

Mr. Cegielski's Presentation of Origins of American Government



Essential Questions:

- What political events helped shaped our American government?
- Why did the Founding Fathers fear a “direct democracy?”
- How was the Constitution created through conflict and compromise?



Warm Up Review:



- 1) How is our government similar to and different from the Ancient Greeks, particularly Athens?
- 2) What type of government do we have? Why don't we have a monarchy or dictatorship? (Think back to our nation's early history!)

The Roots of American Government

- **Aristotle** and the Greeks articulated the idea of natural law.
- **Natural law**--Society should be governed by ethical principles that are part of nature and can be understood through reason.
- Government before had been by "**divine right**," (authority derived from the gods) but these philosophical changes put humans on the road toward self government.



Assignment: Plato's Republic



- **Directions:** Read "Plato and the Republic" and answer the accompanying comprehension questions. Then, we will complete the suggested activity on democracy.

Assignment: Plato's Republic Extension Task



- **Introduction:** In *The Republic*, Plato finds many faults with democracy, including the ability of uneducated citizens to vote someone into office who becomes corrupt with power and greed (see page 13 of your reading).
Central Question: Was Plato correct?
- **Task:** To answer the question above, you will go onto the site cnn.com and research a breaking news story about the alleged corruption of Governor Rod Blagojevich of Illinois. In a well organized, 300-word essay, which must feature a thesis statement, supporting evidence and a conclusion, you must argue whether the Blagojevich case proves Plato's argument, that democracy ultimately leads to corruption. Whether you agree with Plato or not, your essay should also propose solutions about how to prevent corruption among elected public officials.

Recap

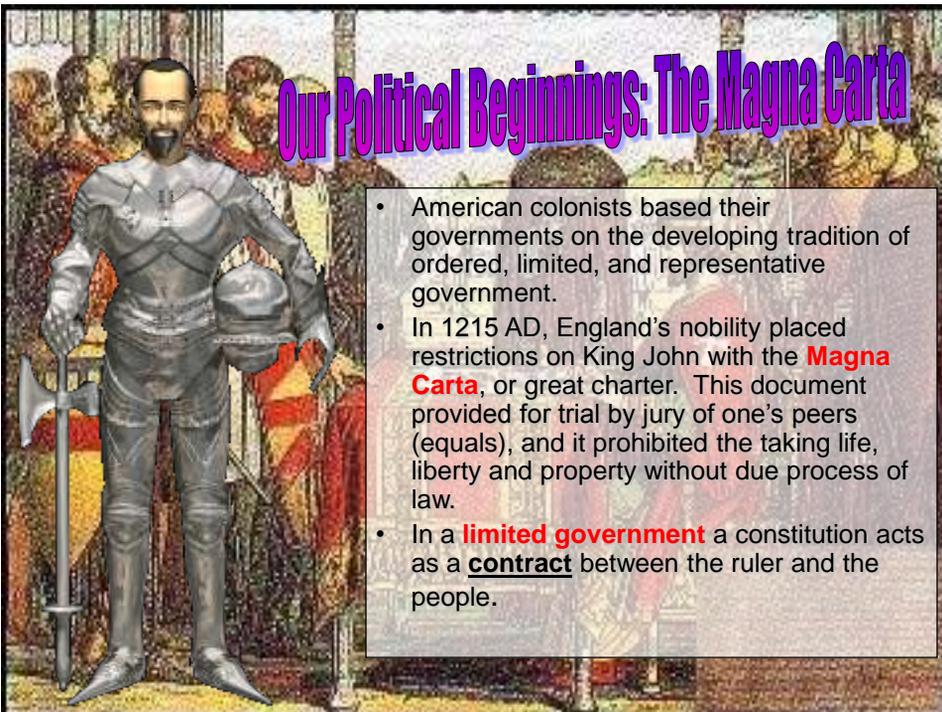


- **Based on our research assignment yesterday:** In *The Republic*, Plato finds many faults with democracy, including the ability of uneducated citizens to vote someone into office who becomes corrupt with power and greed (see page 13 of your reading). **Central Question:** Was Plato correct?

