

# A Plan for Government



The  
**SUPREME LAW**  
of the Land

I'm known as  
the Father of the  
Constitution.



**FARMERS  
& FRAMERS**

It All Happened at  
**INDEPENDENCE  
HALL**



**POWER to  
the PEOPLE**

*We the People* of the United States  
insure domestic Tranquility, provide for the common Defence, promote the general  
Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



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**Houghton Mifflin Harcourt**





# What Is the Constitution?

What if there were no such thing as the president? What if the government had no money to pay soldiers? What if every state had a different kind of money and you had to change money when you crossed a state border? All of this was true during the country's first years. The 13 states had loose ties under a document called the Articles of Confederation (*confederation* refers to an agreement to support one another). But in general, each state did as it



▲ **IN ORDER TO PASS** laws, delegates from at least 9 of the 13 states had to meet to approve them. But often, not enough delegates were present to have a proper vote. When only five states attended a trade conference in 1785, Alexander Hamilton (above) of New York persuaded the others to call for a convention of all the states to revise the Articles of Confederation.

pleased. There was a Congress, at which each state had one vote. But there was no president to enforce decisions made by Congress. And there were no national courts. Congress could ask the states for money to pay national debts. However, it could not force the states to pay. And many states did not pay.

By 1787, many leaders feared that the new country would fall apart without a stronger central government. They called for a meeting of delegates (representatives) from all of the states. The goal was to make changes in the Articles of Confederation. Once the delegates had gathered, they realized that a bigger change was needed. They wrote a brand-new document called the Constitution. It's the supreme law of the land.





### ► AFTER THE

Revolutionary War, the country fell into an economic depression. Few people would accept the national government's printed money. They thought it was worthless. Each state printed its own money, which made trade among the states hard.



Farmers and merchants didn't know what to charge for their goods. Also, some states collected a tax on goods imported from

other states. That made the goods more expensive. Some believed that a stronger central government would help the economy.

### ▼ THE ECONOMIC

problems were especially hard on farmers. If they couldn't pay their debts, their land was taken from them and they were put in prison. In Massachusetts, in 1786, about

1,200 farmers rose up in armed rebellion. Led by a man named Daniel Shays, they refused to pay their state taxes. They shut down the local courts. The national government was

helpless to put down Shays's Rebellion. Eventually, state troops ended the revolt. But the event made many think that a stronger central government was needed.



