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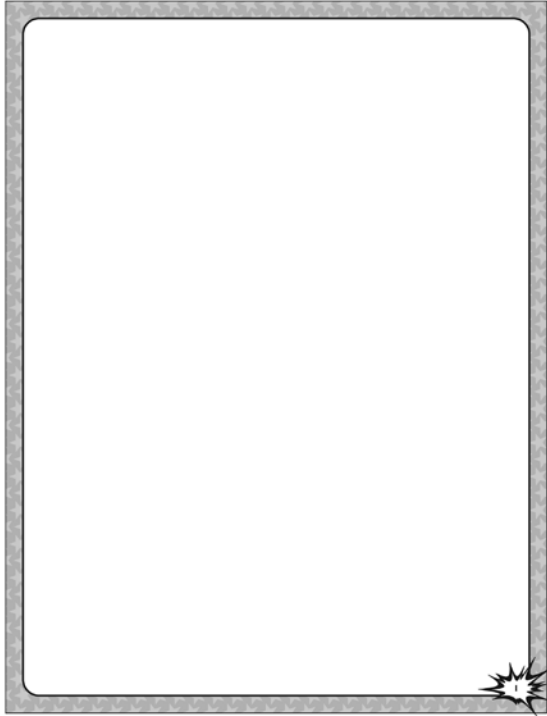
# Constitution Challenge

## Teacher Guide



<http://www.pbs4549.org/constitution>

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**Teacher Pages**



**Student Pages**

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# Credits

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For the complete list of sources used in creating these materials, please visit the **Constitution Challenge** Web site at <http://www.pbs4549.org/constitution>.

## Funding

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# Overview

## Purpose

PBS 45 & 49's program *Constitution Challenge* was created by a team of teachers from school districts in our service area. It is directed at Grades 5 and 8 and is keyed to both social studies and language arts standards for those grades. The format of the program is a game show, with both students and "the man on the street" trying to answer questions. This format is carried through on the Web site (<http://www.pbs4549.org/constitution>), with PowerPoint games available on Constitution topics. There is also a hotlist of sites available to assist students with projects from the lesson plans.

## How to Use This Package

The components of the *Constitution Challenge* multi-media package are listed below. These components, which include videos, a teacher guide, games and a Web site, have been designed for use as either stand-alone educational tools or as a complete package.

It is our hope that teachers will use the components however they fit into their classroom structure. All of the lessons are keyed to social studies and/or the language arts content standards. Ideally, there could be some collaboration between the social studies and the language arts teachers in teaching this curriculum.

## Package Contents

### Instructional Videos

The following four 10-minute videos are included in this package.

1. **The Constitution** deals with the structure and the history of the Constitution, including the factors leading up to the Constitutional Convention, information about the Founding Fathers and details about the content of the Constitution.
2. **Checks and Balances** looks at the three branches of government — executive, legislative and judicial — and how each of these plays a role in making and enforcing the laws of our country. The concept of checks and balances is stressed.
3. **The Bill of Rights and the Amendments** looks at the rights and responsibilities given to us by these documents. Each amendment is looked at, but major emphasis is given to the first and fifth amendments.
4. **Federalism** shows the differences among the federal, state and local governments, and outlines each level's responsibilities.

## Lesson Plans

There are both social studies and language arts lesson plans for each video. The teacher guide is divided into the following six sections.

### 1. Introduction

The items found in this section provide background information and introductory lessons related to the Constitution. Constitution Day activities found at the beginning of the section offer one-day activities for seven different subject areas, including math, music and physical education. A vocabulary list offers a convenient reference source for government terminology.

### 2. The Constitution

A PowerPoint presentation provides information to help students understand how the Constitution was formed. There are also resource pages that describe common misconceptions regarding the Constitution and compare governments of early America. Lesson plans offer instruction on the following topics:

- The making of the Constitution
- Problems facing the Confederacy under the Articles of Confederation
- Key contributors to the creation of the Constitution
- Preamble vocabulary, synonyms, antonyms and analogies
- Understanding the meaning of the preamble
- The slavery issue

### 3. Checks and Balances

This section includes a PowerPoint presentation about the structure of American government, a graphic organizer that describes the Constitution's checks and balances and a lesson plan for writing a persuasive essay.

### 4. Bill of Rights and the Amendments

To help students learn about the Bill of Rights, this section includes a PowerPoint presentation and accompanying resource page. Three lesson plans help students learn the contents of the Bill of Rights and understand its amendments.

## 5. Federalism

A PowerPoint presentation and accompanying resource page give information about federalism and taxation. Three lesson plans provide instruction about the following:

- Representative democracy and the concept of bicameralism
- Basic roles of the federal, state and local governments
- Comparing job functions of the federal government with school governance

Since the videos deal with a contest, this section also includes a game that students can play in small groups or as a class. The game is a good review of the concepts required by the standards.

## 6. Appendix

The appendix outlines the subject standards that **Constitution Challenge** satisfies, plus it offers Web resources including the following items:

- The **Constitution Challenge** Web site contains the complete teacher guide in a PDF format.
- All of the PowerPoint presentations that are described in the teacher guide
- The **Constitution Challenge** games, as well as several other games
- A hotlist of Web sites pertaining to the lesson plans



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**Constitution  
Challenge**

**Introductory  
Lessons**

<http://www.pbs4549.org/constitution>

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# Constitution Day Activities for All Subject Areas

## Overview

President George W. Bush signed Public Law 108-447 on Dec. 8, 2004, officially declaring every Sept. 17 as Constitution Day. The Department of Education issued this mandate: "Every school and college that receives federal money must teach about the Constitution on Sept. 17, the day the document was adopted in 1787."

Below are one-day activities, by subject area, to help you plan for Constitution Day.

## Mathematics

1. This chart contains three time periods and the countries from which people immigrated to the United States. Make a graph of the data and write a paragraph explaining the changes in immigration patterns over the years. Use the countries as the x-axis and the percent as the y-axis. Be sure to title your graph and make a legend. You can do this by hand or you can use a graphing program such as Excel.

**Immigration Volume and Rates**

Years	Average Yearly Total, All Countries	Immigration Rates (Per 1,000 Population)	Percent of Average Yearly Total										
			Great Britain	Ireland	Scandinavia and Other Countries in N.W. Europe	Germany	Central and Eastern Europe	Southern Europe	Asia	Africa	Australia and Pacific Islands	Mexico	Other America
1820-1831	14,538	1.3	22	45	12	8	0	2	0	0	—	4	6
1874-1880	260,754	5.6	18	15	14	24	5	3	5	0	0	0	15
1991-1998	950,634	3.6	2	1	0	1	9	1	31	4	1	25	24

Data from **Immigration to the United States**, <http://www.eh.net/encyclopedia/article/cohn.immigration.us>

2. There were 55 delegates to the Constitutional Convention. Use the data found at <http://www.teachingamericanhistory.org/convention/delegates/bigpicture.html> to answer the following questions.
  - What percent of the delegates were from northern states? (30 delegates equals 55 percent.) Southern states? (25 delegates equals 45 percent.)
  - What percent were male? (100 percent.)
  - Pennsylvania had the most delegates. What percent were from Pennsylvania? (15 percent.) From Ohio? (Zero.)
  - Four of the delegates were in their 20s. (7 percent.) Five were in their 60s. (9 percent.) One — Benjamin Franklin — was 81. (2 percent.) What percent of the total is each of these ages?
  - Eight of the signers also signed the Declaration of Independence. What percent of the signers was that? (15 percent.)

## Science

Ben Franklin was a key figure in our American history. He was also a fine scientist. We all know about the kite and key experiment. He introduced words such as battery, positive and negative, conductor and discharge into science vocabulary. Let's give a couple of his other science experiments a try.

1. **Creating a spark** — Make a chart with three columns: What you touch, what it's made out of (wood, metal or plastic) and what happened. Then walk across a rug while dragging your feet. Try this with different types of shoes.

Answer the following questions based on your findings:

- What material that you touched created a spark?
  - Did different shoes make a difference in what caused a spark?
2. **Creating static** — Run water so that it flows evenly with no breaks. Run a comb through your hair to get it charged with static electricity. Put it near the running water. What is the result?

Try it with the water running fast. Try it with the water running very slowly so that there are breaks in the water. What do you discover?

For complete lesson plans on these and many other subject area lessons about Ben Franklin, go to [http://www.benfranklin300.com/\\_edu\\_pdf/BF300Plans\\_Middle7.pdf](http://www.benfranklin300.com/_edu_pdf/BF300Plans_Middle7.pdf).

## Social Studies

1. **How Much Do You Know?** Students can find out how much they know about the Constitution by taking the quizzes at <http://congressforkids.net/quiz.htm>. In addition, they can choose the "Tour of Federal Government" link to learn more.
2. **Save the Bill of Rights:** This interactive game helps you find the missing Constitution amendments that have been lost in a computer crash. Go to <http://www.constitutioncenter.org/explore/ForKids>.

3. **Ben's Guide to U.S. Government:** You can find the following printable puzzles at <http://bensguide.gpo.gov/6-8/games/print.html>.