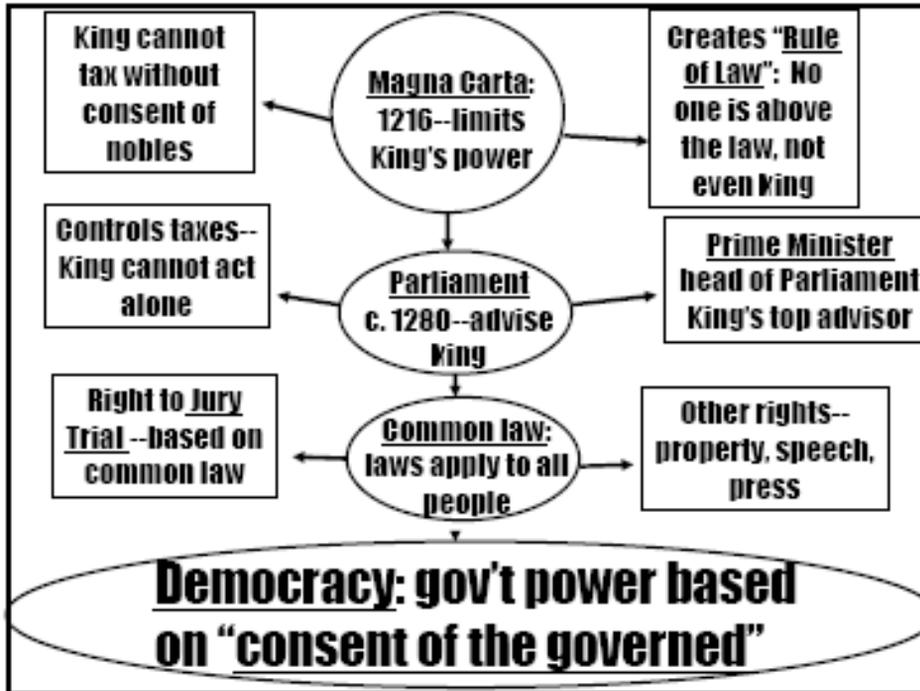


Absolute Monarchs in Europe

- **Absolutism**—total power surrendered to sovereign, or monarch
- man has no right to resist
- the sovereign answers to no one
- if your sovereign is overthrown, you give loyalty to the new sovereign
- A brutal, oppressive government is better than a “state of nature”
- Government is NOT a contract between subjects and their ruler



- American colonists based their governments on the developing tradition of ordered, limited, and representative government.
- In 1215 AD, England's nobility placed restrictions on King John with the **Magna Carta**, or great charter. This document provided for trial by jury of one's peers (equals), and it prohibited the taking life, liberty and property without due process of law.
- In a **limited government** a constitution acts as a **contract** between the ruler and the people.



Assignment: Rewrite the Magna Carta for Modern Day!



- **Directions:** Imagine that a powerful monarch has just assumed control of England. The monarch's power must be limited in order to prevent him/her from exerting dictatorial control! Read through the Magna Carta (handout). Rewrite it in clear, modern-day language so that the new monarch understands that his/her power has been constitutionally limited in order to protect the peoples' rights.

Document: "Magna Carta"

The gradual building of a sound English constitutional monarchy in the Middle Ages required the king's willingness to share power. He had to be very strong but could not act as a despot. The danger of despotism became severe in England under the rule of King John. On June 15, 1215 the English nobility forced him to recognize Magna Carta, which reaffirmed traditional rights and personal liberties that are still enshrined in English law.



John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, count of Anjou; to the archbishops, bishops, abbots, earls, barons, justiciars [justices], foresters, sheriffs, reeves¹, servants, and all bailiffs² and his faithful people greeting.....

In the first place we have granted to God and by this our present charter confirmed... that the English church shall be free, and shall hold its rights entire.

We have granted moreover to all free men of our kingdom for us and our heirs forever all the liberties written below, to be held by them and their heirs from us and our heirs....

No scutage³ or aid [tax] shall be imposed in our kingdom except by the common council.....

And for holding a common council of the kingdom concerning the assessment of an aid... we shall cause to be summoned the archbishops, bishops, abbots, earls, and greater barons... [In addition], we shall cause to be summoned by our sheriffs and bailiffs all [our other vassals]... for a certain day... and for a certain place....

No free man shall be taken, or imprisoned, or dispossessed, or outlawed, or banished, or in any way destroyed, except by the legal judgment of his peers or by the law of the land.

No constable or other bailiff [of the king] shall take anyone's grain or other chattels⁴ without immediately paying for them in money, unless he is able to obtain a postponement at the good will of the seller.

No constable shall require any knight to give money in place of his war of a castle [i.e., standing guard], if he is willing to furnish that ward in his own person, or through another honest man, if he himself is not able to do it for a reasonable cause; and if we shall lead or send him into the army, he shall be free from ward in proportion to the amount of time which he has been in the army through us.

No sheriff or bailiff of [the king], or any one else, shall take horses or wagons of any free man, for carrying purposes, except on the permission of that free man.

Neither we nor our bailiffs will take the wood of another man for castles, or for anything else which we are doing, except by the permission of him to whom the wood belongs....

No free man shall be taken, or imprisoned, or dispossessed, or outlawed, or banished, or in any way injured, nor will we go upon him, nor send upon him, except by the legal judgment of his peers, or by the law of the land.



Follow Up: What do you think?

- One of the purposes of the limitations imposed by constitutional government is to check the power of the majority. How can this be justified in a political system that is supposed to be democratic?
- What are the major advantages, in your judgment, of limited government? What are the most serious disadvantages?
- Are there advantages to unlimited government? If so, what are they?



Social Contract Theory

John Locke's **social contract**--An agreement, or pact, to surrender state power to the people to protect citizen's safety and rights. This creates a limited government.

- People are source of power
- People give consent to government to rule
- Government provides protection of natural rights

Inspiration for the American Revolution: The Enlightenment



Scientific Revolution

17th Century Thinkers

John Locke





ENLIGHTENMENT PHILOSOPHY



- **Enlightenment**—an intellectual movement in 18th Century Europe which promote free-thinking, individualism
 - Dealt with areas such as government, religion, relationships between the people and the government, and natural rights
- Developed by **philosophes**, or social critics, in England and France.

