

# We the People

**Grade Level or Special Area:** 8<sup>th</sup> Grade History and Geography

**Written by:** Kerri Benzel, East Middle School, Aurora, Colorado

**Length of Unit:** Eight lessons (fourteen 55 minute class periods)

## I. ABSTRACT

This Constitution unit is to provide teachers with a basic understanding of the principles that guide our government to this day. Through hands-on activities, students will develop an understanding how the United States government works and why the Constitution is a living document.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
- B. Content from the *Core Knowledge Sequence* (p. 191)
  - 1. Civics: The Constitution—Principles and Structure of American Democracy
- C. Skill Objectives
  - 1. Students will use note-taking skills.
  - 2. Students will be able to locate information in a document.
  - 3. Students will be able to follow a flow chart
  - 4. Students will use communication skills in a small group.
  - 5. Students will write a document to present to a group of peers.
  - 6. Students will work with multiple resources.
  - 7. Students will review, through a game, the concepts covered in the entire unit.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Levy, Elizabeth. *If You Were There When They Signed the Constitution*. New York: Scholastic Inc., 1987. 0-590-45159-6
  - 2. Sgroi, Peter. *The Living Constitution—Landmark Supreme Court Decisions*. New York: Julian Messner—A division of Simon and Schuster, Inc., 1987. 0-671-61972-1
  - 3. Sobel, Syl. *The U.S. Constitution and You*. Hauppauge, New York: Barron's Educational Series, Inc., 2001. 0-7641-1707-6
- B. For Students
  - 1. Gathering relevant data through library and field research (7<sup>th</sup> Grade)
  - 2. Summarizing, paraphrasing, and quoting accurately (7<sup>th</sup> Grade)
  - 3. Participate civilly and productively in group discussions (7<sup>th</sup> Grade)
  - 4. Give a short speech to the class that is well organized and well supported. (7<sup>th</sup> Grade)
  - 5. Demonstrate an ability to use standard pronunciation when speaking to large groups in formal circumstances. (7<sup>th</sup> Grade)

## IV. RESOURCES

- A. The United States Constitution (one copy for each student) (Lesson Two)

## V. LESSONS

### Lesson One: In the Beginning—An Overview of the Constitution (two class periods of 55 minutes each)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
2. Lesson Content
  - a. James Madison
  - b. Founder's view
  - c. Popular sovereignty
  - d. The Preamble
  - e. Rule of Law
  - f. Separation of power
  - g. Checks and balances
  - h. Enumeration of power
  - i. Separation of church and state
  - j. Civilian control of military
  - k. Articles of Confederation
  - l. Constitutional Convention
  - m. Great Compromise
  - n. Three-Fifths Compromise
3. Skill Objective(s)
  - a. Students will use note-taking skills.

#### B. *Materials*

1. Appendix A: Lesson One Teacher Notes
2. Appendix B: Lesson One Worksheet (one copy each student)
3. Appendix C: Teacher Key Lesson One Worksheet

#### C. *Key Vocabulary*

1. Anti-Federalists: the people did not support the Constitution in 1787
2. Compromise: both parties give a little to reach an agreement
3. Federalists: the people that did support the Constitution in 1787
4. Framers: the people who created the Constitution in 1787
5. Power: ability to control
6. Ratify: accept or approve
7. Veto: decline; not accept; disapprove

#### D. *Procedures/Activities*

1. Ask the students to make a list of things they know about the Constitution of the United States of America.
2. Have the students share their lists with the class.
3. Explain that in this unit you will be learning about the Constitution.
4. Present the information in Appendix A to the class. This is ideal for lecture but may be presented in any format the teacher deems best for his/her particular class. Students should take notes during the lecture.
5. After presenting the information in Appendix A, hand out Appendix B to each student.
6. Have students complete Appendix B as homework.

#### E. *Assessment/Evaluation*

1. Completion of Appendix B

## **Lesson Two: The Time for Change—The Bill of Rights and Amendments**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
2. Lesson Content
  - a. Amendments protecting individual rights from infringement (1-3)
  - b. Amendments protecting those accused of crimes (5-8)
  - c. Miranda Ruling
  - d. Amendments reserving powers to the people and the states (9 and 10)
  - e. Amendment process
  - f. Amendments 13 and 19
3. Skill Objective(s)
  - a. Students will use note-taking skills.
  - b. Students will be able to locate information in a document.

### B. *Materials*

1. Appendix D: Teacher Notes Lesson Two
2. Appendix E: Lesson Two Worksheet (one copy each student)
3. Appendix F: Teacher Key Lesson Two Worksheet
4. Appendix G: Lesson Two Introduction (one copy each student)
5. Copy of the United States Constitution (one copy each student)
6. Writing utensil
7. Notebook paper

### C. *Key Vocabulary*

1. Amendment: change in the Constitution
2. Bill of Rights: first ten amendments to the Constitution
3. Ratify: approve

### D. *Procedures/Activities*

1. Hand out Appendix G to each student. Have them read and complete it. Allow a maximum of ten minutes for completion.
2. Have the students share their thoughts with the class.
3. Explain to the class that today you will be talking about amending the Constitution.
4. Present the information contained in Appendix D. This is ideal for lecture but may be presented in any format the teacher deems best for his/her particular class.
5. After presenting the information contained in Appendix D, hand out Appendix E to each student as well as a copy of the United States Constitution.
6. Have students complete Appendix E. If time does not allow for classroom completion, send it home with the students as homework.

### E. *Assessment/Evaluation*

1. Completion of Appendix E

## **Lesson Three: Legislative Branch**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)

2. Lesson Content
    - a. Role and powers of Congress
    - b. Legislative and representative duties
    - c. Structure of Congress
    - d. Budget authority
    - e. Power to impeach the president or federal judge
  3. Skill Objective(s)
    - a. Students will use note-taking skills.
- B. *Materials*
1. Appendix H: Teacher Notes Lesson Three
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Present the information contained in Appendix H. This is ideal for lecture but may be presented in any format the teacher deems best for his/her particular class.
  2. After presenting the information, explain that there will be a quiz at the beginning of the next class over the information from this lesson. Encourage the students to prepare for this quiz.
- E. *Assessment/Evaluation*
1. Appendix I: Lesson Three Quiz (to be given at beginning of following lesson)

#### **Lesson Four: Making Laws: The Background**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
  2. Lesson Content
    - a. Committee system
    - b. How a bill is passed
  3. Skill Objective(s)
    - a. Students will use note-taking skills.
    - b. Students will be able to follow a flow chart.
- B. *Materials*
1. Appendix I: Lesson Three Quiz (one copy for each student)
  2. Appendix J: Lesson Four Notes (one copy for each student)
  3. Appendix J: Lesson Four Notes (transparency)
  4. Appendix K: Teacher Key Lesson Four Notes
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Hand out Appendix I to each student. Allow students to complete this quiz. I would not allow over 10 minutes for its completion.
  2. Tell the students that this lesson will be on how a bill becomes a law.
  3. Provide each student with a copy of Appendix J.
  4. Complete Appendix J as a whole class using an overhead transparency. The information for completing this is contained in Appendix K.
  5. After completing Appendix J, explain to the class that each student will be writing a bill.