- Ben's Mystery Word Puzzle
- Constitution Crossword
- Complete Ben's Words of Wisdom
- Justices of the U.S. Supreme Court Word Search
- Preamble Scramble
- President's Anagrams
- Signers of the Constitution Word Search

## Language Arts

The National Constitution Center offers an extensive Web site that includes links for exploring the Constitution. Go to <http://www.constitutioncenter.org/explore/BasicGoverningPrinciples> for the following language arts activities.

1. Have students analyze the basic components and concepts of the United States Constitution from the Web site. Then create a "class constitution" to be used to maintain discipline and order throughout the school year.
2. Two issues required compromise by the framers of the Constitution: slavery and federalism. What was controversial about these issues? Ask students to write the pros and cons of each issue and describe what compromises were made in the Constitution. They can learn more by choosing the links for "Popular Sovereignty," "Federalism" and "Individual Rights."



## Art

1. Students can make a bulletin board quilt by working in groups to create a quilt square that shows the main ideas of the Constitution. Have them label their quilt square. Their ideas could include these topics:

- Government by the people (voting)
- Rule of law (individual rights)
- Executive branch
- Judicial branch
- Legislative branch
- Federalism (state, local and national responsibilities)
- Judicial review (Supreme Court)

2. Go to <http://teachingamericanhistory.org/convention/christy> to see the painting “The Scene at the Signing of the Constitution” by Howard Chandler Christy. Ask the students to look carefully at the painting and answer the following questions:

- There seem to be two main focuses in the painting. Where are they? (Washington and Franklin.)
- What part does lighting play in this painting? (Brings out the focuses of the painting.)
- What part does positioning play in this painting? (Washington is on the main stage and Franklin is in the centermost position.)
- What does body language say about Washington and Franklin? (Washington looks authoritative and Franklin seems conspiratorial and comfortable.)

A complete explanation of the painting can be found by selecting the link found in the picture’s caption.

## Music

Students can write their own rap song about one of the freedoms offered to them by the Bill of Rights, e.g., freedom of speech. Raps are talk songs. They are not sung; they are spoken. They have a very heavy beat and a lot of rhyme. To write a rap song about an American freedom, have the students choose a topic and study it. Remind them that their song *must* be positive and must *not* promote violence or hatred.

## Physical Education

Share with the students that when the Founding Fathers were putting together the Constitution, they had a debate over how to put together the lawmaking body (Congress). Some wanted each of the states to be equal in power; others wanted more populated states to have a bigger voice. To demonstrate the concept of the fairness of each of these models, have the class play “Constitution Kickball,” as follows.

### Virginia Plan

1. Divide the students into two teams by a 5-to-1 ratio, with the larger team kicking first and the smaller team playing in the field.
2. The larger team gets five points for every run scored, rather than the usual one point. Play as usual until there are five outs (instead of the usual three) and switch sides.
3. When the smaller team in the field kicks, they only get one point for every run scored (typical scoring). Play continues until there are three outs (as usual).
4. After the players on each side have had a chance to kick, call the students together. This first game was like the Virginia Plan for Congress, which would set up the lawmaking body with more power to the more populated states. The team that played offense first was like the more populated states and was given more value because of its size. Was this game fair?

### New Jersey Plan

1. Have the same teams play again, but this time keep score traditionally — both teams get one point per run as usual and three outs.
2. After one inning, stop again and call the students together. This second game was like the New Jersey Plan for Congress, where all states had the same power. With many players on the one team, was it fair for the other team this way? Tell the students that the Founding Fathers decided that a compromise was the fairest way and divided Congress into two groups: a House of Representatives (where bigger states have more representatives) and a Senate (where all the states are equal in power).



# Loony Laws

## Overview

This activity focuses on the creation of laws, introducing students to some outrageous laws that actually existed at some point in time in this country (either at the national, state or local levels). The activity serves as a vehicle to launch into the various components of the Constitution, which set up how laws are made, enforced and interpreted by the three branches of government. Students will learn that any law dealing with the rights of individuals is subject to interpretation by the courts in relationship to the Bill of Rights.

**Note:** This is an introductory activity to help students understand how laws are made and to help get them interested in the topic. The procedure for creating laws was designed by the Founding Fathers and is still in operation today. First students will look at “loony laws” and then in the next lesson, they will follow the correct procedure to make laws of their own.

## Procedure

1. Post or read this actual law:

“It is Texas law that when two trains meet each other at a railroad crossing, each shall come to a full stop, and neither shall proceed until the other has gone.”

2. Share some other loony laws from either of the following Web sites. (Note: Each site may contain actual laws that may not be appropriate for all school settings or grades, so be sure to review the sites before you begin.)

- Loony Laws: <http://www.loonylaws.com>
- Totally Useless Knowledge: <http://www.totally-uselessknowledge.com/laws.php>

3. Discuss with students reasons why some of these laws were passed. Although each law seems ridiculous, it was most likely passed for legitimate reasons. For example, following is the rationale for the Texas trains example:

**It seems that one of the state senators did not want a law passed. To keep this particular law from passing, he attached the train law to it. He hoped that his fellow senators would discover the train law attached, see how ridiculous it was and not pass the laws. Nobody saw the train law attached and passed both laws (from <http://www.loonylaws.com>).**

4. If you use the next lesson, Making a Law, be sure to inform the students that during this activity they will take on the role of lawmakers and have the opportunity to make their own laws to see if they can do it better.

# Making a Law

## Overview

In this activity, students use the same process as the government to create a law for their school.

## Scenario

You have an idea that you'd like to see made into a law at school. You go to the principal and explain your idea, which he says he'll consider only if you follow the same procedures that the government follows. You don't know what that procedure is, so you ask your teacher to help you. He tells you that you can use class time to try to get this new law passed.

This lesson activity takes students through the process of making a law in the same manner that the government does it.

A PowerPoint presentation on the process of making a law is available at <http://www.pbs4549.org/constitution>.

## Standards — Social Studies

### Grade 5

#### Government, Benchmark A

1. Explain major responsibilities of each of the three branches of the U.S. government:
  - a. The legislative branch, headed by Congress, passes laws.
  - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
  - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

### Grade 8

#### Government, Benchmark B

8. Describe the process by which a bill becomes a law.

## Procedure

Have the students research some background information on how a law is made. They can go to the **Constitution Challenge** Web site for links that offer more information.

Do a simulation of making a law using the following steps:

1. Divide the class in half. One half represents the House of Representatives; the other half is the Senate. (If you are working with multiple classes, you could have some of the classes be the House and others be the Senate.)
2. Have the students fold a piece of paper into quarters. Then ask them to write one idea for a new law on each quarter of the paper.
3. Divide each side (House and Senate) into smaller groups (committees) and divide the ideas for laws so that each group has some. If there is time, divide them by topic and have each group look at a single topic. At this point, the ideas are now called bills.
4. The students in each House committee review all of the suggestions for a new law (bill) and come to a consensus on which ideas they wish to debate as a full House. They then write the law and include in it how they want it enforced. A 51 percent vote is necessary to send a bill to the full House to debate.

5. If there is time, the House groups may come together as a House of Representatives and debate some, or all, of the bills approved in committees. Otherwise they simply vote on each bill as a full House. Those bills approved by 51 percent will be sent to the Senate.
6. The students in the Senate use the same process as the House with their bills. The students in each Senate committee review all of the suggestions for new laws and come to a consensus as to which ideas they wish to debate as a full Senate. They then write the bill and include in it how they want it enforced. A 51 percent vote is necessary to send a bill to the full Senate to debate.
7. If there is time, the Senate groups may come together and debate some, or all, of the bills approved in committees. Otherwise, they simply vote on each bill as a full Senate. Those bills that are approved by 51 percent or more are then sent to the House.
8. Bills that have been approved by both the House and Senate are ready for a president's decision, unless changes were made by one of the groups after it passed the House or Senate. For example, a bill is passed in the House and sent to the Senate, where a committee made changes to it and then it was passed by the full Senate.
9. If there is disagreement about the wording or the enforcement, a committee is selected (made up of people from both the House and the Senate) that tries to reach agreement on new wording or enforcement. (This could also be done with the whole class.)
10. Changes are then made. Choices are sent to both houses for another vote.
11. Once the students have decided on the law they wish to make, they submit it to the Executive Branch (which would be the teacher or principal) to be approved or vetoed.
12. If the principal or teacher signs it, it becomes a law.
13. If the principal or teacher vetoes it, it has to go back to the House and Senate and be approved by a two-thirds vote of each.
14. **Enrichment:** Somebody sued over the law, so it has to be taken to the Supreme Court (another teacher or principal) to determine if the law conforms to the Constitution. Class input should be given as to why their law is constitutional and a brief, written by the class, would be submitted to the person representing the Supreme Court.

At the completion of the process, students will write a report or make a graphic organizer that shows how a bill becomes a law.

### **Time Frame**

The simulation part of this lesson could be done in one class period if you want the students to simply understand the process. It could also go on for several days if you want more depth in the activity.

The report would take an additional class period or could be assigned as homework.

## Evaluation

The following rubric may be used to evaluate the report written by the students.