The Philosophes

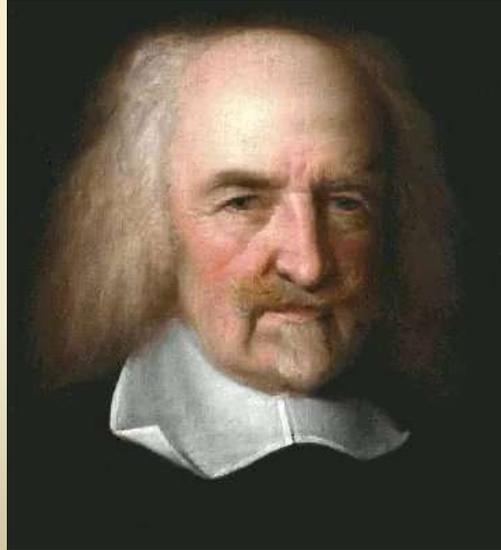


- A group of social critics in France
- Opposed to divine right and absolute monarchies
- Objected to the privileges of the nobility and clergy
- Believed people were capable of governing themselves
- Turned away from traditional religious values; most were atheists or deists (believed in God, not the Church)

The Philosophes:

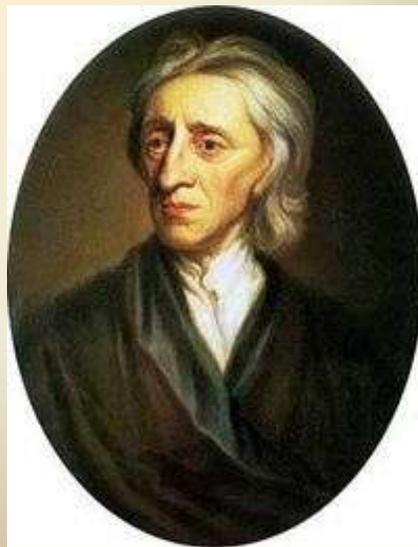
Thomas Hobbes, **1588-1679**

- *Believed that conflict was a part of Human Nature*
- *Hobbes believed that as people we need to make a contract with the government to maintain social order.*
- *Leviathan*



The Philosophes

- **John Locke** (August 29, 1632 – October 28, 1704) was an influential English philosopher and social contract theorist.
- *Believed that all people had Natural Rights: life, liberty, property*
- *The purpose of government is to protect these rights*
- *Government had to gain the consent of the governed.*

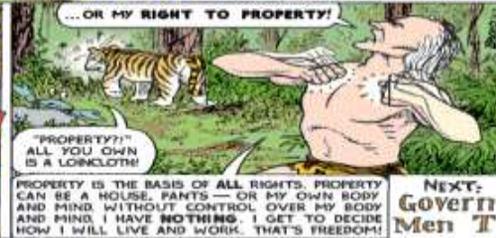
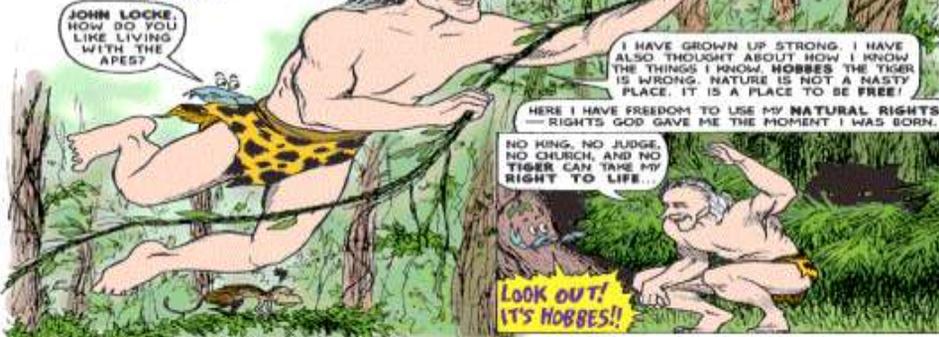


CHESTER THE CRAB 1607 JAMESTOWN SETTLED 1630 PURITANS IN MASSACHUSETTS 1663 CAROLINAS CHARTERED 1686

WHAT ARE LOCKE'S RIGHTS IN NATURE?

CHESTER IS DREAMING HE IS IN A JUNGLE WITH AN ORPHAN ENGLISHMAN IN THE 1600s...

Lockezan!



CHESTER THE CRAB

WHAT LOCKE IDEAS ARE IN THE DECLARATION?

UNKNOWN TO ENGLISHMAN JOHN LOCKE — "THINKER OF THE JUNGLE" — HE IS BEING WATCHED BY A TALL, QUIET AMERICAN SCIENTIST...



The Philosophes:

Baron de Montesquieu,
1689-1755

- Believed in a separation of powers in government
Legislative, Executive and Judicial
- Believed that Liberty of the people must be protected from corrupt leaders.