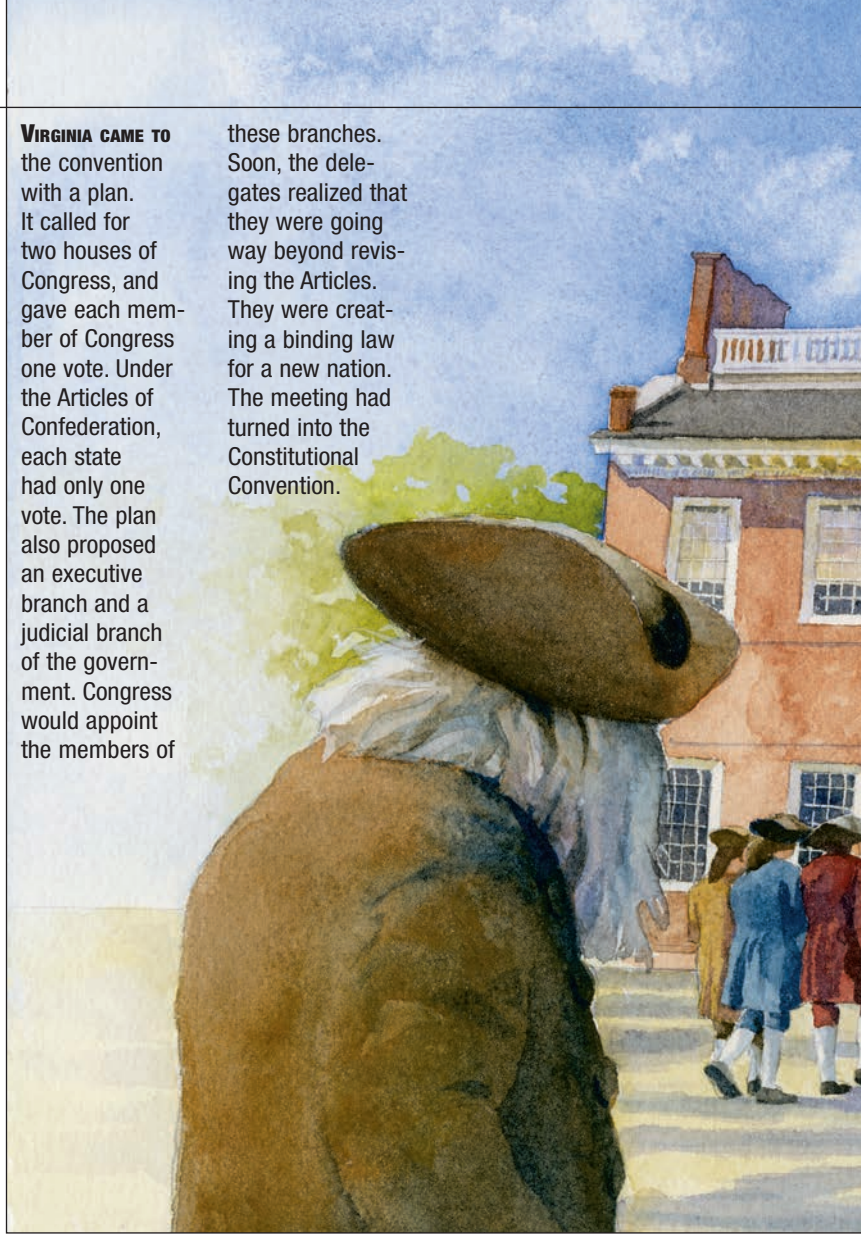


# The Constitutional Convention

On May 25, 1787, delegates from seven states met in Philadelphia. Their goal was to revise the Articles of Confederation. Soon, delegates from five more states arrived. Of the original states, only Rhode Island wasn't represented. Some of the most famous names in America were there. Benjamin Franklin, at 80, was the oldest. George Washington served as chair. John Adams and Thomas Jefferson were absent because they were in Europe serving as ambassadors for the new country. Others did not go because they did not want a stronger central government. Patrick Henry, John Hancock, and Samuel Adams fell into this category. Through the long, hot summer, the delegates debated many issues. In the end, they changed history.

**VIRGINIA CAME TO** the convention with a plan. It called for two houses of Congress, and gave each member of Congress one vote. Under the Articles of Confederation, each state had only one vote. The plan also proposed an executive branch and a judicial branch of the government. Congress would appoint the members of

these branches. Soon, the delegates realized that they were going way beyond revising the Articles. They were creating a binding law for a new nation. The meeting had turned into the Constitutional Convention.



**▲ JAMES MADISON** of Virginia worked harder for the convention than anyone else. From France, Thomas Jefferson had sent him hundreds of books about government. Madison had read them all.

Before the convention, he drew up a list of the most important points to be covered. At the convention, he took detailed notes. Thanks to Madison, there's a written record of the meetings.

**▼ SOME DELEGATES** opposed the Virginia Plan. They worried that the states would lose all their power

to the national government. But others believed that arguments among the states were the source

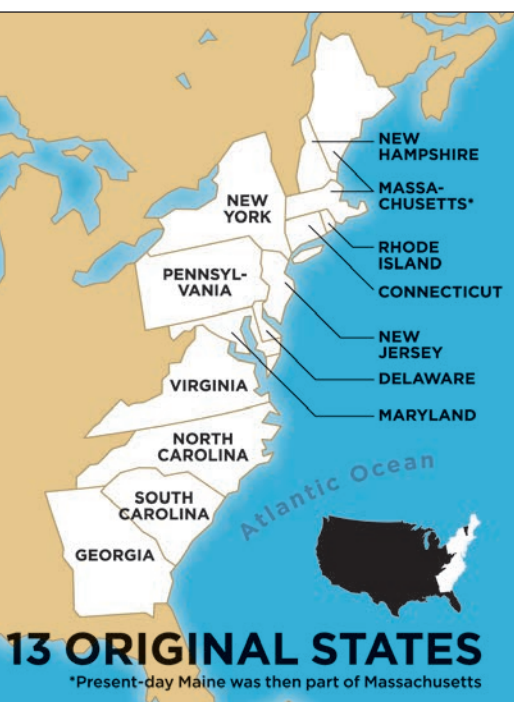
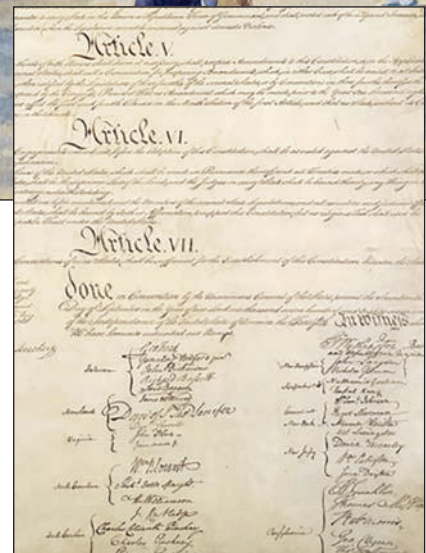
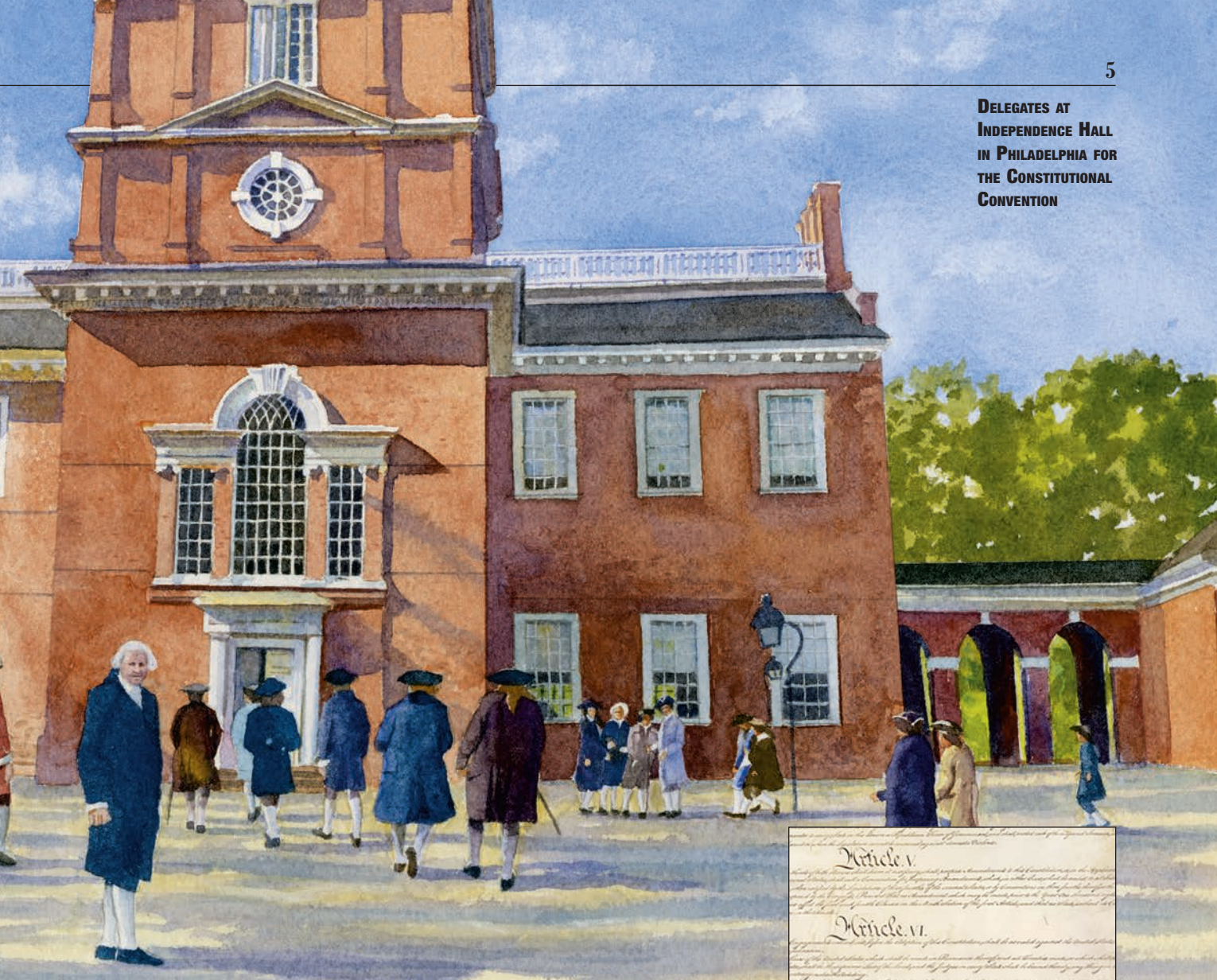
of the country's problems. A strong national government would fix that.



