

Making a Constitutional Government

Grade Level: Fourth Grade

Written by: Shelly Reid, Roscoe Wilson Elementary Magnet School, Lubbock, TX.

Length of Unit: Sixteen Lessons (16-19 days)

I. ABSTRACT

Through the use of various strategies, students will understand the main ideas behind the Declaration of Independence and how the United States went from that Declaration to the U.S. Constitution. The Constitution, its structure, and the authority it possesses will be examined. Students will also learn how the functions of the national government relate to the functions of state and local government.

II. OVERVIEW

A. Concept Objectives

1. The student understands how people organize government. (TEKS-SS 4.15)
2. The student understands important ideas in historic documents. (TEKS-SS 4.16)
3. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)

B. Content from the *Core Knowledge Sequence*

1. Making a Constitutional Government pp.95-96
 - a. Main Ideas Behind the Declaration of Independence
 - b. Making a New Government: From the Declaration to the Constitution
 - c. The Constitution of the United States
 - d. Levels and Functions of Government

C. Skill Objectives

1. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS- SS 4.22)
2. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS – SS 4.22 B)
3. The student is expected to write legibly by selecting cursive or manuscript as appropriate. (TEKS-ELA 4.16 A)
4. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
5. The student listens critically to analyze and evaluate a speaker's message. (TEKS-ELA 4.2)
6. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
7. The student interprets visual images, messages, and meanings. (TEKS-ELA 4.23)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *A Kid's Guide to America's Bill of Rights*
2. *We the People*

B. For Students

1. Ancient Rome (p.70)- The Republic
2. The Thirteen Colonies: Life and Times Before the American Revolution (pp. 72-73)
3. The American Revolution (pp.94-95)

IV. RESOURCES

- A. Carson-Dellosa Publishing Company. *Understanding the U.S. Constitution*
- B. Center for Civic Education. *We the People*
- C. Hatton W. Sumners Institutes on the Founding Documents, Law Focused Education, Inc., and the State Bar of Texas Law-Related Education Department.
- D. Hirsch, Jr. E.D. *What Your 3rd Grader Needs to Know*
- E. Hirsch, Jr. E.D. *What Your 4th Grader Needs to Know*

V. LESSONS

Lesson One: Main Ideas Behind the Declaration of Independence-Rights and Privileges

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
 - 2. Lesson Content
 - a. Main Ideas Behind the Declaration of Independence
 - 3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS- SS 4.22)
- B. *Materials*
 - 1. Three student dictionaries
 - 2. Appendix A-1
 - 3. Appendix A-2
- C. *Key Vocabulary*
 - 1. Right- a just and fair claim to that which belongs to a person by law, nature, or tradition
 - 2. Rule- a regulation or order to be followed
 - 3. Privilege- a benefit enjoyed by some, but not all
- D. *Procedures/Activities*
 - 1. Ask the students what a “right” is. Discuss responses. Write definition on the board.
 - 2. Ask the students what a “rule” is. Discuss responses. Write definition on the board.
 - 3. Ask the students what a “privilege” is. Discuss responses. Write definition on the board.
 - 4. Divide class into small groups (3-6 students per group). Distribute “Rights, Rules, and Privileges” handouts (Appendices A-1 and A-2).
 - 5. Give directions (listed on handout) for the activity. Allow the groups to work until finished categorizing the items on the handout.
 - 6. Create a replica of the summary sheet (A-2) on the board, or use a transparency of the sheet on the overhead projector. Allow the students to write each item under the heading that they feel is appropriate. Allow and encourage disagreement and discussion about the categorization process. If a consensus

cannot be reached concerning the categorization of some items, then write those items under more than one heading.

7. Have 3 different students use a dictionary to find actual definitions for “right”, “rule”, and “privilege”. Have the students write the proper definition in the vocabulary section of their notebooks (notebooks used in a previous unit).
8. After students have written formal definitions of the 3 words, allow students to rearrange the previous categorization of items, if appropriate or necessary.
9. End the lesson by previewing the content matter of Lesson Two (For example: “Tomorrow we will look at how our founding fathers looked at the concepts of rights, rules, and privileges.”)

E. *Assessment/Evaluation*

1. Informal Assessment-Teacher observation of student participation in group activity and in class discussion

Lesson Two: Main Ideas Behind the Declaration of Independence- Introducing the Declaration of Independence

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important ideas in historic documents. (TEKS-SS 4.16)
2. Lesson Content
 - a. Main Ideas Behind the Declaration of Independence
3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS- SS 4.22)
 - b. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS – SS 4.22 B)

B. *Materials*

1. Copy of the Declaration of Independence
2. Appendix B-1 (on a transparency)
3. Appendix B-2 (copied on colored card stock)
4. Appendix B-3 (copied on colored card stock)
5. Appendix B-4 (copied on colored card stock)
6. Appendix B-5 (copied on colored card stock)
7. Appendix B-6
8. Appendix B-7- Cloze passage

C. *Key Vocabulary*

1. Unalienable- incapable of being sold or transferred

D. *Procedures/Activities*

1. Review definitions/significance of rights, rules, and privileges.
2. Ask students when the American Revolution formally started. (with the Declaration of Independence)
3. Review the reasons for the colonists’ rebellion.
4. Read the Preamble to the Declaration of Independence aloud. Discuss terms as necessary.
5. Place the transparency of Appendix B-1 (opening paragraph of the Preamble to the Declaration of Independence) on the overhead projector. Read the material aloud.

6. Divide the class into 4 groups.
 7. Distribute Appendices B-2, B-3, B-4, B-5 (Each group will receive a different card.)
 8. Distribute one copy of Appendix B-6 to each student.
 9. In the small groups, students will discuss the meaning of the portion of text that they received. They will also discuss possible applications of that translation, both in light of the time that the Declaration was written, as well as in terms of current day application. After discussing the text, each student will translate the meaning of their portion of the Preamble, writing their response under the "Translation" portion of the handout. Next each student will write a possible application under the "Application" portion of the handout.
 10. Have students share and discuss their written responses with the class.
 11. Have students add a formal definition of "unalienable" to their vocabulary list.
- E. *Assessment/Evaluation*
1. Assessment can be made through teacher observation as well as through the Rating of Appendix B-6.

Lesson Three: Main Ideas Behind the Declaration of Independence- Creating your own copy

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 2. Lesson Content
 - a. Main Ideas Behind the Declaration of Independence
 3. Skill Objective(s)
 - a. The student is expected to write legibly by selecting cursive or manuscript as appropriate. (TEKS-ELA 4.16 A)
- B. *Materials*
1. Appendix B-1 (one copy per student)
 2. Parchment-like paper
 3. Fine-lined black Sharpie markers (or fountain pens)
- C. *Key Vocabulary*
- D. *Procedures/Activities*
1. Distribute student copies of Appendix B-1.
 2. Distribute one piece of "parchment" paper to each student.
 3. Demonstrate for the students a method of creating script that has the look of "Old English". (Create this look by writing the letters in pencil in simple block letters. Then top the ends of letters with slanted perpendicular line.)
 4. Students will copy the text provided (First paragraph of the Declaration of Independence) in pencil on the parchment paper.
 5. Students will then outline the penciled lines in Sharpie.
 6. Students can display their copies in the hallway or keep in their folders.
 7. Optional: Have students memorize the required text.
- E. *Assessment/Evaluation*
1. Assess the students based upon their accuracy in following directions. Students may also be assessed over their ability to complete a cloze passage created from Appendix B-1.

