

51. The Making of the Constitution by Carrie Beckwith

A ¹The Constitutional Convention began on May 25, 1787, and lasted for four months. ²However, the words *Constitutional Convention* were never used to describe the gathering. ³The original intent of the meeting was to rewrite the Articles of Confederation, not to create a new form of government.

⁴Most people during this time feared a single (national) government, having only recently won their freedom from Great Britain. ⁵They preferred to have independent, separate state governments because this gave them more control. ⁶So, when representative Edmund Randolph of Virginia presented his plan for a strong national government that would rule over the states, many of the representatives were furious, especially those from the smaller states.

B ⁷Eventually, the representatives did agree to a national government (although they didn't use the word *national*), which would include a Congress that had two parts (called houses) and a president and vice president. ⁸Now the concern was representation in the new Congress. ⁹Small states feared they would be at a disadvantage. ¹⁰The Articles of Confederation had given equal representation to each state. ¹¹Under the new plan, Congress would be represented according to state population. ¹²After many heated debates, the men finally made a compromise. ¹³In one house of Congress (the House of Representatives), the states would be represented based on population. ¹⁴In the other house (the Senate), the states would be represented equally.

C ¹⁵Some representatives also felt the Constitution needed a bill of rights. ¹⁶They feared the new president would become like a king and that the rights of individuals would be in danger. ¹⁷In response to this concern, James Madison and other nationalists agreed to add a



bill of rights once the Constitution was approved.

D ¹⁸Not all states agreed with these compromises. ¹⁹However, the Constitution needed approval from only 9 of the 13 states in order to be accepted. ²⁰In a series of letters to newspapers, Alexander Hamilton, James Madison, and John Jay did their best to convince the people that the Constitution for the new government would not be abused. ²¹The men explained how every bill passed in the House of Representatives would have to be voted on and approved by the Senate. ²²If approved by the Senate, the bill would go to the president, who could decide to reject the bill. ²³If this happened, the bill would go back to Congress, and if 2/3 of Congress decided to approve the bill, it would pass regardless of the president's rejection. ²⁴In addition, a Supreme Court would make sure that laws were constitutional. ²⁵The nationalists argued that this system of "checks and balances" would keep the government from becoming a tyranny (where one ruler had complete control) because each of the three branches of government could "check," or balance, the power of the other two.

E ²⁶On June 21, 1788, the Constitution of the United States of America went into effect after the 9th state voted in its favor. ²⁷It was a great victory for the nation and the beginning of a new united American people.

²⁸bill of rights: a list of the rights the government should provide and protect

© 2005 The Critical Thinking Co. • www.criticalthinking.com • 800-456-4849

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

- Why were many of the delegates surprised when they first heard Edmund Randolph's plan for a new government?
 - They were expecting something more drastic.
 - They were not expecting to change the current system of government.
 - They didn't realize Randolph was a nationalist.
 - They thought the current system of government was working well.

List the numbers of the 2 sentences that best support your answer: _____
- Why did the delegates agree to a national government but avoid describing it as "national"?

Give the number of the sentence that best supports your answer: _____
- Why was a bill of rights added to the Constitution?

Give the number of the sentence that best supports your answer: _____
- If 60 of the 100 members of the Senate voted to override the president's rejection, what would happen to the bill?

Give the number of the sentence that best supports your answer: _____
- When first approved, the Constitution had a bill of rights. True or False? Give the number of the sentence that best supports your answer: _____
- Why would small states have been at a disadvantage according to Randolph's plan?

List the numbers of the 2 sentences that best support your answer: _____
- Give one view of the nationalists that differed from the view of the people who were unsure of the Constitution.

List the numbers of the 2 sentences that best support your answer: _____
- Which of the following statements are opinions? Choose all that apply.
 - At least nine of the thirteen states approved the Constitution.
 - The Constitution was a great American achievement.
 - The purpose of the Supreme Court is to ensure that laws are constitutional.
 - The nationalists did their best to convince people to support the Constitution.

47. Finding the Career for You
by **Carrie Beckwith**

A Have you given time to consider what you want to do with your life once you've completed your education? ¹If not, then now is a good time to start!