**THE VIRGINIA PLAN** said the number of Congress members from each state should be based on the state's population. Smaller states didn't like this. In the Great Compromise, both sides agreed to give something up. Every state would send two senators to the Senate. They would also send a number of members to the House of Representatives based on the state's population.



**DELEGATES AT  
INDEPENDENCE HALL  
IN PHILADELPHIA FOR  
THE CONSTITUTIONAL  
CONVENTION**



▼ **THE NORTH AND SOUTH** disagreed about whether enslaved persons should be counted as part of a state's population. The South said yes, because that would give southern states more members in Congress. The North said no.

It argued that enslaved persons were treated as property, so why should they be counted as people? The Three-Fifths Compromise said that each enslaved person would be counted as three-fifths of a person.



▲ **BY SEPTEMBER**, the delegates had agreed on what the new document should say. A committee put it in final written form. Several delegates had already left the convention. Three of those still there refused to sign

it. On September 17, 1787, 39 men signed the final draft. Now it was in the hands of the states. Nine had to ratify (agree to) it, before it could become the law of the land.



# Articles, Sections, and Clauses

The Constitution starts with a short preamble that explains the purpose of the document. The preamble begins, "We the People of the United States." These words stress that the power of the document comes from the people. After the preamble are seven articles. Some are divided into sections. Some of the articles and sections are further divided into clauses.

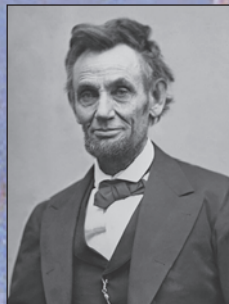


## ARTICLE I

Article I calls for a Congress made up of a Senate and a House of Representatives. It explains how Congress shall be elected and organized. It also says what Congress's duties shall be, what it cannot do, and the relationship between Congress and the states. Congress was forbidden to end the trade in enslaved persons until at least 1808. This was a compromise to win the support of proslavery delegates, who were needed to get the Constitution passed.

## ARTICLE II

Article II says that the president shall be elected by electors chosen by each state. The number of electors equals the number of senators plus representatives from each state. The Electoral College is all of the electors. Article II also lists the president's duties and powers. It explains what happens if the president dies or is removed from office for committing certain crimes.



**ABRAHAM LINCOLN,  
THE 16TH PRESIDENT  
(1861–1865)**



## ARTICLE III

Article III says that one Supreme Court will head the judicial branch. Justices serve for life. They may be removed if they commit a crime. Congress has the power to set up lower courts as needed. The Supreme Court has the power to decide arguments about how the Constitution should be interpreted. Article III also defines treason, the act of betraying the country. It gives Congress the power to punish this crime.

## ARTICLE IV

Article IV establishes the relationship between the states. It also establishes the relationship between each state and the national government. It gives Congress the right to form new states. And it says that an enslaved person who escapes to a state that outlaws slavery must be returned to his or her owner if requested.

### \$50 REWARD

Runaway from the subscriber  
**TUESDAY MORNING, 26th ULT.**

My negro boy calling himself Severn. The said negro is about 5 feet six in height, chestnut color, has a scar on perlip, downcast countenance when to, blink-eyed, showing a great white, long bushy hair, is about years old, had on when he left a blue jacket, pantaloons of a greyish color striped shirt, A BLACK SLUTCH and shoes nearly worn out.

The above reward will be paid by me for the apprehension of the said negro in the County Jail at Princess Anne, Somerset County, April 1, 1860.