Lesson Four: Main Ideas Behind the Declaration of Independence-Our Lives, Our Fortunes, Our Sacred Honor

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
 - a. Main Ideas Behind the Declaration of Independence
3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student listens critically to analyze and evaluate a speaker's message. (TEKS-ELA 4.2)

B. Materials

1. Appendix C (one copy per student)
2. Taped version of "Our Lives, Our Fortunes, Our Sacred Honor"

C. Key Vocabulary

1. Hessians- German mercenaries (soldiers that fight for money, rather than loyalty to a country) that fought for the British in the American Revolution.
2. Bigotry- excessive prejudice
3. Demagoguery- a person who tries to stir up people by appeals to emotion or prejudice to become a leader and to achieve selfish ends
4. Harass- to trouble or torment constantly

D. Procedures/Activities

1. Ask the students what they think the atmosphere might have been like on the day that the Declaration of Independence was signed. "Do you think that the men that signed this document were afraid to sign the document?", "Do you think that you would have been willing to risk all to sign the Declaration of Independence?", etc. "Let's listen to what the lives of some of these men were like after they signed this patriotic document."
2. Distribute individual copies of Appendix C
3. Vocabulary may be pre-taught or discussed after the reading.
4. Have the students listen to the tape as they track on their own copies.
5. Follow listening with discussion and/or short writing activity.

E. Assessment/Evaluation

1. Assess students on their written responses/summaries.

Lesson Five: Making a Government: From the Declaration to the Constitution-A Republic

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)

- c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
 - 2. Lesson Content
 - a. Making a New Government: From the Declaration to the Constitution
 - 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
- B. *Materials*
 - 1. *We the People* Student Text pp.7-11 (Lesson 2, “What is a republican government?”)
- C. *Key Vocabulary*
 - 1. Republican government- a type of government in which the citizens have the power to govern, the citizens give power to leaders they elect to represent them and to serve their interests, and the representatives are responsible for promoting the common welfare.
 - 2. Aristocrats- the wealthy upper class
 - 3. Dictator- a supreme ruler with unlimited power
 - 4. Common welfare- the good of the entire community
- D. *Procedures/Activities*
 - 1. Briefly review the Roman Empire and its form of government. (Review from 3rd grade unit)
 - 2. Students read pp. 7-11, “What is a republic government”.
 - 3. Students answer the questions listed at the end of the reading material.
- E. *Assessment/Evaluation*
 - 1. Grade responses to questions on page 11.

Lesson Six: Making a Government: From the Declaration to the Constitution- From the Articles to the Constitution

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
 - 2. Lesson Content
 - a. Making a New Government: From the Declaration to the Constitution
 - 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - a. The student listens critically to analyze and evaluate a speaker’s message. (TEKS-ELA 4.2)
 - b. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
- B. *Materials*
 - 1. Appendix D-1 - Guided Imagery
 - 2. Appendix D-2 -We the People Play (1 copy per student)
 - 3. Appendix D-3-Vocabulary worksheet

- C. *Key Vocabulary*
1. Revise- to change or make better
 2. Anarchy- lack of government, which results in chaos
 3. Delegate- a person assigned, chosen, or elected to represent a group of people
 4. Grave- serious
 5. Unanimous- 100%
 6. Despot- an absolute ruler; a king with unlimited power; a tyrant
 7. Blasphemy- profane or mocking speech, writing, or action concerning God or anything seen as sacred
- D. *Procedures/Activities*
1. Review the Continental Congress and its purpose.
 2. Review the Articles of Confederation and what the students know about the structure of that document. Discuss why the Articles were written with a weak central government and no executive leader. Discuss the positive and negative aspects of the Articles.
 3. Guided Imagery- Ask the students to sit comfortably, relax, and close their eyes. Ask them to place themselves in the scene as you read aloud Appendix D-1 to set the scene for the upcoming play.
 4. Distribute copies of the play (Appendix D-2). [It is helpful to have the individual copies highlighted according to the various play characters. It is also helpful to have pre-determined which part will be read by each student.]
 5. Read the introductory page to the play.
 6. Students read the play.
 7. Discuss the play and its content.
 8. Students complete vocabulary activity (Appendix D-3).
- E. *Assessment/Evaluation*
1. Observe student participation for a participation grade.
 2. Have the students define the vocabulary words, using context clues. Then have the students write a formal definition of the vocabulary words, using a dictionary.

Lesson Seven: The Constitution of the United States- The Preamble in Sign Language

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 2. Lesson Content
 - a. The Constitution of the United States p. 95
 3. Skill Objective(s)
 - a. The student interprets visual images, messages, and meanings. (TEKS-ELA 4.23)
- B. *Materials*
1. Appendix E-1 The Preamble to the U.S. Constitution in Sign Language (1 copy per student)
 2. Transparency of Appendix E-1
- C. *Key Vocabulary*
1. Domestic tranquility- peace at home
 2. Posterity- all of a person's descendants; the future
 3. Ordain- to enact or establish

- D. *Procedures/Activities*
1. Once the class is seated and quiet, sign the Preamble as you recite it
 2. Have the class stand and join you in the signing of the Preamble (using a transparency)
 3. Distribute individual copies of Appendix E
 4. Discuss the language and meaning of the Preamble (see vocabulary definitions)
 5. Have the students add the vocabulary to their vocabulary list
 6. Allow time for the students to practice signing with a partner
 7. Assign a date for recitation of the Preamble, giving students the choice of simple recitation or recitation with signing (possibly give extra credit to those who choose to sign as well)
- E. *Assessment/Evaluation*
1. Assess students' recitation of Preamble (use daily quizzes in the form of cloze passages or oral quizzes to help students prepare for the final recitation)

Lesson Eight: The Constitution of the United States- Parchment Preamble

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 2. Lesson Content
 - a. The Constitution of the United States
 3. Skill Objective(s)
 - a. The student is expected to write legibly by selecting cursive or manuscript as appropriate. (TEKS-ELA 4.16 A)
- B. *Materials*
1. Appendix E-2 (one copy per student)
 2. Appendix E-3 (optional)- cloze passage of Preamble
 3. Parchment-like paper
 4. Fine-lined black Sharpie markers (or fountain pens)
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Distribute student copies of Appendix E-2.
 2. Distribute one piece of "parchment" paper to each student.
 3. Demonstrate for the students a method of creating script that has the look of "Old English". (Create this look by writing the letters in pencil in simple block letters. Then top the ends of letters with slanted perpendicular line.)
 4. Students will copy the text provided (Preamble to the Constitution.) in pencil on the parchment paper.
 5. Students will then outline the penciled lines in Sharpie.
 6. Students can display their copies in the hallway or keep in their folders.
 7. This activity will serve to reinforce memorization of the Preamble.
- E. *Assessment/Evaluation*
1. Assess the students based upon their accuracy in following directions. Students may also be assessed over their ability to complete a cloze passage created from Appendix E-2. (E-3)