<b>CATEGORY</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>
<b>Sequencing (Organization)</b>	Details are placed in a logical order, and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Grammar and Spelling (Conventions)</b>	Writer makes no grammar or spelling errors that distract the reader from the content.	Writer makes one or two grammar or spelling errors that distract the reader from the content.	Writer makes three or four grammar or spelling errors that distract the reader from the content.	Writer makes more than four grammar or spelling errors that distract the reader from the content.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

The following rubric may be used to evaluate the graphic organizer.

<b>CATEGORY</b>	<b>20</b>	<b>13</b>	<b>6</b>	<b>0</b>
<b>Labels — Accuracy</b>	100 percent of the items are labeled and show the process.	Most of the items are labeled and show the process.	Some of the items are labeled and show the process.	Organizer is incorrect.
<b>Spelling/Capitalization</b>	95 percent to 100 percent of words on the organizer are spelled and capitalized correctly.	94 percent to 85 percent of the words on the organizer are spelled and capitalized correctly.	84 percent to 75 percent of the words on the organizer are spelled and capitalized correctly.	Less than 75 percent of the words on the organizer are spelled and/or capitalized correctly.

# How Laws Are Made

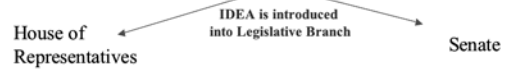
## How Laws Are Made

Legislative Branch

1

## How Laws Are Made

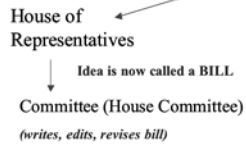
Legislative Branch



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## How Laws Are Made

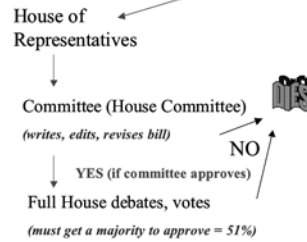
Legislative Branch



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## How Laws Are Made

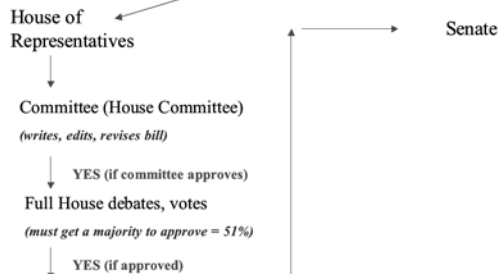
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## How Laws Are Made

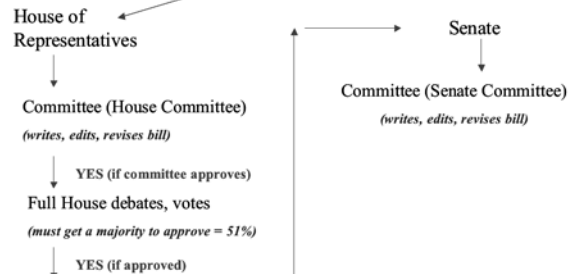
Legislative Branch



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## How Laws Are Made

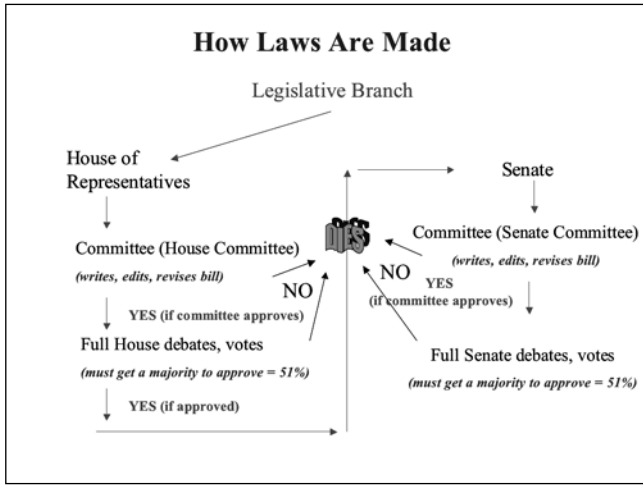
Legislative Branch



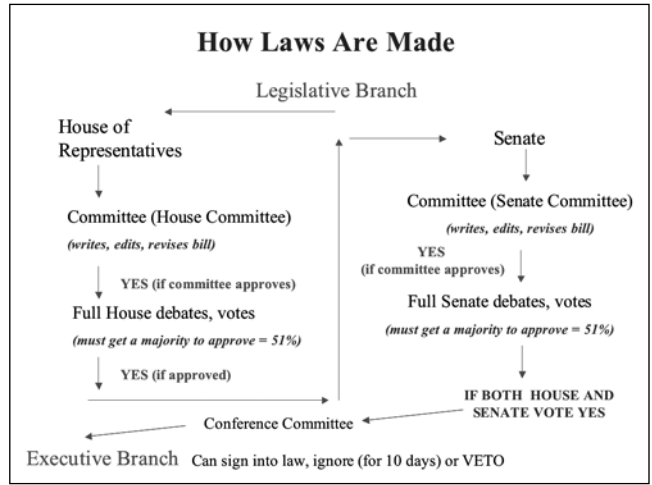
6

This PowerPoint presentation is available online at <http://www.pbs4549.org/constitution>.

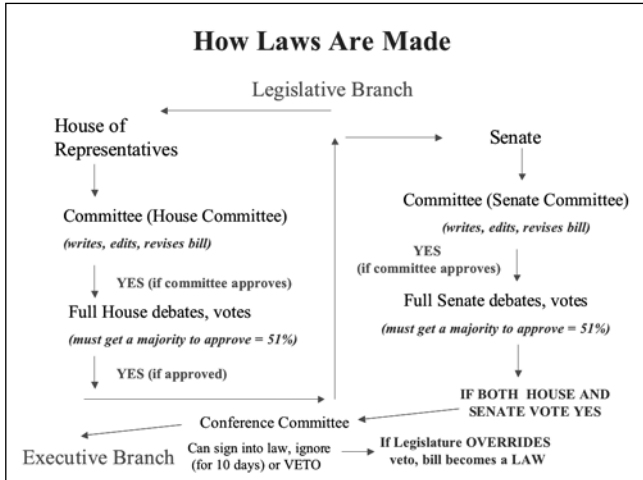




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8



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# Class Constitution

## Overview

In this lesson, students go through the process of writing a classroom constitution and then compare their process to that followed by the framers of the U.S. Constitution.

## Materials

- Copy of the preamble of the U.S. Constitution

## Standards — Language Arts

### Grade 8, Reading

Reading Applications: Informational, Technical and Persuasive Text, Benchmark D

6. Identify the author's purpose and intended audience for the text.

### Grade 8, Writing

Writing Process, Benchmark A

1. Generate writing ideas through discussions with others and from printed material.

### Writing Applications, Benchmark D

4. Write informational essays or reports, including research, that:
  - b. provide a clear and accurate perspective on the subject.
  - c. create an organizing structure appropriate to the purpose, audience and context.

## Procedure

1. Discuss with students the need for rules in everyday living. Have students cite examples where the lack of rules led to problems. (For example, everyone not knowing the rules of a board game.) Lead the discussion to the conclusion that having rules is better for the group than not having rules.
2. Explain to the students that they will be writing a classroom constitution using a process similar to the one followed by the delegates to the 1787 Constitutional Convention.
3. Read the preamble of the Constitution. Discuss its meaning by analyzing the following phrases:
  - Form a more perfect union
  - Establish justice
  - Domestic tranquility
  - Common defense
  - Promote general welfare
  - Secure blessings of liberty
4. Have the students, in small groups, complete a preamble for the classroom constitution.

“We, the students of \_\_\_\_\_’s class, in order to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ do hereby ordain and establish this constitution based on the principles of \_\_\_\_\_ (noun), \_\_\_\_\_ (noun) and \_\_\_\_\_ (noun).”

5. Share individual groups’ preambles. Decide as a class as to the content of the final version. Display the final version in the classroom.

*(This activity can end here, or it may be continued by using the following.)*

6. Students will return to their groups to decide three to five important classroom rules based on the following questions:
  - a. What is respect? How can we create an atmosphere of respect?
  - b. What are our responsibilities as students?
  - c. What is our teacher’s responsibility to us?
  - d. What are our rights in the classroom? What are our teacher’s rights?

7. After proposed rules have been written, have groups

discuss the following questions:

- a. Do our proposed rules fit the school and district ones?
  - b. Will each rule be fair to all class members?
  - c. Is each rule stated simply?
  - d. Is each rule easy to follow?
  - e. Is each rule enforceable?
  - f. Is each one not in conflict with other rules?
8. Ask each group to share its rules with the rest of the class. Can all class members agree on one set? Is compromise needed? Lead a discussion to decide a compromise document. Once the three to five rules have been decided, vote on them as a class by calling for a “yea” or “nay” from each person. If there is a two-thirds majority, the rules have been accepted.
  9. Discuss ways the constitution may be changed in the future, if the need should arise. Be sure to add this provision along with the importance of the teacher’s veto power.

### Evaluation

Students may write a short paper about their experience in creating their classroom constitution, focusing on the process and fairness. In addition, have students compare their experience with that of the framers of the United States Constitution.