Persian Letters, 1721

The Spirit of Laws, 1748



The Philosophes:

Francois-Marie Arouet
Voltaire

1694-1778

- Believed in tolerance, reason and limited government

•Quote: "I disapprove of what you say, but I will defend your right till the death to say it."

Candide, 1759



The Philosophes: Denis Diderot, 1713-1784



Illustration from his
Encyclopédie, 1751

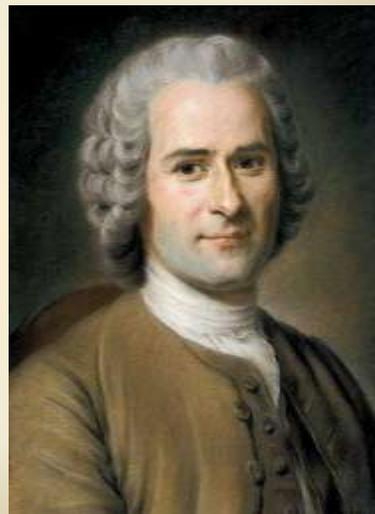
- Emphasized free will in human affairs.



The Philosophes: Jean-Jacques Rousseau, 1712-1778



- Believed people that lived in a civilized society were happy and unselfish
- People should live in harmony with nature
- Wrote *The Social Contract* in 1763.
 - His most famous line: "Man is born free, and everywhere he is in chains."
- Said that the General Will should take priority over individual will.



The Philosophes: Adam Smith, 1723-1790



Adam Smith, FRSE (baptised June 5, 1723 – July 17, 1790) was a Scottish politician, economist and moral philosopher. His *Inquiry into the Nature and Causes of the Wealth of Nations* was one of the earliest attempts to study the historical development of industry and commerce in Europe. That work helped to create the modern academic discipline of economics and provided one of the best-known intellectual rationales for free trade, capitalism and libertarianism.

People of the Enlightenment -1600s & 1700s

Name	From	Wrote	Main Ideas
 Locke	England	Two Treatises on Gov't	-Observation: gov't exists to "preserve life, liberty, & property" -Hypothesis: people should be sovereign (rule) -Hypothesis: monarchs not chosen by God
 Hobbes	England	Leviathan	-Observation: Life without gov't is "solitary, poor, nasty, brutish, & short." -Hypothesis: Absolute gov't needed to control evil behavior (not divine right)
 Montesquieu	France	The Spirit of Laws	-Observation: "When the legislature & executive are united in the same person, there is no liberty (freedom)" -Hypothesis: Gov't must have "Separation of Powers" -- 3 branches
 Rousseau	France	The Social Contract	-Observation: "man is born free, but everywhere he is in chains." - Hypothesis: Gov't is contract between people & rulers. Gov't must be what people want.
 Voltaire	France		-Observation: Life is better with liberty -Hypothesis: Freedom of speech & religion, separation of church & state -"I disapprove of what you say, but I will defend to the death your right to say it. "

America Influenced by the Enlightenment

America became a country during the heart of the Enlightenment. As a result, it was greatly influenced by the Enlightened thinkers. The Declaration of Independence as well as the US Constitution with its Bill of Rights would probably not have existed if the Enlightenment had not occurred.

America: Influenced by the Enlightenment

The Declaration of Independence: Author: _____ Date: _____

Quote	What Enlightened thinker did this idea come from?
"... All men are created equal, that they are endowed by their Creator with certain unalienable Rights, among these are Life, Liberty, and the Pursuit of Happiness..."	

The Constitution of the United States, 1787

Quote	What Enlightened thinker did each idea come from?
"Article I: Legislative Power... Article II: Nature and Scope of Executive Power... Article III: Judicial Power, Courts, Judges..."	
"Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes law, be presented to the President: if he approves he shall sign it, but if not he shall [veto] it..."	
"... The Senate shall have the sole power to try all Impeachments. When the President is tried, the Chief Justice shall preside. Judgment in Cases of Impeachment shall not extend further than to removal of office..."	
Bill of Rights (in the Constitution)	
Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press..."	



Activity #1: Get to know the Philosophers!

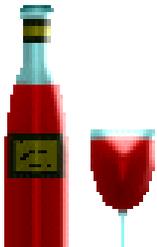
- **Directions:** Read “Hobbes, Locke, Montesquieu and Rousseau on Government” and answer the accompanying comprehension questions.
- Then, we will prepare to have “Dinner with the Enlightenment Thinkers.”

Needs to be submitted today!



Activity #2: Dinner with Philosophers of the Enlightenment!

- In this activity you will assume the role of a famous philosopher, or political thinker!
- You are required to master this philosopher’s ideas and be prepared to engage in conversation at an imaginary dinner party! To do your research, start with the site <http://www.lkwdpl.org/lhs/enlightenment/>. This party will run like a Socratic Seminar in response to the following question: **What is the duty of government?**
- Possible choices:
 - Baron de Montesquieu
 - Adam Smith
 - Jean Jacques Rousseau
 - Thomas Hobbes
 - Thomas Jefferson
 - Benjamin Franklin
 - John Locke
 - Francois-Marie Arouet Voltaire
 - Denis Diderot
 - Others?



