

CIVICS AND ECONOMICS PACKET #3

ACTIVITY	INTRODUCTION/DIRECTIONS
#21	Introduction to Government and Citizenship Review
#22	Types of Governments Review
#23	Review Articles of Confederation: 1777-1789
#24	Structure of the U.S. Constitution
#25	The Amendments
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Day 21 Introduction to Government and Citizenship Review

Essential Questions:

- Why are citizenship rights, responsibilities, duties, and levels of participation different in different nations and types of government?
- What is the role of government and its citizens in the various types of governmental systems?
- What does it mean to be a citizen of the United States?
- What is patriotism? How important is it to be patriotic?

U.S. Citizenship: Just the Facts Name: _____

Already A U.S. Citizen?

Citizenship means being a member of a country and having full rights and responsibilities under that country's law. Some people are born a United States citizen. People who are born in the United States are automatically citizens at birth. So are people born outside the U.S. to parents who are both citizens. The rules can get a bit complicated for people born outside the U.S. who have only one citizen parent, but generally they are also citizens at birth.



Citizen Parents



Born in the U.S.



Naturalized



New citizens take the Oath of Allegiance at a naturalization ceremony in Boston.

Becoming a U.S. Citizen

What if you weren't born in the U.S. and neither of your parents are U.S. citizens? You can still become a citizen through a process called **naturalization**. To qualify, applicants must be at least 18 years old and have been permanent residents of the United States for 5 years. (There is one shortcut: People who serve in the U.S. military for at least one year can become citizens sooner because they have demonstrated their commitment to the United States.) Applicants must also have good character, speak English, and pass a civics test and an interview. As a final step, they must take an **Oath of Allegiance** swearing loyalty to the United States and our Constitution.

Allegiance: Citizens Owe It

People who go through the naturalization process aren't the only ones who must be loyal to the United States. *All* U.S. citizens owe allegiance to our country. **Treason** is the act of betraying your country, and the U.S. Constitution makes this crime punishable by death! People who were born citizens may not think about allegiance as much as those preparing to take the Oath, but you can probably remember a time when you've said this word... Maybe even this morning! Americans often say the **Pledge of Allegiance** to show loyalty to the United States flag and the nation it stands for.



The U.S. flag has one stripe for each of the 13 original states and one star for each current state. Right now there are 50 stars.

Love of Country

Beyond owing allegiance to the United States, most U.S. citizens feel a deep bond with their country. We call this feeling **patriotism**. Many citizens get emotional when they hear the national anthem, which is called **The Star Spangled Banner**. Every July 4th, Americans celebrate **Independence Day**—the day the Declaration of Independence was signed in 1776, when the American colonies declared their independence from Great Britain. Other national holidays, such as **Presidents' Day**, **Martin Luther King, Jr. Day**, **Memorial Day** and **Veterans Day** are two national holidays honoring those who lost their lives or served in the U.S. military, and they can be very emotional days for many U.S. citizens.



Each Memorial Day, Americans in towns across the nation line up to watch local parades honoring those who have died.

Citizenship: Just the Facts

Rights in the United States

The United States is known for the rights and freedoms given to those who live here. The first ten amendments to the U.S. Constitution are called the **Bill of Rights**. They list important rights that are guaranteed to all people in the United States—not just citizens! These are rights like the freedom of expression and the freedom to worship, assemble peacefully, and petition the government, as well as the right to be free from unreasonable searches by government officials. But some rights are only for U.S. citizens. These include the right to vote in federal elections, the right to run for federal political office, and the right to serve on a jury.



Those accused of a crime in the U.S. have the right to a speedy trial.



If needed, the Selective Service would use a lottery to draft men to serve.

Responsibilities, Too!

Along with all these freedoms come some responsibilities. Everyone in the U.S. is responsible for obeying laws. Citizens are also responsible for voting in elections and serving on juries when asked. (Yes, these are both rights *and* responsibilities!) Male citizens between ages 18 and 26 must also register with the **Selective Service System**. In a time of national emergency, this agency is authorized to call up these citizens to serve in the armed forces.

U.S. Citizenship Timeline

1776	You must be a white male <i>and</i> own property to vote!
1791	All white males may vote even if they don't own property!
1795	"Free white persons" will become citizens after living in the U.S. for five years.
1848	80,000 Mexican residents of the Southwest are granted citizenship after the Mexican-American war.
1857	In <i>Dred Scott v. Sandford</i> the U.S. Supreme Court rules that African Americans who were brought into this country as slaves could never be citizens.
1868	The 14th Amendment overrules <i>Dred Scott v. Sandford</i> , giving citizenship to African Americans.
1870	Laws changed to say that "white persons and persons of African descent" can be citizens; The 15th Amendment gives African Americans the right to vote!
1913	Several states enact Alien Land Laws prohibiting non-citizens from owning property.
1920	The 19th Amendment allows women to vote!
1924	All Native Americans are granted citizenship.
1940's	All laws banning Asians from becoming citizens are overturned.
1947	Native Americans are given the right to vote!
1952	U.S. Congress passes a law that citizenship cannot be denied because of race or gender
1965	The Voting Rights Act gets rid of all barriers to voting, such as taxes and literacy tests
1971	The voting age is lowered from 21 to 18 by the 26th Amendment!



"I hereby declare, on **oath**, that I absolutely and entirely renounce and abjure all **allegiance** and **fidelity** to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America ... Jun 25, 2014



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The Naturalized Oath of Allegiance

Day 21 Assignment

Directions: Use the reading to help you answer the following questions below.

Citizenship: Just the Facts

Name: _____

<p>Birth</p> <p>Two main ways to be a U.S. citizen by birth:</p> <ul style="list-style-type: none"> _____ _____ 	<p>Naturalization</p> <p>List 6 requirements:</p> <ul style="list-style-type: none"> _____ _____ _____ _____ _____ _____ 	<p>Citizenship</p> <p>Groups given the right to U.S. citizenship after 1860:</p> <ul style="list-style-type: none"> _____ _____ _____ 	<p>Voting</p> <p>Group that always had the right:</p> <ul style="list-style-type: none"> _____ <p>Groups given the right in...</p> <ul style="list-style-type: none"> •1870: _____ •1920: _____ •1947: _____ •1971: _____
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Graphic Organizer

Citizenship: Just the Facts

Name: _____

A. Citizenship Checkup. Decide whether each person is already a citizen, eligible for naturalization, or must wait to apply.

I was born in the Philippines, but I've been living in the U.S. as a permanent resident.

1. Citizen Eligible Wait

I'm 20 years old, and I was born in Korea. My parents are both U.S. citizens.

2. Citizen Eligible Wait

I'm 34 years old. My mother and father are citizens of Russia. I have been a permanent resident in the U.S. for 3 years.

3. Citizen Eligible Wait

I'm only 17 years old, but I just got to spend a year living in Paris! I was born in Helena, Montana.

4. Citizen Eligible Wait

B. Which One Doesn't Belong? Check the box in the part of each circle that does not belong. Explain why it's a mismatch.

1. It's a mismatch because...

African-Americans

Asians

White male property owners

Native Americans

2. It's a mismatch because...

14th

15th

19th

26th

3. It's a mismatch because...

Birth

Selective Service

Citizen Parents

Naturalized

C. Citizenship & Voting. This is a lesson about citizenship, so why all the information about voting rights? What does citizenship have to do with voting? That's the question YOU are going to figure out right here! Read the facts about voting, then explain the connection.

Facts About Voting

- The people who vote get to choose who will be part of the government.
- People elected to government make decisions about issues that affect everyone.
- The people's power to vote is the way change happens in government.

Explain the relationship between citizenship and the right to vote:

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Worksheet p.1

Citizenship: Just the Facts

Name: _____

D. Matching.

Match each sentence with the correct ending.

- _____ 1. Male U.S. citizens age 18 - 26 must register with ...
- _____ 2. People who weren't born U.S. citizens can still obtain citizenship through a process called...
- _____ 3. Someone who has betrayed his or her country might be convicted of...
- _____ 4. When you are a member of a country with full rights and responsibilities in that country, you have...
- _____ 5. Another word for loyalty is...
- _____ 6. You can find a list of rights guaranteed to all U.S. residents in the Bill of Rights, which is...
- _____ 7. When Americans sing "The Star-Spangled Banner," they are singing...
- _____ 8. The final step of becoming a naturalized U.S. citizen is taking the...
- _____ 9. When Americans say the Pledge of Allegiance, they are...
- _____ 10. Every July 4, Americans celebrate...



- A. a crime called treason.
- B. allegiance.
- C. the U.S. national anthem.
- D. Independence Day.
- E. the Selective Service.
- F. showing loyalty to the flag.
- G. Oath of Allegiance.
- H. citizenship.
- I. naturalization.
- J. the first ten constitutional amendments.

E. Not So Long Ago.

Math? In social studies?? Sure! Use your subtraction skills to find out how long each group has been allowed to vote in the U.S.

	African Americans	Women	People 18 - 20
<i>The year right now:</i>	[]	[]	[]
<i>Year amendment passed:</i>	[]	[]	[]
<i>Do the math to find out how many years ago it was:</i>	[]	[]	[]

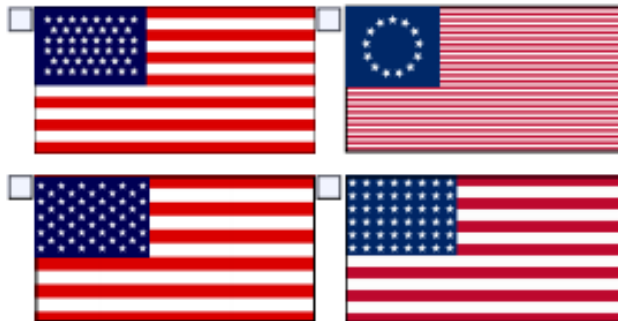
F. Find That Flag!

Solve this puzzle:

- Right now, there are 50 states.
- The last two states to be admitted were Alaska and Hawaii in 1959.
- Before that, no new states had been admitted since Arizona and New Mexico became states in 1912.

What did the flag look like in 1940?

Check the box next to the correct flag.



Directions: Match each of the following functions of government with the correct example.

1. Keep order _____	a. governments make public policy to achieve community goals
2. Provide Security _____	b. Governments make laws to help prevent conflict
3. Guide the Community _____	c. Governments set up armed forces to protect citizens
4. Provide Social Services _____	d. Governments provide libraries, parks, etc

Directions: Match the following level of government with its description of power.

5. Federal Government _____	a. closest to the citizen on a daily basis
6. State Government _____	b. has supreme power
7. Local Government _____	c. make laws specifically for a states' citizens

Directions :

8. Match the definition to the type of democracy. Put the letter in the blank to the left of the word.

9. Next, match the example with the type of democracy. Put the letter in the blank to the right of the word.

_____ Representative Democracy _____

_____ Direct Democracy _____

a. A government in which citizens choose a smaller group to govern on their behalf

b. A form of democracy in which the people vote firsthand Examples:

c. We choose a group of representatives to make decisions for us.

d. We vote for all decisions.

Directions: Put the following steps in the citizenship process in the correct chronological order by numbering them 1-4.