6. For homework, have each student brainstorm a list of no less than ten topics he/she may want to write a bill on.
- E. *Assessment/Evaluation*
1. Completion of Appendix J

**Lesson Five: Making Laws: The Process in Action (five class periods of 55 minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
2. Lesson Content
  - a. How a bill is passed
3. Skill Objective(s)
  - a. Students will use communication skills in a small group.
  - b. Students will write a document to present to a group of peers.
  - c. Students will work with multiple resources.

B. *Materials*

1. Appendix L: Student Bill Example (one copy for each student)
2. Appendix M: Writing Bill Format (one copy for each student)
3. Appendix N: Bill Rubric (one copy for each student)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Review previous lesson on how a bill becomes a law.
2. Check to make sure all students completed homework.
3. Have students share bill ideas with the whole class. Make a list of ideas on the board.
4. Hand out Appendix L to each student.
5. Give students time to read the example bill.
6. As a whole class, discuss the sample bill.
7. Hand out Appendix M and N to each student.
8. Explain that each student will be responsible for writing a bill. You may want to approve bill topics.
9. Allow students two – three days to write bills. You may or may not want to use class time for this.
10. Upon completion of the bills, assign the bills to committee. I suggest no more than four bills per committee. I would form the committees based on the number of students in my class. I would have a committee with no more than six people in it. The committee should have no less than four people in it. I would randomly divide the students into committees.
11. Provide each committee member a copy of each bill assigned to that committee.
12. Have students take the bills home to read overnight. Encourage students to make notes on the bill of things they may want to change.
13. The next class period, have students meet in committee to discuss the bills.
14. Each committee needs an official note taker to record any changes to the bill.
15. Following committee discussion, the committee must vote on whether to send the bill to the entire house for consideration. The bill being voted on would be the one that included committee changes.
16. Of the bills that pass committee, have each committee pick one bill that they would like to present to the House/Senate.

17. Provide each student a copy of the committee-approved bills that will be presented.
  18. Have the students read the bills overnight and one again make notes of changes or items that they would like to discuss.
  19. The next day, have the house/senate meet to discuss bills.
  20. Both the house/senate need an official note taker to record any changes to the bills.
  21. Following discussion, the house/senate must vote on whether to pass the bill or not. The bill being voted on would be the one that included committee changes.
  22. All bills that pass the house/senate must now be exchanged. For the sake of class time, explain they cannot make changes to the bill. They must vote on the exact bill that has already passed the other house.
  23. All bills that receive a majority of votes from both the house and the senate are now given to the President. The teacher takes on the role of the President.
  24. The President (teacher) may sign or veto a bill.
- E. *Assessment/Evaluation*
1. Student written bills-use Appendix N to grade bills.
  2. Teacher observation of process of how a bill becomes a law.

### **Lesson Six: Executive Branch**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.
  2. Lesson Content
    - a. Role and Powers of presidency
    - b. Chief executive, cabinet departments, executive orders
    - c. Chief diplomat, commander-in-chief of the armed forces
    - d. Chief legislator, sign laws into effect, recommend laws, veto power
    - e. Appointment power, cabinet officers, federal judges
  3. Skill Objective(s)
    - a. Students will use note-taking skills.
- B. *Materials*
1. Appendix O: Lesson Six Notes
  2. Appendix P: Lesson Six Worksheet (one copy for each student)
  3. Appendix Q: Teacher Key Lesson Six Worksheet
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Explain to the class that today you will be discussing the executive branch.
  2. Present the information contained in Appendix O. This is ideal for lecture but may be presented in any format the teacher deems best for his/her particular class.
  3. After presenting the information in Appendix O, hand out Appendix P to each student. Have the students complete Appendix P.
- E. *Assessment/Evaluation*
1. Appendix P

## **Lesson Seven: Judiciary Branch**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.
  - 2. Lesson Content
    - a. Supreme Court as Constitutional interpreter
    - b. Loose construction vs. strict construction of U.S. Constitution
    - c. Concepts of due process of law, equal protection
    - d. Marbury v. Madison, principle of judicial review of federal law, Chief Justice John Marshall
  - 3. Skill Objective(s)
    - a. Students will use note-taking skills.
- B. *Materials*
  - 1. Appendix R: Lesson Seven Notes
  - 2. Appendix S: Lesson Seven Worksheet (one copy for each student)
  - 3. Appendix T: Teacher Key Lesson Seven Worksheet
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
  - 1. Present the information contained in Appendix R. This is ideal for lecture but may be presented in any format the teacher deems best for his/her particular class.
  - 2. After presenting the information in Appendix R, hand out Appendix S to each student. Have the students complete Appendix S.
- E. *Assessment/Evaluation*
  - 1. Appendix S

## **Lesson Eight: Unit Review**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (Colorado State Civics Standard #1)
  - 2. Lesson Content
    - a. Civics: The Constitution—Principles and Structure of American Democracy
  - 3. Skill Objective(s)
    - a. Students will review through a game the concepts covered in the entire unit.
- B. *Materials*
  - 1. Appendix U: Unit Review
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
  - 1. Divide the class into an equal number of teams. If you have a class of 24, I suggest four teams of six people each.
  - 2. On the board, list the categories and the number values under each category. This information can be found on Appendix U: Unit Review.

3. Explain to the teams, that when it is their turn, they will pick a category and a number value.
  4. Once a category and number value has been picked, read that question aloud. The group that picked it then has a chance to answer it. If they are unable to answer, allow another team to answer.
  5. The team that answers correctly, receives the number of points the question was worth.
  6. Keep track of points. At the end of the game, reward the team with the most points.
- E. *Assessment/Evaluation*
1. Appendix V

## **VI. CULMINATING ACTIVITY**

- A. Appendix V: Unit Assessment

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Lesson One Teacher Notes
- B. Appendix B: Lesson One Worksheet
- C. Appendix C: Teacher Key Lesson One Worksheet
- D. Appendix D: Teacher Notes Lesson Two
- E. Appendix E: Lesson Two Worksheet
- F. Appendix F: Teacher Key Lesson Two Worksheet
- G. Appendix G: Lesson Two Introduction
- H. Appendix H: Teacher Notes Lesson Three
- I. Appendix I: Lesson Three Quiz
- J. Appendix J: Lesson Four Notes
- K. Appendix K: Teacher Key Lesson Four Notes
- L. Appendix L: Student Bill Example
- M. Appendix M: Writing Bill Format
- N. Appendix N: Bill Rubric
- O. Appendix O: Lesson Six Notes
- P. Appendix P: Lesson Six Worksheet
- Q. Appendix Q: Teacher Key Lesson Six
- R. Appendix R: Lesson Seven Notes
- S. Appendix S: Lesson Seven Worksheet
- T. Appendix T: Teacher Key Lesson Seven Worksheet
- U. Appendix U: Unit Review
- V. Appendix V: Unit Assessment