You will be graded based on content knowledge and your ability to clearly express the Enlightenment thinker’s ideas! Maximum points: 20

The Birth of American Government



ESSENTIAL QUESTION:

How did enlightenment thinking as well as political and economic events encourage the American colonists to rebel against the British monarchy and set up their own government?

The Origins of a New Nation



- Colonists came to the New World during the 1600s for a variety of reasons including
 - to escape religious persecution
 - find plentiful land
 - and to seek a new start in life.
- The colonists were allowed significant liberties in terms of self-government, religious practices, and economic



CHESTER THE CRAB 1607 JAMESTOWN SETTLED 1620 1648 ENGLISH CIVIL WAR 1699 WILLIAMSBURG CREATED

HOW WAS LIFE IN THE NEW ENGLAND?



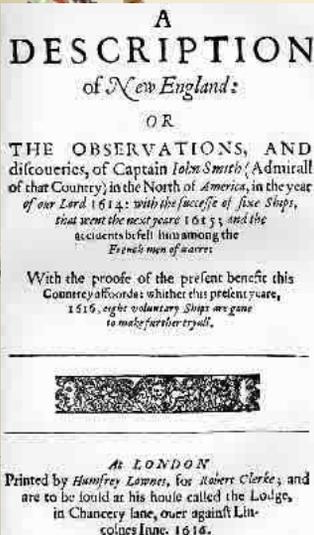
RELIGION	GOVERNMENT	WORK
<p>PILGRIMS REFUSE TO WORSHIP GOD IN THE CHURCH OF ENGLAND (THE KING'S OFFICIAL CHURCH).</p> <p>VIRGINIA IS SETTLED BY RICH GENTLEMEN WHO BELONG TO THE CHURCH OF ENGLAND.</p>	<p>PILGRIMS RUN THEIR NEW HOME (PLYMOUTH PLANTATION) AS A DIRECT DEMOCRACY WITH THE "MAYFLOWER COMPACT."</p> <p>VIRGINIANS BEGIN AMERICA'S 1ST REPRESENTATIVE DEMOCRACY IN 1619. MEN WHO OWN LAND VOTE FOR OTHER MEN TO MAKE LAWS.</p>	<p>PILGRIM MEN, WOMEN, AND CHILDREN ALL WORK TOGETHER TO GROW FOOD, BUILD HOUSES, AND HELP PLYMOUTH SURVIVE.</p> <p>VIRGINIANS BRING POOR MEN FROM ENGLAND TO DO THE HARD WORK. THESE INDENTURED SERVANTS WORK SEVEN YEARS AND THEN BECOME FREE.</p>

ARE THE VIRGINIANS AND THE PILGRIMS LIKE EACH OTHER IN ANY WAY?

SURE— IN 1620 AND 1621 THEY ARE BOTH DROPPING LIKE FLIES!

NET: DEAD MEN WALKING

The First American Colonial Governments



- Representative government first emerged in the British colonies in North America.
- The King of England gave the Virginia Company of London a **charter**, a written grant of authority, to make laws "for the good and welfare" of the Jamestown settlement.
- Jamestown's colonists used created a **representative assembly**, a law-making body that is composed of individuals who represent the population.
- (left) First use of the term "New England" in John Smith's book of 1616 on Jamestown.

The First American Colonial Governments

THE
F R A M E
OF THE
Government of Pennsylvania
IN
AMERICA, &c.

To all People to whom these Presents shall come :

W H E R E A S King Charles the Second, by his Letters Patents, under the Great Seal of England, in his said Majesty's thirty-seventh year, hath been graciously pleased to give and Grant unto Mr William Penn (by the Name of William Penn Esquire, Son and Heir of Sir William Penn deceased) and to his Heirs and Assigns forever, All that Part of Land or Province, called Pennsylvania, in America, with the same great Powers, Privileges, Liberties, Jurisdictions and Authorities as are therein expressed.

It is therefore that for the Well-being and Government of the said Province, and for the Encouragement of all the Free-men and Planters that may be chosen concerned, in the Colonization of the said Province, that the said William Penn have Declared, Granted and Conferred, and by these Presents his said Heirs and Assigns do Declare, Grant and Confirm unto all the Free-men, Planters and Inhabitants of, in and to the said Province their Liberties, Privileges and Immunities to be had, enjoyed and kept by the Free-men, Planters and Inhabitants of and in the said Province of Pennsylvania forever.

In witness whereof the Governour of this Province shall, according to the Power of the Patent, certify of the Government and Free-men of the said Province, in the form of a Provincial Council and General Assembly, when all Letters shall be made, Given, sealed and published as aforesaid, as is hereafter respectively declared: This twenty,

11. The first day of the month of August in the seventh year of the said King Charles the Second, which shall be in this present Year One Thousand Six Hundred Eighty and Two, Made and Altered in some Part, of which time or Part thereof shall be before long given by the Governour of this Province, and then with these his said Letters and the said Statute in full view of most Noble His Majesty's most Excellent Majesty, who shall mean on the tenth day of the Month of August next ensuing, and shalles be called and act as the Provincial Council of the said Province.