_____ Oath of Allegiance

_____ Length of time in the United States (5 years, 3 years if married to a U.S. Citizen)

_____ Declaration of Intention

_____ Test on U.S. History and Government

Directions: Match the each term with its correct definition.

1. _____ Duty

a. things we are required to do

2. _____ Responsibility

b. an obligation that we fulfill voluntarily

Directions: Label each example "duty" or "responsibility"

1. _____ obey laws

7. _____ pay taxes

2. _____ respect others' rights

8. _____ speak up and vote

3. _____ respect diversity

9. _____ serve in court

4. _____ attend school until age 16

10. _____ contribute to the common good

5. _____ defend the nation

6. _____ be informed

Day 22 Types of Governments Review

Essential Questions: Why do countries throughout the world develop different forms of government?
How does the American distribution of power compare with other forms of government around the world?

Who Rules?

Name: _____



Someone's Got to Be In Charge

If you compared all the governments in the world, you would find one thing in common: Someone is in charge. The question is, who? There are many different forms of government. Some have one leader who has all the control. Others give power to the people. Here are some forms of government that exist (or have existed) in the world:

Me, Myself, and I

An **autocracy** is a government in which one person has all the power. There are two main types of autocracy: a monarchy and a dictatorship.

In a **monarchy**, a king or queen rules the country. The king or queen is known as a monarch. Monarchs usually come to power through their family line: The current king or queen's oldest child becomes the next king or queen. In some monarchies, especially those in historical times, the monarch held all the power and had the final say over the government. In modern times, monarchs usually share power with other parts of government. Often they are also subject to the country's constitution.

A **dictatorship** is a form of government where one leader has absolute control over citizens' lives. If there is a constitution, the dictator has control over that, too—so it doesn't mean much. Although other parts of the government may exist, such as courts or a lawmaking body, these branches always do what the dictator wants them to do. They do not represent citizens.



Their Majesties King Harald and Queen Sonja of Norway, which is a constitutional monarchy. The king is the head of state and has a mainly ceremonial role. The government of Norway is a democracy.

Power to the People!

In a **democracy**, citizens hold the political power. There are two basic types of democracies:

In a **representative democracy**, citizens elect leaders to represent their rights and interests in government. The elected leaders, or representatives, do the day-to-day work of governing the country: They consider the issues, work to find solutions, pass laws, and do all of the other things necessary to keep a country going. Citizens hold the ultimate power, though, because if they don't like what their representatives are doing, they can vote in new ones!

In a **direct democracy**, there are no representatives. Citizens are directly involved in the day-to-day work of governing the country. Citizens might be required to participate in lawmaking or act as judges, for example. The best example of this was in the ancient Greek city-state called Athens. Most modern countries are too large for a direct democracy to work.



iCivics

Reading – Side A

Who Rules?

Name: _____



Prayut Chan-o-cha is Thailand's prime minister and the head of the military junta that took over the country in 2014.

We, Ourselves, and... um... Us

In an **oligarchy** (OH-lih-gar-kee), a small group of people has all the power. *Oligarchy* is a Greek word that means "rule by a few." Sometimes this means that only a certain group has political rights, such as members of one political party, one social class, or one race. For example, in some societies, only noble families who owned land could participate in politics. An oligarchy can also mean that a few people control the country. For example, a **junta** is a small group of people—usually military officers—who rule a country after taking it over by force. A junta often operates much like a dictatorship, except that several people share power.

Religious Rule

A **theocracy** is a government that recognizes God or a divine being as the ultimate authority. ("Theo" is a Greek word that means *god*.) In a theocracy, religious law is used to settle disputes and rule the people. A theocracy can also be a democracy, dictatorship, monarchy, or just about any other kind of government. For example, the Republic of Iran recognizes Islamic law, but Iran's citizens vote to elect their leaders. Modern theocracies are usually found in countries where the population is strongly religious.



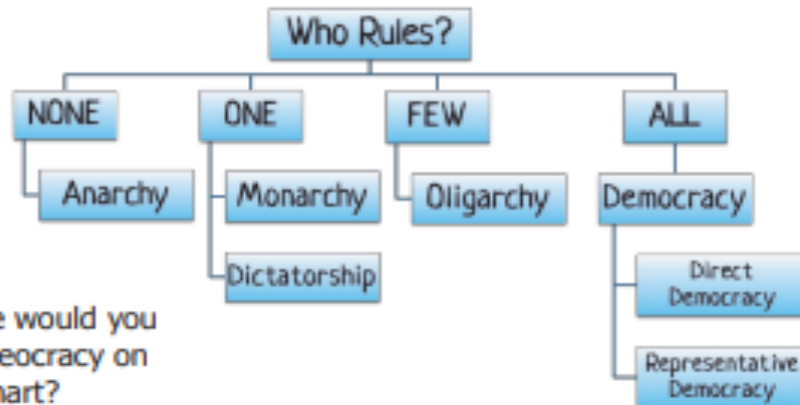
Supreme Leader Ali Khamenei is Iran's chief of state and holds many powerful functions in government.



An A inside a circle is the traditional symbol for anarchy.

Rule by None

In an **anarchy**, nobody is in control—or everyone is, depending on how you look at it. Sometimes the word anarchy is used to refer to an out-of-control mob. When it comes to government, anarchy would be one way to describe the human state of existence before any governments developed. It would be similar to the way animals live in the wild, with everyone looking out for themselves. Today, people who call themselves anarchists usually believe that people should be allowed to freely associate together without being subject to any nation or government. There are no countries that have anarchy as their form of government.



Where would you put theocracy on this chart?

Directions: Identify that government. Identify the form(s) of government that each country has or had.

Country Description	Type(s) of Governments
<p align="center">Switzerland</p> <p>Citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Citizens can vote to propose their own laws or undo laws passed by their representatives. All citizens may vote directly on these laws</p>	<p>1)</p> <p>2)</p>
<p align="center">South Africa</p> <p>From 1948-1994, official policy in South Africa gave white people all the political power. Even though the majority of South Africans were black, non-whites could not influence government. White South Africans elected representatives to sit in a lawmaking body.</p>	<p>1)</p> <p>2)</p>
<p align="center">North Korea</p> <p>One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices.</p>	<p>1)</p>
<p align="center">Saudi Arabia</p> <p>Saudi Arabia is led by a king who appoints a Council of Ministers to help govern. There are no elections. Saudi Arabia's Basic Law says the country's constitution is the Islamic holy book the Qur'an and other religious traditions</p>	<p>1)</p> <p>2)</p>
<p align="center">Denmark</p> <p>The people of Denmark elect representatives to sit in Parliament, a lawmaking body. The Queen of Denmark heads the country, but she only has a small role in government. The government is led by a Prime Minister, who is appointed from among the elect representatives.</p>	<p>1)</p> <p>2)</p>
<p align="center">Brazil</p> <p>Brazil is led by a president who is elected by the citizens. Citizens in Brazil elect a new president every four years. Citizens also elect representatives to serve in two different legislative bodies.</p>	<p>1)</p>

B. True/False Use what you learned in the reading and in Exercise A to fill in the chart below.

1. A monarchy can be like a dictatorship or it can be part of a democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
2. A dictatorship can also be a democracy	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
3. A democracy can have both representative and direct characteristics at the same.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
4. An oligarchy can include representative democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
5. A government can be both a monarchy and an anarchy at the same time.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
6. Theocracy can co-exist with monarchy	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
7. Theocracy can co-exist with democracy	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
8. An oligarchy can be like a dictatorship.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:

Matching: Use the words found in the word bank to match with number 9-18. Use the reading as a reference.

Theocracy	anarchy
oligarchy	monarchy
Dictatorship	
democracy	

- ____ 9. Type of democracy where citizens elect leaders to represent them in government
- ____ 10. A small group that rules a country after taking it over by force
- ____ 11. One person has all the power
- ____ 12. Type of democracy where citizens are involved in day-to-day government
- ____ 13. Recognizes God as the ultimate authority in government and law
- ____ 14. One leader has absolute control over citizens' lives
- ____ 15. Citizens hold the political power
- ____ 16. A small group of people has all the power
- ____ 17. People are not subject to any nation or government
- ____ 18. A king or queen rules the country

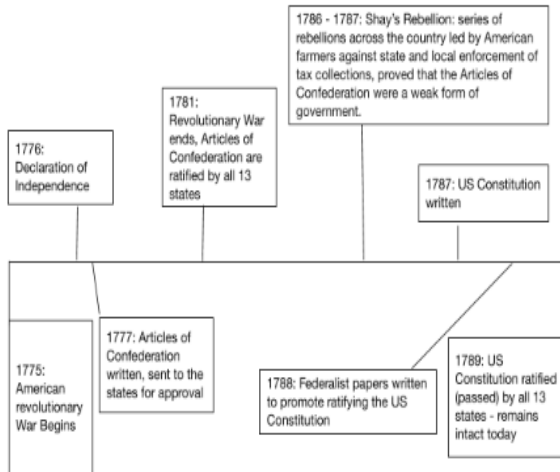
Day 23 Review Articles of Confederation: 1777-1789

Essential Questions:

- How much power should an individual or institution have?
- In what ways did the Constitution address the problems with the Articles of Confederation?
- How did colonial plans of self-government influence the writings of the United States Constitution?

During the American Revolutionary War (1775-1783), the American colonies fought for independence from Great Britain. After winning their freedom, the former colonies needed to create a new system of government. The powers of the individual states and the Continental Congress needed to be defined for the new country; there was a need for unity among the new states that were created as a result of the American Revolution. This need led Congress to give the task of drafting a Federal constitution to John Dickinson, a politician active in Pennsylvania and Delaware. The Articles of Confederation represented the first example of a constitutional agreement or shared system of government made between the 13 former colonies that were now free American states

Assignment: Review the diagram below and answer the questions using the timeline.



Analysis Questions:

According to this timeline, which event proved that the Articles of Confederation were weak?

According to the information provided in this timeline, make an inference as to whether or not the following statement is true or false:
The US Constitution provided America with a stronger government than the Articles of Confederation

Comparing Articles of Confederation and the US Constitution

Directions : The following documents you will compare the AOC to the U.S. Constitution. Read and review each document and answer the analysis questions that follow each section of the documents.

Articles of Confederation	U.S. Constitution
1 Article I. The site of this confederacy shall be "The United 2 States of America". 3 4 Article II. Each state retains its sovereignty [supreme power, 5 authority], freedom and independence, and every power, 6 jurisdiction and right... 7 8 Article III. The said states hereby severally enter into a firm 9 league of friendship with each other, for their common 10 defense, the security of their Liberties, and their mutual and 11 general welfare, binding themselves to assist each other, 12 against all force offered to, or attacks made upon them, or 13 any of them, on account of religion, sovereignty, trade, or 14 any other pretence whatever.	1 Preamble: We the People of the United States, in Order to 2 form a more perfect Union, establish Justice, insure domestic 3 Tranquility, provide for the common defence, promote the 4 general Welfare, and secure the Blessings of Liberty to 5 ourselves and our Posterity, do ordain and establish this 6 Constitution for the United States of America. 7 8 9

Question Analysis Questions:

1. *Close Reading:* What does the phrase "firm league of friendship" (ln. 10) suggest to you about the relationship that states in the union will have with one another under the Articles of Confederation?
 2. *Analysis:* Which document seems to emphasize the individual power of states? Cite textual evidence to support your answer.
-
1. *Analysis:* Which document seems to emphasize a unified national identity? Cite textual evidence to support your answer.

