

# THE CONSTITUTION: PRINCIPLES & STRUCTURES OF AMERICAN DEMOCRACY

**Grade Level:** Eighth grade

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**Length of Unit:** Ten lessons

## I. ABSTRACT

Our Core Knowledge unit is part of a larger unit on the Constitution required by our state. We teach all of the Core Knowledge content and some additional material, such as, background on the Articles of Confederation. Our focus is the relevance of the Constitution to students' lives today. We provide a variety of activities to stimulate critical and creative thinking and also to have fun. Students work in groups to write a constitution so that they experience the enormity of the task. Other activities include writing poems, acting out powers of the branches and taking a test in the form of a board game.

## II. OVERVIEW

A. Concept Objectives for this unit:

1. Students will understand the American beliefs and principles reflected in the U.S. Constitution (Texas Essential Knowledge and Skills--TEKS--8.16 A, C, D).
2. Students will understand the difficulty of writing a constitution.
3. Students will understand the necessity of reaching compromises.
4. Students will understand the processes that the writers of the U.S. Constitution faced.
5. Students will learn and understand background of ideas of founders as they worked to write the U.S. Constitution.
6. Students will learn and understand the meaning of the Preamble.
7. Students will survey the entire Constitution for an overview of it.
8. Students will understand the role and powers of Congress.
9. Students will understand the dynamic nature of the powers of the national government.
10. Students will express their knowledge of a Congressman's qualifications, duties, and perquisites.
11. Students will learn the roles and powers of the President as written in Article Two of the Constitution.
12. Students will learn how Congress is set up and how it carries on its day-to-day business.
13. Students will understand the process of changing the U.S. Constitution and the impact of amendments on American society (TEKS 8.17 A, C).
14. Students will know the powers of each branch of government.
15. Students will understand the concept of separation of powers and how each branch can check the power of the other two branches.
16. Students will understand the impact of landmark Supreme Court cases (TEKS 8.19 A).
17. Students will understand the rights and responsibilities of citizens of the United States (TEKS 8.20 A,B,D,E,F).
18. Students will understand the importance of voluntary individual participation in the

- democratic process. (TEKS 8.21 B).
19. Students will understand the importance of the expression of different points of view in a democratic society (TEKS 8.22 B).
  20. Students will understand the importance of effective leadership in a democratic society (TEKS 8.23 A).
  21. Students will understand the impact of religion on the American way of life (TEKS 8.26 C).
- B. Content covered from *Core Knowledge Sequence*
1. Overview of the U.S. Constitution (p.191)
  2. Bill of Rights (p. 191)
  3. Legislative branch: role and powers of Congress (p.191)
  4. Executive branch: role and powers of the presidency (p.191)
  5. Judiciary: Supreme Court as Constitutional interpreter (p.191)
- C. Skill Objectives
1. Students will apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology (TEKS 8.30 B,C,D,E,G,).
  2. Students will use a problem-solving process to gather information, identify options, consider advantages and disadvantages, and take action to implement a decision.
  3. Students will evaluate the contributions of the Founding Fathers as models of civic virtue.
  4. Students will identify the American beliefs and principles reflected in the U.S. Constitution.
  5. Students will communicate in written, oral and visual forms (TEKS 8.31 A,B,C,D).
  6. Students will transfer information from one medium to another.
  7. Students will create oral and visual presentations of social studies information.
  8. Students will articulate the importance of effective leadership in a democratic society.
  9. Students will identify the difficulties of getting a bill passed.
  10. Students will use problem-solving and decision-making skills, working independently and with others, in a variety of settings (TEKS 8.32 A,B).
  11. Students will analyze how the U.S. Constitution reflects the principles of separation of power and checks and balances.
  12. Students will summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v Madison*.
  13. Students will analyze the leadership qualities of appointed leaders of the United States such as John Marshall.
  14. Students will summarize the purposes for and processes of changing the U.S. Constitution.
  15. Students will understand the importance of free speech and press in a democratic society.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. Judson, Karen. *The Constitution of the United States*. Springfield,NJ: Enslow, 1996, ISBN 0894905864.
  2. Lindoz, Edmund. *The Bill of Rights and Landmark Cases*. New York: F. Watts, 1989. ISBN 0-532-20790-6.