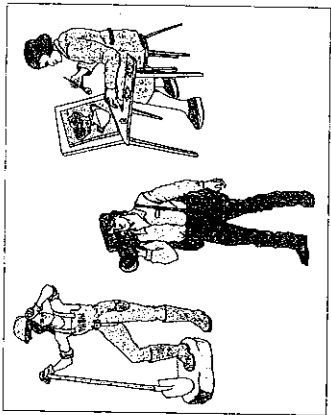
B ²To begin with, you should know a little bit about yourself. ³For example, are you practical, intellectual, creative, persuasive, or social? ⁴You probably consider yourself a combination of these traits, but, most likely, you will identify more closely with two or three of them.

C ⁵Next, brainstorm the things that interest you. ⁶For example, if you are creative, you might enjoy a career in music, drama, or the arts. ⁷If you have trouble identifying what interests you, talk with a friend or family member who is a good listener, or write about your values and principles and what you want to accomplish in life.

D ⁸Your abilities are another important factor to consider. ⁹If you're strong in math, then you'd probably be a good engineer or accountant. ¹⁰If you would rather be working with people than numbers, then you'd probably be a good social worker, office manager, or salesperson.

E ¹¹Aptitude or interest inventory tests are a great way to help you discover your personality type, interests, and abilities. ¹²There are several of these types of tests on the Internet. "Search under the key words "personality test" and "career assessment." ¹³Your school may also be able to provide such tests.

F ¹⁴Once you have an idea about which careers might interest you, begin to explore them! ¹⁵Talk to people who have jobs that interest you. ¹⁶Volunteer your time. ¹⁷Go to the library's reference section and research the specific careers you are considering.



G ¹⁸If you feel you have too many options and unknowns, then make a list of your possible career options. ¹⁹One by one, study each career and list its pros and cons. ²⁰Next, decide how important each pro and con is (not very important, important, or very important). ²¹For example, you may list three cons and one pro, but decide that the cons are not very important and that the pro is very important. ²²Therefore, although the option would seem to be a bad choice (more cons than pros), it is actually a good choice because the pro is *more important* than the cons.

H ²³Getting started on a career path can save you time in the future. ²⁴You will know which classes to take in high school and college and which types of internships, volunteer work, or paid jobs you will be interested in. ²⁵Don't worry if you have a change of heart and suddenly decide that you don't want to be a teacher or a lawyer. ²⁶Researching a career is all about self-discovery. ²⁷You may change your mind several times. ²⁸In fact, you may change your career several times in your life. ²⁹The important thing is to think about these things and test the waters a little before braving the working world. ³⁰Good luck and get going!

DIRECTIONS: Choose or write the best answer to each of the following questions using the evidence presented in the passage. When required, list specific sentence numbers or paragraph letters from the story to support your answer.

- What is the author's viewpoint on how to choose a career?
 - Take whatever job you're offered.
 - Research a career path based on interests and abilities.
 - Evaluate your options to make the best career choice.
 - Try out several careers and then choose the best one.
- Number the steps that Ali should take in the order in which the author of the article would advise.
 - Ali talks to a family member.
 - Ali makes a list and rates each option.
 - Ali volunteers at a local elementary school.
 - Ali brainstorms different career options.
 - Ali takes an aptitude test and discovers she's creative.
- In sentence 31, what does the author mean when she suggests that you "test the waters"?
 - It's perfectly acceptable to change your mind about a career.
 - The public library's reference section has information on careers.
 - Now is a good time to start researching a career.
- Label the following statements F for fact or O for opinion.
 - It's perfectly acceptable to change your mind about a career.
 - The public library's reference section has information on careers.
 - Now is a good time to start researching a career.
- You are trying to decide if you want to become a social worker. There are two very important cons and two important pros. According to the passage, should you still consider becoming a social worker? Explain your answer.
 - Give the letter of the paragraph that best supports your answer.
- You are trying to decide if he wants to become a veterinarian, a writer, a pharmacist, or a horse trainer. According to the passage, what should he do?
 - Give the letter of the paragraph that best supports your answer.