## **VIII. BIBLIOGRAPHY**

- A. Brenda-Scriabine, Christine. *Know Your Government—The Presidency*. New York: Chelsea House Publishers, 1988. 1-555546-118-2
- B. Colman, Warren. *The Bill of Rights*. Chicago: Children’s Press, 1987. 0-516-01232-0
- C. Colman, Warren. *The Constitution*. Chicago: Children’s Press, 1987. 0-526-01231-2
- D. Hauptly, Denis J. *A Convention of Delegates—The Creation of the Constitution*. New York: MacMillan Publishing Company, 1987. 0-689-31148-6
- E. Levy, Elizabeth. *If You Were There When They Signed the Constitution*. New York: Scholastic Inc., 1987. 0-590-45159-6
- F. Lindop, Edmund. *Birth of the Constitution*. Hillside, New Jersey: Enslow Publishers, Inc., 1987. 0-89490-135-4

- G. Maestro, Betsy and Giulio. *A More Perfect Union—The Story of Our Constitution*. New York: Lothrop, Lee and Shepard Books, 1987. 0-688-06839-1
- H. Quinn, Brother C. Edward. *The Signers of The Constitution of the United States*. Bronx, New York: The Bronx County Historical Society, 1987. 0-941980-18-9
- I. Sgroi, Peter. *The Living Constitution—Landmark Supreme Court Decisions*. New York: Julian Messner—A division of Simon and Schuster, Inc., 1987. 0-671-61972-1
- J. Sobel, Syl. *The U.S. Constitution and You*. Hauppauge, New York: Barron's Educational Series, Inc., 2001. 0-7641-1707-6
- K. Spier, Peter. *We the People—The Constitution of the United States of America*. Garden City, New Jersey: Doubleday and Company, Inc., 1987. 0-385-23589-5
- L. Vaugn, Harold Cecil. *The Constitutional Convention, 1787—The Beginning of Federal Government in America*. New York: Franklin Watts, 1976. 0-531-01104-6
- M. Williams, Selma R. *Fifty-Five Fathers—The Story of the Constitutional Convention*. New York: Dodd, Mead and Company, 1970. 0-396-09037-0

**Appendix A, page 1**  
**Lesson One Teacher Notes**

**I. The Articles of Confederation**

- A. Considered nation's first constitution
- B. Written during the Revolutionary War
- C. Meant to form a national government
- D. Reflected a distrust in a powerful government
- E. 13 colonies became 13 independent states
  - 1. Each state acted like an individual country
- F. Set up a Congress of Confederation to run the government
  - 1. Each state had varying number of members
  - 2. Each state had only one vote regardless of the number of members
- G. No president
- H. No court system
- I. Congress had limited power
- J. States did not have to follow laws passed by Congress
- K. 1787 abandoned

**II. Annapolis Convention**

- A. Initiated by James Madison
- B. Two purposes
  - 1. Open free trade on the Potomac River
  - 2. To make amendments to the Articles of Confederation
- C. Held September 11, 1786
- D. All 13 states invited
- E. Five states attend
  - 1. New York, New Jersey, Pennsylvania, Delaware, Virginia
  - 2. Most states did not attend because free trade on the Potomac River did not effect their state
- F. Only thing accomplished
  - 1. Alexander Hamilton proposed a meeting of all state delegates to be held in May 1787 in Philadelphia
  - 2. Object of meeting in Philadelphia is to consider changing the Articles of Confederation

**III. Constitutional Convention**

- A. Began on May 14, 1787
  - 1. About a dozen delegates attend first day
  - 2. Only business decided was to meet each morning until a quorum is present
- B. Quorum finally reached on May 25, 1787
- C. Fifty-five delegates attended the convention
- D. Rhode Island declined to send delegates
- E. First official business
  - 1. George Washington voted to be president of the convention
- F. Rules Established
  - 1. Each state has one vote
    - a. Half delegates need to be present to cast a vote for the state
    - b. Majority needed to decide an issue
  - 2. One speaker at a time; when not speaking must be listening

### **Appendix A, page 2**

3. Secrecy important, nothing spoken in the convention is to be printed or otherwise published or communicated
  - a. Reasoning
    - i. Avoid misunderstanding within the public
    - ii. Allows the delegates to change their mind

#### **IV. Virginia Plan**

- A. Presented by Edmund Randolph of Virginia
- B. Called for “national consolidation”
- C. Provided for a national government to operate at the level of the people rather than the states
- D. Provided for a national executive office to enforce the laws
- E. Provided for a two house national legislature
  1. Lower house (House of representatives) of legislature would be elected by the people
  2. Upper house (Senate) would be nominated by the state legislature and voted on by the lower house
  3. Members of each house vote as individuals not as a state
  4. Number of representatives would be based on population

#### **V. New Jersey Plan**

- A. Presented by William Patterson of New Jersey
- B. Introduced because the smaller states did not like representation based on population
- C. Wanted to keep the Articles of Confederation but eliminate the flaws in it
- D. Wanted Congress to have the right to tax and regulate commerce
- E. Wanted equal representation in Congress regardless of the population of a state

#### **VI. Great Compromise**

- A. President would be under control of the states
- B. Lower house would be elected by the people
  1. Representation based on population
  2. One representative for each 30,000 people in a state
- C. Upper house would be elected by state legislatures
  1. Each state has two members

#### **VII. 3/5 Compromise**

- A. Northern states opposed slavery
- B. Southern states wanted slaves counted in population when determining the number of representatives
- C. Southern states did not want slaves counted when figuring a state’s taxes based on population
- D. Framers decided that all free persons and three out of five “all other persons” would be counted in the population for the purposes of taxation and representation in Congress

#### **VIII. Established Branches of Government**

- A. Framers did not want all powers given to government to be controlled by one man, or even a small group
- B. Created a system in which power shared