3. Spier, Peter. *We the People: The Constitution of the United States of America*. Garden City, NY: Doubleday, 1987, ISBN 0-385-23589-5.
- B. For Students:
1. The students will have a basic understanding of the Constitution of the United States and of the Bill of Rights.

#### IV. RESOURCES

- A. Faber, Doris, *We the People: The Story of the United States Constitution Since 1787*.
- B. Guarrant, Edward O., & Martyn, Kenneth A. *Toward a More Perfect Union: The Constitution in Historic Perspective*.
- C. Judson, Karen. *The Constitution of the United States*.
- D. Lindoz, Edmund. *The Bill of Rights and Landmark Cases*.
- E. Morin, Isobel V. *Our Changing Constitution: How and Why We Have Amended it*
- F. Quiri, Patricia Ryon. *The Bill of Rights*.
- G. Spier, Peter. *We the People: The Constitution of the United States of America*.
- H. Copies of Appendices A through H

#### V. LESSONS

##### Lesson One: Writing a constitution

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students will understand the difficulty of writing a constitution.
    - b. Students will understand the necessity of reaching compromises.
    - c. Students will understand the processes that the writers of the U.S. Constitution faced.
  2. Lesson Content
    - a. Overview of the U. S. Constitution
  3. Skill Objective
    - a. Students will use a problem-solving process to gather information, identify options, consider advantages and disadvantages, and take action to implement a decision.
- B. *Materials*
  1. One copy of Writing a Constitution handout (Appendix A) for each student.
  2. One copy of Chart of the Three Branches of Government for each student group of three members.
- C. *Key Vocabulary*
  1. Legislative branch--branch of government that makes laws
  2. Executive branch--branch of government that carries out laws
  3. Judicial branch--branch of government that interprets laws
- D. *Procedures/ Activities*
  1. Give each student a Writing a Constitution handout (Appendix A) and go over the directions.
  2. Explain that this activity is a prelude to studying the U.S. Constitution and that knowledge of the Constitution is not, at this point, the objective. The objective is to teach the students to appreciate the process of writing a constitution.
  3. Divide students into groups of three and have them move together.
  4. Tell the groups to discuss the questions on the handout sheet and arrive at a consensus for each question. They will write their answers on their individual

- handouts.
5. After students have identified and discussed all of the issues, each group should write its constitution on a copy of the Chart of the Three Branches of Government sheet.
- E. *Assessment/Evaluation*
1. In a class discussion, students will compare and contrast their constitutions. Teacher and students will discuss possible ramifications of questionable aspects of the students' constitutions.

## **Lesson Two: Overview of the U.S. Constitution and the Preamble**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn and understand background of ideas of founders as they worked to write the U.S. Constitution.
  - b. Students will learn and understand the meaning of the Preamble.
  - c. Students will survey the entire Constitution for an overview of it.
2. Lesson Content (p.191)
  - a. James Madison--Father of the Constitution
  - b. Founders' view of human nature--Inborn selfishness of man, which must be kept from abusing the power of government
  - c. Concept of popular sovereignty--Popular=people; sovereignty=rule; the government is ruled by the people (when they vote)
  - d. The Preamble
  - e. Rule of law--Everyone must obey the law; power and privilege do not exempt anyone from obeying the law.
  - f. Separation of powers--Power of the government is divided to prevent any individual or group from gaining too much power. Power is divided among the three branches of government.
  - g. Enumeration of powers--Powers of each branch are listed in the Constitution
3. Skill Objectives
  - a. Students will evaluate the contributions of the Founding Fathers as models of civic virtue.
  - b. Students will identify the American beliefs and principles reflected in the U.S. Constitution.