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SOMERSET HERALD Print, Princess







## ARTICLE VI

Article VI has three clauses. The debts of the previous government must still be paid. The Constitution is the supreme law of the land. All national and state officials must take an oath of allegiance to the Constitution. But public officials cannot be required to follow a particular religion.



## ARTICLE VII

If nine states ratify this Constitution, it will become the law governing them.

### CHECK IT OUT!

Where can you see the Constitution, the Bill of Rights, and the Declaration of Independence?

All of these can be found in the Rotunda of the National Archives building at 700 Constitution Avenue in Washington, D.C.

# Checks and Balances

After winning freedom from Great Britain, many Americans were wary of giving power to a strong central government. The Constitution addressed this problem. It set up three branches of government. The legislative branch, or Congress, makes laws. The executive branch, headed by the president, enforces laws. The judicial branch, or the courts, makes sure the laws are carried out fairly. The Constitution also made sure that no one branch had too much power. It did this with a system of checks and balances. For example, the president can veto, or say no to, a law passed by Congress. But Congress can overcome a veto with a two-thirds vote. There are many more instances of checks and balances among the three branches.



## ARTICLE V

Article V explains two ways that the Constitution can be amended, or changed. Using either method, three-fourths of the states must vote in favor of the amendment for it to pass.



**THE 1954 U.S. SUPREME COURT, WHICH ENDED SEGREGATION IN PUBLIC SCHOOLS.**

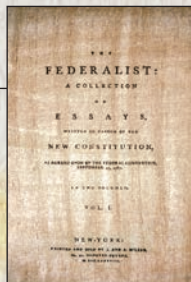


# To Ratify or Not to Ratify?

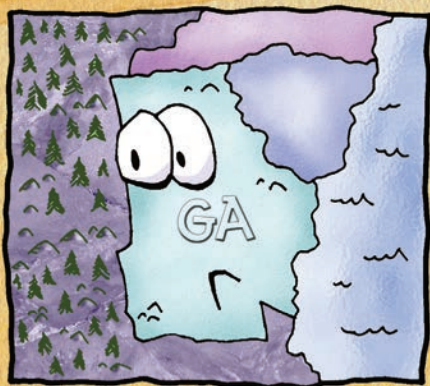
The new Constitution was sent to the states. Each state was to call a convention. There, delegates would vote to ratify or not ratify. Then the real debate began.

Those who supported the Constitution were called Federalists. (Federal refers to a central, or national, government.) They thought the country would do better with a stronger central government.

Those who were opposed to this idea were called Anti-Federalists. There were many reasons why people were against the Constitution. Some thought a central government wouldn't care about local issues. Some said it would overwhelm the states and take away the people's rights. Some feared the government would be taken over by "the few and the great." Some said the president would have too much power. Some said the slavery clauses were immoral. The strongest argument against the document was that it did not state the rights of the people.



**TODAY, GROUPS** express their opinions on TV and the Internet. Before radio was developed in the early 20th century, people depended on ink and paper or public speeches. James Madison, Alexander Hamilton, and John Jay wrote 85 essays in favor of the Constitution, called *The Federalist Papers*. Others wrote essays and letters in opposition.



◀ **THREE STATES** — Delaware, Pennsylvania, and New Jersey—quickly ratified. Georgia and Connecticut soon followed. The smaller states saw the advantage of strength in numbers. Connecticut and New Jersey had

been angered by New York's taxes on the goods they sold there. They hoped the new government would bring tax relief. Georgia wanted help from the new government to protect its frontier from attack by Native Americans.







▲ **EVEN THOUGH NINE** states had ratified, two of the most powerful states had not. Many wondered if a country without New York and Virginia could survive. In Virginia, Patrick Henry and other heroes of the Revolution spoke against the Constitution. They thought it needed a bill of rights. The state finally ratified

in June 1788. The New York convention had a majority of Anti-Federalists. Many New Yorkers believed the Union would not succeed without Virginia. Alexander Hamilton was a powerful voice for ratification. When Virginia ratified, New York gave in. On July 26, 1788, New York became the 11th state to ratify.

▼ **THE LAST TWO** holdouts were North Carolina and Rhode Island. Two conventions in North Carolina failed to ratify. Then, in November 1789, North Carolina ratified. Rhode Island voted seven times

against sending the Constitution to a state convention. In May 1790, Rhode Island, the smallest state, joined the Union. That was more than a year after George Washington had taken office as the first president!

◀ **ANTI-FEDERALISTS** in Massachusetts included Samuel Adams and John Hancock, heroes of the Revolution. The Federalists won them over by promising to push for a bill of rights as soon as the Constitution was ratified.



▲ **NEW HAMPSHIRE** had a hard time deciding. There were the usual arguments against. Some in the state were also opposed

because the Constitution did not end slavery. But in June 1788, New Hampshire became the ninth state to ratify. The Constitution went into effect for those nine states. The Union was established.










# The Power of Music

Symbols are images that represent other things. Music has great power to influence people. “The Star Spangled Banner” is our national anthem. It is a song about the most recognizable symbol of the United States—the American flag. The powerful music supports the meaning of the words. They talk about freedom and bravery. When people see the flag and hear the music, they think of those things the U.S. stands for.



*O say can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last  
gleaming?  
Whose broad stripes and bright stars through the  
perilous fight,  
O'er the ramparts we watched, were so gallantly  
streaming;  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was  
still there:  
O say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?*

—Lyrics from “The Star Spangled Banner” by Francis Scott Key



# The Bill of Rights

Some states insisted that a list of basic citizens' rights be added to the Constitution. James Madison wrote up the most impor-

tant ideas. Congress sent 12 of these to the states. Ten were approved. In 1791, they became the first 10 amendments to the Constitution. They are called the Bill of Rights.