### Writing Rubric

CATEGORY	4	3	2	1
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Grammar and Spelling (Conventions)</b>	Writer makes no grammar or spelling errors that distract the reader from the content.	Writer makes one or two grammar or spelling errors that distract the reader from the content.	Writer makes three or four grammar or spelling errors that distract the reader from the content.	Writer makes more than four grammar or spelling errors that distract the reader from the content.

# Literature Connection

## Books by Christopher Collier and James Lincoln Collier

### *My Brother Sam Is Dead*

Recounts the tragedy that strikes the Meeker family during the Revolution, when one son joins the rebel forces while the rest of the family tries to stay neutral in a Tory town.

### *The Bloody Country*

The Revolutionary War is the background for this compelling historical novel about two very close friends, one a landowner's son and the other a slave, whose sympathies differ on the issues of war and slavery.

### *The Winter Hero*

Anxious to be a hero, a young boy relates how he becomes involved in Shays' Rebellion, begun by farmers in western Massachusetts against unfair taxation levied on them by the Boston government.

## Books by Ann Rinaldi

### *Time Enough for Drums*

Sixteen-year-old Jem struggles to maintain the status quo at home in Trenton, N.J., when the family men join the war for independence.

### *Finishing Becca*

Becca's family fell on hard times before the Revolutionary War and now, in 1778, Becca has been sent to work for the wealthy Shippen family with the promise that she will receive a finishing education. What she gets instead is a lesson in treachery and deceit, as the spoiled and beautiful Peggy Shippen sets her sights first on British Captain John Andre and then on American General Benedict Arnold.

### *The Secret of Sarah Revere*

Paul Revere's daughter describes her father's famous ride and the intelligence network of the Patriot community prior to the American Revolution.

### *The Fifth of March*

Rachel Marsh, a 14-year-old servant of John Adams, is a friend of British Private Matthew Kilroy. She is confused about what her loyalties are. On March 5, 1770, she sees Matthew Kilroy lead the British soldiers in firing upon the angry Boston citizens.

### *A Ride Into Morning*

Mary Cooper is Tempe Wick's cousin. She has come to live with Tempe's family because her own has kicked her out for her strong outspokenness in favor of the American Revolution. She has a crush on General Wayne, a handsome officer assigned by Washington to oversee the regiment camped on Tempe's property.

### *Cast Two Shadows*

In South Carolina in 1780, 14-year-old Caroline sees the Revolutionary War take a terrible toll on her family and friends, and comes to understand the true nature of war.

## From the Dear America Series

### *The Winter of Red Snow: The Revolutionary Diary of Abigail Jane Stewart* by Kristiana Gregory

In the winter of 1777, Abigail is a witness as George Washington bravely rallies his soldiers at Valley Forge, preparing them to fight the British in the American Revolution.

### *The Journal of William Thomas Emerson, A Revolutionary War Patriot* by Barry Denenberg

Just before the Revolutionary War, 12-year-old William befriends Mr. Wilson, a politically active man who inspires William to become a spy for the rebel colonists.

## By Esther Forbes

### *Johnny Tremain*

See sample lesson plan beginning on page 21.

## Literature Connection — Sample Lesson

### Overview

Students use the novel *Johnny Tremain* by Esther Forbes to create two newspaper articles. The articles should demonstrate how the First Amendment guarantees the citizens' freedom of the press. One article should be written from the perspective of the colonists and the second from the perspective of the British. They should include references from the fictional account and references from the history text or from the Internet.

### Materials

- History text or Internet sites
- *Johnny Tremain* by Esther Forbes
- Newspapers

### Freedom of the Press Newspaper Article

#### Standards — Social Studies

##### Grade 5 Government, Benchmark B

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

##### Grade 8 History, Benchmark E

3. Identify and explain the sources of conflict that led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning these events:
  - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts.
  - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

##### Government, Benchmark B

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on these topics:
  - a. Freedom of religion, speech, press, assembly and petition.
  - b. Right to trial by jury and the right to counsel.
  - c. Due process and equal protection of the laws.

##### Social Studies Skills and Methods, Benchmark A

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

##### Social Studies Skills and Methods, Benchmark C

3. Write a position paper or give an oral presentation that includes citation of sources.

## Standards — Language Arts

### Grade 5, Reading

#### Reading Applications: Informational, Technical and Persuasive Text, Benchmark A

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix and table of contents; and online tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Summarize the main ideas and supporting details.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

#### Reading Applications: Literary Text, Benchmark A

1. Explain how a character's thoughts, words and actions reveal his or her motivations.
2. Explain the influence of setting on the selection.
3. Identify the main incidents of a plot sequence and explain how they influence future action.

### Grade 5, Writing

#### Writing Process

All Indicators

#### Writing Conventions

All Indicators

#### Writing Applications, Benchmark A

5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

#### Writing Applications, Benchmark B

2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.

#### Writing Applications, Benchmark C

3. Write letters that state the purpose, make requests or give compliments and use business letter format.

#### Writing Applications, Benchmark D

4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

### Grade 8, Reading

#### Reading Applications: Informational, Technical and Persuasive Text, Benchmark A

1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect and problem-solution, and evaluate its effectiveness.

#### Reading Applications: Informational, Technical and Persuasive Text, Benchmark B

8. Recognize how writers cite facts, draw inferences and present opinion in informational text.

#### Reading Applications: Informational, Technical and Persuasive Text, Benchmark E

3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.

#### Reading Applications: Literary Text, Benchmark A

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.

#### Reading Applications: Literary Text, Benchmark B

2. Analyze the influence of setting in relation to other literary elements.

### Grade 8, Writing

#### Writing Process

All Indicators



## Writing Conventions

All Indicators

### Writing Applications, Benchmark A

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

### Writing Applications, Benchmark D

4. Write informational essays or reports, including research, that: pose relevant and tightly drawn questions that engage the reader; provide a clear and accurate perspective on the subject; create an organizing structure appropriate to the purpose, audience and context; support the main ideas with facts, details, examples and explanations from sources; and document sources and include bibliographies.
5. Write persuasive compositions that establish and develop a controlling idea, support arguments with detailed evidence, exclude irrelevant information and cite sources of information.

## Procedure

1. Students use their history textbook to read and take notes on the Tea Act and the Boston Tea Party.
2. The teacher can supply basic background information on the following real people or groups of people that are mentioned in the novel, or students can do research on them. (Students can go to the **Constitution Challenge** Web site for pertinent links.)
  - Sam Adams
  - Parliament
  - Sons of Liberty
  - East India Company
  - John Hancock
  - Paul Revere
3. Students read Chapter VI, "Salt-Water Tea," from *Johnny Tremain*.

4. Students take notes as they read the chapter, comparing the information from the textbook with that of the fictional account. They should incorporate the literary standards into their notes.
5. Students should read several news stories in a newspaper and identify the journalistic questions: who, what, when, where, why and how.
6. Student will assume the role of a reporter in the time of the story and write two newspaper reports: one from the perspective of the colonists and the other from the perspective of the British. They should:
  - Use the journalistic questions as an outline to the story
  - Describe the events they have witnessed
  - Be sure to include quotes from participants and bystanders
7. Students discuss as a class why the colonists' views would not have been permitted to be published during this time.
8. Students then discuss how the First Amendment changed that.

## Evaluation

See next page for Writing Rubric for Freedom of the Press Newspaper Article.

### Writing Rubric for Freedom of the Press Newspaper Article

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Layout — Headlines and Captions</b>	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
<b>Layout — Flag</b>	The name of the newspaper is centered and is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. Either the date or the edition number of the newspaper appears below the name in a smaller font.	The name of the newspaper does not stand out OR both the name and edition of the newspaper are missing.
<b>Spelling and Proofreading</b>	No spelling or grammar errors remain.	No more than a couple of spelling or grammar errors remain.	No more than three spelling or grammar errors remain.	Several spelling or grammar errors remain in the final copy of the newspaper.
<b>Articles — Supporting Details</b>	The details in the articles are clear, effective and vivid all of the time.	The details in the articles are clear and pertinent most of the time.	The details in the articles are clear and pertinent some of the time.	The details of the articles are neither clear nor pertinent.
<b>Graphics</b>	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	Some of the graphics are clearly related to the articles they accompany.	Few of the graphics are clearly related to the articles, or no graphics were used.
<b>Who, What, When, Where, Why and How</b>	All articles adequately address who, what, when, where and how.	Most of the articles adequately address who, what, when, where and how.	Some of the articles adequately address who, what, when, where and how.	A few of the articles adequately address who, what, when, where and how.
<b>Articles — Interest</b>	The articles contain facts, figures and word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures and/or word choices that make the articles interesting to readers.	The article contains some facts or figures, but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
<b>Editorials — Worthwhile</b>	The information is accurate and there is a clear reason for including the editorial in the newspaper.	The information is accurate and there is a fairly good reason for including the editorial in the newspaper.	The information is occasionally inaccurate or misleading, but there is a clear reason for including the editorial in the newspaper.	The information is inaccurate, misleading or libelous.