- The Pilgrims established the first New England colony, **Jamestown**, in 1620.
- The adult males drew up the **Mayflower Compact**—a government with laws. It served as a prototype for future constitutions.
- America's first written constitution was the **Fundamental Orders of Connecticut**—a representative assembly, composed of adult males who were elected.
- By 1732, all thirteen colonies had created their own political documents or constitutions as well as **legislatures**, or law-making bodies.
- (Left) First page of Penn's Frame of Government for the colony of Pennsylvania



Case Study - American Revolution 1775-1781

Great Britain (England) had gone through a civil war and then the Glorious Revolution during the 1600s, and as a result, citizens got used to having a say in government. The people that lived in the British colonies in the New World (like Virginia) were British citizens as well.

1 Britain believed in mercantilism. Therefore, it wanted colonies to make them rich. Britain really didn't care much about what the colonists wanted. The colonists didn't like this form of government. They wanted a government that did what they needed.

2 Britain began passing laws and taxes that colonists had to follow without letting the colonists vote on them. Back in Britain, citizens had a say in government, but in the colonies the citizens did not. American colonists thought they were being treated unfairly. They wanted to be have a voice in deciding on laws.

3 People in the colonies were very familiar with John Locke's ideas. They agreed with him that people had basic rights that can't be taken away. They also agreed with him that if a government was not good then the people had the right to rebel and create a new one that protected their life and liberty. They felt like the British government was not protecting their rights.

4 Britain kept raising taxes on the colonists, which hurt American businesses but helped Britain. Britain sent troops to keep order and then made the Americans pay for them with more taxes. Britain also only allowed American businesses to trade with Britain, which meant the Americans couldn't sell to other countries that could pay more money.

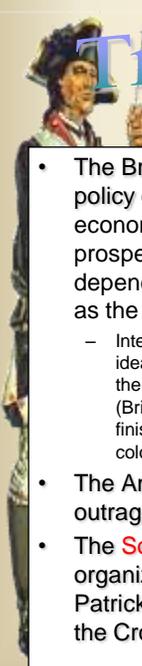
5 On top of all this, many people in America had never liked the British government. For example, the Pilgrims and the Puritans had come to America because the government of Britain did not like the way they practiced their religion. Descendants of these groups still disliked Britain for the way their ancestors had been mistreated.

6 Finally, the Americans had begun to see themselves as Americans first and British citizens second. They had more in common with each other than they did the British all the way across the Atlantic. Americans began to feel that their people were being ruled by an outside people and instead they wanted independence. They loved their colonies and wanted them to grow into a powerful country independent of Britain.

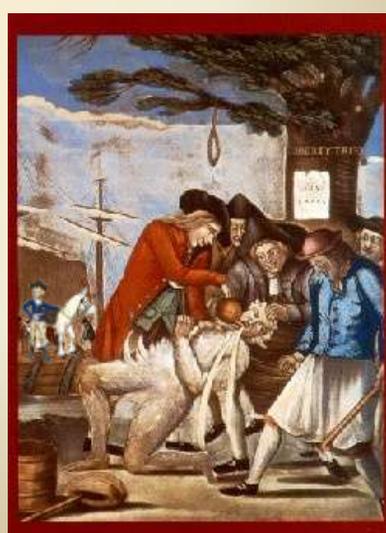
Each numbered section above is an example of one of these causes of revolutions. Write the number from above in the blank next to the appropriate cause of revolutions.

_____ Social Injustice _____ Unpopular Method of Rule _____ Nationalism
 _____ Enlightenment Ideas _____ Religious Intolerance _____ Economic Distress

Trade and Taxation



- The British followed a national policy of **mercantilism**--an economic theory that the prosperity of a nation (Britain) depends upon its capital as well as the world economy.
 - International trade was based upon the idea that the colonists had to supply the raw materials to the mother country (Britain), which would manufacture the finished product to sell back to the colonists at high prices and taxes!
- The American colonists were outraged. Violent protests began.
- The **Sons of Liberty** were organized by Samuel Adams and Patrick Henry to act out against the Crown.