Lesson Nine: The Constitution of the United States- Introduction to the Three Branches of Government-Legislative

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
2. Lesson Content
 - a. The Constitution of the United States p. 95
3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)

B. *Materials*

1. *Understanding the U.S. Constitution* pp. 14-15 (copies of reproducible pages)
Introduction- The Legislative Branch

C. *Key Vocabulary*

1. Legislative branch- the lawmaking branch of a government
2. Majority- more than half
3. Minority- less than half
4. Expel- to remove

D. *Procedures/Activities*

1. Lead brief discussion on how the U.S. Constitution provides for the structure of the U.S. government. Possibly use a KWL chart to introduce this lesson and to assess what prior information the students possess on the three branches of the U.S. government.
2. Have the students individually read p. 14 and answer accompanying questions on p. 15
3. As a whole class, check p. 15 responses, discussing as necessary.

E. *Assessment/Evaluation*

1. Grade/record p. 15

Lesson Ten: (Two Days) The Constitution of the United States- The Legislative Branch Cont.

A. *Daily Objectives*

1. The student understands how people organize government. (TEKS-SS 4.15)
2. Lesson Content
 - a. The Constitution of the United States p. 95
3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student listens critically to analyze and evaluate a speaker's message. (TEKS-ELA 4.2)
 - c. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)

B. *Materials*

1. *Understanding the U.S. Constitution* pp. 16-27 (copies of reproducible pages)
 - a. The House of Representatives
 - b. The Senate
 - c. Rules, Rights, and Privileges of Congress
 - d. How Bills Become Laws
 - e. Powers of Congress
 2. Appendix F- Grading rubric (1 copy per student)
- C. *Key Vocabulary*
1. Congressional Record- a publication of all of the meetings held by the Congress
 2. Census- a count of the people
 3. Impeach- to accuse an official of wrongdoing
 4. Quorum- the minimum number of members required present at an assembly before it can conduct business (in the Congress, one person over half of the total number)
 5. Adjourn- to end a meeting
 6. Bill- an idea proposed by Congress as a perspective law
- D. *Procedures/Activities*
1. Divide the class into 5 groups.
 2. Each group will be assigned to one of the five reading passages (The House of Representatives, etc.)
 3. Each group will be responsible for reading the assigned passage, learning the information contained within, and then presenting the material to the remainder of the class. (Be sure to review with the class the rubric- Appendix F- that you will use to grade each presenter.)
 4. The remainder of the class will be responsible for taking notes over each (the accompanying question reproducible may be used as a guideline for the presenting group and/or the receiving group if desired.)
- E. *Assessment/Evaluation*
1. Assess each presentation based upon the grading rubric.

Lesson Eleven: The Constitution of the United States- Executive Branch Introduction

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 2. Lesson Content
 - a. The United States Constitution p. 95
 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
- B. *Materials*
1. *Understanding the U.S. Constitution* pp. 28-29 (copies of reproducible pages)
Introduction- The Executive Branch
- C. *Key Vocabulary*
1. Executive branch- the administrative branch of government
- D. *Procedures/Activities*

1. Have students individually read p. 28 and answer the accompanying questions on p. 29.
 2. As a whole class, grade/correct p. 29, discussing as necessary.
- E. *Assessment/Evaluation*
1. Assess student knowledge/ record grade for p. 29

Lesson Twelve: (Two days) The United States Constitution- The Executive Branch Cont.

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 2. Lesson Content
 - a. The United States Constitution
 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student listens critically to analyze and evaluate a speaker's message. (TEKS-ELA 4.2)
 - c. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
- B. *Materials*
1. *Understanding the U.S. Constitution* pp. 30- 37 (reproducible pages)
 Qualifications for President
 Powers and Duties of the President
 Impeachment
 Organization of the Executive Branch and the Cabinet
 2. Appendix F- Grading Rubric (1 copy per student)
- C. *Key Vocabulary*
1. Treason- betrayal of one's country
 2. Bribery- the act of giving, offering, or taking rewards for corrupt practices
 3. Misdemeanor- a crime for which the punishment is usually a fine or short jail term
- D. *Procedures/Activities*
1. Divide the class into 4 groups.
 2. Each group will be assigned to one of the 4 reading passages (Qualifications of the President, etc.)
 3. Each group will be responsible for reading the assigned passage, learning the information contained within, and then presenting the material to the remainder of the class. (Be sure to review with the class the rubric- Appendix F- that you will use to grade each presenter.)
 4. The remainder of the class will be responsible for taking notes over each (the accompanying question reproducible may be used as a guideline for the presenting group and/or the receiving group if desired.)
- E. *Assessment/Evaluation*
1. Assess each presentation based upon the grading rubric.

Lesson Thirteen: The U.S. Constitution- Introduction to the Judicial Branch

- A. *Daily Objectives*
1. Concept Objective(s)

- a. The student understands how people organize government. (TEKS-SS 4.15)
- 2. Lesson Content
 - a. The U.S. Constitution p. 95
- 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
- B. *Materials*
 - 1. *Understanding the U.S. Constitution* pp. 38-39 (reproducible pages)
Organization of the Judicial Branch
- C. *Key Vocabulary*
 - 1. Appeal- to ask for a second opinion in the court system
- D. *Procedures/Activities*
 - 1. Have students individually read p. 38 and answer the accompanying questions on p. 39
 - 2. As a whole class, grade/correct p. 39, discussing as necessary.
 - 3. Wrap up the study of the three branches of government with a brief discussion/review of what has been learned over the last five lessons.
- E. *Assessment/Evaluation*
 - 1. Assess student knowledge/ record grade for p.39

Lesson Fourteen: The U.S. Constitution- Bill of Rights (Top Five)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student understands how people organize government (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - 2. Lesson Content
 - a. The Constitution of the United States p. 95
 - 3. Skill Objective(s)
 - a. The student reads widely for different purposes in varied sources. (TEKS-ELA 4.8)
 - b. The student listens critically to analyze and evaluate a speaker's message. (TEKS-ELA 4.2)
 - c. The student acquires an extensive vocabulary through reading and systematic word study. (TEKS-ELA 4.9)
- B. *Materials*
 - 1. Appendix- G-1, G-2, G-3, G-4 (copied on colored card stock [a different color for each group] and laminated and cut into individual cards - enough copies to equal the number of small groups used in this activity)-First Ten Amendments cards
- C. *Key Vocabulary*
 - 1. None
- D. *Procedures/Activities*
 - 1. Divide the class into small groups (groups of 3-5 work best)
 - 2. Give each group a set of the First Ten Amendments cards.