# Vocabulary

**abolish:** To do away with, annul or destroy completely.

**amend:** To change.

**amendment:** The formal alteration or adding to a document or record. A statement of such an alteration or addition: *The 19th Amendment to the Constitution gave women the right to vote.*

**Anti-Federalist:** An opponent of the ratification of the U.S. Constitution.

**appoint:** To select or designate to fill an office or a position: *appointed her the chief operating officer of the company.*

**approve:** To consent to officially or formally; confirm or sanction: *The Senate approved the treaty.*

**Articles of Confederation:** The agreement that was first made by the original 13 states of the United States. They were adopted on March 1, 1781, and remained the supreme law until March 1789.

**bicameralism:** Composed of or based on two legislative chambers or branches: *a bicameral legislature.*

**bill:** A draft of a law presented to a legislature for enactment.

**Bill of Rights:** The first 10 amendments to the U.S. Constitution, added in 1791 to protect certain rights of citizens.

**branches:** Limited parts of a larger or more complex unit or system, especially: An area of specialized skill or knowledge, especially academic or vocational, that is related to but separate from other areas: *the judicial branch of government.*

**cabinet:** Persons appointed by a head of state to head executive departments of government and act as official advisers.

**checks and balances:** The system whereby each branch of an organization can limit the powers of the other branches. This system was enacted through the Constitution of the United States in order to prevent any of its three branches from dominating the federal government.

**civic:** Relating to a local community.

**civics:** The branch of political science that deals with civic affairs and the rights and duties of citizens.

**coin (mint):** To make pieces of money from metal; mint or strike.

**commerce:** The buying and selling of goods, especially on a large scale, as between cities or nations.

**committee:** A group of people officially delegated to perform a function, such as investigating, considering, reporting or acting on a matter.

**compromise:** To settle by concessions.

**Congress:** The national legislative body of the United States, consisting of the Senate and the House of Representatives.

**conflict:** A state of open, often prolonged fighting; a battle or war. A state of disharmony between incompatible or antithetical persons, ideas or interests.

**Constitution:** The fundamental law of the United States, framed in 1787, ratified in 1789 and variously amended since then.

**convention:** A formal meeting of members, representatives or delegates, as of a political party, fraternal society, profession or industry.

**council:** An assembly of persons called together for consultation, deliberation or discussion. A body of people elected or appointed to serve as administrators, legislators or advisors.

**debt:** Something owed, such as money, goods or services. An obligation or liability to pay or render something to someone else.

**defense:** The act of defending against attack, danger or injury. An argument in support or justification of something.

**delegated powers:** To authorize and send (another person) as one's representative. To commit or entrust to another.

**delegate:** A person authorized to act as representative for another; a deputy or an agent. A representative to a conference or convention.

**depression:** A period of drastic decline in a national or international economy, characterized by decreasing business activity, falling prices and unemployment.

**domestic tranquility:** Peace on the home front.

**double jeopardy:** The act of putting a person through a second trial for an offense for which he or she has already been prosecuted or convicted.

**due process:** An established course for judicial proceedings or other governmental activities designed to safeguard the legal rights of the individual.

**executive:** The chief officer of a government, state or political division. The branch of government charged with putting into effect a country's laws and the administering of its functions.

**federal:** Of, relating to or being a form of government in which a union of states recognizes the sovereignty of a central authority while retaining certain residual powers of government.

**Federalist:** A member or supporter of the Federalist Party.

**federalism:** A system of government in which power is divided between a central authority, state and local governments.

**forbidden powers:** Powers denied or restricted by the Constitution.

**Founding Fathers:** Framers of the Constitution.

**House of Representatives:** The lower house of the U.S. Congress and of most state legislatures. Membership is based on the size of the state.

**implementation:** To put into practical effect; carry out: *implement the new procedures.*

**independent:** Not governed by a foreign power; self-governing.

**interstate:** Involving, existing between, or connecting two or more states.

**judicial:** Of, relating to or proper to courts of law or to the administration of justice: *the judicial system.*

**judicial review:** A constitutional doctrine that gives to a court system the power to annul legislative or executive acts which the judges declare to be unconstitutional justice.

**justice:** The upholding of what is just, especially fair treatment and due reward in accordance with honor, standards or law.

**law:** A rule of conduct or procedure established by custom, agreement or authority.

**legislative:** Having the power to create laws.

**liberty:** The right and power to act, believe or express oneself in a manner of one's own choosing.

**local:** Of, or relating to, a city, town or district rather than a larger area.

**local powers:** Rules or laws directed at a community.

**mint:** Government facility that prints or coins money.

**national supremacy:** Form of government where the federal government is the highest authority.

**order and security:** Rules or laws that protect the people and promote safety.

**override:** To declare null and void; set aside: *override the President's veto.*

**popular sovereignty:** The concept that political and legislative power resides with the citizens.

**posterity:** Future generations.

**preamble:** A preliminary statement, especially the introduction to a formal document, that serves to explain its purpose.

**president:** The chief executive of the United States, serving as both chief of state and chief political executive. One appointed or elected to preside over an organized body of people, such as an assembly or meeting.

**press** (as in freedom of the press): The collecting and publishing or broadcasting of news; journalism in general. The entirety of media and agencies that collect, publish, transmit or broadcast the news.

**ratify** (-ied) (-ication): To approve or give sanction to.

**representative:** One that serves as a delegate or agent for another. A member of the U.S. House of Representatives or of the lower house of a state legislature.

**representative democracy (republic):** A type of democracy in which the citizens delegate authority to elected representatives.

**reserved powers:** Powers that belong to state governments.

**revenue:** The income of a government from all sources appropriated for the payment of the public expenses.

**search and seizure:** Examination of a person's property by law enforcement officials investigating a crime and the taking of items as potential evidence.

**self-incrimination:** To allow one's own testimony to make him or her appear guilty of a crime or other wrongful act.

**Senate:** The upper house of the U.S. Congress to which two members are elected from each state by popular vote for a six-year term.

**separation of power:** The doctrine under which the legislative, executive and judicial branches of government are not to infringe upon each other's constitutionally vested powers.

**Supreme Court:** The highest federal court in the United States, consisting of nine justices and having jurisdiction over all other courts in the nation. The highest court in most states within the United States.

**tax:** A contribution for the support of a government required of persons, groups or businesses within the domain of that government.

**territory:** A geographic area under the jurisdiction of a governmental authority.

**treaty:** A formal agreement between two or more states, as in reference to terms of peace or trade.

**unconstitutional:** Not allowed by the principles set forth in the constitution of a nation or state.

**Union:** The federal joining of states during the period of the American Civil War.

**veto:** An official document or message from a chief executive stating the reasons for rejection of a bill.

**vice president:** An officer ranking next below a president, usually empowered to assume the president's duties under conditions such as absence, illness or death.

**welfare:** Health, happiness and good fortune; well-being. Receiving regular assistance from the government or private agencies because of need.

## Sources

1. <http://www.dictionary.com>
2. Mish, Frederick C., ed. *Webster's Ninth New Collegiate Dictionary*. Springfield, Massachusetts: Merriam-Webster, Inc, 1984.

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# Constitution Challenge

## Video 1: The Constitution

<http://www.pbs4549.org/constitution>

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## Overview

“So we beat the British  
in the Revolutionary  
War ... now what?”

“We have to form a  
government ... but  
how?”

In this section we will address the history of these very important questions. Just how did this new government come about? The information on this page is mirrored as a PowerPoint presentation at <http://www.pbs4549.org/constitution>. This section includes lessons on the Articles of Confederation with the Constitution; the “unfavorable” state of the Confederacy; vocabulary, synonyms, antonyms and analogies used in the Constitution; understanding the meaning of the preamble; and the slavery issue.

## PowerPoint Notes

# Forging a New Nation: The Basics of the Constitution

- Americans distrusted a strong, central government. It sounded too much like the British government that they had defeated.
- Americans believed in “consent of the people” — that is, people should be involved in the decisions of the government.
- To give people a voice and to avoid a single, strong government, the Articles of Confederation were adopted in 1781 and were considered the “first constitution.”
  - The Articles of Confederation were rules that governed 13 state governments that were joined very loosely as a country.
  - There were many problems. It was hard to pass laws. Nine of the 13 states had to agree and vote for the law.
  - There was no power to collect taxes, so taxes were not paid.
- Shays’ Rebellion was the breaking point that showed that a weak national government as provided by the Articles of Confederation was not going to work.
- Delegates from each of the states were sent to Philadelphia in 1787 in order to fix the problems of the Articles of Confederation.
- It was soon determined that an entire new government would need to be formed.
- A Constitutional Convention was held.
  - The participants met in secret, with windows nailed shut, in order to preserve their work.
  - Leaders who met at the convention became known as our Founding Fathers.
  - James Madison was viewed as the most influential of the delegates.