### Appendix A, page 3

- C. Believed government has three main jobs:
    - 1. Making rules for government and the people
    - 2. Carrying out the laws; making sure the people obey the laws
    - 3. Settling disagreements about the laws, and punishing people who do not obey the laws
  - D. Established three branches: legislative, executive, and judicial
- IX. Check and Balance System**
- A. Prevent one branch from becoming too powerful
  - B. Each branch controlled by other two in several ways
- X. How was President Decided**
- A. President not decided by the people
    - 1. Electoral College decides the president
      - a. Members chosen by vote or state legislatures
      - b. Number of representatives and senators determines the number of electoral votes for each state
      - c. Candidate does not receive a majority of the Electoral College votes than House of Representatives would vote on the president
- XI. Office of President**
- A. President is commander in chief of the army, navy and state militias
  - B. Makes treaties with foreign powers
    - 1. Need 2/3 Senate to agree
  - C. Chooses ambassadors, ministers, consuls, judges of federal court
    - 1. Need approval of Senate
  - D. Power to veto a bill
    - 1. Two-thirds vote of both houses can override the veto
  - E. Congress has power to remove the president
    - 1. Impeached by the House of Representatives
    - 2. Tried by the Senate
    - 3. To be convicted must have 2/3 vote of the Senate
- XII. Final Constitution**
- A. Introduction called Preamble
  - B. Signed September 17, 1787
  - C. Thirty-nine delegates signed the Constitution
    - 1. Secretary of the Convention also signed making 40 people actually signed
- XIII. Ratifying the Constitution**
- A. Framers had not been given authority to write the constitution, so it had to be sent to each state for approval
  - B. Anti-Federalists objected that a bill of rights was not included, felt the President had too much independence, the Senate was too aristocratic, Congress had too many powers, and the national government had too much authority
  - C. Federalists support the Constitution
  - D. First political parties developed from these groups
  - E. Special conventions held in each state to ratify the Constitution
  - F. Needed nine states to ratify
  - G. All 13 states eventually ratify the Constitution

**Appendix B, page 1**  
**Lesson One Worksheet**

**Directions: Answer each of the following questions using the notes that you took from today's lesson.**

What were the problems with the Articles of Confederation?

What is considered the nation's first constitution?

Why did the Articles of Confederation give power to the states rather than a governing body?

Who initiated the Annapolis Convention?

What were the two purposes of the Annapolis Convention?

Why did most states not attend the Annapolis Convention?

What was the only accomplishment of the Annapolis Convention?

Where was the Constitutional Convention held? How many delegates attended? Which state did not attend?

What were the rules of the Constitutional Convention? Why did the delegates include a rule of secrecy?

## Appendix B, page 2

Compare the Virginia Plan and the New Jersey Plan.

How is the President of the United States decided?

How does each state determine the number of members the state has in the Electoral College?

What is the introduction of the Constitution called?

When was the Constitution signed? How many delegates signed it? Who else signed it?

Do you think the 3/5's Compromise was a fair compromise? Why or Why not?

What did the framers believe were three main jobs of the government?

Why did the framers develop a system of checks and balances?

Why did the states have to ratify the Constitution?

## Appendix C

### Teacher Key Lesson One Worksheet

What were the problems with the Articles of Confederation?

No courts; States act like individual countries; States didn't have to follow rules; Gave states lots of power

What is considered the nation's first constitution?

Articles of Confederation

Why did the Articles of Confederation give power to the states rather than a governing body?

Didn't trust one person power; they don't want someone like a king

Who initiated the Annapolis Convention?

James Madison

What were the two purposes of the Annapolis Convention?

Free trade on the Potomac River; Change Articles of Confederation

Why did most states not attend the Annapolis Convention?

The issue of free trade on the Potomac River did not affect their state.

What was the only accomplishment of the Annapolis Convention?

Agreed to hold a Constitutional Convention in May 1787

Where was the Constitutional Convention held? How many delegates attended? Which state did not attend?

Philadelphia; 55 delegates attended; Rhode Island did not attend

What were the rules of the Constitutional Convention? Why did the delegates include a rule of secrecy?

Each state has one vote; One speaker at a time; Secrecy; Reasons for secrecy: Allows delegates to change their mind and avoid misunderstanding within the public

Compare the Virginia Plan and the New Jersey Plan.

Virginia Plan: Two house national legislature, national executive office to enforce laws, number of representatives based on population

New Jersey Plan: Gave congress right to tax and regulate commerce, keeps Articles of Confederation; equal representation in Congress

How is the President of the United States decided?

By vote of the Electoral College

How does each state determine the number of members the state has in the Electoral College?

The number of representatives and senators determines the number of electoral votes for each state.

What is the introduction of the Constitution called?

Preamble

When was the Constitution signed? How many delegates signed it? Who else signed it?

Signed September 17, 1787; 39 delegates signed it; also signed by the Secretary of the Convention

Do you think the 3/5's Compromise was a fair compromise? Why or Why not?

Answers will vary.

What did the framers believe were three main jobs of the government?

Making rules for government and the people

Carrying out the laws; making sure the people obey the laws

Settling disagreements about the laws, and punishing people who do not obey the laws

Why did the framers develop a system of checks and balances?

The framers did not want the executive branch to be too powerful like the King of England.

Why did the states have to ratify the Constitution?

Prevent one branch from becoming too powerful

**Appendix D, page 1**  
**Teacher Notes Lesson Two**

❖ **Amending the Constitution**

- Amendment
  - ✓ Change in the Constitution
  
- Process
  - ✓ Change may be proposed when either two-thirds of
  - ✓ Congress or two-thirds of states request
  - ✓ Ratify requires three-fourths approval of the states
  - ✓ Not an easy process
  - ✓ Currently 27 amendments
  
- Bill of Rights
- First 10 amendments
  - ✓ 1-4 protect individual rights from infringement
    - 1—Freedom of religion, speech, of the press, right of petition, peacefully assemble
    - 2—Right to own guns
    - 3—Housing of troops
    - 4—Searches of people or property require written permission from judge
  
  - ✓ 5-8 protect those accused of crimes
    - 5—Trials for crimes
      - ➔ Can't be charged with same offense twice
      - ➔ Can't be a witness against oneself
      - ➔ Can't be required to stand trial for an infamous or capital crime, unless indictment from Grand Jury
    - 6—Right to a speedy and public trial
      - ➔ Right to have the assistance of counsel for defense
      - ➔ Right to know the witnesses and secure your own
    - 7—Right to trial by jury
    - 8—Fair bail, fines and punishments
  
  - ✓ 9-10 reserve powers to the people and states
    - 9—Reserved rights of people
    - 10—powers not delegated to the US by the Constitution reserved to the states or to the people
  
  - ✓ Amendments 13-26
    - ✓
      - 13—Prohibits Slavery (1865)
      - 14—Citizenship (1868)

## Appendix D, page 2

➔ Describes rights of citizens; representation and voting; defined obligation of oath takers; Civil War debts

- 15—Right to Vote
- 16—Established Income Tax (1870)
- 17—Changes who elects senators
- 18—Prohibited the selling, making, transportation of alcohol (1920)
- 19—Women the Right to Vote (1920)
- 20—Changed the dates of the President and Vice Presidents Terms
- 21—Repealed prohibition (amendment 18) (1933)
- 22—Limited Presidential Terms
- 23—Gave people who live in Washington, DC the right to vote in presidential elections
- 24—No one can be kept from voting because of nonpayment of taxes
- 25—Provided for succession to the presidency and presidential disability
- 26—18 years old right to vote (1971)
- 27—Compensation for Senators and Representatives (1992)

**Appendix E**  
**Lesson Two Worksheet**  
Reading the Constitution Worksheet

Directions: Look at a copy of the entire Constitution. After you have looked at it, complete this worksheet.