### B. *Materials*

1. One Overview of the U.S. Constitution handout for each student (Appendix B)
2. One handout copy of the Preamble for each student (Appendix C)
3. One worksheet of the Preamble (Appendix D) for each student
4. Class set of dictionaries

### C. *Key Vocabulary:*

(Note: these definitions are from the dictionaries that our students use)

1. constitution--The basic beliefs and laws of a nation, state, or social group that that establish the powers and duties of the government and guarantee certain rights to the people in it
2. preamble--An introduction (as to a law) that often gives the reason for the parts that follow
3. domestic--Of, relating to, made in, or done in one's own country

4. tranquility--Free from disturbance or turmoil; quiet, calm
  5. posterity--All future generations
  6. ordain--Decree
  7. ratification (ratify)--To give legal and official approval to
- D. *Procedures/Activities*
1. Give each student a copy of the Overview of the U.S. Constitution sheet (Appendix B).
  2. Either with a power point presentation or overhead presentation, give the students the notes for this sheet.
  3. Give each student his/her own copy of the Preamble and read over it together (Appendix C).
  4. Give each student a copy of the Preamble worksheet and a dictionary (Appendix D).
  5. Students will look up the meaning of the vocabulary words.
  6. The teacher will guide the class in discussing the meaning of the parts of the Preamble, suggesting how we might word the Preamble today, and giving examples of how the government puts the purposes into practice today.
- E. *Assessment/Evaluation*
1. The teacher will observe the class during the discussion to ascertain the students' understanding of the material.

### **Lesson Three: The Preamble, Compared and Performed**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will learn the words and meaning of the Preamble.
  2. Lesson Content
    - a. Overview of the U.S. Constitution
  3. Skill objectives
    - a. Students will transfer information from one medium to another.
    - b. Students will create oral and visual presentations of social studies information.
- B. *Materials*
1. class set of Comparison of Preambles
  2. class set of Preamble in Sign Language sheet
  3. TV and VCR,
  4. School House Rock video
- C. *Key Vocabulary*
1. The vocabulary words will be the same as those in the previous lesson.
- D. *Procedures/Activities*
1. Give each student a copy of the Comparison of Preambles, and compare and contrast the preambles.
  2. Watch "The Preamble" on the School House Rock video a couple of times and go over the words with the students (many students will already know this song from elementary school).
  3. Hand out the Preamble in Sign Language sheet to each student and practice the motions at least twice, preferably standing up the last time.
  4. Divide the class into eight groups (numbered 1-8) and arrange the groups in order.

5. Have the students practice standing up and sitting down in succession--the wave!
  6. After students have practiced a couple of times, give each group its part of the Preamble to practice. (First group is " We the people of the United States"; groups 2-7 are the six purposes of the Preamble, and the last group is "do ordain and establish this Constitution for the United States of America.")
  7. Each group will stand up and say its part while it is gesturing the "sign language" motions.
  8. After the whole class has gone through this "Preamble Wave," have students do it with the music and sing the words while they are going through the motions. It is better to have the entire class sing along, since some students are sensitive about singing in front of the group. They are not shy about standing up and doing the motions, though!
- E. *Assessment/Evaluation:*
1. Observation.