Structures of Congress

Articles of Confederation	Constitution
<p>1 Article V. For the more convenient management of the 2 general interests of the United States, delegates shall be 3 annually appointed in such manner as the legislature of 4 each state shall direct, to meet in one house of Congress... 5 No State shall be represented in Congress by less than two, 6 nor by more than seven Members.... In determining 7 questions in the United States, in Congress assembled, each 8 state shall have one vote. 9 10 11</p>	<p>1 Article I - Section I: All legislative Powers herein granted shall be vested in a 2 Congress of the United States, which shall consist of a Senate and House of 3 Representatives. 4 5 Article I - Section II: The House of Representatives shall be composed of Members 6 chosen every second Year by the People...Representatives...shall be apportioned 7 among the several States which may be included within this Union, according to 8 their respective Numbers, which shall be determined by adding to the whole 9 Number of free Persons, including those bound to Service for a Term of Years, and 10 excluding Indians not taxed, three fifths of all other Persons... the number of 11 representatives per state shall not exceed one per 30,000... 12 13 Article I - Section III: The Senate of the United States shall be composed of two 14 Senators from each State... for six Years; and each Senator shall have one vote</p>

Analysis Questions

1. *Analysis:* How is the structure of Congress different under the Articles of Confederation & the Constitution?

2. *Analysis:* What are the advantages of a bicameral [two houses/governing bodies] structure of Congress proposed by the Constitution as opposed to the unicameral [one house/governing body] structure proposed by the Articles of Confederation?

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Executive & Judicial Branch

Constitution	
Article II	
1	Section I - The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years...
2	Section II - The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into
3	the actual Service of the United States...He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties
Article III	
1	Section I - The judicial Power of the United States, shall be vested in one supreme court...

Analysis Questions:

1. *Close Reading:* According to line 1 of article II section I, what power does the Constitution grant the President? What does this imply to you or tell you about his role in government?

1. *Analysis:* The Articles of Confederation does not specify or establish an executive branch. Instead, the same powers listed in Article II of the Constitution are almost all granted to Congress (made up of representatives of the states), including command of the army & the power to make treaties. What does that suggest the Articles of Confederation values: state's rights or federal power? Why?

1. *Close Reading:* According to Article III of the Constitution, where does the judicial power of the United States lie?

1. *Analysis:* The Articles of Confederation does not specify or establish a judicial branch. Instead, the states each establish and maintain their own courts, individually. What are the advantages of having one supreme court, as established by Article III of the Constitution, instead of having each state have its own court or legal system?

Taxes

Articles of Confederation	Constitution
1 Article VIII. All charges of war, and all other expenses that shall be incurred for the 2 common defence or general welfare, shall be defrayed out of a common treasury, 3 which shall be supplied by the several states, in proportion to the value of all land 4 within each state, granted to or surveyed for any person, as such land and the buildings 5 and improvements thereon shall be estimated, according to such mode as the United 6 States, in Congress assembled, shall, from time to time, direct and appoint. The taxes 7 for paying that proportion shall be laid and levied by the authority and direction of the 8 legislatures of the several states....	1 Article I - Section VIII: The Congress shall have Power To 2 lay and collect Taxes....and Excises [tax on goods], to pay 3 the Debts and provide for the common Defence and 4 general Welfare of the United States; but all Duties 5 [taxes]...and Excises [tax on goods] shall be uniform 6 throughout the United States 7 8

Analysis Questions:

1. *Analysis:* What is different about the system for collecting taxes under the Articles of Confederation as compared to the Constitution?

2. *Analysis:* Which system for tax collection suggests that all states are equally important to the union? Cite textual evidence to support your claim.

Analysis: Which system for tax collection supports the idea that some states are worth more than other states?

Amendments

Articles of Confederation	Constitution
<p>1 Article XIII. Every State shall abide by the determinations of the United States, in 2 Congress assembled, on all questions which by this confederation are submitted to 3 them. And the articles of this confederation shall be inviolably observed by every 4 state, and the union shall be perpetual; nor shall any alteration at any time 5 hereafter be made in any of them, unless such alteration be agreed to in a Congress 6 of the United States, and be afterwards confirmed by the legislatures of every state in the union.</p>	<p>1 The Congress, whenever two thirds of both 2 Houses shall deem it necessary, shall propose 3 Amendments to this Constitution....shall be valid 4 to all Intents and Purposes, as Part of this 5 Constitution, when ratified by the Legislatures of three fourths of the several States.....</p>

Analysis Questions:

1. *Close Reading:* According to line 12, how many states have to agree to any changes or amendments made to the Articles of Confederation?
2. *Analysis:* Which process for Amendments creates a more flexible governing structure?

Directions: Review each of the following after reading about the Articles of Confederation. Use the word bank the bottom to fill in each box.

Issue/ Problems	Action/ Compromise	Effect
Articles of Confederation set up a weak national government with no unity among the states. -missing _____ and _____ branches - Congress could not:		The+ Constitution created a strong _____ government with all 3 _____
Under the Articles of Confederation, representation in Congress was equal. (One vote per state regardless of population.)	.) _____ Plan + _____ Plan= _____	Set up a _____ Congress with one house based on population (_____) and one based equally (_____)
Southern states wanted to count slaves in there population to gain more power in Congress.		Only a portion of the slave population would be counted for southern states representation in the House.
The North wanted _____ to have the power to regulate trade. The South was worried that Congress would interfere with the _____.	The Commerce and Slave Trade Compromise	Congress could regulate trade but could not interfere with the slave trade for _____ and could not _____.
Some people wanted Congress to select the President. Others wanted the President _____		Each state would get a number of electors based on their membership in _____ to select the President.
_____ thought the Constitution gave the National Government too much power and did not protect individual liberties.	The Bill of Rights was promised to be added by the Federalists.	The Constitution is ratified!

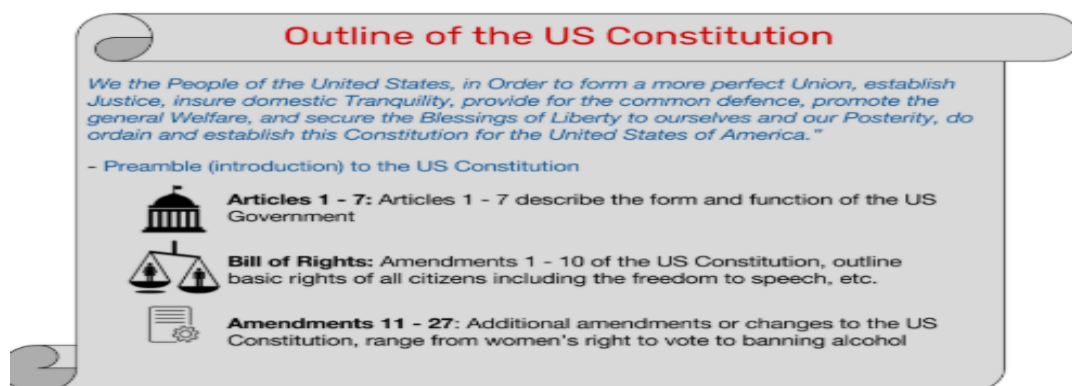
Possible Answers:

- | | | |
|--------------------------------|-----------------------------------|-------------------------|
| -The Constitutional Convention | -tax or regulate trade | - elected by citizens |
| -bicameral | -The House of Representatives | - Anti-Federalist |
| -Virginia | -national | - tax or regulate trade |
| -tax exports | -The Senate | |
| -judicial | -3 / 5 Compromise -Congress (2) | -20 years |
| -The Electoral College | | |

Day 24 Structure of the U.S. Constitution

Essential Question: What are the different parts of the U.S. Constitution?

Directions: Review the following infographic on the US Constitution. When you are done reviewing them, answer the analysis questions that follow



Assignment: Part 1: Analysis Questions - Constitution Infographic

1. The preamble describes six reasons for establishing the US Constitution, what are those six reasons?
 - a.
 - b.
 - c.
 - d.
 - e.

Part B: Goals of the Constitution. Directions: Identify the correct goal of the Constitution that corresponds to the public policy.

Purposes of the U.S. Constitution found in the Preamble	Public Policies
A. "to form a more perfect union"	1. _____ Voting Rights Act
B. "establish justice"	2. _____ Department of Homeland Security
C. "provide for the common defense"	3. _____ NAFTA
D. "promote the general welfare"	4. _____ Iran Nuclear Arms Deal
	5. _____ Maintaining an Army
E. "Secure the blessings of liberty to ourselves and our posterity"	6. _____ National Bank
F. "insure domestic tranquility"	7. _____ 2020 Stimulus Check during COVID 19 Pandemic
	8. _____ Environmental Protection Agency
	9. _____ FDIC (Federal Deposit Insurance Corporation)
	10. _____ US Postal Service

Anatomy of the Constitution

Name: _____

How Do They Govern?

The U.S. Constitution is the document that creates our nation's government. The contents of the Constitution create the three branches of our government and give directions for how the federal government works. (It does this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written in 1787, over 220 years ago, it still guides our officials in running our country today. It is the oldest written constitution in the world that is still in use.



The Constitution on display at the National Archives in Washington, DC.



Introducing... The Preamble

Our Constitution is divided into nine parts. The first paragraph is called the *Preamble*. Its job is to introduce the Constitution, explain what the Constitution is meant to do, and describe the purpose of the new government. The first three words of the Constitution—"We the People"—contain the important idea of **self-government**.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative branch of our government. *Legislative* means law-making. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the citizens. Members of the *legislature*, or law-making body, are responsible for turning citizens' wants and needs into laws.



Represent Me!



The legislative branch makes our government a representative democracy. In a *representative democracy*, citizens elect people to represent their needs and concerns in government. Article I creates a legislature called Congress and divides it into two parts: the Senate and the House of Representatives. Article I describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It also describes other details of operation that each house of Congress gets to decide for itself.

	The Senate	The House of Representatives
Qualifications	You must be at least 30 years old, been a U.S. citizen for at least 9 years, and live in the state you represent	You must be at least 25 years old, been a U.S. citizen for at least 7 years, and live in the state you represent.
Size	2 senators per state = 100 total	Number per state depends on population = 435 total (in 2011)
They represent...	the interests of the citizens in the entire state for 6 years per term.	the interests of the citizens who live in the district they represent within the state for 2 years per term.
Special Duties	The Senate acts as a court during impeachments.	All bills that raise money must start in the House of Representatives.
Role in Lawmaking	A bill must be approved by BOTH houses of Congress before it can go to the President to become a law.	

Anatomy of the Constitution

Name: _____

The States: Article IV

States have the power to create and enforce their own laws. Article Four of the Constitution describes how the states should interact with each other.

- Each state has to respect the laws and court decisions of the other states.
- If a criminal flees from one state to another, the state where the crime was committed can request that the criminal be returned to face charges. This is called *extradition*.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a *republican*, or representative, type of government. (Sorry, states can't have kings.)



Amending the Constitution: Article V

The Constitution is not set in stone, and Article Five describes how it can be changed! A change or addition to the Constitution is called an **amendment**. Given what you've learned so far, do you think the Founding Fathers made it easy or difficult to amend the Constitution? If you guessed difficult, you're right. You'll read all about it on the next page.