3. Read the cards aloud, VERY briefly discussing the language/meaning of each amendment.
 4. Give the groups 10 minutes to decide which 5 of the 10 amendments they would keep if they were pressed to keep only 5. (Each group will have to defend their choices.)
 5. While the students are holding their discussions, create columns 1-10 on a wall, chalkboard, or whiteboard.
 6. After the 10 minutes have expired, have a representative from each group place the group's five choices under the appropriate heading.
 7. As a whole group, look at each amendment separately, noting which groups chose each amendment.
 8. Note patterns among groups/amendments.
 9. Have representatives/groups explain/defend their choices.
 10. Close the activity by comparing the students' struggles to make cuts with the issues that must have been faced by those originally creating the Bill of Rights.
- E. *Assessment/Evaluation*
1. Assess students' participation in group activity/discussion.
 2. Alternative assessment- Have students write their rationale for choosing the last amendment kept and how it "edged out" the last amendment discarded.

Lesson Fifteen: The U.S. Constitution- Match the Bill

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands how people organize government (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 2. Lesson Content
 - a. The U.S. Constitution p. 95
 3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS- SS 4.22)
 - b. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS – SS 4.22 B)
- B. *Materials*
1. Laminated cards from Appendices G-1 & G-2
 2. Appendix H- "Match Game 10 " (1 copy per student)
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Divide the class into small groups. (3-5 students)
 2. Distribute the Bill of Rights laminated cards to each group.
 3. Distribute a copy of "Match Game 10" (Appendix H) to each student.
 4. In the small groups the students will read each situation listed on "Match Game 10" and decide which of the 10 amendments would apply to that particular scenario.
 5. Reconvene as a whole group to discuss the responses.
- E. *Assessment/Evaluation*

1. Students may be assessed on group participation, discussion activity, or through the scoring of “Match Game 10”

Lesson Sixteen: Levels and Functions of Government (National, State, Local) (one-Two Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 - b. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
 - a. Levels and Functions of Government p. 96
3. Skill Objective(s)
 - a.

B. *Materials*

1. Computer lab with Internet access
2. Local telephone books
3. State almanacs
4. Appendix I- Our Leaders (3 copies per student- It is helpful to have copies made on three different colors of paper.)

C. *Key Vocabulary*

1. Local- pertaining to things of the city or county in which one lives
2. State- pertaining to things of the state in which one lives
3. National – pertaining to things of the country in which one lives

D. *Procedures/Activities*

1. Segue into this lesson with a brief review of the three branches of government just studied. (This would be a good time to complete the “L” portion of the KWL chart started in Lesson 10.)
2. Explain that each of the 50 states has its own constitution, which is provided for in the U.S. Constitution and that the various state governments are patterned after the U.S. government with its three branches and checks and balances.
3. Divide the class into groups of three.
4. Distribute “Our Leaders” (Appendix I) to each of the students.
5. Explain that each group will be responsible for gathering the information asked for on the “Our Leaders” sheet. Each of the three members in each group will be responsible for gathering the information on either the national, state, or local level. After each member has gathered the information, then a sharing session will be conducted. Each of the members of the group will make their information available to the other two members of the group so that all three members will have a complete set of “Our Leaders” at the local, state, and national levels.
6. Show the students the various resource materials available to them to help in the gathering of information.
7. At the end of the information sharing, gather the whole class together to compare information.

E. *Assessment/Evaluation*

1. Assess students based upon the completion of the “Our Leaders” sheets.

2. Create a pop quiz based upon the information learned in this activity and assess students based upon their scores on the quiz.

VI. CULMINATING ACTIVITY

None

VII. HANDOUTS/WORKSHEETS

- | | |
|------------------|---|
| 1. Appendix A-1 | Rights, Rules, and Privileges |
| 2. Appendix A-2 | Rules, Rights, Privileges Chart |
| 3. Appendix B-1 | Declaration of Independence |
| 4. Appendix B-2 | Declaration of Independence cards |
| 5. Appendix B-3 | Declaration of Independence Translation/Application |
| 6. Appendix B-4 | Declaration of Independence Cloze Passage |
| 7. Appendix C | “Our Lives, Our Fortunes, Our Sacred Honor” |
| 8. Appendix D-1 | We the People Guided Imagery |
| 9. Appendix D-2 | We the People Play |
| 10. Appendix D-3 | Vocabulary Worksheet |
| 11. Appendix E-1 | The Preamble in Sign Language |
| 12. Appendix E-2 | The Preamble |
| 13. Appendix E-3 | The Preamble Cloze Passage |
| 14. Appendix F | Grading Rubric |
| 15. Appendix G | Bill of Rights cards |
| 16. Appendix H | Match Game 10 |
| 17. Appendix I | Our Leaders |

VIII. BIBLIOGRAPHY

- A. Carson-Dellosa Publishing Company. *Understanding the U.S. Constitution*. United States: Mark Twain Media, Inc. 1994. Printing No. CD-1831
- B. Center for Civic Education. *We the People*. 1988. wethepeople@civiced.org; (818) 591-9321
- C. Hatton W. Sumners Institutes on the Founding Documents, Law Focused Education, Inc., and the State Bar of Texas Law-Related Education Department. Jan L. Miller, Director Law Related Education. Sate Bar of Texas Box 12487, Austin, Texas 78711-2487
- D. Hirsch, Jr. E.D. *What Your 3rd Grader Needs to Know*. New York: Doubleday, 1992. ISBN 0-385-49719-9
- E. Hirsch, Jr. E.D. *What Your 4th Grader Needs to Know*. New York: Doubleday, 1994. ISBN 0-385-31260-1
- F. Krull, Kathleen. *A Kid’s Guide to America’s Bill of Rights*. New York: AVON BOOKS, INC, 1999. ISBN 0-380-97497-5

Rights, Rules, and Privileges

As a group, discuss the items listed below. Decide if each item should be categorized as a right, a rule, or a privilege. Use the chart given to you to record the group's decisions. Be prepared to discuss and defend each decision.

1. Attend school
2. Play sports
3. Do not feed the animals
4. Eat
5. Worship
6. No gum allowed
7. Watch television
8. Have shelter
9. Receive medical care
10. Complete homework before supper
11. No shoes, No shirt, No service
12. Meet peacefully with a group
13. Read a book
14. Drive a car
15. Have pets

We hold these truths to be self-evident: that all men are created equal, that they are endowed with unalienable rights, that among these are life, liberty, and the pursuit of happiness.

We hold these
truths to be
self-evident:

that all men are
created
equal,

That they are
endowed by their
Creator with
certain
unalienable
rights,

Name:

Translation:

Application:

We hold these truths to be self-_____: that all men are _____ equal, that they are endowed with _____, that among these are life, _____, and the pursuit of happiness.

that among these are
life, liberty, and the
pursuit of happiness.

Appendix C

OUR LIVES, OUR FORTUNES, OUR SACRED HONOR

By Paul Harvey

You remember the cherry tree story a long time after you forget the more earth-shaking, history-making episodes in the life of George Washington.