#### **Lesson Four: The Legislative Branch**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand the role and powers of Congress.
    - b. Students will understand the dynamic nature of the powers of the national government.
  2. Lesson Content
    - a. Legislative and representative duties
    - b. Listed powers of Congress in Article One of the Constitution
    - c. Budget authority, "power of the purse"
    - d. Power to impeach the president or federal judge
  3. Skill Objectives
    - a. Students will create visual presentations of social studies information.
- B. *Materials*
1. Class set of textbooks which include the Constitution
  2. one Article One sheet (Appendix E) for each student
- C. *Key Vocabulary*
1. There will be no new vocabulary words.
- D. *Procedures/ Activities:*
1. Teacher will explain the layout of the Constitution, and show how it is written in articles, sections, and clauses.
  2. After answering a few questions together with the class, the teacher will instruct the students to complete the worksheet (Appendix E), using their books.
  3. The teacher will quickly review the answers with the students, and then divide the class into pairs.
  4. Student pairs will draw a slip of paper listing one of the powers of Congress.
  5. Each pair will decide how to present this power to the class without using words. The class will try to guess the power acted out in this game of charades.
- E. *Assessment/Evaluation:*
1. The teacher can assess the class's knowledge of the power of Congress by

observing how well the powers are presented and guessed correctly.

## **Lesson Five: Writing Assignment: Campaign Speech or Letter of Candidate for Congress**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will express their knowledge of a Congressman's qualifications, duties, and perquisites.
  - 2. Lesson Content
    - a. Overview of the U.S. Constitution
  - 3. Skill Objective
    - a. Students will create written presentations of social studies information.
- B. *Materials*
  - 1. One writing prompt and instruction sheet for each student
- C. *Key Vocabulary*
  - 1. Perquisite or perk: A payment or profit received in addition to a regular wage or salary, esp. a benefit expected as one's due.
- D. *Procedures/Activities*
  - 1. Give students writing prompt and instructions.
  - 2. Students will work on pre-writing activity and start writing the rough draft.
  - 3. For homework, students will make corrections and/or additions to the rough draft, and complete the final draft.
  - 4. Students will turn in pre-writing, rough draft and final draft when they come to class.
- E. *Assessment/Evaluation*
  - 1. Teacher will consider the student's knowledge of the Constitution and writing skills when grading the assignment.

## **Lesson Six: Executive Branch**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will learn the roles and powers of the President as written in Article Two of the Constitution.
  - 2. Lesson Content:
    - a. Overview of the U.S. Constitution
  - 3. Skill Objectives
    - a. Students will articulate the importance of effective leadership in a democratic society.
    - b. Students will create written presentations of social studies information.
- B. *Materials*
  - 1. One Article Two sheet for each student (Appendix F)
  - 2. One Roles of President sheet for each student
  - 3. One Cabinet Departments and officers sheet for each student
  - 4. Class set of textbooks
- C. *Key Vocabulary*
  - 1. Chief executive-A title of the President-executing or carrying out the law is the highest duty of the President.
  - 2. Commander-in-chief of armed forces-Another title of the President-the Constitution gives the President control over the military forces of the United States.
  - 3. civilian control of the military-The ultimate commander of the military is not a general or the joint chiefs of staff, but the civilian President.

4. signs laws into effect-Although most of the President's duties involve carrying out laws, he also has some legislative powers. After both houses of Congress pass a bill, it goes to the President, and when he signs it, it becomes law.
  5. veto power-Another of the President's legislative powers is vetoing, or blocking a bill. If the President vetoes a bill sent to him by Congress, it does not become a law.
- D. *Procedures/ Activities*
1. Give each student an Article Two sheet (Appendix F) to complete by reading the Constitution.
  2. After reviewing the answers together, give each student a Roles of President sheet and discuss.
  3. Give each student a Cabinet Department and officers sheet and discuss.
  4. Discuss key vocabulary terms.
  5. Assign a writing assignment. Students will write a job description/want ad to describe the President's job, perks, and qualifications.
- E. *Evaluation/Assessment*
1. The teacher will assess the students' understanding of the material by grading this assignment.