Supreme Law of the Land: Article VI

Federalism is the idea that the national government shares power with the state governments. But what happens if a state law disagrees with a national or federal law? Article Six states that the laws and treaties of the U.S. government are "the supreme law of the land." If a state law disagrees with a federal law, federal law wins. This article also requires officials working in the state and federal governments to take an oath to support the Constitution no matter what.



George Washington taking the oath of office for President of the U.S.



The list of states in order of ratification of the Constitution.

Ratification: Article VII

Article Seven says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution's plan for government. But getting approval wasn't easy. Some people thought the seven articles weren't enough. After much debate, it was agreed that ten amendments would be added to the Constitution. These amendments, called the Bill of Rights, would list specific rights not already mentioned in the Constitution. This put people's minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.

Anatomy of the Constitution

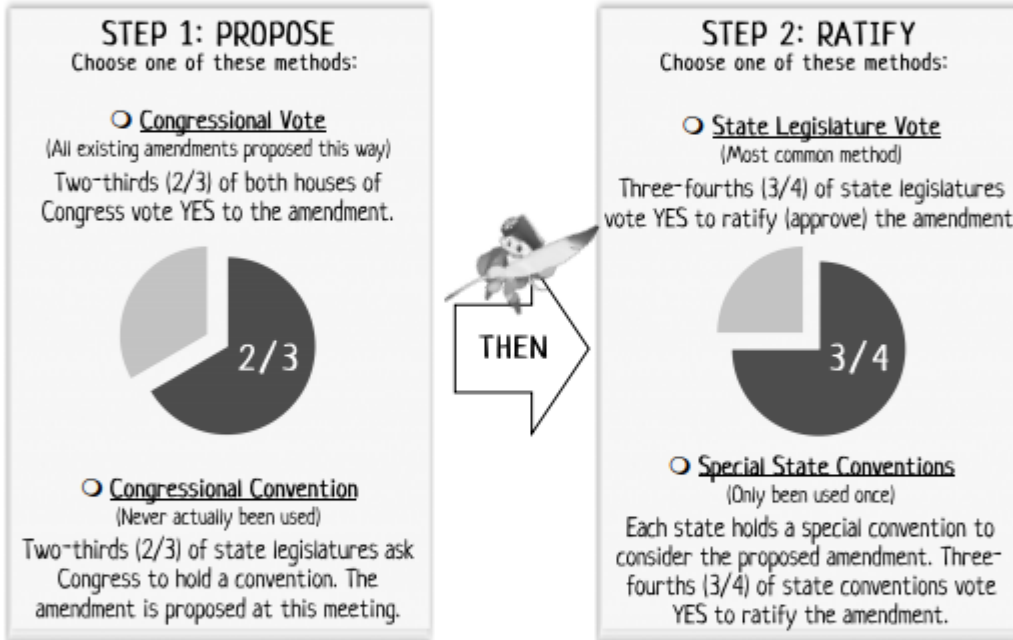
Name: _____



The Amendment Process

The Constitution has only been amended 27 times in all these years. Does that tell you anything about how easy it is to change? Believe it or not, there are only two steps to the amendment process: approval in the U.S. Congress and approval by the states. But these steps are hugely difficult (especially the second one). Getting members of Congress to agree on something is hard enough... but getting states to agree?? That's an awful lot of agreement! With so much approval required, changing the Constitution can take years.

Here are the ways it can be done:



So Few Amendments, So Much Time

Hundreds of amendment proposals are introduced in Congress each year. Only 33 have ever received enough votes to actually be proposed. Of those, 27 were ratified and are now part of our Constitution. The first twelve amendments were proposed only a year after the Constitution took effect! Only ten of these were ratified by the states. They became the first ten amendments to the Constitution, and we call them the **Bill of Rights** because they define many of the rights guaranteed to U.S. citizens. The 27th Amendment was actually one of those original twelve... but it wasn't ratified until 1992! The 21st Amendment, which repealed the prohibition against alcohol in 1933, was the only amendment where states held special conventions to ratify the proposal.



This postage stamp commemorated the 19th Amendment, which gave women the right to vote in 1920.

Reading p.4

iCivics

Direction

: Below are three different governmental scenarios. Below each scenario, indicate which branch of government you think this scenario pertains to and why.

- Nevada makes a law that all citizens have to wear orange every Thursday. Which branch of government would decide whether or not this law is constitutional? Why?
- In 1941, Japan declared war on the United States. Which branch of government would decide whether or not to declare war on Japan in return? Why?

- Great Britain wants the United States to sign a treaty promising not to hunt anymore whales, an endangered species. Which branch of government can make this treaty?

Assignment Part 2 Anatomy of the Constitution Vocabulary

Directions: Match the term with the correct definitions from the lesson.

Vocabulary Word	Definition
_____ ratify	a. Introduce a new amendment
_____ execute	b. Carry out a law
_____ federalism	c. A representative form of government
_____ republican	d. Approve or pass an amendment
_____ propose	e. System where the national government shares power with state governments

Part 3 Multiple Choice.

Direction: Use what you have learned in this lesson to answer the following questions.

<p>___ 6. How many senators are in the U.S. Senate?</p> <p>a. 50 b. 435 c. 100 d. It depends on the population.</p>	<p>___ 8. What was added to the Constitution that listed rights not already in the Constitution?</p> <p>a. The 14th Amendment b. The approval of all 13 states c. The Bill of Rights d. The Necessary and Proper Clause</p>
<p>___ 7. What does the Constitution say is the 'supreme law of the land'?</p> <p>a. The Bill of Rights b. State laws c. The amendments d. U.S. or federal laws</p>	<p>___ 9. What is the term for members of the House of Representatives?</p> <p>a. 2 years b. 4 years c. 6 years d. Life</p>

Part 4: Separate Those Powers

Directions: Match the three branches with a description of their jobs.







We write the bills that become laws
We make sure the laws are carried out and enforced.
We hear cases about the laws and decide what the laws mean

Part 5: Directions: Match each Constitutional article with the subject that it covers.

- Articles 1-3
- Article 4
- The Amendments
- Article 6
- Article 7
- Article 5

_____	Supreme Law of the Land
_____	How to Ratify the Constitution
_____	How to amend the Constitution
_____	Discusses how states should interact with each other.
_____	Creates the three branches of the U.S. government
_____	Additions to the Constitution

Part 6 Table of Contents.

Directions: Complete the Constitutional Table of Contents by filling in the missing pieces with words from the lesson. Use the word bank below if you need help.

legislative amended Constitution steps executive

federalism purpose judicial states

Section:	Answers These Questions:
Preamble	What does the Constitution do? What is the _____ of the government?
Article 1	How does the _____ branch create laws? What powers do the states have?
Article 2	How does the _____ branch execute laws?
Article 3	How does the _____ branch interpret the laws?
Article 4	How should the _____ get along with each other?
Article 5	How can the Constitution be _____, or changed?
Article 6	How does _____ work? Which law is supreme?
Article 7	What _____ have to be taken to make the Constitution the law of the land?
The Amendments	What changes have been made to the _____?

Part 7: Who Said It?

Directions: First, match the quote about working in government to the correct branch. Then name the article that describes the powers of this branch

Quote	Branch	Article #
<p>Floor debate [on a bill] is an exhilarating experience and important duty. <i>Carolyn Cheeks Kilpatrick, D-MI</i></p>		
<p>The presidency has many problems, but boredom is the least of them. <i>Richard Nixon, R-CA</i></p>		

We apply laws to facts. We do not apply feelings to facts.
Justice Sonia Sotomayor

Day 25: The Amendments

Essential Question: What are the different amendments to the U.S. Constitution?

AMENDMENT ADVANTAGE

Do I have a right? Sure! You've got many, and they're found in the amendments, or additions, to the U.S. Constitution. This handy guide will help you navigate all the rights you'll find in our game. Check it out!



1 Freedom of Expression
You have the right to communicate and express ideas and opinions—to the government, in the press, and in public, even when your thoughts are controversial or unpopular.



1 Freedom of Religion
The Constitution protects your right to practice any religion you choose—or no religion at all. It also says that the government can't establish a religion or prefer one faith over another.



1 Freedom of Assembly
You have the right to gather peacefully with others.



2 Own Weapons
You have the right to keep and bear weapons.

Not House Soldiers

The government cannot force you to let soldiers into your home or onto your property. It's up to you to decide who you let inside your house!



4 No Unreasonable Searches
If the police want to search you or your stuff—or take your things—they need a good reason to suspect they'll find evidence of a crime.

Valid Warrant

If the police have a warrant to search or take your stuff, the warrant must show the reason they think your things should be searched or taken. It must also describe exactly where they want to search or what they want to take.



5 No Double Jeopardy
Once you've been found guilty or innocent, you cannot be put on trial or punished for that same crime again.



5 Not Testify Against Self
You can't be forced to testify against yourself, either by the police or in court. You have the right to remain silent!



5 Keep Private Property
The government is only allowed to take away your land if the land will be used for a public purpose. And if they do take your land, the government has to give you a fair price for it.



5 Due Process
If you're involved in a criminal case, the government can't take your life, liberty, or property without due process of law. That means a fair legal proceeding!

Amendment Guide

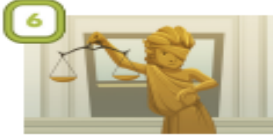
Name: _____



6
Impartial Jury
If you are on trial for a crime, you have a right to a fair and impartial jury.



6
Representation Right
If you've been accused of a crime, you have the right to a lawyer—even if you can't afford one!



6
Speedy and Public Trial
If you've been accused of a crime, you have a right to know the charges against you. After that, the government can't keep you waiting forever—or hold your trial in secret! You have the right to a speedy and public trial.



6
Witness Must Testify
If you've been accused of a crime, you have the right to question the witnesses against you. And if a witness can help your case, you have the right to make that witness testify—even if they don't want to!

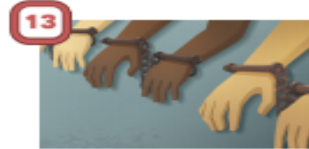
No Cruel and Unusual Punishment

If you are guilty of a crime, the judge is not allowed to sentence you to any cruel or unusual punishments. The punishment has to fit the crime; it's your constitutional right!



Reasonable Bail and Fines

The government can't charge an unreasonable amount of money to bail you out of jail. Or if your punishment is a fine, the fine can't be excessive. The bail or fine must fit the crime!



No Slavery

Slavery cannot exist and people can't own or buy or sell other people. This is one of the only constitutional rights that protects against people who are not the government—but only if they are enslaving you!



Equality Under the Law

Everyone—no matter what you look like, how much money you have, or how popular you are—should be treated equally under the law.



Vote Regardless of Race

No matter your race or ethnicity, as a citizen you have the right to vote. So do it!

Vote Regardless of Sex

Women and men have equal rights to an equal vote in all public elections.