The Coming of Independence

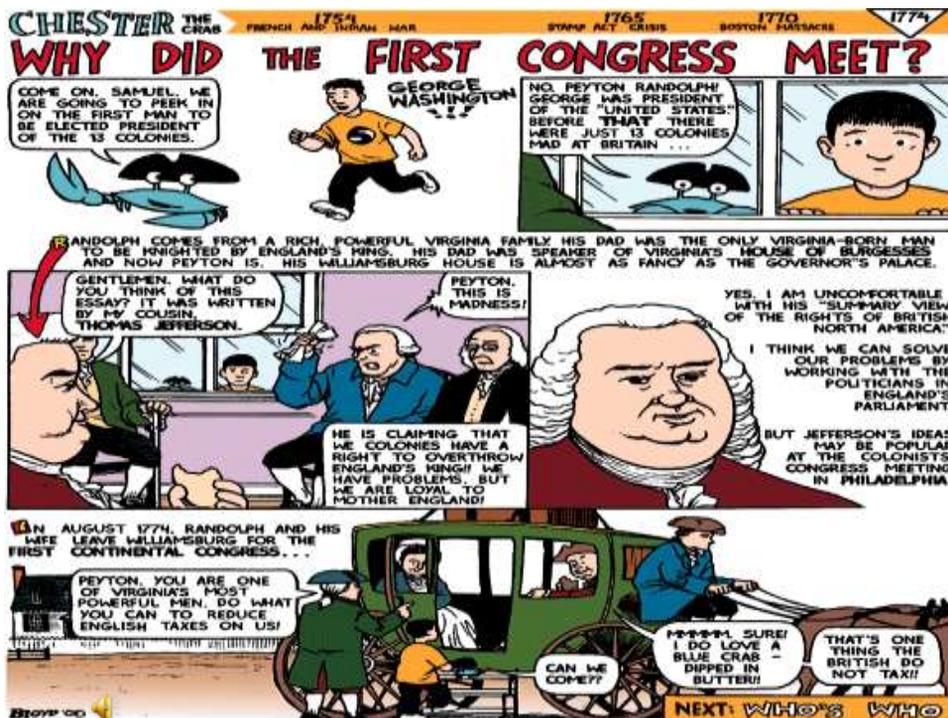


- During the 1760's, Great Britain attempted to control the economic life of its colonies.
- The **Stamp Act** placed the first direct tax on the colonies' legal documents, newspapers, pamphlets, and even playing cards!
- Angered by increasing taxation without representation, the colonists staged the **Boston Tea Party** (left), during which colonists dumped tons of English Tea in Boston Harbor.



The First Continental Congress

- The **First Continental Congress** met in Philadelphia in September and October 1774.
 - They were not yet thinking of open rebellion.
 - They called for colonial rights of petition and assembly, trial by peers, freedom from a standing army, and the selection of representative councils to levy taxes.
 - Began boycott—the refusal to purchase--British goods.



The Second Continental Congress

- **King George** of Great Britain refused the demands of the Continental Congress.
- Thus the **Second Continental Congress** convened on May 10, 1775, and were united in their hostility toward Britain. Began to propose independence!
- King George sent 20,000 more troops.



"The Redcoats are coming!"

The Coming of Independence Continued..

- In 1775, **Thomas Paine** wrote **Common Sense**, which attacked every argument that favored King George and encouraged the colonies to become a model for democracy. Paine's work became a rallying cry for those colonists wishing to separate from Great Britain.



Thomas Paine

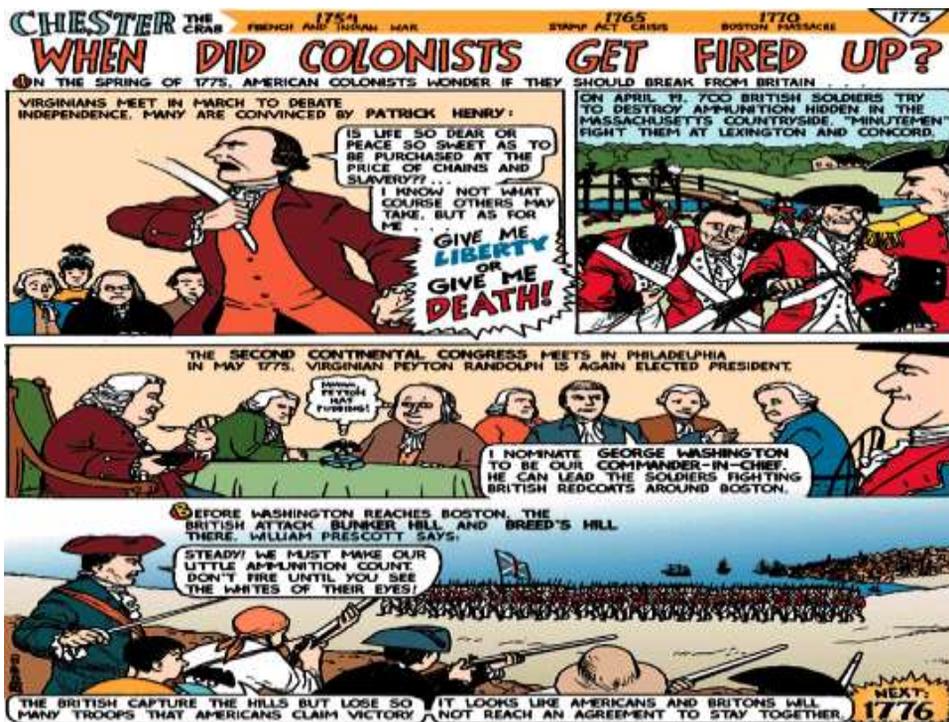
THOMAS PAINE'S "COMMON SENSE"

Directions: Use the following excerpt to answer the question that follow.

"[Books] have been written on the subject of the struggle between England and America. The period of debate is closed. I challenge the warmest advocate for [peace] to show a single advantage that the colonies can gain by being connected with Great Britain. Everything that is right and reasonable pleads for separation. The blood of the slain cries 'TIS TIME TO PART!'"