### **Lesson Seven: How Congress Works**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will learn how Congress is set up and how it carries on its day-to-day business.
  2. Lesson Content
    1. Overview of U.S. Constitution
    2. Legislative branch: role and powers of Congress
  3. Skill Objectives
    1. Students will identify the difficulties of getting a bill passed.
- B. *Materials*
1. Handout sheet on the committees of the Senate and House of Representatives
  2. Handout chart of how a bill is passed
  3. School Rock video of "I'm Just a Bill"
  4. Handout sheet on the writing assignment designed to persuade your Congressman on the importance of your bill.
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. The teacher will discuss the committees of Congress with the class.
  2. The students will trace the course of a bill on the handout chart and will mark places where the bill can be stopped.
  3. Using the knowledge gained from studying how a bill becomes a law, the students write their own bill, set the goal of their bill, and list reason why it is important enough to become a law.
  4. The students will then use this information to write a letter to their Congressman and persuade him/her to support their bill.
- E. *Assessment/Evaluation*
1. The students will receive a grade on their writing assignment.

## **Lesson Eight: Judiciary: Supreme Court as Constitutional interpreter**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will identify the origin of judicial review.
  - 2. Lesson Content
    - a. Judiciary: Supreme Court as Constitutional interpreter
  - 3. Skill Objectives
    - a. Students will summarize the issues, decisions, and significance of landmark Supreme Court cases including *Marbury v Madison*.
    - b. Students will analyze the leadership qualities of appointed leaders of the United States such as John Marshall.
- B. *Materials*
  - 1. One Article Three sheet for each student (Appendix H)
  - 2. Textbooks
- C. *Key Vocabulary*
  - 1. Due process-The Fifth Amendment says that no person shall “be deprived of life, liberty, or property without due process of law.” This means that if the government is to take someone’s life, liberty, or property; it must first go through the processes of the legal system, such as trial, appeal, etc.
  - 2. Equal protection or equal protection under the laws-A phrase in the Fourteenth Amendment that requires every state to extend to all persons within jurisdiction equal treatment and protection under the laws of that state.
  - 3. Loose v Strict interpretation of the Constitution-The broad or loose interpretation of the Constitution is that the federal government is given all powers that are not expressly denied to it. The strict interpretation is that any action not specifically permitted in the Constitution is thereby prohibited.
  - 4. Judicial review-The power of the court to examine the constitutionality of laws passed by the legislature.
- D. *Procedures/Activities*
  - 1. Give each student an Article Three sheet (Appendix H); using the textbook, students will complete the sheet.
  - 2. On back of sheet, the students will take notes on the vocabulary words, John Marshall, and *Marbury v Madison*.
  - 3. The teacher will lead a class discussion over this material.
- E. *Assessment/Evaluation*
  - 1. The teacher will determine the students' understanding by their participation in the discussion.

## **Lesson Nine Checks and Balances**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will know the powers of each branch of government.
    - b. Students will understand the concept of separation of powers and how each branch can check the power of the other two branches.
  - 2. Lesson Content
    - a. Legislative branch: role and powers of Congress
    - b. Executive branch: role and powers of the presidency

- c. Judiciary branch: Supreme Court as Constitutional interpreter
- 3. Skill Objective
  - a. Students will analyze how the U.S. Constitution reflects the principles of separation of power and checks and balances.
- B. *Materials*
  - 1. Student-made flashcards and notes
  - 2. One Checks and Balances sheet for each student
  - 3. Teacher's list of powers of branches
- C. *Key Vocabulary*
  - 1. Separation of power-The division of the government into branches, each with its own powers.
  - 2. System of checks and balances-Part of the separation of powers, in which each branch can check, or block, the action of the other branches so that all are in balance.
- D. *Procedures/ Activities*
  - 1. Students have already studied the first three articles and are familiar with the powers of each branch.
  - 2. Students will make three flashcards out of notebook paper--Legislative Branch, Executive Branch, and Judicial branch.
  - 3. Teacher will call out a power of a branch (for example, "declares war") and students hold up flashcard to identify the branch with that power.
  - 4. Go through activity twice. Keep flashcards for a later activity.
  - 5. Teacher will demonstrate how to fold a sheet of notebook paper into thirds.
  - 6. Working with a chart in textbook, students will illustrate how one branch checks the power of the other two branches. In top third, show how Legislative Branch checks the others; in the center third, illustrate the Executive Branch's checking power; and in the bottom, show the power of the Supreme Court to check the other two.
  - 7. Give each student a Checks and Balances sheet with situations where one branch might check the power of another branch. Using the notes sheet, students will work in pairs to determine the answers.
- E. *Assessment/ Evaluation*
  - 1. Students will make two more flashcards, Senate and House of Representatives.
  - 2. Teacher will give them questions in categories: Duty of each branch; Qualifications (age, citizenship, residence) of each branch; Involvement in impeachment proceedings of each branch; two powers of Congress; two powers of the President; one power of the Senate; one power of the House.
  - 3. Students will answer the teacher's questions with flashcards.
  - 4. The following day students will be divided into groups of four to complete a test in the form of a board game.
  - 5. Question cards will be shuffled and placed down on the board/chart.
  - 6. Each student will draw a card in turn and place it on the chart.
  - 7. There will be no gestures or talking; teacher will observe the team at work, and will give each student one grade for individual answers and one grade for the group's composite score.