The Constitution is divided into \_\_\_\_\_ main parts.

The main parts are: \_\_\_\_\_.

What is the purpose of the preamble?

How many articles are in the Constitution? \_\_\_\_\_

Tell which article provides for the following services or laws.

- United States court system \_\_\_\_\_
- The nation's debts \_\_\_\_\_
- The lawmaking body or the government \_\_\_\_\_
- What must be done for the Constitution to be law \_\_\_\_\_
- Explains the duties of the President \_\_\_\_\_
- Allows for changes to be made in the Constitution \_\_\_\_\_
- Tells what states and federal government can do \_\_\_\_\_

How many amendments are there in the constitution? \_\_\_\_\_

Directions: Choose the amendment you think is the most important. In a paragraph, tell why you feel this is the most important amendment.

**Appendix F**  
**Teacher Key Lesson Two Worksheet**

The Constitution is divided into \_\_\_\_\_3\_\_\_\_\_ main parts.

The main parts are: \_\_\_preamble, articles, amendments\_\_\_\_\_.

What is the purpose of the preamble?

To introduce and explain the reasons for writing the document

How many articles are in the Constitution? \_\_\_\_\_7\_\_\_\_\_

Tell which article provides for the following services or laws.

- United States court system \_\_\_\_\_III\_\_\_\_\_
- The nation's debts \_\_\_\_\_VI\_\_\_\_\_
- The lawmaking body or the government \_\_\_\_\_I\_\_\_\_\_
- What must be done for the Constitution to be law \_\_\_\_\_VII\_\_\_\_\_
- Explains the duties of the President \_\_\_\_\_II\_\_\_\_\_
- Allows for changes to be made in the Constitution \_\_\_\_\_V\_\_\_\_\_
- Tells what states and federal government can do \_\_\_\_\_IV\_\_\_\_\_

How many amendments are there in the constitution? \_\_\_\_\_26\_\_\_\_\_

Directions: Choose the amendment you think is the most important. In a paragraph, tell why you feel this is the most important amendment.

Answers will vary.

**Appendix G**  
**Lesson Two Introduction**

**In the previous lesson, you learned about how the constitution was established and the ratification of this document. However, the Constitution did not set out individual rights to the people. If you were a citizen in 1787, what individual right do you believe would have been the most important right to add to the constitution? In a paragraph write about the right you think should be included in the Constitution and why.**

**Appendix H**  
**Teacher Notes Lesson Three**

**I. House of Representatives**

- A. Representatives elected by the voters of each state
- B. Representatives elect the speaker of the House from its membership
- C. The Speaker of the House presides over the meetings
- D. All representatives have legal immunity that protects them from anything they write or say while in office
  - 1. The size of the house determined by the state population; each state has at least one

**II. Qualifications**

- A. Age: 25
- B. Citizenship: 7 years
- C. Residence: In state that elects him/her
- D. Length of Term: 2 years
- E. Impeachment Power: Brings charges
- F. What vote is necessary to get impeachment? Majority
- G. Introduction of Bills: Can introduce any legislation
- H. Passage of Bills: Majority vote for identical bill as Senate

**III. Senate**

- A. Can approve or reject treaties
- B. Can approve or reject certain Presidential nominations for government offices
- C. Elected by voters in each state
- D. Each state has two Senators
- E. Only duty of the Vice President is President of the Senate; can only vote in a tie
- F. Senators have legal immunity

**IV. Qualifications**

- A. Age: 30
- B. Citizenship: 9 years
- C. Residence: In state that elects him/her
- D. Length of Term: 6 years
- E. Impeachment Power: Tries person
- F. What vote is necessary to get impeachment? Two-thirds
- G. Introduction of Bills: Can introduce any legislation except dealing with money
- H. Passage of Bills: Majority vote for identical bill as House

**Appendix I**  
**Lesson Three Quiz**

Name \_\_\_\_\_

Directions: Answer each of the following questions.

How many Senators does each state have in the Senate? How many representatives does each state have?

What impeachment power does the House of Representatives have?

What kinds of legislation can the Senate introduce?

What is the only duty of the Vice President?

What is legal immunity? Who has it?

What are two powers that the Senate has?

**Appendix I-A**  
**Lesson Three Quiz Answer Key**

How many Senators does each state have in the Senate? How many representatives does each state have?  
Two Senators; Representatives vary based on the population of each state

What impeachment power does the House of Representatives have?  
Bring charges

What kinds of legislation can the Senate introduce?  
Introduce any legislation except if it deals with money

What is the only duty of the Vice President?  
Preside over the Senate

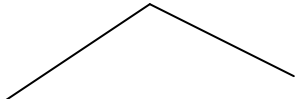
What is legal immunity? Who has it?  
All representatives have legal immunity that protects them from anything they write or say while in office

What are two powers that the Senate has?  
Can approve or reject treaties  
Can approve or reject certain Presidential nominations for government offices

**Appendix J**  
**Lesson Four Notes**

1. \_\_\_\_\_

2. \_\_\_\_\_

3A. \_\_\_\_\_  3B. \_\_\_\_\_

4. \_\_\_\_\_

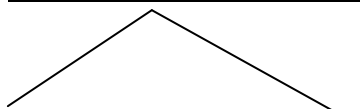
5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9A. \_\_\_\_\_  
\_\_\_\_\_

9B. \_\_\_\_\_  


9C. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9D. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B2. \_\_\_\_\_  
\_\_\_\_\_

**Appendix K**  
**Teacher Key Lesson Four Notes**

1. A bill is introduced.

2. It is assigned to a committee for consideration.

3A. Table it.

3B. Release it for House's consideration.

4. A bill is passed by either House.

5. It is sent to the other House for consideration.

6. Differences are taken to a joint conference committee.

7. Bill is signed by the Speaker of the House and the Vice President.

8. Bill is sent to the President for signature.

9A. President signs bill and it becomes law.

9B. President vetoes bill.

9C. Bill becomes law after ten working days if the President does not act on it.

9D. Bill does not become law if Congress adjourns before ten working days are up.

B1. Congress may make changes for President approval of the bill.

B2. Two-thirds vote of both houses may override a veto.

**Appendix L**  
**Student Bill Example**

**In The Senate**  
**September 25, 2000**

Senator Brianna Hernandez introduced the following bill which was referred to the committee on

**A Bill**

To establish abortion as illegal.