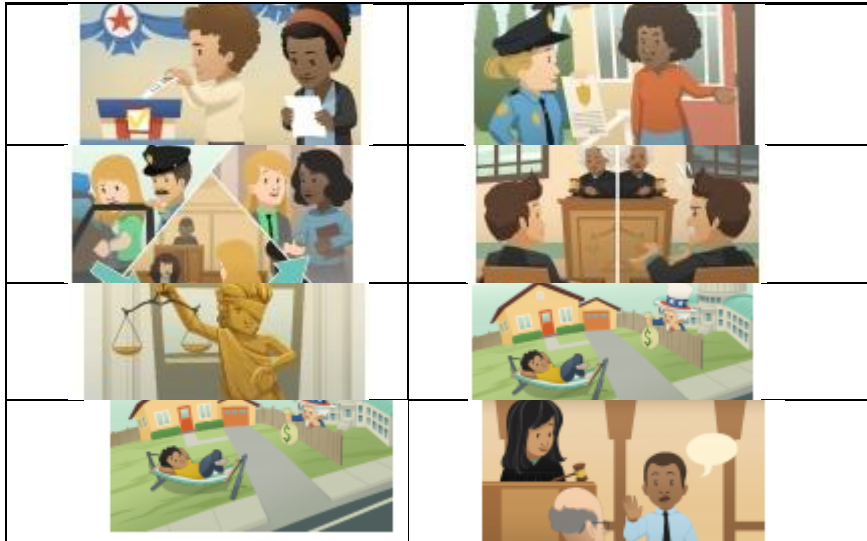
Vote at Age 18

Once you turn eighteen, the Constitution guarantees you the right to vote. So start thinking about who you want to vote for!

Amendment 1	Amendment 2	Amendment 3	Amendment 4	Amendment 5	Amendment 6	Amendment 7	Amendment 8	Amendment 9	Amendment 10
No law can prohibit the freedom of religion, speech, press, assembly and petition	Right to bear arms	Government may not quarter soldiers in the house of citizens during peacetime without permission	Government may not search or seize a person's property without a warrant	A person can't be tried for the same crime twice, and does not have to testify against him or herself	A person charged with a crime has the right to a speedy trial, an impartial jury and a lawyer	A person in a civil case is guaranteed to a trial by jury	No cruel or unusual punishment or excessive fees	The people have rights other than those mentioned in the Constitution	Any power not given to the Federal government by the Constitution is a power of the State or the people
Citizens of a state or foreign country can't sue another state	The electoral college will vote separately for VP and Pres.	Slavery is outlawed	States cannot deprive someone of life, liberty, property, or due process	Citizens are guaranteed the right to vote no matter race, color, or status	Congress has the right to collect income tax	US Senators are elected directly by voters in each state	Making or selling alcohol is illegal	Citizens are guaranteed the right to vote, regardless of gender	The President takes office on January 20th, Congress January 3rd
Repealed (undid) the 18th Amendment	No president can serve more than 8 years (two 4 year terms)	Citizens living in Washington DC can vote in presidential elections, DC has 3 electoral college votes	People can vote for president and vice president without paying a tax	VP becomes President if the President is disabled	Citizens who are 18 years of age guaranteed the right to vote	Any pay raise the House of Reps. may approve for its members doesn't take effect until the next election	<i>Note: Grey Boxes indicate the Bill of Rights</i>		

Part 1: Amendments Art Work- Directions: Match the following pictures to the correct amendments. Write out the number and protection. (Example- 8th amendment- cruel and unusual punishment.) Use the amendments guide found on previous pages.



Part 2: Many amendments list more than one right. For the following exercise Column A will be the amendment as it reads in the U.S. Constitution. In Column B list the many protections found in the amendments.

Amendments	Protections
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; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.	5 Protections
2-A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.	2 Protections
5-No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.	5 Protections
6-In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.	5-Protections
8-Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	2- Protections

Part 3 Directions: Beside each of the following scenarios list the amendment protections

Scenarios	Amendment #	Scenarios	Amendment #
Susan can't be denied the right to vote after she turns 18 based on race or gender.		Sam has to pay income taxes to the federal government.	
In 1921, it was illegal to sell alcohol in the United States.		If the Daily News wants to publish an article about UFO's, the Daily News has the right to do that.	
If Stan is accused of a crime, Stan has the right to a speedy trial by a jury.		If Joe wants to wear red pants he can. The rights to unique clothing aren't in the Constitution, but we all still have them.	
Judy can't be tried twice for the same crime, and she can't be forced to testify against herself.		Frank can't be assigned cruel or unusual punishment if found guilty of a crime.	

Part 4 Directions: Read the three Supreme Court case scenarios below in the left hand column. In the right hand column, jot down which constitutional amendment you think this case was about, and explain your reasoning.

Supreme Court of the United States Case	Constitutional Amendment/ Reason
<p>Mapp v. Ohio (1957): In May 1957, three police officers arrived at Dollree Mapp's home after having received a tip that a fugitive had hidden there. Mapp, who had phoned her attorney, refused to admit the police officers. Three hours later, they knocked on the door, and when Mapp did not immediately answer, they forced the door open and entered. Mapp demanded to see a search warrant. One of the officers held up a piece of paper, claiming it was the warrant. After a scuffle, the officers handcuffed Mapp. The police then began to search the house. They did not find a fugitive in the house; however, in the course of their search they turned up some material they deemed obscene. Mapp was charged and eventually convicted of having offensive books and pictures in her possession</p>	
<p>Engel v. Vitale (1962): In 1951 the New York State Board of Regents, which supervises the state's public school system, approved a brief prayer at the start of each day. The prayer read: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers, and our Country." School districts were not required to use the prayer, and students were not required to recite it. In 1958, the New Hyde Park school board adopted the prayer and directed that it be recited each day in every class, although students</p>	

<p>could be excused from reciting it. Steven Engel, the parent of two children in the New Hyde Park schools, objected to this practice and asked a state court to order the prayer dropped.</p>	
<p><i>Tinker v. Des Moines (1969):</i> Throughout the 1960s, television broadcasts carried graphic images of the Vietnam War. In December of 1965, John Tinker, his sister Mary Beth, and their friend Christopher Eckhardt decided to protest the war. They planned to wear black armbands to their schools in Des Moines, Iowa. When the school board learned of their plans, it adopted a policy that banned the wearing of armbands. Any students who violated this policy would be suspended. Several students, including the Tinkers, went ahead with their protest. The students were suspended when they refused to remove their armbands</p>	

Part 6: Analysis Questions:

1. *Analysis:* The Articles of Confederation do not have a comparable Bill of Rights. Based on this information, and the text of the Bill of Rights above, which document (Articles of Confederation or U.S. Constitution) do you think more explicitly protects the basic rights of people? Why?

Analysis: The Bill of Rights were intensely debated at the Constitutional Convention. One group, known as the **Federalists** felt that they weren't necessary, because they believed that the Constitution as it stood only limited the government not the people. The **Anti-Federalists** claimed the Constitution gave the central government too much power, and without a Bill of Rights the people would be at risk of oppression. Which side do you think was right? Are the Bill of Rights necessary?

Day 26: Federalist v Anti-Federalist

Essential Question: How do Federalists and Anti-Federalists compare and contrast to one another?

Federalists & Anti-Federalists Name: _____

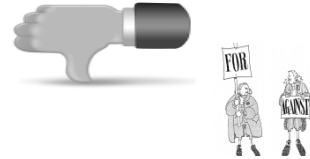


Who Needs a Central Government?

In America's earliest days, the Founders experimented with several types of government. The first one was organized under an agreement called the **Articles of Confederation**. It created a central government that had very little power. Individual state governments kept most of the power. This gave the states a lot of independence, but it also created problems. So the Founders tried again, and this time they wrote the **Constitution**. Signed by representatives from every state, the Constitution created a stronger central government that shared power with the states. The Constitution couldn't be passed until it was approved by the states, and when it was sent out for approval, a raging debate started! Many people feared a strong central government, so they feared the Constitution.

Anti-Federalists: Down with Central Government!

In a system where a central government shares power with smaller units of government, such as states, the term **federal** refers to the central government. On one side of the Constitution debate, **anti-federalists** wanted a small central government. They believed local governments best understood what citizens needed and would best protect citizens' freedom. Anti-federalists opposed parts of the Constitution they thought limited the power of the states. They feared that a strong central government would overpower state governments, and eventually state governments would lose their independence and influence. They also didn't like that the original Constitution did not guarantee citizens any specific rights. They feared that a central government would become so powerful it would be just like having a king.



Federalists: Yay for Central Government!

Federalists wanted a strong central government. They believed that a strong central government was necessary if the states were going to band together to form a nation. A strong central government could represent the nation to other countries. It could also control individual states that would not cooperate with the rest. Federalists also believed that a strong central government could best protect individual citizens' rights and freedoms. Federalists were not afraid of the central government created by the Constitution because it had three branches—the executive, legislative, and judicial—that could limit each other's power. That way, the central government could not become too powerful.



A Battle on Paper

With no TV or internet in the 1780s, the two sides duked it out in newspapers and pamphlets. James Madison, Alexander Hamilton, and John Jay used the fake name 'Publius' to write 85 letters supporting the Constitution. These were published in newspapers and are called the **Federalist Papers**. Anti-federalists responded with their own series of letters and essays arguing that the Constitution was a threat to liberty.



A Compromise

In the end, federalists agreed to add ten **amendments**, or changes, to the Constitution. Known as the **Bill of Rights**, these amendments guaranteed a list of rights to citizens. The anti-federalists were pleased with this addition because the Bill of Rights limited the central government's power.



Influence Library

Federalists & Antifederalists p.1

Assignment: Who Would Say That? Read each statement. If it sounds like something a Federalist would have said to support the Constitution, write F in the box. If it sounds like something an Anti-Federalist would have said to complain about the Constitution, write A on the line.

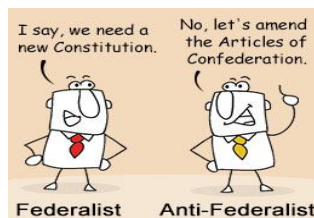
- ___ 1. The Constitution gives the federal government enough power to overpower the states.
- ___ 2. It will not be possible for the federal government to overpower the states, because the states are a necessary part of the federal government.
- ___ 3. The Constitution contains no Bill of Rights to protect individual liberties like freedom of speech, trial by jury, and the right against searches and seizures.
- ___ 4. The Constitution says federal laws are "the supreme law of the land," so the federal government could just take complete control.
- ___ 5. Nothing in the Constitution says the federal government has power to limit peoples' freedoms in the first place.
- ___ 6. The Constitution gives the federal government just a few powers that are very well defined.
- ___ 7. The President is like having a king.

- ___ 8. A strong President is necessary to protect the country against foreign attack and make sure laws are carried out properly.
- ___ 9. The Constitution creates a Supreme Court that is too powerful because the judges don't answer to anyone.
- ___ 10. The Constitution already contains a few rights, so we may as well add a whole Bill of Rights.
- ___ 11. The Supreme Court is the weakest branch of government because it doesn't control the military and can't pass laws.
- ___ 12. The Constitution forbids creating titles of nobility like "Duke" or "King," so the government will always belong to the people.
- ___ 13. The United States is too large to have a central government. People won't know their leaders and will lose control over the government.

Assignment: The following statements were made by people who supported strong state government or the strong national/central government. Read each statement. Identify these the following statements of the Federalist (F) or Anti-Federalist (A) in the box.