## **Lesson Ten The Amendment Process and the Bill of Rights**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will summarize the purposes for and processes of changing the U.S. Constitution.
    - b. Students will understand the importance of free speech and press in a democratic society.
  2. Lesson Content
    - a. The Amendment process
    - b. Amendments protecting individual rights from infringement (1-3)
    - c. Amendments protecting those accused of crimes (5-8), Miranda ruling
    - d. Amendments reserving powers to the people and states (9 and 10)
  3. Skill Objectives
    - a. Students will summarize rights guaranteed in the Bill of Rights.
    - b. Students will define and give examples of unalienable rights.
    - c. Students will identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights
    - d. Students will create visual presentations of social studies information.
- B. *Materials*
1. Ways to amend the Constitution notes
  2. Bill of Rights notes sheets
  3. Various examples of Supreme Court cases involving the freedoms of speech, religion, press, privacy and cruel and unusual punishment.
  4. Hypothetical situations involving the loss of protected rights
  5. Assignment sheet for illustrated Bill of Rights mobile or poster or poem
- C. *Key Vocabulary*
1. unalienable-rights that are so basic that they cannot be taken away
  2. capital crimes-crimes which can be punished by death
  3. infamous crimes-crimes which can be punished with prison or loss of rights
  4. indictment-a formal accusation from a grand jury which the federal government must obtain to prosecute anyone for capital or infamous crimes
  5. grand jury-a panel of 12 to 23 citizens who decide if the government has enough evidence to justify a trial
  6. double jeopardy-forbidden by the Fifth Amendment, which states that a person cannot be tried twice for the same crime
  7. due process of law-The Fifth Amendment states that no person shall “be deprived of life, liberty, or property.” This means that if the government is to take someone’s life, liberty, or property; it must first go through the processes of the legal system, such as trial, appeal, etc.
- D. *Procedures/Activities*
1. Using the textbook, the students will make a chart of the steps to amend the Constitution.
  2. In the process of studying the Amendments one by one, students will read the words of the Constitution and make brief notes about the specific rights. The class will read about and discuss Supreme Court decisions involving the right being studied.
  3. After all of the rights have been covered, students will read hypothetical

situations and discuss what rights might have been violated.

E. *Assessment/ Evaluation*

1. Students will present their poems, posters and mobiles illustrating various rights in the Bill of Rights. The teacher will evaluate their presentation and product.

**VI. HANDOUTS/WORKSHEETS**

Appendices A-H

**VII. BIBLIOGRAPHY**

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## Appendix A – Principles & Structures of American Democracy

### Writing a Constitution

You are a delegate to the Constitutional Convention meeting in Philadelphia in 1787. You have come to solve some of the problems with the Articles of Confederation. After several days of debate, the convention has decided that a totally new constitution, rather than an amended Articles, is needed. It has also decided that a three-part government (one with executive, legislative and judicial branches) will be used.