## First Amendment

► **PEOPLE HAVE** freedom of speech and of the press. They have the right to gather peacefully. They have

the right to appeal to the government if they feel something is wrong. Freedom of religion is also guaranteed:

People can worship as they please or not at all. The government cannot promote religion.



## Second Amendment



◀ **PEOPLE HAVE THE** right to own and carry weapons. This amendment has caused much debate. Some argue that it

applies mostly to militias (organized armed forces). Others say it means there should be no restrictions on owning guns.

Some gun-control laws are allowed. These protect citizens from those who would use guns for crimes.

## Third and Fourth Amendments

► **THE THIRD** Amendment says the government cannot force people to keep soldiers in their

homes. This suggests that citizens have a right to privacy. The Fourth Amendment says the government

cannot conduct unreasonable searches of people or their property.



## Fifth through Eighth Amendments



◀ **THESE** amendments describe the right to due process of law (a fair trial). People can't be tried for a federal crime unless a grand jury (a chosen group of ordinary citizens) agrees

there is enough evidence. People cannot be charged twice for the same crime. They cannot be forced to testify against themselves. They cannot be punished without a fair trial. They have the right

to a speedy, local, public trial in front of a jury. They also have the right to be represented by a lawyer. A judge cannot overturn a jury's decision. Punishments must be fair, not cruel or unusual.

## Ninth and Tenth Amendments

► **THE NINTH** amendment says people have rights other than those mentioned in the

Constitution. The Tenth says the federal government can do only what's in the Constitution.

It reserves for the states and the people rights not granted to the federal government.





# The Responsibilities of Citizens



▲ **AMERICAN** citizens have many rights. They also have the responsibility to work together to make the country better. There are many ways to do this. People have to obey laws, serve

on juries, and pay taxes. Young men must register for the military draft when they turn 18.



▲ **ONE OF THE MOST** important things a citizen can do is to vote. People can vote for candidates in local, state, and national elections. This is how

the government learns what the people want. And it is how the people decide who will represent them. In this way, the government gets its power from the

people. People can also tell their representatives their opinions about laws and other issues.



▲ **IF A PERSON IS** born in the United States, he or she is automatically a citizen. People who are born elsewhere can become citizens if they meet certain standards. They must also learn the English language and about American

history and government. Citizenship is given to these people during naturalization ceremonies. The American's Creed (shown here) is often recited during these ceremonies.

## The American's Creed

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed, a democracy in a republic, a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

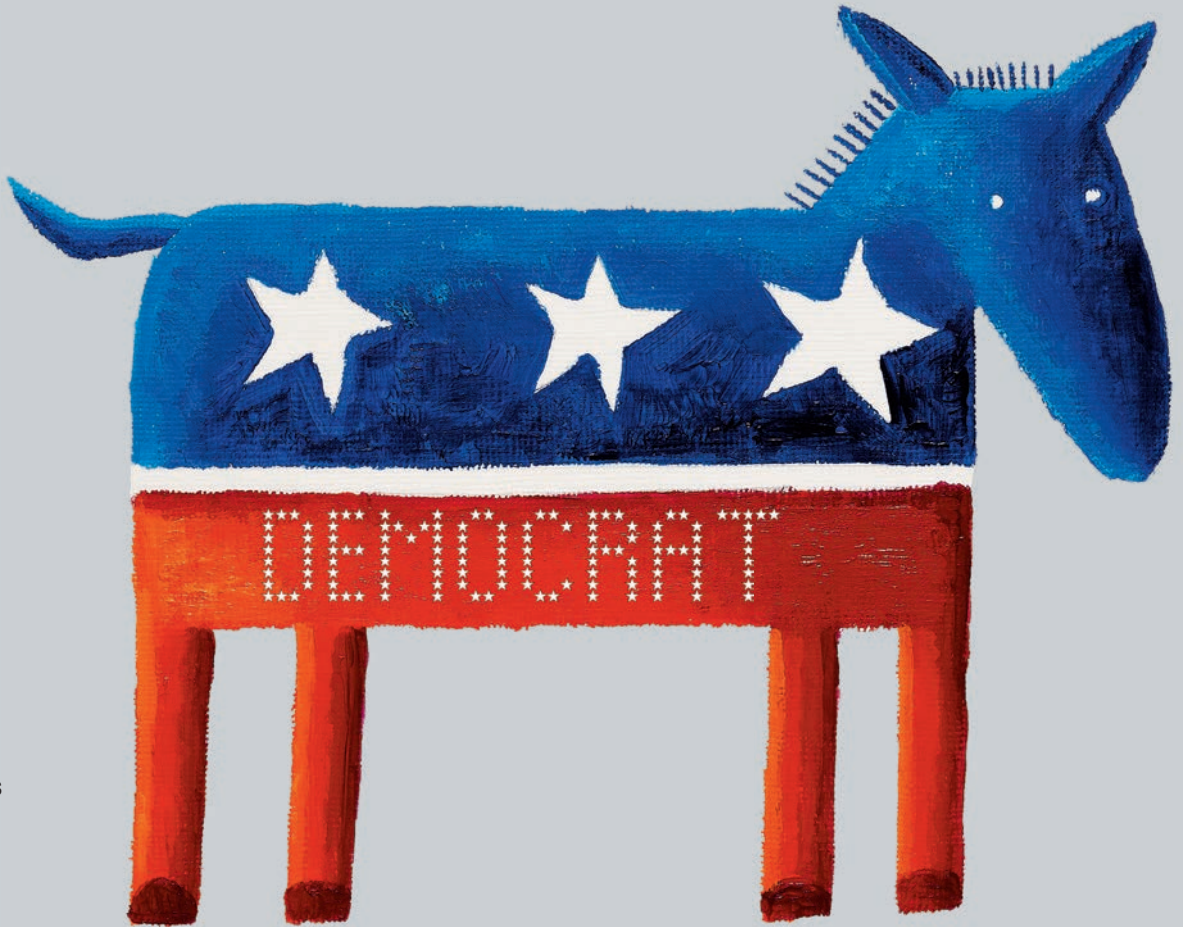
I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."



