked his own money and credit to help keep the government afloat. The Continental Army would likely have disintegrated if not for Morris’s efforts.

5. Answers will vary.

**Handout B—Vocabulary and Context Questions**

1. Vocabulary
   - destructive
   - widespread
   - lacking energy
   - laziness/complacency
   - exhausting
   - importance
   - government official
   - taken
   - beg
   - determining
   - charging

2. Context:
   - The document was written in 1781.
   - The document was written in Philadelphia.
   - Robert Morris is the author of the document.
   - The document is a letter to the governors of the states.
   - The purpose of the document was to urge the governors to fulfill their quotas of money and supplies.
   - The audience was the governors of the states.

**Handout C—In His Own Words: Robert Morris on States’ Responsibilities**

**Document Paraphrase**

**Paragraph One:**
I am upset that many state officials think that their states don’t have to fulfill their obligations to the national Congress; this idea makes everyone complacent. You wise governors should know that this war cannot be carried on without everyone’s cooperation. I know that the states will do what is right. They know that they cannot gain by doing wrong. If the states