In designing a new constitution, be specific about how the government will operate and the powers it will have. In order to help you, answer the questions of the most pressing concerns in creating the government.

#### A. Legislative Branch--Congress

1. How many houses? (Senate, House of Representatives)
2. How many legislators in each house?
3. Qualifications: (for each house)
  - Age
  - Citizenship (how long)
  - Other
4. Length of term (How long do they serve?)
5. Can they serve more than one term? How many?
6. Who chooses the legislators? What is the procedure?
7. Can they be removed from office? How and by whom?
8. Duties:

#### B. Executive Branch--President

1. Qualifications:
  - Age
  - Citizenship (how long)
  - Other
2. Length of term
3. Can he/she serve more than one term? How many?
4. Who chooses the President? What is the procedure?
5. Can he/she be removed from office? How and by whom?
6. Duties:

#### C. Judicial Branch--Supreme Court

1. How many judges on the Supreme Court?
2. Qualifications:
  - Age
  - Citizenship (how long)
  - Other

3. Length of term
4. Can they serve more than one term? How many?
5. Who chooses the Supreme Court judges? What is the procedure?
6. Can they be removed from office? How and by whom?
7. Duties:

Possible duties. You need to decide which branch (if any) should be responsible for the items listed.. Also, you may add responsibilities not listed.

1. borrow money
2. collect taxes
3. regulate trade
4. determine the value of money
5. establish a post office
6. declare war
7. raise and support an army and navy
8. command the armed forces
9. grant reprieves and pardons
10. negotiate and adopt treaties
11. appoint ambassadors
12. decide if laws meet the intent of the constitution
13. decide disputes between states

Other considerations (write on back of sheet)

1. Can you change the constitution? How?
2. Can new states join the union? How?
3. If there is a conflict between a state law and a federal law, which is supreme?
4. Are there some things a state should not do? What?
5. Who must approve of the constitution in order for it to go into effect?

## **Appendix B – Principles & Structures of American Democracy**

### **Overview of the U. S. Constitution**

**1. Founders' view of human nature**

**2. Concept of popular sovereignty**

**3. Rule of law**

**4. Parts of the Constitution:**

**Preamble**

**Article I**

**Article II**

**Article III**

**Article IV**

**Article V**

**Article VI**

**Article VII**

**5. Separation of powers**

**6. Enumeration of powers**

## Appendix C – Principles & Structures of American Democracy

### Preamble to the United States Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



Appendix D – Principles & Structures of American Democracy

PREAMBLE

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

From the Preamble ...	Put in your words	Example
to form a more perfect union		
to establish justice		
to ensure domestic tranquility		
to provide for the common defense		
to promote the general welfare		
to secure the blessings of liberty		

Define:

1. CONSTITUTION:

2. PREAMBLE:

3. DOMESTIC:

4. TRANQUILITY:

5. POSTERITY:

6. ORDAIN:

7. RATIFICATION (RATIFY):

## Appendix E – Principles & Structures of American Democracy

The Constitution, p. 753

### Article I. The Legislative Branch

#### Art. I, Sec. 1:

1. Congress is divided into

#### Art. I, Sec. 2, Cl. 1:

2. Length of a Representative's (or Congressman's) term:

#### Cl. 2:

3. Qualifications of a Representative:

- 1.

- 2.

- 3.

#### Cl. 3:

4. Number of representatives in the House is fixed at:

#### Cl. 5:

5. Title of presiding officer of the House:
6. Name of current presiding officer (\*not in the book):
7. What power does only the House have? Also, define it.

#### Art. I, Sec. 3, Cl. 1:

8. Number of Senators in Senate:

9. Length of term of a Senator:

#### Cl. 3:

10. Qualifications of a Senator:

- 1.

- 2.

- 3.