Selections from statements written in support /against the U.S. Constitution	Federalist (F) Anti-Federalist (A)
<p>“All communities divide themselves into the few and the many. The first are the rich and well born; the other, the mass of people.... The people are turbulent and changing; they seldom judge or determine right. Give therefore the first class a ...permanent share in the government....they therefore will ever maintain good government.”</p>	
<p>“It must be by this time evident to all men...that (the Articles of Confederation) is a system so radically vicious and unsound as to admit....an entire change.”</p>	
<p>“Our country is too large to have all affairs directed by a single government.”</p>	
<p>“The small landowners are the most precious part of the state.”</p>	
<p>“I consider the foundation of the Constitution as laid on this ground – that all powers not delegate (given) to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people....”</p>	
<p>“The powers contained in the constitution....ought to be construed liberally in advancement of the public good.”</p>	
<p>“I am not among those who fear the people. They, not the rich, are our dependence for continued freedom.”</p>	
<p>“When the government fears the people, there is liberty. When the people fear the government, there is tyranny.</p>	



Day 27: Principles in the U.S. Constitution

Essential Questions: What are the basic principles on which the US. Constitution is based?

- How does the idea of rule of law manifest itself in the Constitution?
- How does the Constitution distribute power in terms of checks and balances and separation of powers?
- Where, specifically, does each level of government get its power?
- Why is it important to distribute power both horizontally and vertically?

SEVEN BASIC PRINCIPLES OF THE CONSTITUTION
<ul style="list-style-type: none"> • Popular Sovereignty- the governments right to rule comes from the people • Limited Government- the government has only the powers that the Constitution gives to it • Separation of Powers-the Constitution divides the government into three branches: <ul style="list-style-type: none"> ○ Congress-legislative branch makes laws ○ President-executive branch carries out the laws ○ Courts-judicial branch explains and interprets the laws • Checks and Balances-each branch of government has the power to check or limit the actions of the other two • Federalism-division of power between the federal government and the states • Republicanism- citizens elect representatives to carry out their will • Individual Rights-The Constitution protects individual rights such as freedom of speech, freedom religion etc.

Basic Principles Reflected in the United States Constitution

Basic Principles	Description	Location in the Constitution
Limited Government	Powers of government are restricted by the Constitution.	Articles I, II, III
Republicanism	Voters hold the sovereign power and elect representatives to exercise power for them.	Preamble and Article I
Checks And Balances	Each of the three branches of government exercises some control over the others, sharing power among them.	Articles I, II, III
Federalism	Power is divided between the national and state governments, limiting central power.	10th Amendment
Separation of Powers	Each branch of government has its own responsibilities and limitations.	Articles I, II, III
Popular Sovereignty	Authority for government flows from the people and they rule through their representatives.	Amendment IX and Preamble
Individual Rights	Unalienable rights guaranteed to all citizens.	Preamble and Bill of Rights

Part 1: Applying the Principles of the Constitution

Directions: Match each statement below with the constitutional principle it illustrates.

P: popular sovereignty

F-federalism

S-separation of powers

R-republicanism

L-limited government

C-checks and balances

- ___ 1. Citizens elect senators to serve in Washington, D.C.
- ___ 2. The national government conducts foreign policy.
- ___ 3. The Constitution outlines our plan of government and restricts its powers.
- ___ 4. "We the people . . . do ordain and establish this Constitution."
- ___ 5. Congress may impeach judges and the president.
- ___ 6. The Judicial Branch interprets the law.
- ___ 7. The president can pardon persons convicted of a crime.
- ___ 8. State governments have the power to pass marriage laws within their states.
- ___ 9. The court has the power of judicial review (to declare laws unconstitutional).
- ___ 10. The Executive Branch has the responsibility to carry out the law.
- ___ 11. Government is by the consent of the governed.
- ___ 12. The president appoints federal judges.
- ___ 13. Only the federal government can coin money.
- ___ 14. More than 900 state laws have been struck down by the courts.
- ___ 15. Government officials are never above the law.
- ___ 16. Congress can override a presidential veto by a 2/3rds vote in each house.
- ___ 17. Congressmen should keep in mind the interests of their constituents (voters).
- ___ 18. Both the federal and state governments can impose taxes.
- ___ 19. All power flows from the people.
- ___ 20. The Legislative Branch makes the laws.

<p>21) During the debate over the Constitution, James Madison made this argument in an essay we now call The Federalist 45: He stated, “The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite.”</p> <p>_____ Which principle best describes Madison’s argument about the federal government?</p> <ul style="list-style-type: none"> a. Popular Sovereignty b. Checks and Balances c. Limited Government d. Rule of Law e. Separation of Powers 	<p>22) In The Federalist 39, James Madison explained this: “The House of Representatives, like that of one branch at least of all the State legislatures, is elected immediately by the great body of the people. The Senate, like the present Congress, and the Senate of Maryland, derives its appointment indirectly from the people. The President is indirectly derived from the choice of the people, according to the example in most of the States. Even the judges, with all other officers of the Union, will, as in the several States, be the choice, though a remote choice, of the people themselves.”</p> <p>_____ Which principle best describes Madison’s argument about the federal government?</p> <ul style="list-style-type: none"> a. Popular Sovereignty b. Checks and Balances c. Limited Government d. Rule of Law e. Separation of Powers
<p>23) Article 2, Section 4 of the U.S. Constitution says this: “The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.”</p> <p>_____ Which principle best applies to this section?</p> <ul style="list-style-type: none"> a. Popular Sovereignty b. Checks and Balances c. Limited Government d. Rule of Law e. Separation of Powers 	<p>24). George Mason was among the group of Anti-Federalists that were opposed to the Constitution. Here’s his view about the role of the Vice President: “That unnecessary officer the Vice-President, who for want of other employment is made president of the Senate, thereby dangerously blending the executive and legislative powers...”</p> <p>_____ Which principle best describes Madison’s argument about the federal government?</p> <ul style="list-style-type: none"> a. Popular Sovereignty b. Checks and Balances c. Limited Government d. Rule of Law e. Separation of Powers
<p>25.)In The Federalist 48, James Madison made this argument: “Unless [the three branches] be so far connected and blended as to give to each a constitutional control over the others, the degree of separation ... essential to a free government, can never in practice be duly maintained.”</p> <p>_____ Which principle best describes Madison’s argument about the federal government?</p> <ul style="list-style-type: none"> a. Popular Sovereignty b. Checks and Balances c. Limited Government d. Rule of Law e. Separation of Powers 	

Day 28 Changing the Constitution

Essential Question: What are the four ways in which the U.S. Constitution can be changed?

Change is in the air...

When you picture the Constitution, it's probably the old handwritten parchment version held at the National Archives. Encased in glass and protected by guards, it looks pretty fixed. But much has happened over 200 years and that has influenced how the Constitution is understood and applied. Amendments have been added, sections interpreted differently in different eras, and details added through new laws and regulations.

So, how has our constitutional government changed? And what does it mean when it happens? Do we get a new country or just understand the details differently? Luckily, our government was based on a set of principles that act as the core. The principles aren't removed or added; they just gain greater definition as the Constitution is refined.

Change can mean. . .

- Amending: adding content
- Interpreting: creating new meaning or way of understanding
- Supplementing: providing greater level of detail
- Implementing: put into practice; carry out



Change is Hard!

We currently have 27 amendments to the Constitution— out of over 11,000 proposed. (Just in case you thought the process seemed easy!)

Amendments

There is only one way to *actually* change the content of the Constitution. That's through the amendment process which is set up and described in Article V. These changes can originate in Congress or in the state legislatures—either way, they come from the people and are approved by the people.

The changes made through amendments carry the same authority as the original Constitution. They are also subject to the same changes in interpretation and application as the original document. When an amendment is added, it becomes part of the Constitution. The rest of the change-makers in this lesson only change how the document is understood and applied—a big difference!



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Supreme Court Decisions

The Supreme Court hears cases where there is a question about the constitutionality of a law. The Constitution can't possibly cover every single situation, so the Justices must interpret the document and apply those interpretations to law. When the Supreme Court decides on the constitutionality of laws, it uses its power of judicial review. These decisions provide a layer of interpretation over the Constitution, and provides guidance to how future laws are addressed.

It's important to remember that these decisions do not actually change the Constitution, but they can change how we interpret it. This sets a precedent for similar situations and makes a big impact on how we understand a law or part of the Constitution.



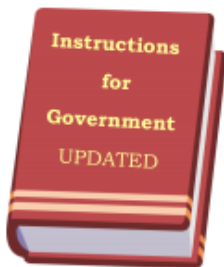
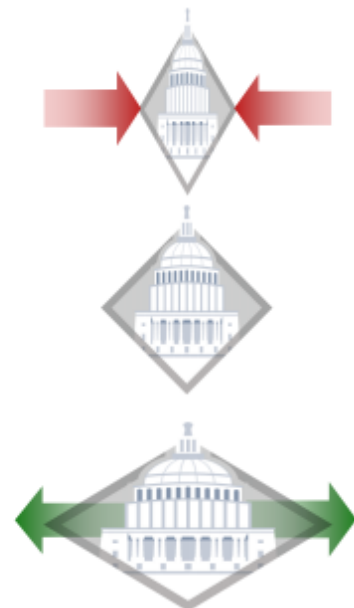
Judicial review isn't in the Constitution, but was established in an early case, *Marbury v. Madison* (1803).

Federal Law

When Congress makes new laws, it builds onto the framework of the Constitution. Remember, there are only 7,591 words in the whole document—the Founders had to keep it simple and set up the basics. They knew that the government they created would work to fill in the details.

The Constitution actually sets Congress up for this effort through the addition of the Necessary and Proper Clause. This allows Congress to make any law necessary to help carry out the powers it was given. That's pretty vague, and it has been understood to mean different things over time. This is also known as the "elastic" clause because Congress has stretched how much is necessary and proper from time to time.

So, federal laws give additional directions, or details to the original set framework of the Constitution. Here's an example: legislation like the civil rights and voting rights acts provided guidelines on how various protections in the Constitution should be accomplished.



Additional Methods of Change

The way we understand and apply the Constitution may also be influenced through other methods. These methods are usually related to provisions in the Constitution, but move into areas not specifically addressed in the document. They may be implied powers, like legislative oversight of the Executive Branch by Congress, or they may be activities that are necessary to the functioning of the government, but aren't explained fully. These come into play when the Constitution calls for something but does not provide instructions as to how it needs to be done.

The more things change...

...the more they stay the same? You'd think with all this talk about change, our Constitution (and our country) would be in a constant state of adjustment and readjustment. It doesn't really feel like that for two reasons. First, the kind of changes that have occurred have done so over 200 years. It's usually slow, and sometimes happens behind the scenes of every day life. Second, remember that the government established by the Constitution in 1789 was based on basic principles that have remained at the core of our nation.

Because the Constitution is based on those foundational principles, any changes to the Constitution or changes in how the Constitution is understood affect how those principles play out in government. Federalism is still federalism, but somethings have happened to help us better define how that idea works in real life. The idea of checks and balances sounds simple until you get into how that works— so we've added details and instructions for carrying it out.