- Thomas Paine

1. What is Thomas Paine suggesting in this document (in your own words)?
2. What does Paine mean when he says, "I challenge the warmest advocate for [peace] to show a single advantage that the colonies can [gain] by being connected with Great Britain"?
3. Write your own 200-word Common Sense document In which you outline the abuses of Great Britain towards The American colonies and explain the reasons for independence!





Activity: “Give me Liberty, or Give me Death!”

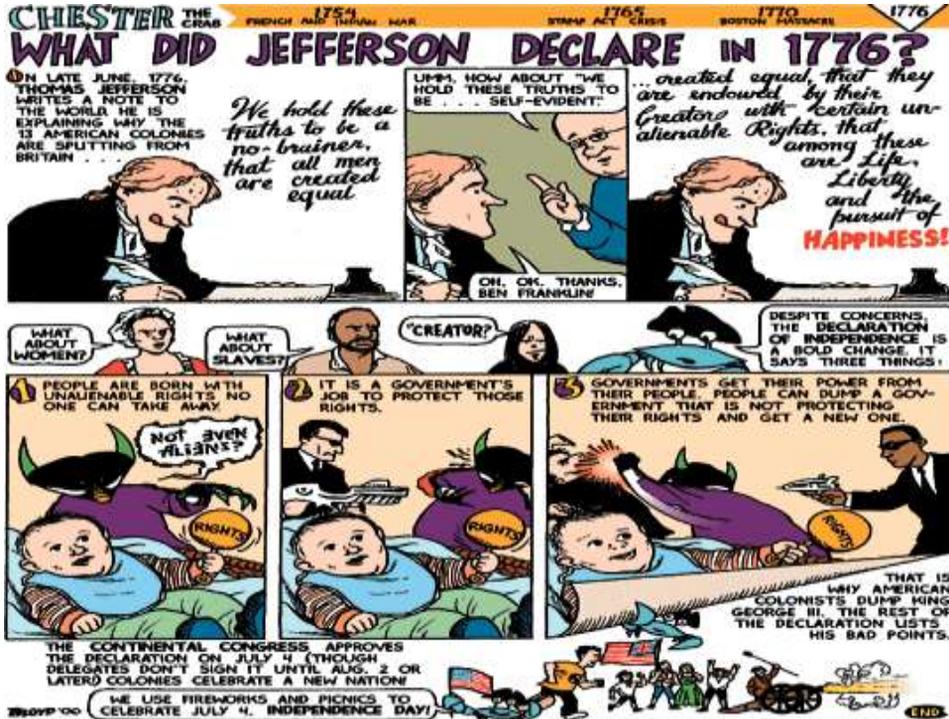
- Directions: As a class, we will read Patrick Henry’s famous “Give me Liberty, or Give me Death!” speech, which persuaded Virginia to join in the war of independence. Then, working in pairs, students will act as a delegates from one of the other colonies and write their own such speech! Once the speeches are read, if the majority of the class votes to join the independence movement, we shall declare war on Great Britain!

The Declaration of Independence



- In May 1775 **Thomas Jefferson** and the **Second Continental Congress** produced the **Declaration of Independence**.
- On July 2, 1776 the colonies voted for independence (except New York which abstained).
- On July 4, 1776 the Congress adopted the Declaration.





Activity #1: What was Jefferson thinking?



- **Directions:** You will read “The Declaration of Independence and Natural Rights” document and answer “Questions for Discussion and Writing.”



Activity #2: Drafting the Declaration of Independence

- **Introduction:** Students work in small groups to compare and contrast Thomas Jefferson's rough draft of the Declaration of Independence with the final version.
- **Objectives:** Students explain the differences between the Thomas Jefferson's draft of the Declaration of Independence and the final version of the document. Students work together in cooperative groups.
- **Keywords:** Declaration of Independence, Thomas Jefferson, draft, Continental Congress
- **Directions:** Divide into small groups. Go to the site: <http://www.ushistory.org/declaration/document/rough.htm>. You will compare/contrast the rough draft and final version of the Declaration of Independence. You will list differences between the draft and the final version of the document. It might be easiest to create a two-column chart for this. Also answer this question: Why do you think these changes were made for the final version? Then, your group will share it's findings with the class.

WHAT DID THE DECLARATION ACTUALLY DECLARE?

Directions: Read the following passage and answer the questions that follow.

Warm Up:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government..."

- Declaration of Independence

1. What did the writers of the Declaration of Independence mean when they wrote "all men are created equal"?
2. What natural rights does the Declaration of Independence provide for?
3. Where do people get their natural rights from?

The Declaration's Strengths and Limitations

Something is missing...Who is NOT mentioned?



IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

- *When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.*
- *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.*

Importance of the Declaration of Independence

- It established the **legitimacy**—legal authority—of a new nation in the eyes of foreign governments.
- It established the **American Creed**, a set of political beliefs which stress natural rights, limited government, equality under the law, and government by **consent of the governed**--the people give government the right to rule.
- The newly formed States began to write their own constitutions which later influenced the Constitution of the United States.
- The State constitutions purposely divided power among three branches, executive, legislative and judicial, and established a system of checks and balances.