You misplaced in your memory the details of Benjamin Franklin's statesmanship, but you remember his flying a kite.

Joyce Kilmer was a great military hero, but the only thing you personally recall about him is his poetic tribute to trees.

You may not be able to quote one line from the Declaration of Independence at this moment; henceforth, you will always be able to quote at least one line. It's in the last paragraph where you will recall, when I remind you, it says, "We mutually pledge to each other our Lives, our Fortunes, and our Sacred Honor." You recognize those impressive words, but you don't understand them until you know the rest of the story.

On June 11, a committee sat down to draw up a declaration of independence. We were going to tell our British fatherland, no more rule by redcoats! Below the dam of ruthless foreign rule, the stream of freedom was running shallow and muddy. We were lighting the fuse to dynamite that dam. This pact, as Burke later put it, "was a partnership between the living and the dead and the yet unborn." There was no bigotry, no demagoguery in this group. All had shared hardships. Jefferson finished a draft of the document in seventeen days. Congress adopted it in July. So much is familiar history. Now...

King George III had denounced all rebels in America as traitors. Punishment for treason was hanging. The names now so familiar to you from the several signatures on that Declaration of Independence ... the names were kept secret for six months. For each knew the full meaning of that magnificent last paragraph in which his signature pledged his life, his fortune, and his sacred honor.

Fifty-six men placed their names beneath that pledge. Fifty-six men knew—when they signed—that they were risking everything. They knew if they won this fight, the best they could expect would be years of hardship in a struggling nation. If they lost, they'd face a hangman's rope. But they signed the pledge. And they did, indeed, pay the price. That is the rest of the story. Here is the documented fate of the gallant 56.

Carter Braxton of Virginia, wealthy planter and trader, saw his ships swept from the seas. To pay his debts he lost his home and all his properties and died in rags.

Thomas Lynch, Jr., who signed that pledge, was a third-generation rice-grower. Aristocrat. Large plantation owner. After he signed, his health failed. With his wife he set out for France to regain his failing health. Their ship never got to France, was never heard from again.

Thomas McKean of Delaware was so harassed by the enemy that he was forced to move his family five times in five months. He served in Congress without pay, his family in poverty and in hiding.

Vandals looted the properties of Ellery and Clymer and Hall and Gweneth and Walton and Heyward and Rutledge and Middleton.

And Thomas Nelson, Jr., of Virginia, raised two million dollars on his own signature to provision our allies, the French fleet. After the war he personally paid back the loans, wiped out his entire estate. He was never reimbursed by his government. In the final battle for Yorktown he urged General George Washington to fire on his (Nelson's) own home, which was occupied by Cornwallis. It was destroyed. He died bankrupt and was buried in an unmarked grave. Thomas Nelson, Jr., had pledged, "his life, his fortune, and his sacred honor."

The Hessians seized the home of Francis Hopkinson of New Jersey.

Francis Lewis had his home and everything destroyed, his wife imprisoned. She died within a few months.

Richard Stockton, who signed that Declaration, was captured and mistreated and his health broken to the extent that he died at 51. His estate was pillaged.

Thomas Heyward, Jr., was captured when Charleston fell.

John Hart was driven from his wife's bedside when she was dying. Their 13 children fled in all directions for their lives. His fields and gristmills were laid waste. For more than a year he lived in forests and caves and returned home afterward to find his wife dead, his children gone, his properties gone; he died a few weeks later of exhaustion and a broken heart.

Lewis Morrison saw his land destroyed, his family scattered.

Philip Livingston died within a few months from the hardships of the war.

John Hancock history remembers best due to a quirk of fate rather than anything he stood for. That great, sweeping signature attesting to his vanity towers over the others. One of the wealthiest men in New England, he stood outside Boston one terrible night of the war and said, "Burn Boston, though it make John Hancock a beggar, if the public good require it." He, too, lived up to the pledge.

Of the 56, few were long to survive. Five were captured by the British and tortured before they died. Twelve had their homes, from Rhode Island to Charleston, sacked, looted, occupied by the

enemy, or burned. Two lost their sons in the army. One had two sons captured. Nine of the 56 died in the war, from its more merciful bullets.

I don't know what impressions you had of the men that met that hot summer in Philadelphia. But I think that it is important that we remember this about them: they were not poor men or wild-eyed pirates. They were men of means. Rich men, most of them, who enjoyed much ease and luxury in their personal living. Not hungry men. Prosperous men. Wealthy landowners, substantially secure in their prosperity. But they considered liberty—and this is as much as I shall say of it—they had learned that liberty is so much more important than security that they pledged their lives, their fortunes, and their sacred honor. And they fulfilled their pledge. They paid the price. And freedom was born.

Adapted from “The Rest of the Story”, by Paul Harvey and *Know the 56 Signers*, by George E. Ross

Appendix D-1

We the People

Guided Imagery

Sit comfortably and relax.

Close your eyes. Take a deep breath and exhale slowly. Allow yourself to travel back in time to Philadelphia in 1787.

See yourself as one of the 55 delegates who has just arrived at Independence Hall. Your task over the next few months is to develop and adopt a new plan of government for the United States of America.

As you enter the stately chamber, hear the wooden floors creak with each step that you take. Notice the tall ceilings and the high windows on either side of the room and the low railing across the back. Smell the musty odor caused by the hot, humid weather.

AS you take your place at one of the round tables covered with a rich green cloth, observe the glass ink well with the quill pen sitting on the table. See the candles in the brass holders on the wall. Look around at the other delegates dressed in knee britches with silver buckles, silk stockings, and long waistcoats. Notice that several are wearing carefully powdered wigs.

Feel the excitement in the air as the chairman of the convention, General George Washington, calls for order. What a great leader! Everyone respects him so.

In the weeks and months that follow, you and your colleagues set about the business of writing a new constitution. What an awesome task you face.

Listen to the other delegates argue and shout and defend their positions. Everyone feels so strongly about their beliefs.

See yourself standing up and speaking for the people of your state. You owe it to them to represent them well.

Hear the applause from the other delegates as you make some favorable suggestions. They like your ideas, and you feel proud.

Return to the hall day after day as the debaters eventually turn to compromise to settle their differences. What a long and tedious process, but you will not give up. There's too much at stake.

Notice how weary and tired the delegates are getting. You are, too. It's growing harder to keep concentrating on the matters at hand and to keep the overall good of the country in mind.

It's September 17, 1787; after months of work, the delegates are showing their approval for the new constitution by signing their names to the document. One by one ...

Now it's your turn as you read again the first few words, "We the People of the United States, in order to form a more perfect union ..."

See yourself signing your name ... boldly!

Feel your body swell with pride. You are smiling, standing up tall and straight!

See the relief and joy and pride on the faces around you.

You take a deep breath as you walk out. You are shaking hands, congratulating delegates as you are leaving Constitution Hall. What a great day!

See yourself returning to this classroom, full of energy, and ready to work with the concepts surrounding this great document.