- There were different views on how the new country should be governed.
  - The Virginia Plan stated that the government should be split into legislative, judicial and executive branches.
  - Further, Congress would have two groups, one elected by the people and the second chosen by the first group. (Some delegates felt that ordinary citizens were not responsible enough to vote.)
  - The number of representatives of the House would be determined by the population of a state. Smaller states like Delaware were enraged by this.
- The New Jersey Plan was then proposed. In it Congress would have only one house (not two), with each state sending the same number of representatives. Larger states, like New York, were enraged by this.
- Then came “The Great Compromise.” The founders decided to use both plans, calling for the House to be based on the population of the state (which favors the large states) and the Senate to have equal representation (which protects the small states).
- Many Americans began to agree that slavery was not an acceptable practice. Southern plantation owners did not want to lose their cheap source of labor and had great influence on the convention.
- In order to keep the South happy, it was decided that every five slaves would count as three people (in determining the size of a state). This is called the “Three-Fifths Compromise.” By doing this, the Constitution acknowledged and allowed slavery.
- Of the 13 states, nine had to ratify (approve) the Constitution.
  - While this happened state by state, many articles appeared in newspapers and books trying to convince states to approve of or disapprove of the Constitution.
  - Federalists were those who believed in a strong national government to protect all individuals. They felt this showed more unity.
  - Anti-Federalists were against a strong national government. They wanted the power to be strongest with the states.
- What the Constitution does:
  - Article 1: Creates the legislative branch, which empowers lawmakers to make the laws of the land.
  - Article 2: Creates the executive branch, the enforcers who carry out the laws of the land. The president is the highest authority.
  - Article 3: Creates the judicial branch, the judges who interpret the laws of the land. The Supreme Court is the highest authority.
  - Article 4: Defines the relationship between the national and the state governments.
  - Article 5: Explains how to amend the Constitution.
  - Article 6: Explains the supremacy of national law and the payment of public debt.
  - Article 7: Explains how to ratify the Constitution.
- What the Constitution does not do:
  - It does not protect the rights of the citizens of the United States. The Bill of Rights does this and was added to it (amended) after the Constitution was ratified.
  - It does not speak of “life, liberty and the pursuit of happiness.” This is from the Declaration of Independence.
- Some reminders:
  - The Declaration of Independence represents a breaking away from England.
  - The Constitution outlines how the government works.
  - The Bill of Rights discusses individual freedom and rights.

# Forging a New Nation



## Forging a New Nation

### The Basics of the Constitution

1

## Forging a New Nation


So we beat the British in the Revolutionary War...  
Now what?

- | We have to form a government ... But how?

Americans distrusted a strong, central government. It sounded too much like the British government they defeated.

Americans believed in “consent of the people” – people should be involved in the decisions of government.


To give people a voice and to avoid a single, strong government, the Articles of Confederation was created.



2

## Forging a New Nation


- π The Articles of Confederation:
  - π The Articles of Confederation were rules that governed 13 state governments that were joined very loosely as a country.
    - π Think of NASCAR: The drivers have nearly complete control over their cars, but they have to stick to the track in the race.
  - π This had many problems:
    - π 1) hard to pass laws (needed nine of 13 states)
    - π 2) no power to collect taxes (so why pay them?)



3

## Forging a New Nation


- π The Articles of Confederation:
  - π Shays’ Rebellion was the breaking point that showed a weak national government was not going to work.
  - π Delegates from each of the states were sent to Philadelphia in 1787 in order to fix the problems of the Articles of Confederation.
  - π It was soon determined that an entire new government would need to be formed.



4

## Forging a New Nation


- π Constitutional Convention:
  - π Convention members met in secret, with windows nailed shut, in order to preserve their work
  - π Leaders who met at the convention became known as our **founding fathers**
  - π **James Madison** was viewed as the most influential of the delegates.



5

## Forging a New Nation

- π Different views on government
  - π Virginia Plan: government should be split into legislative, judicial and executive branches.
    - π Congress would have two groups, one elected by the people and the second chosen by the first group.
      - π Some felt that ordinary citizens were not responsible enough to vote.
  - π The number of representatives of the House would be determined by the population of a state.
    - π Smaller states, like Delaware, were enraged by this.



6

## Forging a New Nation

- π Different views on government
  - π New Jersey Plan: Congress would have only one house (not two), with each state sending the same number of representatives.
    - π Larger states, like New York, were enraged by this
- π “The Great Compromise”
  - π The founders decided to use both plans, calling for the House to be based on population of a state (favors large states) and the Senate to have equal representation (protects small states).



7

## Forging a New Nation

- π Slavery
  - π Many Americans began to agree that slavery was not an acceptable practice.
    - π Southern plantation owners did NOT want to lose their cheap source of labor and had great influence on the convention.
- π Three-Fifths Compromise:
  - π In order to keep the South happy, it was decided that every five slaves would count as three people (in determining size of a state).
    - π By doing this, the Constitution acknowledged and allowed slavery.



8

## Forging a New Nation

- π Ratifying the Constitution
  - π Of the thirteen states, NINE had to ratify (approve) the Constitution.
    - π While this happened state by state, many articles appeared in newspapers and books trying to convince states to approve or disapprove of the Constitution.
    - π Federalists were those who believed in a strong national government to protect all individuals and for unity,
    - π Anti-Federalists were those who were against a strong national government – they wanted the power to be strongest with the states



9

## Forging a New Nation

- π What the Constitution does:
  - π Article 1: Legislative = The Lawmakers
  - π Article 2: Executive = The Enforcers
  - π Article 3: Judicial = The Judges
  - π Article 4: Relationship between the National and State governments
  - π Article 5: Amending the Constitution
  - π Article 6: Supremacy of National Law
  - π Article 7: Ratification of the Constitution



10

## Forging a New Nation

- π What the Constitution does NOT do:
  - π Protect the individual rights of the citizens of the United States.
    - π The Bill of Rights does this, and was added to it (amended) after the Constitution was ratified.
  - π Speak of “life, liberty and the pursuit of happiness.”
    - π This is from the Declaration of Independence.
    - π Reminders:
      - π Declaration = Breaking free from England
      - π Constitution = How our government works
      - π Bill of Rights = Individual freedoms and rights



11



# The Making of the Constitution

## Overview

This lesson serves as a short introduction to the creation of the Constitution.

## Scenario

In 1781, after defeating the British at Yorktown, the new American nation had to form a new government. With the fear of the abuses of a king fresh in their memory, the colonists gathered to create a democratic form of government, but one that would not have a strong central government. The Articles of Confederation were developed as America's first form of government.

Six years later, with a nation struggling to pay debt and unable to make efficient decisions at the national level, delegates met in Philadelphia under the guise of fixing the problems with the Articles of Confederation. It was determined that this was not possible and an entire new government would have to be created.

This lesson takes students through the debates and concepts of the creation of the Constitution.

## Materials

- American history textbook

## Standards — Social Studies

Grade 5

Government, Benchmark B

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Grade 8

History, Benchmark F

6. Explain the challenges in writing and ratifying the U.S. Constitution, including the following:
  - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade).
  - b. The Federalist/Anti-Federalist debate.
  - c. The debate over a Bill of Rights.

Government, Benchmark B

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
  - a. Shays' Rebellion.
  - b. Economic instability.
  - c. Government under the Articles of Confederation.

## Procedure

Have the students research some background information on the Constitution. They can go the *Constitution Challenge* Web site, for links to more information.

## One-period Activity

For an introductory overview, have students work individually or with a partner to answer the questions on the worksheet, "Comparing Governments of Early America." Students can find specific information on the *Constitution Challenge* Web site, in their textbook or through an Internet search.

### **Two-period Activity**

Begin by presenting the PowerPoint file, which you can find on the *Constitution Challenge* Web site. Then have the students answer the questions on the worksheet, "Comparing Governments of Early America." They can find specific information on the *Constitution Challenge* Web site, in their textbook or through an Internet search.

### **Evaluation**

The worksheet can be collected and graded, and/or used for a unit quiz or test. There are 20 blanks to be filled in and each blank can count as five points.

# Comparing Governments of Early America

## Articles of Confederation

## Question

## Constitution of 1787

	1. When did they begin working on it and when was it ratified (approved)?	
	2. How many houses of legislation are there?	
	3. What were the powers of Congress?	
	4. Who approved laws passed by Congress?	
	5. What number or percent is needed to pass laws?	
	6. Who has the power to tax?	
	7. Who was in charge of enforcing laws?	
	8. Could Congress stop a state from trading with a foreign country?	
	9. Who had more power: states or nation?	
	10. How did the government respond to citizen uprisings? (Shays' Rebellion and Whiskey Rebellion)	



# Answer Key — Comparing Governments of Early America

## Articles of Confederation

## Question

## Constitution of 1787

1777, 1781	1. When did they begin working on it and when was it ratified (approved)?	1787, 1788
One	2. How many houses of legislation are there?	Two
Declare war, appoint officers, coin money and manage foreign affairs	3. What were the powers of Congress?	Make laws, collect taxes, borrow money, declare war, coin money, create post offices, manage standards of weights/measurement
States	4. Who approved laws passed by Congress?	Executive branch (president)
Nine of 13 states	5. What number or percent is needed to pass laws?	Majority of each (House and Senate)
None (states had the power, not federal)	6. Who has the power to tax?	Congress (federal level)
States	7. Who was in charge of enforcing laws?	Executive branch (president)
No	8. Could Congress stop a state from trading with a foreign country?	Yes
States	9. Who had more power: states or nation?	Nation
States	10. How did the government respond to citizen uprisings? (Shays' Rebellion and Whiskey Rebellion)	National

# Items That Are Not in the U.S. Constitution

This is just a partial list of topics that are not mentioned in the Constitution. A complete list can be found at <http://www.usconstitution.net/constnot.html>.