1. Be it enacted by the Senate and
2. House of Representatives of the
3. United States of America in
4. Congress assembled, that
5. The act of Un-physically developed murder be illegal.
6. Un-physically developed murder, also know as abortion,
7. is to be outlawed. Abortion is murder, and will be tried
8. as murder. From the moment the child is conceived, and
9. is known to be conceived, it is alive.
10. Section II Specifications
11. From the moment the child is conceived, and is known
12. of the conception, it is considered a human being and is
13. alive. Abortion is optional, because an individual does
14. have a personal right and conscience to decide this.
15. However, there will be consequences. It will be
16. considered first-degree murder, with intent to harm.
17. However, if the case is of rape, and or the individual's
18. life is in danger, then the choice to abort shall be
19. considered legal.
20. Section III Controlling Agencies
21. The controlling agencies of this bill that shall govern
22. all illegal abortion acts is the National Development
23. of Health Board. They shall be aware of all abortions,
24. and responsible for distributing punishment correctly.
25. All cases will still have the right for a speedy and just
26. trial.
27. Section IV Penalties
28. As stated, the right to abort is optional, but will come
29. with consequences unless the individual complies
30. with the terms in Section II. The consequences will be
31. that the individual will be accused of first degree
32. murder with intent to harm if the person's personal
33. beliefs are that they have not killed a human being,
34. they may plead innocent and by passing a lie
35. detector test may be pardoned to man slaughter.
36. All laws or parts of laws in conflict
37. herewith are hereby repealed to the

38. extent of the conflict.
39. If any portion of this act is declared
40. unconstitutional, it is the intention
41. of this legislature that the other
42. portions shall remain in full force
43. and effect.

---

President's Signature

**Appendix M**  
**Writing Bill Format**

Requirements for Bills:

1. The bill must be typed in a font size of 12 using the font Times New Roman.
2. The bill may be no longer than two pages.
3. Each line of the bill must be numbered.
4. The bill must state exactly what is to be done by whom.
5. The bill should have four sections: Section 1 gives definitions; Section 2 gives specifications; Section 3 describes the controlling agency; Section 4 sets penalties.

Format:

**IN THE SENATE**

Senator \_\_\_\_\_ introduced the following bill, which was referred to the committee on \_\_\_\_\_.

**A BILL**

To establish \_\_\_\_\_

1. Be it enacted by the Senate and
2. House of Representatives of the
3. United States of America in
4. Congress assembled, that
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. All laws or part of laws in conflict
9. herewith are hereby repealed to the
10. extent of the conflict.
11. If any portion of this act is declared
12. unconstitutional, it is the intention
13. of this legislature that the other
14. portions shall remain in full force
15. and effect.

\_\_\_\_\_  
**President's Signature**

## Appendix N Bill Rubric

### Bill Rubric

Your bill was scored on these five areas:

\_\_\_\_\_ Section 1—Definition

\_\_\_\_\_ Section 2—Specifications

\_\_\_\_\_ Section 3—Controlling Agency

\_\_\_\_\_ Section 4—Penalties

\_\_\_\_\_ Proper Form and Neatness

What the score means:

Score of 1: Was still at the “searching stage,” you were still looking for an idea or a way to deal with the idea

Score of 2: Was in a “beginning” stage but did not yet show real strengths

Score 3: Balance of strengths and problems

Score 4: More strengths than problems; needed only a bit more work

Score 5: Showed many strengths, in full control

**Appendix O**  
**Lesson Six Notes**

**❖ Office of President**

**Qualifications for the President**

**Be a natural born citizen**

**35 years old**

**U.S. resident for 14 years**

**Duties of the President**

**Carry out federal laws**

**Recommend new laws**

**Direct national defense and foreign policy**

**Perform ceremonial duties**

- President is commander in chief of the army, navy and state militias
- Makes treaties with foreign powers
  - ✓ Need 2/3 Senate to agree
- Chooses ambassadors, ministers, consuls, judges of federal court
  - ✓ Need approval of Senate
- Power to veto a bill
  - ✓ Two-thirds vote of both houses can override the veto
- Congress has power to remove the president
  - ✓ Impeached by the House of Representatives
  - ✓ Tried by the Senate
  - ✓ To be convicted must have 2/3 vote of the Senate

**Appendix P**  
**Lesson Six Worksheet**  
The Executive Branch Worksheet

Directions: Answer each of the following questions.

What article of the constitution states the duties of the President? \_\_\_\_\_

What is the length of the President's term? \_\_\_\_\_

What are the three qualifications to be President?

Why is another name for the President of the US Commander in Chief?

## Appendix Q: Teacher Key Lesson Six Worksheet

What article of the constitution states the duties of the President? \_\_\_\_\_ 2 \_\_\_\_\_

What is the length of the President's term? \_\_\_\_\_ 4 years \_\_\_\_\_

What are the three qualifications to be President?

Be a natural born citizen

Be at least 35 years old

Be resident of the U.S. for 14 years

Why is another name for the President of the US Commander in Chief?

The President is the head of the armed forces.

**Appendix R**  
**Lesson Seven Notes-Judicial Branch -- Supreme Court**

- ❖ Make decisions of national importance
- ❖ Act within the laws of the Constitution
- ❖ Duties of the Judicial Branch
  - Interpret laws
  - Decide cases in which federal laws apply
  - Settle disputes between states
- ❖ **Two Possible Ways to Interpret Constitution**
  - “Strict construction” of national law, which holds that the principal governmental authority remains with the states and that the federal government should have only secondary authority
  - A less strict way, which asserts that the Constitution, through a broad interpretation of its phrasing allows for implied, more expansive powers in the central government
- ❖ **Nine members**
  - One chief justice
  - Eight associate justices
  - No set qualifications
  - Appointed by the President with advice and consent of the Senate
- ❖ **Current Judges**
  - Chief Justice—William Rehnquist
  - Associate Justices:
    - ✓ John Stevens
    - ✓ Sandra Day O’Connor
    - ✓ Antonin Scalia
    - ✓ Anthony Kennedy
    - ✓ David Souter
    - ✓ Clarence Thomas
    - ✓ Ruth Bader Ginsburg
    - ✓ Stephen G. Bryer
- ❖ **Procedures**
  - Sessions begin first Monday in October continue through late June or early July
- ❖ **Term divided**
  - **Sittings**
    - ✓ Hear cases
    - ✓ Deliver opinions
    - ✓ Up to 24 cases may be argued at one sitting
    - ✓ Each side allowed 30 minutes argument
    - ✓ No jury
    - ✓ No witnesses
    - ✓ Majority cases involve review decision of some other court
    - ✓ Have prior proceedings and briefs containing the arguments of each side
  - **Recesses**
    - ✓ Consider business before the Court
    - ✓ Write opinion
    - ✓ Study argued cases
    - ✓ Study forthcoming cases
    - ✓ Evaluate petitions seeking review determine which will be granted full review with oral arguments by attorneys

- **Marbury Vs. Madison**
  - ✓ This case took place in 1803; it contested the appointment by the predecessor of the Secretary of State James Madison; the court held that an act of congress in conflict with the Constitution was void and that it was the function of the Court to determine whether such conflicts exist; this important is an important precedent for the power of judicial review

**Appendix S**  
**Lesson Seven Worksheet**  
The Judicial Branch Worksheet

Directions: Answer each of the following questions.