You may now open your eyes.

UNITED STATES HISTORY PLAY from *WE THE PEOPLE*
by Clare McHugh

The Constitutional Convention was a crucial moment in U.S. history. The future of the nation hung in the balance.

CAST

Narrators A - I
Cranwell, a tavern keeper
Mrs. Cranwell, his wife

Delegates from Virginia:

James Madison
George Washington
Edmund Randolph

Delegates from Pennsylvania:

George Mason
Benjamin Franklin
Robert Morris
Gouverneur Morris
James Wilson

Roger Sherman, Delegate from Connecticut
Elbridge Gerry, Delegate from Massachusetts

Delegates from Delaware:

George Read
John Dickinson

Delegates from South Carolina:

John Rutledge
Charles C. Pinckney

Delegates from New Jersey:

William Paterson
William Livingston
Sarah Franklin Bache, daughter of Benjamin Franklin

Permission for use granted by:
The Hutton W. Summers Founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

About This Play

In 1786, the United States was a nation united in name only. The thirteen states had fought hard for their independence in the Revolution, and they were anxious to keep it. The U.S. did not have a powerful central government; instead, each state went its own way.

The Articles of Confederation, approved in 1781, provided for a weak association of states. There was no President or executive leader. The government was run by Congress, which had little power. It could not levy taxes, regulate trade, or interfere with the states. The U.S. government was so weak that most foreign governments did not respect the new nation.

These problems greatly troubled a group of young men, many of whom had been junior officers in the Revolution. Chief among them was James Madison, a Virginian. Madison encouraged delegates from five states to meet in Maryland in September, 1786, to iron out trade disputes. With Madison's prodding, the group did more. It called for a meeting of delegates from all thirteen states. That meeting, to be held in Philadelphia, was intended only to revise the Articles. Nothing as drastic as a new constitution was envisioned.

During the winter of 1786-87, something happened that dramatized the need for change. Shays' Rebellion scared many Americans. Was the nation drifting into anarchy? Would the U.S. survive? Delegates came to Philadelphia with those questions on their minds.

Permission for use granted by:
The Hutton W. Summers Founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-2

Appendix D-2

SCENE ONE

Narrator A: James Madison arrives in Philadelphia on May 2, 1787, and goes to the Indian Queen Tavern for dinner.
Cranwell: Mr. Madison, hello! Weren't expecting you so soon. You're the first delegate here.
Madison: Hello, Cranwell. It's good to be back in Philadelphia.
Cranwell: The whole town's a buzz with gossip. What is this national convention going to do?
Madison: Let's talk inside.
Narrator A: They sit in the kitchen, where Mrs. Cranwell is cooking.
Cranwell: I hear delegates are coming from every state.
Madison: All but Rhode Island. People there don't want to change the Articles of Confederation.
Mrs. Cranwell: Why do we need change, anyway?
Madison: We must protect the freedom we won from Britain.
Mrs. Cranwell: How can we do that?
Madison: By keeping our nation secure and prosperous and united under a strong government.
Mrs. Cranwell: King George was strong, and look what he did!
Madison: The changes many of us want won't create a government like that. We'll still be a free nation. But in any nation, people disagree. We need a government that is strong enough to keep these disagreements from tearing us apart—and that can prevent any one group from grabbing all the power. The government I envision won't have a king. Instead, it will be a government where power is shared.
Cranwell: Shared how?
Madison: Shared by several branches of government. Some other delegates support this plan, but it is still only an idea. Most of the delegates are coming here simply to revise the Articles of Confederation.
Cranwell: You never know what will happen, Mr. Madison.
Madison: No, you never know.

SCENE TWO

Narrator B: Washington arrives in Philadelphia on May 13 and stops at Franklin's house. The elder statesman is in this garden.
Washington: Hello, Ben! Your daughter told me you were here.
Franklin: George! How are you?
Washington: Fine. And looking forward to the convention. We have some grave problems to resolve.
Franklin: Yes. Shays' Rebellion showed how weak we are.
Washington: We fought so hard for liberty and now maybe we have too much. What good is a republic when men turn to violence rather than to the ballot box?

Permission for use granted by:
The Hannon W. Summers Founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-2

Franklin: I have no quarrel with the republic, nor with liberty. Those are principles worth defending. But in practice, liberty must be protected by institutions of government. We lack the institutions that can keep the freedom pot from boiling over.
Washington: You're right. We must be able to control domestic unrest and fend off foreign foes. Did you hear the rumors that Shays may have had help from the British?
Franklin: Yes. All the more reason to strengthen our union.

SCENE THREE

Narrator C: Delegates trickle in slowly. Not until May 25 do enough delegates show up to hold the first meeting.
Robert Morris: As our first order of business, we must elect a president of this convention.
All: Hear, hear.
Robert Morris: I nominate George Washington of Virginia.
All: Yes, yes.
Washington: (to Randolph) As the oldest and most experienced among us, Franklin should be president.
Randolph: Franklin could not be here today, but he knew the issue would come up and he wanted to support you, Mr. Washington.
Robert Morris: Washington, will you accept our nomination?
Washington: I would be honored.
Robert Morris: All who favor George Washington say aye.
All: Aye!
Robert Morris: It's unanimous!
Narrator C: Washington takes his place at the front of the room.
Gerry: I propose that because of the importance of our discussions there, they be kept secret until we have reached an agreement.
Washington: All who agree say aye.
All: Aye!
Gerry: Close the windows and doors. Station guards outside!
Madison: (aside) It's going to be a long, hot summer.

SCENE FOUR

Narrator D: On May 29, Randolph opens discussion with a proposal, later named the Virginia Plan.
Randolph: As we all know, our present system is flawed. It cannot meet the needs of the nation. I propose an expansion of the Articles of Confederation to create three branches of national government: an executive, a judicial, and a legislative. The latter will have two houses.
Livingston: This plan is far more than expansion of the Articles, it is a whole national government!
Pinckney: That is so, Livingston, but let it be a starting point for our discussions.

Permission for use granted by:
The Hannon W. Summers Founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-2

Appendix D-2

SCENE SEVEN

Narrator G: On July 16, Roger Sherman addresses the group.

Sherman: The interests of both the small and the large states can be satisfied. Why not have two houses of Congress, as Randolph suggests? In one, representation would be based on population. Each member in this House of Representatives would represent 30,000 people. In the other, the Senate, each state would have two votes.

Wilson: An excellent ideal!

Narrator G: The mood of the convention brightens. Sherman's proposal, dubbed the Connecticut Compromise, seems ideal. But then...

Buttrick: I assume that a state's population includes its slaves?

Pinckney: It is only right that slaves be counted as free men are. Their labor is worth just as much in the North. If they are counted, I don't see why Northern cows and horses are not counted!

Narrator G: There is an uproar in the chamber as Southern and Northern delegates shout accusations back and forth.

Franklin: Gentleman, stay calm! Let us adjourn until tomorrow.

SCENE EIGHT

Narrator H: Washington and Franklin are sitting in Franklin's house with a few other delegates.

