cooperate and give the money they owe to the Congress, then the United States will become powerful and great.

*Paragraph Two:*  
I am enclosing in this letter a list of what you owe Congress. I also need to know the following information: all the laws passed in your state regarding how you will collect the money and supplies you owe the Congress; how your state is going to levy and collect taxes from your citizens; when your legislature is going to meet. I am not asking about these things because I am curious or nosy; I simply need to know these things, and I wish to ask you directly about them.

*Paragraph Three:*  
I also need to know what types of money are used in your state.

*Paragraph Four:*  
I know this is a lot of trouble, but I think that you will answer my questions happily because this is for the good of your country.

**V. Wrap-Up Discussion**

Tone of the Document  
Morris’ tone is one of supplication/persuasion/flattery. He has no power to force the governors to comply with his requests, so he must employ tactics of persuasion. The following words and phrases indicate this tone.

*Paragraph One:*  
- “is beneath the wisdom”: Morris suggests that noncooperation with his requests would be unwise.  
- “I shall never permit a doubt that the States will do what is right”: Morris flatters the states and simultaneously puts them on the spot.  
- “that these States must expect to establish their independence and rise into power, consequence, and grandeur”: Morris suggests that the reward for cooperation with his request will be national power and glory.

*Paragraph Two:*  
- Morris uses several verbs of supplication in this paragraph: “entreat,” “pray,” and “beg leave.”

*Paragraph Three:*  
- Morris uses the verb “entreat” once again.

*Paragraph Four:*  
- “I know that I give you a great deal of trouble but I also know it will be pleasing to you because the time and the labour will be expended in the service of your country”: Morris suggests that by complying with his requests, the governors will be doing their patriotic duty. The language is calculated to put the governors on the spot: Could it be possible, Morris implicitly asks, that they would be unwilling to devote time and labor in the service of their country?

**CHARLES PINCKNEY**

Handout A—Charles Pinckney  
(1757–1824)

1. Pinckney was the first to use the term Senate. He worked to prohibit religious qualifications for public office. He also pushed for a “vigorous Executive,” but with limitations. He feared if the executive had too much power in the realms of war and peace, then the system “would render the Executive a Monarchy, of the worst kind, to wit an elective one.” Despite his fear of an overzealous ruler, he supported a single executive, with the title President, instead of a governing body. These ideas were part of the plan of government he introduced at Philadelphia.

2. The following are Pinckney’s proposals that failed to pass: He supported an elitist government. He wanted high property qualifications for federal offices and said that “the Legislature, the Executive, and the judges should be possessed of competent property to make them independent and respectable.” He also
encouraged the selection of representatives by state legislatures and increased Congressional power. He wanted the Legislature, not the Executive, to choose justices for the Supreme Court. He thought the federal government should have more power over state governments, suggesting a federal veto over state laws. He backed an effort to establish a national university.

3. Students should recognize that, as a Southern planter and representative, Pinckney had a vested political and economic interest in slavery. He wanted to make sure that the federal government was not given power to touch slavery in any way. Therefore, during the convention, he opposed federal interference with the slave trade, though he was willing to compromise and agreed to the clause prohibiting Congress from interfering with the slave trade for twenty years. In the debate on the Missouri Compromise, he continued to oppose the federal government’s right to interfere with slavery.

4. Answers will vary.

5. Answers will vary.

Handout B—Vocabulary and Context Questions

1. Vocabulary
   a. distribution
   b. concerned about
   c. rebellions
   d. free
   e. products
   f. interfere
   g. make
   h. arrangement
   i. interfering
   j. approval
   k. useful
   l. taking care of
   m. use
   n. agreement
   o. believe
   p. purchases
   q. money
   r. restricted
   s. perception
   t. slave trade

2. Context
   a. The document was written in 1787.
   b. It was written in Philadelphia.
   c. James Madison wrote the document.
   d. The document is a primary source—a journal.
   e. The journal was written to record the debates.
   f. Madison said that he wrote his notes for “the people of the United States” and “all those who take an interest in the progress of political science and the cause of true liberty.”

Handout D—Analysis: Debate about Article I, Section 9, Clause 1

Martin: N, Y, Y; Slavery is dishonorable. / No Argument / Slavery weakens the Union.

Rutledge: Y, N, X; No Argument / Slavery produces goods for Northern consumption. / The South will only join the Union if slavery is allowed.

Ellsworth: X, N, N; Slavery is a moral question that should be decided by each state. / If the South benefits economically from slavery, the North also benefits. / The South may not join the Union if slavery is regulated by the federal government.

Pinckney: Y, N, N; History provides a moral justification for slavery. / No Argument / South Carolina will not accept the Constitution if it prohibits slavery.

Sherman: N, N, N; Abolition is already happening in the states. / There is no economic benefit to removing slaves. / Slavery is a divisive issue; we should minimize objections.

Mason: N, Y, X; Slavery is pernicious and sinful; it creates tyrants; and the slave
trade is nefarious. Slavery discourages manufacturing and white immigration. All states should surrender the right to regulate slavery.

**General Pinckney:** Y, Y, Y; No Argument

More slaves results in more goods, which results in more revenue. South Carolina will not join the Union if the clause is rejected.

**Richard Carpenter:** N, Y, X; No Argument / The question of slavery should be decided by the federal government.

**King:** X, X, Y; No Argument / Not taxing slaves would be an unfair economic burden on the North. The North and the South disagree on this issue.

**Langdon:** N, Y, X; No Argument / The question of slavery should be decided by the federal government.

**Roger Sherman**

**Handout A—Roger Sherman (1721–1793)**

1. Sherman had a hand in the creation of the Declaration of Independence, the Articles of Confederation, and the Constitution.
2. He worked to guard the power of the states against the national government. He believed that the authority of the national government should be carefully restricted to a few areas. In order to protect the people’s liberty, Sherman also argued for placing the balance of the national government’s power in the legislature.
3. He proposed the Great Compromise, which decided the method of representation in the Congress. By this agreement, the Congress would be divided into two houses. In the Senate, each state would have an equal vote. In the House of Representatives, each state would be represented according to its population.
4. Answers will vary. Some students could argue that Sherman was a dedicated public servant but far from extraordinary. He was not a great speaker or deep thinker; he was not a leader; he did not change the course of history in a significant way. Other students will say that Sherman was extraordinary. He had a hand in creating the Declaration of Independence, Articles of Confederation, and United States Constitution. At the Philadelphia Convention, he spoke 138 times and proposed the Great Compromise, which solved the issue of representation in the national legislature. He helped to persuade the Connecticut Ratifying Convention to approve the Constitution, and he served in the first Congress. Few Americans of the time were as involved in public affairs for as long as Sherman was.

5. Answers will vary. Some students will say that this is not possible: in order to be a successful politician, one must be dishonest at times. These students may name as examples people who have served in public office during the last few years. Others will say that there are many examples of people who were skilled at politics but who also led good moral lives. George Washington, Abraham Lincoln, and Jimmy Carter are three examples.

**Handout B—Context Questions**

a. The document was written in 1787.
b. It was written in Philadelphia.
c. Roger Sherman wrote the document.
d. The document is an excerpt from a speech.
e. Sherman wrote the speech to persuade the delegates that the central government should not be too strong.
f. The audience for the document was the delegates to the Federal Convention of 1787.