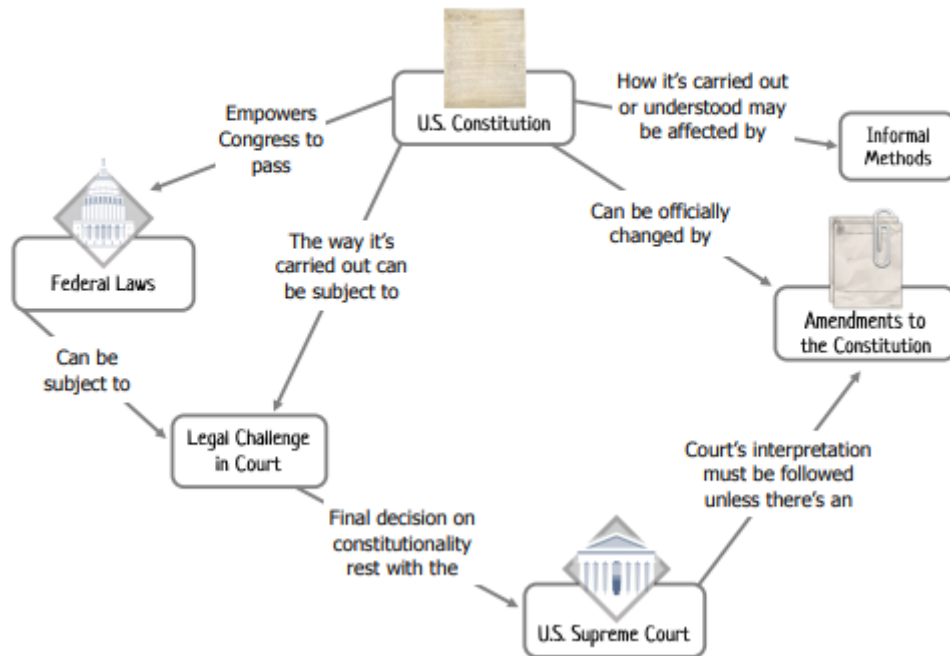
We started with an idea and some basic instructions,

Added details and applied it to specific situations,

To create a sharper understanding of what it means and how it works!



Drawing it Out. Check out the graphic organizer below to help you understand the web of ways the U.S. Constitution and the government it creates can change over time. Then use the organizer to answer the questions you find below.



Part 1: Short Answer Questions:

1. Identify the path that shows the only way the actual Constitution can be changed.
2. Use the organizer to explain how the Constitution and Federal Laws are connected.
3. Use the organizer to craft a statement that connects the Constitution to the Supreme Court to Amendments.
4. Based on this organizer, what is the starting point for all the different methods of change?

Part 2 Track Changes. The list of ways our constitutional government has changed is long, but let's check out a few examples and see how they have impacted the principles at the core of the Constitution. Read each example and identify what principles are involved, and how those may have been modified. Principles will come from yesterday's assignment (Popular Sovereignty , Checks and Balances , Limited Government , Rule of Law , Separation of Powers, Federalism

<p>Example 1: Who Got the Power? The War Powers Act of 1973 helped address questions over the roles of the Executive and Legislative Branches when it came to war. The Constitution divides the powers such that the president acts as commander in chief over the armed forces, but the Congress has the power to declare war, as well as the power to raise and support the armed forces. Over the history of the country, most presidents asked and received war declarations from Congress. But during the Cold War through the Vietnam War, presidents committed American troops without that permission. The War Powers Act established a set of procedures for both branches to follow when the introduction of the U.S. military abroad might lead to armed conflict.</p>	<p>Method of change. Select the best option: a. Federal Laws b. US Supreme Court Decisions c. Constitutional Amendment d. Information Method</p> <hr/> <p>Principles Impacted: List the principle(s) and how they were changed by this action.</p>
<p>Example 2: Get Out the Vote Although the right to vote had been protected, regardless of race and gender by the 1960's, other forms of voting discrimination persisted. Poll taxes were used by state governments to keep lowincome (primary African American) people from voting in federal elections. The 24th Amendment was introduced by Congress in 1962 and added to the Constitution when it was ratified in 1964. It prohibits states</p>	<p>Method of change. Select the best option: a. Federal Laws b. US Supreme Court Decisions c. Constitutional Amendment d. Information Method</p> <hr/> <p>Principles Impacted: List the principle(s) and how they were changed by this action.</p>

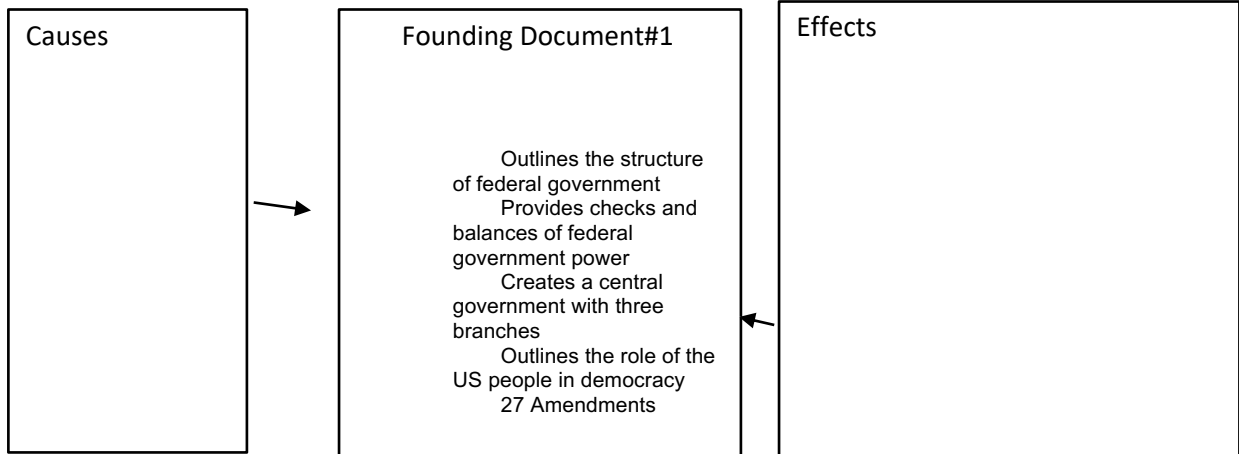
<p>from making the right to vote in federal elections dependent on the payment of a poll tax. *but wait– there’s more!</p> <p>The 24th Amendment only addressed federal elections—it took a Supreme Court decision in 1966 (Harper v. Virginia Board of Elections) to declare that poll taxes at any level (state or local) of elections was unconstitutional.</p>	
<p>Example 3: Who Make the Rules?</p> <p>The Commerce Clause in the Constitution states that “Congress shall have power to regulate commerce with foreign nations, and among the several States, and with Indian tribes.”</p> <p>A steamboat operator in New Jersey brought a case against a New York law that regulated steamboat travel within the state, impacting those traveling between New York and New Jersey as well. The question before the court was whether or not it was constitutional for both states and the federal government to regulate interstate commerce (business activity across state lines).</p> <p>The decision in Gibbons v. Ogden stated that it would be impossible for Congress to regulate business activity “among” the states without regulating activity that took place inside a state’s borders. The New York law was struck down since it conflicted with federal law. The Court pointed to the Supremacy Clause when establishing the idea that the Constitution gives the federal government sole power over interstate commerce.</p>	<p>Method of change. Select the best option:</p> <p>a. Federal Laws b. US Supreme Court Decisions c. Constitutional Amendment d. Information Method</p> <hr/> <p>Principles Impacted: List the principle(s) and how they were changed by this action.</p>
<p>Example 4: Congressional Oversight</p> <p>The Constitution lists the powers granted to Congress in Article I. Many of those powers require actions that aren’t listed, but are implied. Over time, Congress has developed methods to carry out both the expressed and implied powers. Members of Congress sit on committees whose job is to oversee the actions of the Executive Branch and its many federal agencies.</p> <p>These regulatory agencies help the president carry out laws. In order to keep this branch from getting too powerful, Congress has established legislative oversight. This creates a system of congressional committees that review, monitor and supervise the various departments in the Executive Branch. Without this oversight, Congress would be unable to exercise the powers the Constitution gives it.</p>	<p>Method of change. Select the best option:</p> <p>a. Federal Laws b. US Supreme Court Decisions c. Constitutional Amendment d. Information Method</p> <hr/> <p>Principles Impacted: List the principle(s) and how they were changed by this action.</p>

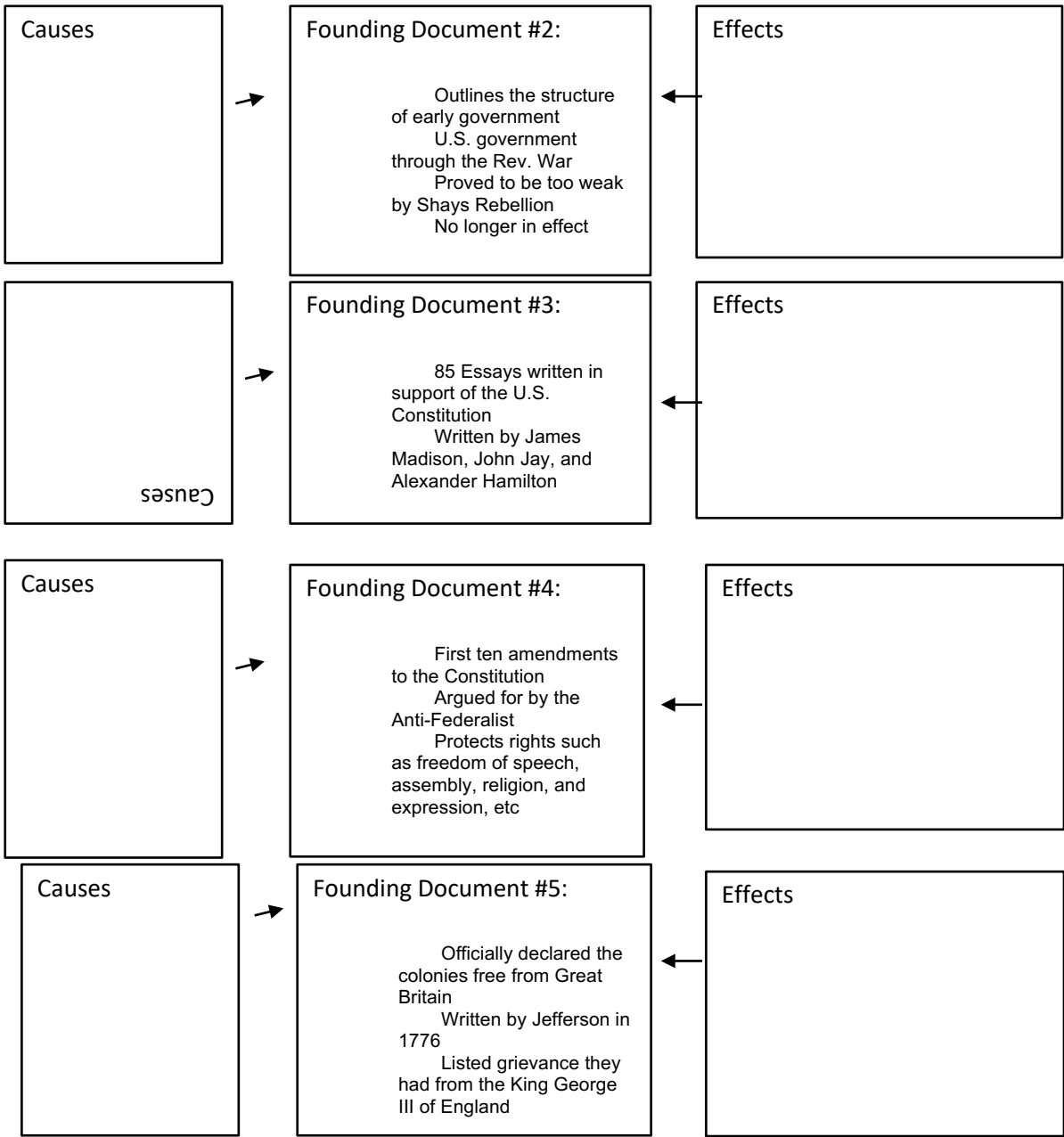
Day 29: The Founding Documents Review

Essential Questions: What are the founding documents of America? Why were they written? What impact do they have on America today?