Franklin: We have found the solution to one problem, only to see another looming.

Mason: We should outlaw slavery. It is an infernal practice, at odds with the nature of our country.

Washington: But you own slaves!

Mason: I would give them up willingly for the nation.

Sherman: This is unrealistic. The South will never agree. They will form a nation of their own. We must have a hands-off policy about slavery. Let later generations confront this problem.

Franklin: I agree as much as I hate slavery. And we must find some compromise that allows slaves to be counted in the South's population. How about this: five slave will be counted as three free people?

Washington: Fine, Ben, propose it!

SCENE NINE

Narrator I: Franklin's proposal is accepted—with a few grumbles from Northern states. The main provisions for a new government are in place, and discussion moves into the final stages.

Mason: In keeping with the American tradition of liberty, the new Constitution should include a bill of rights.

Gerry: Agreed. The people would like to see such a bill.

Sherman: There is a bill of rights in all the state constitutions. That is enough.

Mason: I insist we vote on this!

The Honorable W. Summers founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-2

Narrator I: Mason's proposal is voted down. The delegates then debate how the Constitution should be ratified and put into effect. They decide that a popularly elected convention in each state would vote on the Constitution. It would go into effect once nine states had ratified (approved) it. Washington: I now propose that Governor Morris, along with Madison, write the document we've agreed to. They both are fine speakers -- I know they will eloquently express in words our new government.

AFTERWARD

Washington's prediction proved true. The convention's work was beautifully expressed in a document that begins with the majestic phrase, "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility do ordain and establish this Constitution for the United States of America."

On September 17, 1787, 39 of the 55 delegates at the Convention signed the Constitution. Among those who refused to sign were Randolph and Mason of Virginia, and Gerry of Massachusetts.

The Constitution was sent to the states for ratification. Americans divided into two factions. On one side were Federalists, who supported the Constitution. On the other were Anti-Federalists, who opposed it.

In many states, the vote was close. Many Americans were afraid that a strong government might turn into a tyrannical government, and trample on people's freedom. But others argued that if the U.S. was to grow and prosper, it must have a strong government.

Many people worried that the Constitution did not include a bill of rights. The Constitution might never have been ratified if the Federalists had not promised to support the addition of a bill of rights.

On June 21, 1788, New Hampshire became the ninth state to vote in favor, and the Constitution went into effect. Rhode Island was the last to agree, in 1790. After its trade with the United States was cut off by order of the new Congress, "Little Rhody" voted yes in May 1790.

The experiment had begun.

Discussion Questions:

1. Why did Delaware threaten to defect from the convention?
2. Why was Sherman's proposal a compromise that appealed to both small and large states?
3. Why did Benjamin Franklin agree to postpone the question of slavery for future generations?

Permission for use granted by:
The Honorable W. Summers Founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-2

Narrator D: The delegates discuss the idea of a strong national government, which would have more power than the state governments. The alternative is a strictly federal government, in which power is shared between the central government and state governments.

Gerry: The states won't accept a national plan, Randolph. And we don't have the authority to consider such drastic changes in the Articles. Instead, we should establish a federal legislative, judicial, and executive branch.

Gouverneur Morris: But a federal government is merely a compact between the states. A national government has an independent life. With the confusion now existing in our nation, we need such a government. Otherwise, disorder will grow until a despot seizes power.

SCENE FIVE

Narrator E: Eventually, the nationalists prevail, but not completely. The Constitution sets up a strong national government. But it is a federal system of government because it divides power between the national government and the states. All powers not given to the national government are reserved for the states. Debate then turns to the question of how the legislature will be elected.

Randolph: The people should choose their representatives directly. Each elected member will speak for the same number of people. Each American will have an equal voice!

Read: We from Delaware cannot agree to such a change in the present rules.

Dickinson: Those rules ensure that each state has an equal number of seats in Congress.

Madison: But gentlemen, just as large counties in a state have more representatives in the state assembly than do small counties, so it shall be in our government.

Read: I cannot agree. The small state will be overwhelmed by the large ones. Delaware will defect if you approve such a plan!

SCENE SIX

Narrator F: The following day, Paterson of New Jersey explains the position of the small states and makes a new proposal.

Paterson: Each state shall have dual representation in Congress.

Wilson: If your plan prevails, New Jersey's 180,000 people will have the same influence as the 430,000 from Pennsylvania!

Narrator F: Pierce debate on this question continues for many days. One night at home, Franklin sits and talks with his daughter.

Franklin: We are doomed to fail.

Batche: How can you say that, Father? The wisest men in America are at that convention.

Franklin: I am sworn to secrecy, so I cannot tell you exactly what is happening. But I will say this: The large and the small states are not seeing eye to eye.

Batche: Nothing has been agreed upon?

Franklin: We agree on much, but on one question we are divided.

Batche: Ah! Then it is time for a compromise. For the sake of the nation, you must keep trying!

Making a Constitutional Government

National Core Knowledge® Conference, 2001

SCENE SEVEN

Narrator G: On July 16, Roger Sherman addresses the group.

Sherman: The interests of both the small and the large states can be satisfied. Why not have two houses of Congress, as Randolph suggests? In one, representation would be based on population. Each member in this House of Representatives would represent 30,000 people. In the other, the Senate, each state would have two votes.

Wilson: An excellent ideal!

Narrator G: The mood of the convention brightens. Sherman's proposal, dubbed the Connecticut Compromise, seems ideal. But then...

Rutledge: I assume that a state's population includes its slaves?

Pinckney: It is only right that slaves be counted as free men are. Their labor is worth just as much.

Gerry: This is blasphemy! In the South, slaves are no more than property, just like cattle and horses in the North. If they are counted, I don't see why Northern cows and horses are not counted!

Narrator G: There is an uproar in the chamber as Southern and Northern delegates shout accusations back and forth.

Franklin: Gentlemen, stay calm! Let us adjourn until tomorrow.

SCENE EIGHT

Narrator H: Washington and Franklin are sitting in Franklin's house with a few other delegates.

Franklin: We have found the solution to one problem, only to see another loom.

Mason: We should outlaw slavery. It is an inhumane practice, at odds with the nature of our country.

Washington: But you own slaves!

Mason: I would give them up willingly for the nation.

Sherman: This is unrealistic. The South will never agree. They will form a nation of their own. We must have a hands-off policy about slavery. Let later generations confront this problem.

Franklin: I agree, as much as I hate slavery. And we must find some compromise that allows slaves to be counted in the South's population. How about this: five slave will be counted as three free people?

Washington: Fine, Ben, propose it!

SCENE NINE

Narrator I: Franklin's proposal is accepted—with a few grumbles from Northern states. The main provisions for a new government are in place, and discussion moves into the final stages.

Mason: In keeping with the American tradition of liberty, the new Constitution should include a bill of rights.

Gerry: Agreed. The people would like to see such a bill.

Sherman: There is a bill of rights in all the state constitutions. That is enough.