# Other Changes to the CONSTITUTION

## ► THE FRAMERS

(authors) did not realize that political parties would become important. They planned for candidates to be elected without them. They hoped that voters would choose candidates based on individual talents. The person receiving the most electoral votes would become president. The runner-up would become vice president. In 1796, electors picked Federalist John Adams as president and Democratic-Republican Thomas Jefferson as vice president. Their differences made it hard for them to work together. The 12th Amendment fixed this by allowing parties to nominate a team for president and vice president. Today, the major political parties in the United States are the Democratic Party and Republican Party.



▲ **WITH THE END OF** the Civil War (also known as the War Between the States) in 1865, slavery stopped. The 13th, 14th, and 15th Amendments

reflect this new reality. The 13th Amendment ends slavery. The 14th Amendment says that everyone born in the U.S. is a citizen. That

Since the Bill of Rights, more than 11,000 amendments have been proposed. Seventeen have been ratified by the states, for a total of only 27 amendments to the Constitution. This shows how hard it is to amend the

included former enslaved persons. It also says that states cannot deny people rights granted in the Constitution. The 15th Amendment says that former enslaved persons and other people of color have the right to vote. Some states got around this by charging a poll tax. Those who couldn't pay the tax couldn't vote. The 24th Amendment, passed in 1964, says people cannot be denied the right to vote just because they can't pay a tax.

▼ **FOR MANY YEARS,** there was a strong social movement to end the drinking of alcoholic beverages. In 1919, the 18th Amendment to the Constitution made it illegal to make, sell, or drink alcohol. But the

law was hard to enforce. By 1933, the legal experiment in controlling people's desire to drink was considered a failure. The 21st Amendment repealed (ended) the 18th Amendment.





Constitution. This is what the men who drew up the Constitution intended. They wanted a flexible document that expressed broad principles. That way, it would not have to be amended often. Future generations could interpret it according to changing attitudes and new situations. But some amendments have been necessary.



#### ▼ IN THE LATE

1960s, men as young as 18 were being drafted to fight in the Vietnam War. Many thought it was wrong that these young men could be forced to go to war but could not vote. A movement to lower the voting age from 21 to 18 resulted in the 26th Amendment. It was passed in 1971. It grants the vote to citizens 18 and older.



▲ **THE FRAMERS OF** Constitution were all white men. Most were wealthy property owners. They considered limiting the right to vote to other white men who owned

property. But they let the states set up voting qualifications. Until the middle of the 19th century, most states still had property requirements. From 1848,

a movement grew to allow women to vote. Finally, in 1920, the 19th Amendment gave women that right, also known as “suffrage.”

#### ▼ In 1972,

Congress passed the Equal Rights Amendment (ERA). It said there should be no discrimination based on gender. But in order for it to become an amendment, three-fourths of the states had to vote in favor of it. The amendment didn't get the

necessary three-fourths votes in the time limit that had been placed on it. Opponents said the amendment was not needed because there were already laws to protect equal rights for women. Those who think the ERA should have been passed say that gender discrimination still exists. For example, in 2015, female workers earned about 79 cents for every dollar earned by male workers.

#### THINK PIECE!

Do you think the voting age should be lower than 18? Higher? Why?





# The Supreme Court

Gouverneur Morris of Pennsylvania penned the Constitution's final draft. He wrote that "no Constitution is the same on Paper and in Life."\* Morris meant that words on paper do not change, but life does. The world changes. For example, the framers couldn't imagine television or the Internet. The nine justices of

the Supreme Court have the job of interpreting the Constitution in a changing world. They decide if new laws are allowed by the Constitution. This is called judicial review.

\*From a letter to George Washington, 1789. From *Documentary History of the Constitution of the United States of America, 1786-1870*. Department of State, 1905.



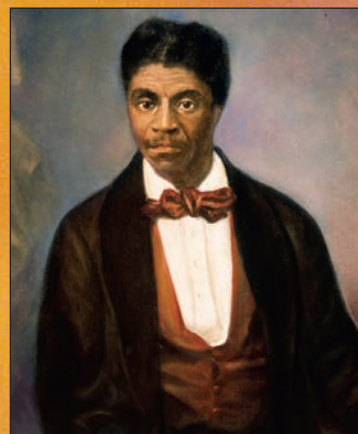
Let's put the  
*supreme* in  
Supreme Court!

▲ **IN 1803**, THE Supreme Court heard the case of *Marbury v. Madison*. It concerned William Marbury. He claimed that he had been cheated out of his appointment as a federal judge. However, the court didn't rule on his

claim. It ruled that the law under which the case was tried was unconstitutional. This was the first time that the Supreme Court claimed the right of judicial review. John Marshall (above, left) served as chief justice of the Supreme Court from 1801 until his death in 1835.

► **DRED SCOTT** WAS an enslaved man. His owner took him to free territory. There slavery was not allowed. He lived there for five years. When Scott was returned to a state that allowed slavery, he sued for his freedom. He claimed that he became free by

living in a free-state. In 1857, the Supreme Court ruled that Scott was still enslaved. It said that Scott was not a citizen and could not use the federal courts. The ruling outraged those who were against slavery.