Directions: Review the attached five graphic organizers. Label each one with the appropriate foundational document, then use the causes and effects below to fill out each graphic organizer. Every document has at least two causes (possibly more) and at least two effects (possibly more) listed below. Use all the causes and the effects to complete the graphic organizers.

Founding Documents	Causes	Effects
<ul style="list-style-type: none"> ● Bill of Rights (1791) ● Articles of Confederation (1781) ● Constitution (1789) ● Declaration of Independence (1776) ● Federalist Papers (1788) 	<ul style="list-style-type: none"> ● Shay's Rebellion ● US Constitution was being debated in the newspapers ● States had to vote passing the US Constitution ● Federalists believed in a strong central government ● Excise taxes increase, Great Britain tries to increase control over colonies ● Boston Massacre ● No taxation without representation ● Anti-Federalists wanted to protect people from an abusive government ● US Constitution without the Bill of Rights had a strong Central government ● US needed a government during the Revolutionary War ● America declared independence from Great Britain ● Articles of Confederation created a weak central (national) government ● US was operating like 13 separate small countries ● America declared independence from England ● American gov't under Articles of Confederation weren't able to collect taxes, etc. 	<ul style="list-style-type: none"> ● Created three branches of US Federal (central) government ● Government structure still in place today ● Led to Constitutional Convention in 1787 to write US Constitution ● American citizens can practice any religion they choose, they have freedom of speech, etc. ● Government unable to collect taxes, make changes, etc. ● American citizens have basic protections against abuse of government power ● Created the office of the President ● Weak central government ● Every state operated like it's own nation ● Convinced Americans to ratify the US Constitution ● Explained the US Constitution to citizens in more plain language ● Shay's Rebellion ● American Revolutionary War ● America was no longer a colony of Great Britain





Test Practice

<p>_____ 1. Which best describes a representative democracy?</p> <p>A. a government ruled by a king, queen, or other royal figure</p> <p>B. a government where all citizens vote on matters first hand</p> <p>C. a government where all power is held by an individual or group not accountable to the people</p>	<p>_____ 7. Which process is used to change the U.S. Constitution?</p> <p>A eminent domain</p> <p>B initiative</p> <p>C amendment</p> <p>D judicial review</p>
<p>_____ 2. What did the Federalists claim that the new Constitution would do?</p> <p>A. ignore the will of the states</p> <p>B. not protect individual freedoms</p> <p>C. take away the liberties Americans had fought to win from Great Britain</p> <p>D. create a form of government in which power is divided between the federal and state government</p>	<p>_____ 8. Which amendment to the U.S. Constitution guarantees all persons equal access to public recreation facilities?</p> <p>A the Fifth Amendment</p> <p>B the Fourteenth Amendment</p> <p>C the Nineteenth Amendment</p> <p>D the Twenty-Sixth Amendment</p>
<p>_____ 3. Which of the following is protected by the First Amendment?</p> <p>A. civil liberties</p> <p>B. the rights of people accused of crimes</p> <p>C. unreasonable searches and seizures of personal property</p> <p>D. the right to a speedy trial</p>	<p>_____ 9. Which term describes the willingness of citizens to respect the rights of people who hold attitudes and beliefs different from their own?</p> <p>A volunteerism</p> <p>B community spirit</p> <p>C patriotism</p> <p>D tolerance</p>
<p>_____ 4. Most of the powers of Congress are clearly listed in the Constitution and are called what?</p> <p>A. implied powers</p> <p>B. the elastic clause</p> <p>C. expressed powers</p> <p>D. checks and balances</p>	<p>_____ 10. Government is only given its power by the consent of the governed represents which principle of the Constitution?</p> <p>A. Popular Sovereignty</p> <p>B. Judicial Review</p> <p>C. Federalism</p> <p>D. Separation of Powers</p>
<p>_____ 5. Which choice best describes the relationship between the three branches of government?</p> <p>A. Popular Sovereignty B. Expressed Powers</p> <p>C. Implied Powers D. Checks and Balances</p>	<p>_____ 11. What was the first form of government for the newly independent states after the American Revolutionary War?</p> <p>A. The Articles of Confederation</p> <p>B. The Declaration of Independence</p> <p>C. The Bill of Rights</p> <p>D. The Magna Carta</p>
<p>_____ 6. Federalism can be best described by which of the following statements?</p> <p>A. People are the source of government power.</p> <p>B. Government is broken into several smaller governments.</p> <p>C. The Supreme Court can declare laws unconstitutional.</p> <p>D. Each of the three branches of government limits the power of the others.</p>	<p>_____ 12. Which Article of the Constitution sets up the Judicial Branch and the Supreme Court?</p> <p>A. Article One</p> <p>B. Article Two</p> <p>C. Article Three</p> <p>D. The Supreme Court was established through an act of Congress not found in the Constitution</p>

<p>_____ 13. Which branch of government has the Speaker of the House as one of its officers?</p> <p>A. Executive B. Judicial C. Legislative D. Parliament</p>	<p>_____ 18. How is the number of representatives determined for each state?</p> <p>A. Based on the voting rates of adults in each state. The higher the percentage, the more votes the state receives in Congress. B. Based on the United States Census, which is taken every ten years. C. Based on the physical size of the state. D. Based on the number of registered voters in the state.</p>
<p>_____ 14. Powers that are shared between the Federal Government and other governments (state, local) are _____</p> <p>A. Expressed Powers B. Implied Powers C. Concurrent Powers D. Reserved Powers</p>	<p>_____ 19. Which amendment was passed as a result of the women's suffrage movement in 1920?</p> <p>A. Fifteenth B. Nineteenth C. Twenty-First D. Twenty-Sixth</p>
<p>_____ 15. Why did the framers of the Constitution make amending the Constitution so difficult?</p> <p>A. They thought amendments were problematic for the future of the Republic. B. They thought the Constitution was sufficiently flexible and did not need further revision. C. They wanted the Constitution to be able to change, but only if it was widely agreed upon. D. They believed the process of revision would be expensive and were trying to save money.</p>	<p>_____ 20. Which amendment lowered the legal age requirement in 1970?</p> <p>A. Fifteenth B. Nineteenth C. Twenty-First D. Twenty-Sixth</p>
<p>_____ 16. In his book, <i>The Spirit of Laws</i> (1748), French philosopher Baron de Montesquieu wrote of a "tripartite system" of government in which the powers of government are separated and assigned to different bodies.</p> <p>How are Montesquieu's ideas applied in the U.S. Constitution?</p> <p>A three levels of government (local, state, and federal) B three levels of the judiciary (district, appellate, and supreme courts) C three civil protections (life, liberty, and the pursuit of happiness) D three branches of government (legislative, executive, and judicial)</p>	<p>_____ 21. Which of the following is a way to propose an amendment to the United States Constitution?</p> <p>A. A vote by both houses of Congress B. A vote by both houses of Congress C. A national convention called by the President D. A petition generated by U.S. citizens</p>
<p>_____ 17. Which of the following is a way to propose an amendment to the United States Constitution?</p> <p>A. A vote by both houses of Congress B. A vote by both houses of Congress C. A national convention called by the President D. A petition generated by U.S. citizens</p>	<p>_____ 22. The Congress shall have power . . . To coin Money, regulate the Value thereof . . . Article I, Section 8, U.S. Constitution No State shall . . . coin Money . . . Article I, Section 10, U.S. Constitution According to the excerpts from the U.S. Constitution, the powers given to Congress but denied to the state governments are fundamental to which structure of government?</p> <p>A separation of powers B federalism C checks and balances D rule of law</p>
<p>_____ 23. The restriction on Johnson's political expression is content based, since the Texas statute is</p>	<p>_____ 26. The government in the United Kingdom is divided into three branches—an executive, a legislature,</p>

not aimed at protecting the physical integrity of the flag in all circumstances, but is designed to protect it from intentional and knowing abuse that causes serious offense to others. It is therefore subject to “the most exacting scrutiny.” The Government may not prohibit the verbal or nonverbal expression of an idea merely because society finds the idea offensive or disagreeable, even where our flag is involved. Nor may a State foster its own view of the flag by prohibiting expressive conduct relating to it, since the Government may not permit designated symbols to be used to communicate a limited set of messages.

Syllabus to Texas v. Johnson, (1989)

In the case of Texas v. Johnson, how did the U.S. Supreme Court protect the right of free speech?

- A by ruling that national emergencies and war may not justify the restriction of speech
- B by declaring that the government may not decide the intentions expressed by national emblems
- C by establishing that students and adults have the same rights to free speech
- D by affirming the right to trial by a jury of one’s peers, as defined by law

and a judiciary. The legislature, called Parliament, is divided into two houses—the House of Commons and the House of Lords. Members of the House of Commons are elected, while members of the House of Lords are appointed. The executive consists of the Prime Minister, the leader of the majority party in Parliament, and other ministers. All ministers are a part of the Parliament; thus, all people in the executive branch are also in the legislative branch. In some cases, these officials may also serve in the judiciary. The highest judicial power in the United Kingdom is the Supreme Court, which can overturn decisions if they violate the constitutional tenets of the nation.

Based on the description provided, what is the difference between the government of the United Kingdom and the government of the United States?

- A The government in the United Kingdom lacks separation of powers, which is a central aspect of government in the United States.
- B Both the United Kingdom and the United States have a strong executive leader who makes decisions independent of the legislature.
- C The government in the United States is a representational democracy, whereas the United Kingdom has a direct democracy.
- D Both the United Kingdom and the United States have bicameral legislatures in which both houses are popularly elected.

____ 24. How can the judicial branch check the power of the executive branch?

- A It can veto legislation.
- B It can impeach the president.
- C It can declare presidential acts unconstitutional.
- D It can override a veto

____ 27. No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Article One, Section 6, U.S. Constitution

What was the primary purpose of writing this clause into the U.S. Constitution?

- A to maintain a clear separation of powers
- B to limit the salary of government officials
- C to restrict Congressional appointment powers
- D to clarify responsibilities of regulatory agencies

____ 25. How can the judicial branch check the power of the executive branch?

- A It can veto legislation.
- B It can impeach the president
- C It can declare presidential acts unconstitutional.
- D It can override a veto

____ 28. How can the executive branch check the power of the legislative branch?

- A It can declare laws unconstitutional.
- B It can veto legislation.
- C It can impeach members of the legislative branch.
- D It can appoint judges to federal courts.