Mason: I insist we vote on this!

1. The Honorable W. Sumners founding Documents Seminar, Law Related Education, The State Bar of Texas

Making a Constitutional Government

National Core Knowledge® Conference, 2001

Appendix D-3

Vocabulary

Word	Context Clues Definition	Dictionary Definition
1. Revise		
2. Anarchy		
3. Delegate		
4. Grave		
5. Unanimous		
6. Despot		
7. Blasphemy		

Appendix E-1
The Preamble to the U.S. Constitution in Sign Language

We (right thumb pointing to chest)

The People (arms outstretched)

Of the United States (fingers of both hands interlocked)

In Order to Form (move hands as though shaping a ball of clay)

A More Perfect Union (interlock hands into a praying position)

Establish (arms outstretched, palms facing down and “pressing” down)

Justice (palms turned up, slight movement as in balancing scales)

Insure (cover left thumb with right hand in a protecting gesture)

Domestic Tranquility (palms together and against cheek, as if sleeping)

Provide (palms upward and extending outward as if offering something)

For the Common Defense (fists doubled as if boxing)

Promote the General (military salute)

Welfare (right hand over heart)

And Secure (right hand outstretched and grasping the air)

The Blessings of Liberty (right hand held high as if the Statue of Liberty)

For Ourselves (place right hand in center of chest)

And Our Posterity (right hand stair steps downward)

Do Ordain (“laying on of hands”)

And Establish (arms outstretched, palms facing down and “pressing” down)

This Constitution (two hands unrolling a scroll)

Appendix E-1

For the United States (hands in front of chest and interlocked)

Of America (arms outstretched and flapping as if an eagle)

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.

domestic
tranquility,
provide for the
common

’
promote the

general welfare,
and _____
the blessings of
liberty to
ourselves and
our posterity,
do _____

and establish
this
Constitution for
the United
States of
America.

Appendix-F

Name

Date

Grading Rubric for Oral Presentations

Preparation

Visual aids prepared; Actively involved in group preparation; Notes submitted to teacher
30 pts

Actively involved in group preparation; Notes submitted to teacher
20 pts

Notes submitted to teacher
10 pts

Preparation subtotal

Mechanics

Material presented slowly, clearly, and loudly; Eye contact with audience maintained
Without teacher prompt
30 pts

Material presented slowly, clearly, and loudly; Eye contact with audience maintained
With teacher prompt
20 pts

Presentation of material lacked vital presentation skills; Eye contact with audience not maintained
Despite teacher prompt
10 pts

Mechanics subtotal

Material

Material presented is accurate; Material presented covered the subject adequately;
Able to accurately answer student/teacher questions
40 pts

Material presented is accurate; Material presented covered the subject adequately
30 pts

Material presented is accurate
20 pts

Material subtotal

TOTAL

Appendix G

One

Freedom of religion,
press, speech, assembly,
petition

Two

Right to bear arms

Three

Quartering of soldiers

Four

Unreasonable search
and seizure

Five

Right to due process of
law, no double jeopardy

Six

Right to a public trial,
right to a lawyer

Seven

Right to a jury trial

Eight

No excessive bail, no
cruel and unusual
punishment

Nine

Rights not listed in
the Constitution

Ten

The Constitution has
only those rights
granted within its
pages..... All other
rights are reserved for
states and the peop

Appendix H

Match Game 10

Read each scenario below and determine which of the first ten amendments would apply. Note the amendment number and then provide an explanation for your rationale in the form of a complete sentence.

1. The Hatfields and the McCoys , along with their ancestors, have been feuding over their property lines for decades now. The area in question contains a windmill that each of the parties wishes to use. No crime has occurred, but the two families decide to take this situation before a court. Are the Hatfields and McCoys able to do so?

2. Sally Sunshine is 16 years old. She is accused of spray painting graffiti on the side of the high school gym. Sally was drinking beer with some friends (who are also underage) when the painting occurred. The friends are not willing to testify for Sally in court because they are concerned that they might get in trouble for drinking while they are underage. Are the friends required to testify?

3. A scientific laboratory uses animals in its testing of new products. Ben Hur does not approve of the testing conducted on the animals, so he is planning to stage a protest on the sidewalk outside of the laboratory. Does Ben have the right to conduct this protest?

4. It is a known fact that Danny Drugman is a drug dealer. The police have obtained a search warrant to search his home for drugs. When the police arrive, they don't find any drugs, but they do find 10 stereos, 42 VCRs, and 17 DVD players. Can Danny be charged with theft?

5. There has been some violence in Notolerance, Indiana over the segregation of the high school. The National Guard has been called in to help contain the situation. The commander has a tight budget and would like to have the townspeople allow the soldiers in the National Guard to stay in their homes. Is the commander able to issue this command?

6. Francine Farmer and her family have been farming for 60 years in Becton, TX. The government offers to buy a portion of Francine's farm for the purpose of laying a railroad to transport government supplies to a nearby military base. Francine is not interested in selling her land. Will she have to sell her land?

7. Ned Nervous works in an area of town with known gang and drug activity. Ned carries a pistol in the glove compartment of his pickup truck. Is Ned breaking the law?

8. Lucy Lucky won the New Mexico state powerball lottery Wednesday night. She will be awarded \$100,000 for the next 25 years. Lucy walks into her place of business on Thursday morning and quits without giving her boss any warning. Can Lucy do this?

9. Nora Numbskull shoplifts a pair of tennis shoes from Wal-Mart. The police are called and come in time to arrest Nora as she is driving away. Even though Nora has never been accused or convicted of another crime, the judge who sentences Nora for the shoplifting incident is a neighbor who has never liked her. The judge sets Nora's bail at \$500,000. Is this legal?

10. One of the first ten amendments was not used in the above scenarios. Determine which amendment is not represented and create your own scenario that will illustrate that amendment.

Appendix I

Our Leaders

National Level

President-

Member of which branch of government?

Member of which political party?

Vice President-

Member of which branch of government?

Member of which political party?

Speaker of the House-

Member of which branch of government?

Member of which political party?

President Pro Tempore-

Member of which branch of government?

Member of which political party?

Chief Justice of the Supreme Court-

Member of which branch of government?

Member of which political party?

IX. State Level

Governor-

Member of which branch of government?

Member of which political party?

Lieutenant Governor-

Member of which branch of government?

Member of which political party?

Speaker of the State House-

Member of which branch of government?

Member of which political party?

President Pro Tempore of the State Senate-

Member of which branch of government?

Member of which political party?

Appendix I

Chief Justice of the State Supreme Court-
Member of which branch of government?
Member of which political party?

X. Local Level

Mayor-
Member of which branch of government?
Member of which political party?

City Manager-
Member of which branch of government?
Member of which political party?

City Council Members-
Members of which branch of government?

#1 Council Member
Member of which political party?

#2 Council Member
Member of which political party?

#3 Council Member
Member of which political party?

#4 Council Member
Member of which political party?

#5 Council Member
Member of which political party?

#6 Council Member
Member of which political party?