▲ **WHEN GOLD** WAS discovered on Cherokee land in Georgia, the state gave the land to white settlers. The Cherokee sued in federal court. In 1832, the Supreme Court upheld their claim to their land. But President Andrew

Jackson refused to carry out the court's ruling. He was rumored to have said, "[Chief Justice] John Marshall has rendered his decision. Now let him enforce it." Later, the Cherokee were forced to leave their land.



◀ **SOMETIMES, THE** Supreme Court has changed its mind. In 1940, the court ruled that schools could force students to salute the flag. Even those students whose religion forbade it. In 1943, the court reversed this ruling.



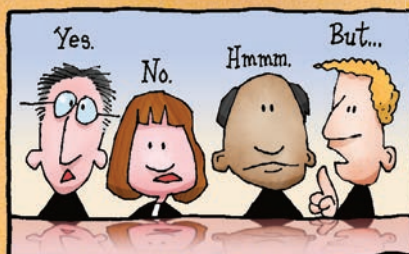


▲ **IT CAN TAKE THE** court years to reverse an unfair ruling. In 1896, the court ruled in the case of *Plessy v. Ferguson* that separate railway cars for African Americans was legal. But the cars had to be equal to those for whites. This was called the “separate but equal” ruling. It was used to justify segrega-

tion in all kinds of public places. But in 1954, the court ruled in *Brown v. Board of Education* that separate schools for African American children were unequal. The court determined that segregation in schools was unconstitutional.

▼ **SUPREME COURT** justices don’t all agree on what the Constitution says. Some believe in a “living Constitution.” They think the framers wanted the Constitution to allow for an ever-changing

world. Other justices are called originalists. They insist that the courts should base their rulings only on the original intent of the framers. But who decides what the intent of the framers was?



▼ **IN 1966**, the court ruled in *Miranda v. Arizona* that criminal suspects must be warned of their rights. These rights

include the right to remain silent, to have an attorney present, and to have an attorney appointed if the suspect cannot afford one.

#### WARNING AS TO YOUR RIGHTS

You are under arrest. Before we ask you any questions, you must understand what your rights are.

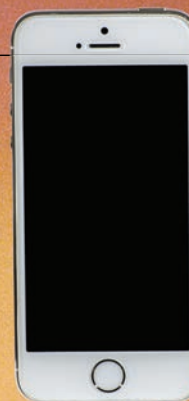
You have the right to remain silent. You are not required to say anything to us at any time or to answer any questions. Anything you say can be used against you in court.

You have the right to talk to a lawyer for advice before we question you and to have him with you during questioning.

If you cannot afford a lawyer and want one, a lawyer will be provided for you.

If you want to answer questions now without a lawyer present you will still have the right to stop answering at any time. You also have the right to stop answering at any time until you talk to a lawyer.

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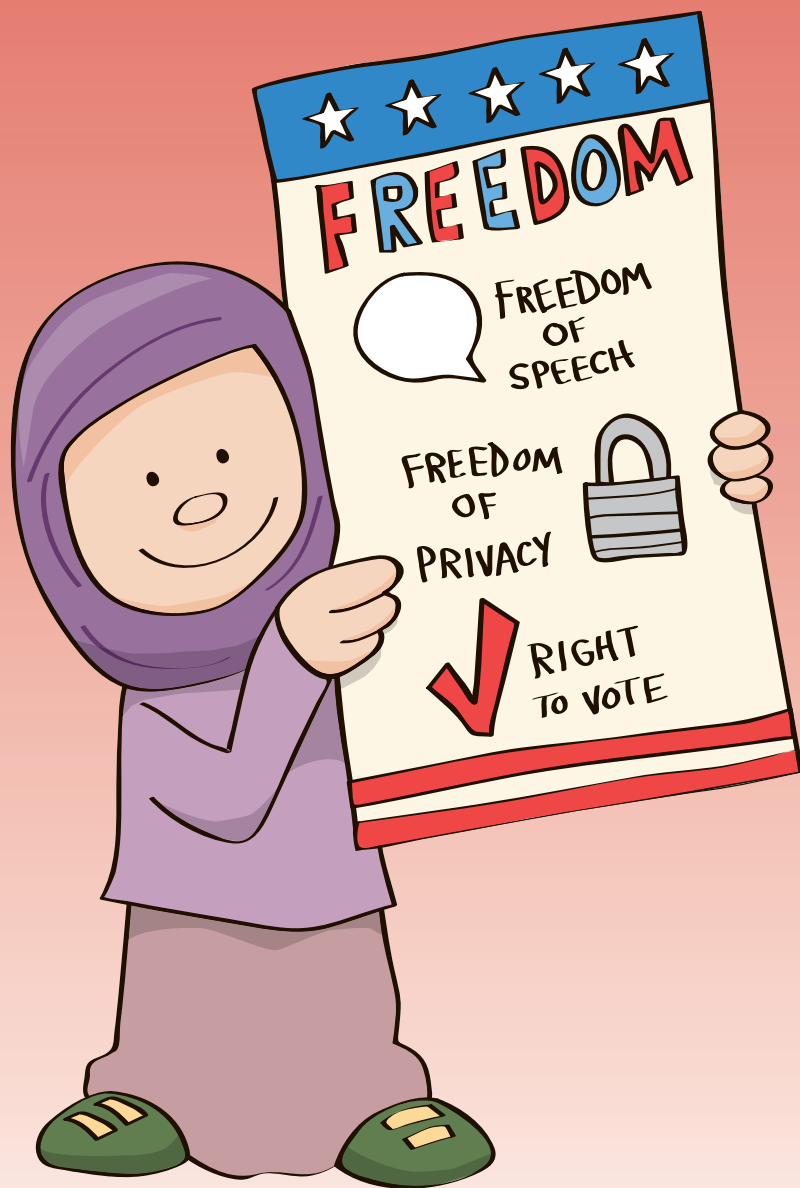
◀ **THE SUPREME** Court also affects public policy when it refuses to hear a case. Here is a recent example. Surveillance means secretly listening to or reading a private communication. It might be a telephone call or an e-mail. According to the Fourth Amendment, the government must ask a judge for a search warrant before doing this. The judge decides if the surveillance is needed to find illegal activity. Since the attacks of September 11, 2001, the government has sometimes conducted surveillance without first getting a search warrant. In 2014, the Supreme Court decided not to hear a case about these activities.