#### Cl. 4:

11. Title of the presiding officer of the Senate:
12. Name of current presiding officer (\*not in the book):

Cl 6:

13. The Senate has the sole power to do what?

Art. I, Sec.7, Cl. 1:

14. All bills concerning money must originate where?

Cl 2:

15. Where does a bill go after it passes the House and the Senate?  
Why?

16. What happens to the bill if the President vetoes it?

17. How can a bill become a law after the President vetoes it?

Art I, Sec. 8: Powers delegated to Congress. Write the power:

18. about federal courts, Cl. 9:

19. about the military:

1. Cl. 11:

2. Cl. 12, 13, 15:

3. Cl. 14, 16:

20. about commerce (trade), Cl. 3:

21. Cl. 1:

22. Cl. 2:

23. Cl. 4:

24. Cl. 5

25. Cl. 6:

26. Cl. 7:

27. Cl. 8:

28. Cl. 10:

29. Cl. 17:

**Art I, Sec. 8, Cl. 18:**

30. Write the power that the note says that this clause gives Congress:

31. Why is it called the "elastic clause"?

32. Give an example of the elastic clause (\*not in the book):

**Art. I, Sec. 9: Powers that are denied to the federal government:**

**Explain:**

33. Suspend writ of habeas corpus, Cl. 2:

34. Pass bill of attainder, Cl. 3:

35. Pass ex post facto law, Cl. 3:

36. Cl. 5:

37. Cl. 6:

38. Cl. 7:

39. Cl. 8:

Appendix F – Principles & Structures of American Democracy

Constitution, Article II, p. 759

Art II, Sec 1, Cl 1

1. Why is the President called the Chief Executive?

2. What is his term?

Cl 5

3. List the qualifications for office:

1.

2.

3.

Cl 8

4. Write the oath the President swears to:

5. Who administers the oath of office?

Sec 2, Cl 1—Powers of the President

6. 1)

2) Can get advice from

3) Can grant \_\_\_\_\_ and

Define these two words.

Sec 2, Cl 2

7. 4) Has power to

5) but they must be approved by

6) Can make agreements with \_\_\_\_\_, called  
that do not need

7) Has power to

Senate has to

Cl 3

8. What can the President do when the Senate is in recess?

Sec 3 Duties

9.

1) Must

2) Can

3) Can

4) Has power to

5) Must

6) Today

Sec 4

10. Who can be impeached and removed?

1. Reasons

1)

2)

3) High crimes (define):

4) Misdemeanors (define):

## **Appendix G – Principles & Structures of American Democracy**

### **Writing Assignment**

**Using the knowledge you have gained while studying how a bill becomes a law complete the following assignment.**

**Answer numbers 1, 2, and 3, after you have decided what your bill will be.**

**When you have completed the following questions you are to write a letter to your Congressman and persuade him/her why your bill is important enough to become a law.**

- 1. Name your bill**
  
- 2. What is the goal of your bill?**
  
- 3. List the reasons you feel your bill is important enough to become law. You should have at least 3 reasons you feel it is important. If you have more than 3 reasons add them as reasons D, E, etc.**
  - A.**
  
  - B.**
  
  - C.**

## Appendix H – Principles & Structures of American Democracy

Constitution, Art III, p. 761

Art III, sec 1

1. What court was created by the Constitution?
2. How were the other federal courts created?
3. What is the term of office for federal judges?
4. What are the qualifications for judges? (\* not in book)
5. How do federal judges get their jobs? (\* not in this section of book)

Sec 2, Cl 1

6. What right was established by the Marbury v Madison case?

Sec 2, Cl 2

7. Define original jurisdiction:

8. What does an appellate court do?

9. Except for a few cases, what kind of court is the Supreme Court?

Sec 2, Cl 3

10. What right is guaranteed in this clause?

11. Where must trials take place?

Sec 3, Cl 1

12. Define treason (look in the Constitution, not the notes, for this definition)

13. What's an overt act?