## Slavery

Because there were both northern and southern delegates to the Constitutional Convention, slavery was a “hot topic.” Words like “importation of persons for the slave trade” and “other persons” were used instead of the word slavery. It wasn’t until the 13th Amendment that slavery was mentioned specifically in the Constitution. This was done so there would be no misunderstanding that slavery was eliminated.

## Marriage

There has been much discussion in the last few years about gay or lesbian marriage. Some want an amendment to the Constitution that defines marriage as the “union of a man and a woman.” It is generally felt that the Constitution should not delve into the realm of social issues.

## Right to Vote

There are many amendments that define the ways people cannot be denied the right to vote. For example, you cannot be denied the right to vote because of race or gender. The Constitution, however, never explicitly states that you have the “right” to vote. Some states withhold voting rights from prisoners or those deemed mentally incompetent.

## Political Parties

There is no mention of political parties in the Constitution. Political parties didn’t come into being until the time of Jackson and Van Buren.

## No Taxation Without Representation

This was a rallying cry before the Revolutionary War used to mobilize the troops in the quest for independence from Britain. There are people who are taxed without representation, such as convicts, immigrants and those living in Washington, D.C. (Washington, D.C. does not have a representative in Congress.)

## God

The words God, creator, Jesus and Lord never appear in the Constitution. The exception is in the date, which is written “seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven.” This does not mean that the framers were not religious people; rather, they thought that the Constitution should not involve itself in matters of religion.

## Other Items Not in the Constitution

- The Air Force
- Congressional districts
- The Electoral College
- Executive order
- Executive privilege
- Impeachment means removal from office
- Innocent until proven guilty
- Judicial review
- Jury of peers
- Life, liberty and the pursuit of happiness
- Martial law
- Number of justices in the Supreme Court
- Of the people, by the people and for the people
- Primary elections
- Qualifications for judges
- The right to privacy
- The right to travel
- The separation of church and state
- Education
- Age discrimination

# The Unfavorable State of the Confederacy

## Overview

This lesson reviews the problems facing the Confederacy under the Articles of Confederation.

## Materials

- Textbooks
- Related books for research
- Internet
- Poster board
- Art supplies
- Expert Group worksheet

## Standards — Social Studies

Grade 8  
History, Benchmark F

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including these issues:
  - a. Maintaining national security.
  - b. Creating a stable economic system.
  - c. Dealing with war debts.
  - d. Collecting revenue.
  - e. Defining the authority of the central government.

## Government, Benchmark B

3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
  - a. Shays' Rebellion.
  - b. Economic instability.
  - c. Government under the Articles of Confederation.

## Economics, Benchmark C

4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

## Procedure

1. Break the students into groups of three. Each group will become an expert on the topic it selects. The teacher can write the topics on index cards and have each group choose a card.
2. Students will do research on the topic. They will find five facts about their topic and then write a question for each fact.

3. A test could be given using the questions formulated by the students.

4. Possible group topics include the following:

- Internal problems
- International problems
- Interstate problems
- Government powers under the Articles of Confederation
- Maintaining national security
- Creating a stable economic system
- Dealing with war debt
- Collecting revenue
- Defining the authority of the central government

5. The groups will present their facts to the class. Students will plan how to teach the information. They should plan a strategy to ensure the class will remember what they want them to know. They should think about how they learn best. They can use PowerPoint, a video, a poster, a skit or any approach that will help the students remember the information.

6. Students should take notes during the presentation.

## Evaluation

Review each group's research notes and hold a group-teacher conference.

### Presentation Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	The student is completely prepared and has obviously rehearsed.	The student seems somewhat prepared, but might have benefited from more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	The student does not seem at all prepared to present.
Stays on Topic	The student stays on topic 100 percent of the time.	The student stays on topic 99 percent to 90 percent of the time.	The student stays on topic 89 percent to 75 percent of the time.	It was hard to tell what the topic was.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic from the audience.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic from the audience.	Facial expressions and body language are used to try to generate enthusiasm from the audience, but seem somewhat faked.	There is very little use of facial expressions or body language. Did not generate much interest in topic being presented.

# Expert Groups

## The Articles of Confederation

**Your Subtopic** \_\_\_\_\_

1. Narrow your topic to a reasonable amount of material to teach in a 10-minute lesson.
2. Do research on your topic and find out important facts.
3. Brainstorm five facts and/or concepts that you plan to include in your lesson, and list them in the following table.

1.

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2.

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3.

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4.

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5.

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4. Now write five test questions that you plan to submit. Make at least two short essay-type questions. The other three can be true/false, multiple choice, matching or fill in the blanks. Write the questions in blue and the answers in red.

1.

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2.

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3.

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4.

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5.

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5. Now plan how you will teach the information. Remember that you are being graded on how well the class does on your questions. You must plan a strategy to ensure that they will remember what you want them to know. Think about how you learn best! Describe your strategy below. Remember, cute may not be the same as effective.

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# Who's Who at the Constitutional Convention — Trading Cards

## Overview

In this lesson students research the key contributors to the creation and drafting of the United States Constitution.

## Materials

- Delegate cards
- Trading card examples
- Textbooks, other related books
- Note cards (blank note cards for trading cards)
- Adhesive notes

## Standards — Social Studies

Grade 8  
People in Societies, Benchmark C

6. Explain how the diverse peoples of the United States developed a common national identity.

## History, Benchmark F

6. Explain the challenges in writing and ratifying the U.S. Constitution including the following:
  - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over slave trade).
  - b. The Federalist/Anti-Federalist debate.
  - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
  - a. The precedents established by George Washington, including the cabinet and a two-term presidency.
  - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank.
  - c. The establishment of an independent federal court system.

## Procedure

1. For each student, create a note card that has the names of five delegates who attended the Constitutional Convention in Philadelphia in 1787.

2. Give students the following prompt:

“The principal of your school has decided to revise the Student Code of Conduct. You have been selected to represent your grade level at this meeting. List a few items that you would most want to change. Describe how you feel about being given the responsibility to change the climate and culture of your school community.”

3. Give the students time to write down their thoughts and then have volunteers share them. Explain that the delegates sent to the Constitutional Convention had a similar job.
4. Show the class several examples of trading cards (i.e. sports, Yu-Gi-Oh or Garbage Pail Kids cards).
5. Explain that they will be responsible for creating a set of trading cards that describes their five delegates.
6. Each card in the set must include these items:
  - An illustration or copy of a photo of the delegate
  - The name of delegate
  - The state that the delegate represented
  - The delegate’s political affiliation (Federalist or Anti-Federalist)
  - The delegate’s occupation
  - The delegate’s key contributions at the convention
  - Any famous quotes attributed to the delegate

7. All cards must be packaged in some creative manner.
8. Each set of cards must also have a marketing poster on letter-size paper.
9. Give students time to research the assigned delegates and write a rough draft.
10. Give students time in class to revise their drafts and create the final trading cards and poster.
11. Have students set up trading cards around the room for a gallery walk, where classmates can contribute comments using adhesive notes.

## Evaluation

1. Research notes
2. Student-teacher conferences
3. Trading cards, packaging and marketing posters



## Poster Rubric

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Graphics and Clarity</b>	Graphics are all in focus and the content is easily viewed and identified from six feet away.	Most graphics are in focus and the content is easily viewed and identified from six feet away.	Most graphics are in focus and the content is easily viewed and identified from four feet away.	Many graphics are not clear or are too small.
<b>Content and Accuracy</b>	At least seven accurate facts are displayed on the poster.	Five to six accurate facts are displayed on the poster.	Three to four accurate facts are displayed on the poster.	Less than three accurate facts are displayed on the poster.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
<b>Graphics and Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic or several borrowed graphics do not have a source citation.

# Preamble Vocabulary

## Overview

Using 12 vocabulary words from the preamble to the Constitution of the United States students define words, identify synonyms and antonyms, complete analogies using synonyms and antonyms and write a paragraph using at least five of the words in a paragraph. The students then orally present their paragraphs to the class.

## Materials

- Acquisition of Vocabulary and Evaluation Activity worksheets
- Printed or online dictionary

## Standards

Standards — Language Arts  
Grade 5

Acquisition of Vocabulary, Benchmark F

8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Grade 5, Writing  
Writing Process, Benchmark B

4. Determine a purpose and audience.
10. Use available technology to compose text
15. Proofread writing, edit to improve conventions (grammar, spelling, punctuation and capitalization and identify and correct fragments and run-ons.

Writing Applications, Benchmark A

5. Produce informal writings for various purposes.

Communication: Oral and Visual, Benchmark B

6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.

Grade 8, Writing

Communication: Oral and Visual, Benchmark C

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

## Procedures

1. As a class read the preamble to the Constitution of the United States.
2. Have students complete Acquisition of Vocabulary worksheet.
3. Have students complete the Evaluation Activity worksheet.

## Evaluation

The Acquisition of Vocabulary worksheet can be graded on a percent basis.