# Activities

## BILL OF RIGHTS POSTER

The Bill of Rights, made up of the first 10 amendments to the Constitution, lists Americans' most basic rights as citizens. What are those rights? What freedoms do we enjoy because of them? Reread the sections about the bill of Rights in this magazine. Then, make a poster that honors the Bill of Rights. List some of the amendments and include pictures of freedoms you enjoy. Don't forget to give your poster a title.



## WRITE A CONSTITUTION

Suppose your class had a constitution. How would it describe the role of the teacher and the role of the students? What rules would be included? What rights would be spelled out? How would responsibilities be described? Work with two or three classmates to write a constitution for your class. Describe the roles, rules, rights, and responsibilities that would govern everyone. Compare your constitution with the constitutions other groups have created.



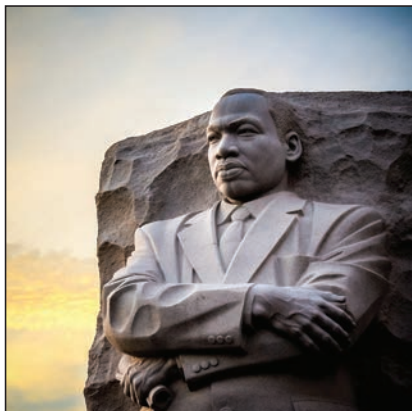


## MAKE CONNECTIONS WITH THESE RELATED TITLES



### American Government: Federal, State, and Local

Who's in charge of the government? How do the different leaders work together? It's all outlined in the U.S. Constitution. Learn about how the Constitution divides the powers government equally and who is responsible for what. Then, explore how leaders at different levels of government work together to help run our country and our states, cities, and communities.



### Civil Rights

The Civil Rights movement is one of the most critically important periods in U.S. history. Segregation, particularly in the South, gave birth to nonviolent protests, sit-ins, and civil disobedience, which ultimately led to the passage of the Civil Rights Act of 1964. Learn about the heroes who led the charge for this movement, like Rosa Parks and Dr. Martin Luther King Jr.



### Bear Flag Republic: Road to Statehood

What does the phrase “bear flag republic” have to do with California? Investigate the pushes and pulls that brought people here in the first place. Discover when, why, and how we became a state in record time. Uncover the controversies, the characters, and the conflicts along the way.

## LEARN MORE ONLINE!

- In 1787, America's population was not limited to the 13 states. More and more settlers were moving into the Northwest Territory, a frontier region that would later become the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin.
- Check out a chart that outlines the ways the national government differs from state governments.
- The patriotic song “America the Beautiful” was written as a poem by Katharine Lee Bates, who taught English literature at Wellesley College in Massachusetts. The song describes the vastness and beauty of the American landscape. It also praises the Pilgrims and the patriots who fought in the American Revolution.



## CALIFORNIA STANDARDS

**HSS 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.**

**4.5.1** Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).





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**ON THE COVER:** James Madison, fourth President of the United States, D. Edwin engraving after the portrait by Thomas Sully. **Art Resource, NY: Thomas Sully.**

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left (U.S. citizenship); Stock Montage: p.16 top left (John Marshall). **Granger Collection, NYC:** p.3 top left (American notes), p.8 top center (*Federalist Papers*), p.9 bottom right (George Washington), p.16 top right (Dred Scott); Ben Shahn: pp.6–7 full (Supreme Court); Benjamin H. Latrobe: p.5 bottom center (overseer and enslaved women); John Singleton Copley: p.8 bottom right (John Hancock); Robert Lindneux: p.16 bottom left (Trail of Tears). **Library of Congress:** p.14 bottom right (Prohibition). **Shutterstock:** Everett Art: p.4 middle left (James Madison); Everett Historical: p.2 middle left (Alexander Hamilton); p.6 bottom center (Lincoln), p.19 top right (Thomas Jefferson); Gino Santa Maria: p.13 top right (voting booths); Jiri Fogel: pp.10–11 full (American flag); Lane V. Erickson: p.6 top left (U.S. Capitol Building); Liudacorelewa: p.19 top center (Benjamin Franklin); LyudmilaKa: p.18 bottom (old paper); nikolay100: p.17 top right (mobile phone). **U.S. National Archives:** p.5 middle right (p.4 of the Constitution).

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**Acme Design Company:** Map, pp.4–5 bottom.

**Michael Kline Illustration:** Cartoons, Cover; Virginia Plan, p.4; Cartoons, pp.6–7; States, pp.8–9; 10th Amendment, p.12; Yes, No, Hmmm, p.17; Bill of Rights Poster, p.18.

**Wood Ronsaville Harlen, Inc.:** Rob Wood: The Constitutional Convention, pp.2–3; Matthew Frey: To Ratify or Not to Ratify?, pp.8–9; Greg Harlin: The Supreme Law of the Land, pp.2–3.

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