The Supreme Court usually only hears what kind of cases?

The laws from what document guide the Supreme Court's decisions?

The Supreme Court heads what bran of the government?

What other courts are there in the United States that must follow the decisions of the Supreme Court?

What is a judge who sits on the Supreme Court bench called?

Write the names of the Supreme Court judges in office today.

**Appendix T**  
**Teacher Key Lesson Seven Worksheet**

Directions: Answer each of the following questions.

The Supreme Court usually only hears what kind of cases?

**National**

The laws from what document guide the Supreme Court's decisions?

**The Constitution**

The Supreme Court heads what branch of the government?

**Judicial**

What other courts are there in the United States that must follow the decisions of the Supreme Court?

**Federal, State, Local**

What is a judge who sits on the Supreme Court bench called?

**Supreme Court Justice**

Write the names of the Supreme Court judges in office today.

**This will change based on the current court.**

## Appendix U Unit Review

### Category—Qualifications for congress

- 100—How old do you have to be to become a senator? **30**  
200—How old you have to be to become a representative? **25**  
300—In the House of Representatives what impeachment power do the representatives have? **Bring charges**  
400—What impeachment power does the Senate have? **Try the person**  
500—Who presides over the Senate? **Vice President of the U.S.**  
600—Who presides over the House of Representatives? **Speaker of the House**

### Category—Qualifications for President and Vice President

- 100—How old you have to be to be the president of the United States? **35**  
200—How many years must you live in the U.S. to be eligible for president? **14**  
300—Why must the vice president meet the same requirements as the president? **If something happens to the president the vice president is the next in line.**  
400—How many years is the term of the president? **4 years**

### Category—Branches of Government

- 100—What is Congress? **House and Senate**  
200—What are the three branches of government? **Judicial, Executive, Legislative**  
300—Who makes up the executive branch? **President**  
400—What makes up the judicial branch? **Supreme Court**  
500—What makes up the legislative branch? **Senate and House of Representatives**  
600—What are the duties of the legislative branch? **Make laws**  
700—What are the duties of the Supreme Court? **Interprets laws, decides cases in which federal laws applies, settles troubles between states**  
800—What are the duties of the President? **Carries out laws, recommends new laws, directs national defense and foreign policy, performs ceremonial duties**

### Category—Bill Becomes A Law

- 100—What does veto mean? **Decline; not accept; disapprove**  
200—What does ratify mean? **Accept; approve**  
300—How can a veto be over-ridden? **2/3 vote of Congress**  
400—If there are differences in a bill that the houses pass, where does the bill go? **Joint Committee**  
500—When both houses pass an identical bill, who signs it? **Speaker of the House & Vice President**  
600—When both houses pass an identical bill, where does it go next? **President**  
700—If the President takes no action on a bill after ten working days, what happens to the bill? **Becomes law**  
800—If Congress adjourns before ten working days is up and the President has not taken any action on the bill, what happens to the bill? **Nothing, it must go back through the entire process**

### Category—Supreme Court

- 100—How many Supreme Court justices are there? **9**  
200—Who is the chief justice of the Supreme Court? **Will change based on the year you are using this.**  
300—Who was the first woman appointed to the Supreme Court? **Sandra Day O'Connor**  
400—How does a person become a Supreme Court justice? **Appointed by President with advice and consent of the Senate**  
500—What are the qualifications to be a Supreme Court justice? **No set qualifications**  
600—When a case is being argued in the Supreme Court, how long does each side get? **30 minutes**  
700—What are the two divisions of the Supreme Court session? **Sitting and Recesses**

**Appendix V, page 1**  
**Unit Assessment**

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Class \_\_\_\_\_

Directions: Read each of the following descriptions. Write the correct word for each description.

<b>Word Bank</b>			
Revolutionary War	Annapolis Convention	Alexander Hamilton	William Patterson
Civil War	Constitutional Convention	George Washington	Thomas Jefferson
Articles of Confederation	Philadelphia	James Madison	John Quincy Adams
Constitution	New York	Edmund Randolph	
Ratify	Amendment	Veto	Power
Authority	Preamble		

- \_\_\_\_\_ I am the introduction to the Constitution.
  
- \_\_\_\_\_ I am the city where the Constitutional Convention was held.
  
- \_\_\_\_\_ I was the president of the Constitutional Convention.
  
- \_\_\_\_\_ I proposed the Virginia Plan.
  
- \_\_\_\_\_ I am a change to the Constitution.
  
- \_\_\_\_\_ I was signed on September 17, 1787.
  
- \_\_\_\_\_ I am considered the nation's 1<sup>st</sup>. constitution.
  
- \_\_\_\_\_ The ability to control or direct something or someone.
  
- \_\_\_\_\_ I proposed the New Jersey Plan.
  
- \_\_\_\_\_ The power of a president to **NOT** approve a bill.
  
- \_\_\_\_\_ The right to use power.

## Appendix V, page 2

Directions: Answer the following questions in complete sentences.

1. Only five states attended the Annapolis Convention. Why did the other states not attend? (Be specific.)
2. What were the problems with the Articles of Confederation?
3. Why did the Articles of the Confederation give power to the states rather than a governing body?
4. Why was the New Jersey Plan introduced at the Constitutional Convention?
5. Explain the components of the Great Compromise.



## Appendix V, page 4

**Directions: Write the number of the correct amendment in the blank provided.**

\_\_\_\_\_ If you are 18 years old, you have the right to vote. Which amendment gives you this right?

\_\_\_\_\_ A group of people gathered to protest the Columbus Parade. Which amendment gives the group the right to do this?

\_\_\_\_\_ A man didn't pay his taxes but he still has the right to vote. Which amendment gives the man the right to vote?

\_\_\_\_\_ In 1920 women finally were allowed to vote. Which amendment made this possible?

\_\_\_\_\_ For over 10 years it was illegal to produce, sell or transport alcohol. Which amendment made alcohol illegal?

\_\_\_\_\_ Slavery is no longer allowed. Which amendment slavery illegal?

\_\_\_\_\_ It is now legal to produce, sell or transport alcohol. Which amendment made this legal?

\_\_\_\_\_ Citizens have the right to own guns. Which amendment gives people this right?

**Directions: The following statements are true or false. Write the word "TRUE" if the statement is true. If a statement is false, write the word "FALSE." Make all the false statements true. Use the attached lined paper to do this.**

\_\_\_\_\_ Sandra Day O'Connor was the first woman appointed to the Supreme Court.

\_\_\_\_\_ There are 12 Supreme Court justices.

\_\_\_\_\_ When a case is being argued in the Supreme Court, each side is allowed 45 minutes to present their case.

\_\_\_\_\_ The sitting and recess are the two divisions of the Supreme Court session.

\_\_\_\_\_ Steven Anderson is the chief justice of the Supreme Court.

**Appendix V, page 5**

\_\_\_\_\_ The first ten amendments to the Constitution are called “The Bill of Rights.”

\_\_\_\_\_ There are 31 amendments to the Constitution.

\_\_\_\_\_ The minimum age to be a senator is 30 years old.

\_\_\_\_\_ In the impeachment process, the Senate holds the trial.

\_\_\_\_\_ To be the president or the vice president of the United States, you must be a natural born citizen.

\_\_\_\_\_ The minimum age to be the president or the vice president of the United States is 42 years old.

\_\_\_\_\_ If there are differences in a bill that the house and the senate pass, the bill is then assigned to the joint committee.

\_\_\_\_\_ The minimum age to be a representative in the House of Representatives is 25 years old.

\_\_\_\_\_ In order to be a Supreme Court justice a person must be voted in by the majority of the citizens in the United States.

\_\_\_\_\_ Congress is the name for the House of Representatives and the Senate when you are talking about both at the same time.

**Directions: Answer the following questions in complete sentences.**

1. What are the duties of the legislative branch?
2. What are the duties of the President?
3. Why must the vice president meet the same qualifications as the President?
4. How can a veto be overridden?



## Appendix V, page 6

5. What does veto mean? What does ratify mean?
  
6. After an amendment has been proposed, how does it become an actual amendment to the Constitution?
  
7. What are the three branches of the government?
  
8. Once the House and the Senate pass identical bills and before the bill is sent to the President, who signs the bill?
  
9. When the President receives a bill that has passed the House and the Senate, there are four things that can happen to this bill. What are the four things?

**Directions: In a well-developed paragraph, answer the following question.**

Which amendment do you feel is the most important amendment to you? Why? Support your answer.

**Appendix W  
Answer Key**

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Class \_\_\_\_\_

Directions: Read each of the following descriptions. Write the correct word for each description.

<b>Word Bank</b>			
Revolutionary War	Annapolis Convention	Alexander Hamilton	William Patterson
Civil War	Constitutional Convention	George Washington	Thomas Jefferson
Articles of Confederation	Philadelphia	James Madison	John Quincy Adams
Constitution	New York	Edmund Randolph	
Ratify	Amendment	Veto	Power
Authority	Preamble		

Preamble I am the introduction to the Constitution.

Philadelphia I am the city where the Constitutional Convention was held.

James Madison I was the president of the Constitutional Convention.

Edmund Randolph I proposed the Virginia Plan.

Amendment I am a change to the Constitution.

Constitution I was signed on September 17, 1787.

Articles of Confederation I am considered the nation's 1<sup>st</sup>. constitution.

Power The ability to control or direct something or someone.

William Patterson I proposed the New Jersey Plan.

Veto The power of a president to **NOT** approve a bill.

Authority The right to use power.

## Appendix V, page 2

Directions: Answer the following questions in complete sentences.

1. Only five states attended the Annapolis Convention. Why did the other states not attend? (Be specific.)  
The other states did not attend the Annapolis Convention because free trade on the Potomac River did not affect them.
2. What were the problems with the Articles of Confederation?  
The Articles of the Confederation had many problems: no president, no court system, congress had limited power, and states didn't have to follow laws passed by Congress. Basically, states acted like individual countries.
3. Why did the Articles of the Confederation give power to the states rather than a governing body?  
The people distrusted a powerful national government.
4. Why was the New Jersey Plan introduced at the Constitutional Convention?  
Smaller states didn't like the idea of representation based on population.
5. Explain the components of the Great Compromise.  
In the Great Compromise, the House of Representatives elected by the people and the number of representatives based on population. The Senate elected by state legislature and each state will have an equal number of Senators at two per state.



## Appendix W, page 4

**Directions: Write the number of the correct amendment in the blank provided.**

- 26 If you are 18 years old, you have the right to vote. Which amendment gives you this right?
- 1 A group of people gathered to protest the Columbus Parade. Which amendment gives the group the right to do this?
- 15 A man didn't pay his taxes but he still has the right to vote. Which amendment gives the man the right to vote?
- 19 In 1920 women finally were allowed to vote. Which amendment made this possible?
- 18 For over 10 years it was illegal to produce, sell or transport alcohol. Which amendment made alcohol illegal?
- 13 Slavery is no longer allowed. Which amendment slavery illegal?
- 21 It is now legal to produce, sell or transport alcohol. Which amendment made this legal?
- 2 Citizens have the right to own guns. Which amendment gives people this right?

**Directions: The following statements are true or false. Write the word "TRUE" if the statement is true. If a statement is false, write the word "FALSE." Make all the false statements true. Use the attached lined paper to do this.**

- True Sandra Day O'Connor was the first woman appointed to the Supreme Court.
- True There are 12 Supreme Court justices.
- False When a case is being argued in the Supreme Court, each side is allowed 45 minutes to present their case.
- True The sitting and recess are the two divisions of the Supreme Court session.
- False Steven Anderson is the chief justice of the Supreme Court.

## Appendix W, page 5

True The first ten amendments to the Constitution are called “The Bill of Rights.”

False There are 31 amendments to the Constitution.

True The minimum age to be a senator is 30 years old.

True In the impeachment process, the Senate holds the trial.

True To be the president or the vice president of the United States, you must be a natural born citizen.

False The minimum age to be the president or the vice president of the United States is 42 years old.

True If there are differences in a bill that the house and the senate pass, the bill is then assigned to the joint committee.

True The minimum age to be a representative in the House of Representatives is 25 years old.

False In order to be a Supreme Court justice a person must be voted in by the majority of the citizens in the United States.

True Congress is the name for the House of Representatives and the Senate when you are talking about both at the same time.

**Directions: Answer the following questions in complete sentences.**

1. What are the duties of the legislative branch?  
**Make the laws**
2. What are the duties of the President?  
**Carry out the laws, recommend new laws, direct national defense and foreign policy, perform ceremonial duties**
3. Why must the vice president meet the same qualifications as the President?  
**If something happens to the President then the Vice President becomes the President.**

## Appendix W, page 6

4. How can a veto be overridden?  
*2/3 vote Congress*
  
5. What does veto mean? What does ratify mean?  
*Veto means to decline; not accept; disapprove. Ratify means to accept; approve.*
  
6. After an amendment has been proposed, how does it become an actual amendment to the Constitution?  
*The proposed bill must be ratified by three-fourths of the states.*
  
7. What are the three branches of the government?  
*The three branches are: judicial, executive, legislative.*
  
8. Once the House and the Senate pass identical bills and before the bill is sent to the President, who signs the bill?  
*Speaker of the House and the Vice President*
  
9. When the President receives a bill that has passed the House and the Senate, there are four things that can happen to this bill. What are the four things?  
*President signs it and it becomes law. President vetoes it. Bill becomes law after ten working days if the President does nothing. The bill “dies” if Congress adjourns before the ten working days are up.*

**Directions: In a well-developed paragraph, answer the following question.**

Which amendment do you feel is the most important amendment to you? Why? Support your answer.

*Answers may vary.*