## Evaluation Activity Rubric

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
<b>Grammar and Spelling (Conventions)</b>	The writer makes no errors in grammar or spelling that distract the reader from the content.	The writer makes one or two errors in grammar or spelling that distract the reader from the content.	The writer makes three or four errors in grammar or spelling that distract the reader from the content.	The writer makes more than four errors in grammar or spelling that distract the reader from the content.

# Acquisition of Vocabulary

Name \_\_\_\_\_

## Directions

After reading the preamble to the Constitution of the United States, use a dictionary (book form or online form such as <http://www.dictionary.com>) to define the vocabulary words.

## Preamble

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

## Vocabulary

1. union (noun) –
2. insure (verb) –
3. domestic (adjective) –
4. tranquility (noun) –
5. defense (noun) –
6. welfare (noun) –
7. liberty (noun) –
8. posterity (noun) –
9. ordain (verb) –
10. establish (verb) –
11. constitution (noun) –
12. Constitution of the United States of America (noun) –

# Answer Key — Acquisition of Vocabulary

## Directions

After reading the preamble to the Constitution of the United States, use a dictionary (book form or online form such as <http://www.dictionary.com>) to define the vocabulary words.

## Preamble

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

## Vocabulary

1. union (noun) – A combination so formed, especially an alliance or confederation of people, parties or political entities for mutual interest or benefit.
2. insure (verb) – To make sure, certain or secure.
3. domestic (adjective) – Of or relating to a country's internal affairs.
4. tranquility (noun) – A disposition free from stress or emotion.
5. defense (noun) – A means or method of defending or protecting.
6. welfare (noun) – Health, happiness and good fortune; well-being.
7. liberty (noun) – The condition of being free from restriction or control.
8. posterity (noun) – Future generations.
9. ordain (verb) – To order by virtue of superior authority; decree or enact.
10. establish (verb) – To set up.
11. constitution (noun) – The system of fundamental laws and principles that prescribes the nature, functions and limits of a government or another institution.
12. Constitution of the United States of America (noun) – The fundamental law of the United States, framed in 1787, ratified in 1789 and variously amended since then.

# Synonyms and Antonyms Activity for Grade 5

## Overview

Using 12 vocabulary words from the preamble to the Constitution of the United States, students identify synonyms and antonyms.

## Materials

- Synonyms and Antonyms worksheet
- Printed or online thesaurus

## Standards — Language Arts

Language Arts Standards  
Grade 5, Reading

Acquisition of Vocabulary, Benchmark A

2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

## Procedures

1. As a class read the preamble to the Constitution of the United States.
2. Have students complete the Using Synonyms and Antonyms worksheet.
3. Have students complete the Evaluation Activity worksheet.

## Evaluation

The Using Synonyms and Antonyms worksheet can be graded on a percent basis.

# Using Synonyms and Antonyms

Name \_\_\_\_\_

## Directions

Reread the preamble to the U.S. Constitution. Use context clues to help identify a synonym and an antonym for each vocabulary word. Check your work by using a thesaurus (book form or online form such as <http://www.thesaurus.com>).

## Preamble

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

Word	Synonym	Antonym
union		
insure		
domestic		
tranquility		
defense		
welfare		
liberty		
posterity		
ordain		
establish		
constitution		



# Answer Key — Using Synonyms and Antonyms

## Directions

Reread the preamble to the U.S. Constitution. Use context clues to help identify a synonym and an antonym for each vocabulary word. Check your work by using a thesaurus (book form or online form such as <http://www.thesaurus.com>).

## Preamble

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

Word	Synonym	Antonym
union	agreement, combination, coming together, merging, unification	division, separation
insure	guarantee, safeguard, secure	be uncertain
domestic	devoted, homelike, settled, tame	public
tranquility	calmness, order, peacefulness, placidity, quiet, serenity	chaos, violence, wildness
defense	barricade, guard, protection	aggression, attack
welfare	contentment, good fortune, success	loss
liberty	emancipation, independence, permission	constraint, slavery
posterity	children, descendants, family, heirs, generation	ancestor, parent
ordain	appoint, elect, impose, legislate	dismiss, fire, reject
establish	authorize, create, decree, form	disestablish, invalidate
constitution	formation, framework, lawmaking, legislation, written law	tear down

# Analogies Activity for Grades 6 to 8

## Overview

An analogy uses words to make comparisons. This lesson uses analogies to determine the meaning of words.

## Materials

- Analogies worksheet

## Standards — Language Arts

Phonemic Awareness, Word Recognition  
Grade 6, Benchmark B

4. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.

Grade 8, Reading  
Acquisition of Vocabulary, Benchmark B

3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.

## Procedures

1. As a class read the preamble to the Constitution of the United States.
2. Have students complete Analogies worksheet.

## Answer Key — Analogies

1. b-synonyms
2. c-antonyms
3. a-antonyms
4. c-synonyms
5. d-synonyms
6. a-antonyms
7. b-antonyms
8. d-synonyms
9. c-synonyms
10. a- synonyms

## Evaluation

Analogies worksheet can be graded on a percent basis.

# Analogies

Name \_\_\_\_\_

## Directions

An analogy uses words to make comparisons. Your task is to look at the words below and determine if the missing word needs to be a synonym or antonym. Then choose the word that best completes the analogy. Circle the letter of the best answer.

Example: up : down :: big : \_\_\_\_\_. Read the analogy as "Up is to down as big is to \_\_\_\_\_." The answer, "small," is the antonym for the word "big."

1. union : coming together :: school : \_\_\_\_\_

- a. place with teachers
- b. place for learning
- c. place to eat school lunch
- d. place to sleep

6. welfare : loss :: obnoxious : \_\_\_\_\_

- a. well-behaved
- b. toxic
- c. sick
- d. television

2. insure : to be uncertain :: bargain : \_\_\_\_\_

- a. haggle
- b. negotiate
- c. pay asked price
- d. steal

7. liberty : slavery :: famine : \_\_\_\_\_

- a. drought
- b. well-fed
- c. undernourished
- d. hunger

3. domestic : public :: unknown : \_\_\_\_\_

- a. known
- b. likable
- c. colorful
- d. beautiful

8. posterity : descendants :: stealthily : \_\_\_\_\_

- a. all-knowing
- b. opinion
- c. public
- d. secretly

4. tranquility : placidity :: polite : \_\_\_\_\_

- a. rude
- b. discourteous
- c. well-mannered
- d. calm

9. ordain : \_\_\_\_\_ :: promote : endorse

- a. dismiss
- b. ordinary
- c. impose
- d. reject

5. defense : protection :: knowledge : \_\_\_\_\_

- a. power
- b. ability
- c. lack of learning
- d. learned information

10. \_\_\_\_\_ : create :: radiate : beam

- a. establish
- b. to create
- c. tear down
- d. evolve

# Evaluation Activity

Name \_\_\_\_\_

## Directions:

Incorporate five of the 12 vocabulary words into a cohesive paragraph. Use context clues to help identify the meanings of the vocabulary words. Then share aloud your paragraph with your group or class.

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# Understanding the Meaning of the Preamble — Grade 8

## Overview

This lesson on the preamble of the Constitution of the United States is specifically designed for an integrated eighth grade classroom that includes developmentally handicapped through gifted and talented learners who are beginning a study of the Constitution. Using group work first and whole-class reporting afterward, students are given the opportunity to learn as much about the meaning of the preamble as they are able.

## Materials

- Poster board and markers or access to a computer word art program for two groups
- Dictionaries, either text or technological, for each group
- A copy of the preamble for each class member
- Preamble worksheet
- 14 magnets

## Standards — Social Studies

Grade 8

Government, Benchmark B

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

## Procedure

1. Divide class into four ability groups, assigning students with their cognitive peers.
2. Explain that each group has a separate job to do and that each will report back to the class at the end, allowing everyone to understand the meaning of the preamble.
3. Hand out supplies and job descriptions to each group. Work individually as necessary.
4. Bring class back together and have groups report in order, from group one through group four.
5. Conduct assessment questioning.

## Group Assignments (In Order From Least to Most Difficult)

1. **Verbs:** These students make definition placards with markers and poster board or with a computer word art program. Their specific job is to help the class with the difficult verbs. The group may be subdivided for this purpose. Students should make placards for the following verbs: form, establish, insure, provide, promote, secure and ordain. When they present, they should teach the words to the class and leave the placards out for reference.
2. **Nouns:** These students also make definition placards with markers and poster board or with a computer word art program. Their specific job is to help everyone with the difficult nouns. The group may be subdivided for this purpose. Students should make placards for the following nouns and their modifiers: union, justice, domestic tranquility, common defense, general welfare, blessing of liberty, posterity and constitution. When they present, they should teach the words to the class and leave the placards out for reference.
3. **Graphic Organizer:** This group's task is to make a graphic organizer of the preamble using the grammatical "puzzle pieces" found on the Preamble Worksheet.

First, they select the segments that make up the preamble's core sentence ("We," "do ordain and establish" and "this Constitution"). They then determine what those three pieces mean.

They then find the two defining phrases ("The people of the United States" and "for the United States of America"), determine their meanings and put them in their correct places.

Next they find the piece that describes why the constitution was written ("in order to"). Then find the supporting six answers ("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").

After completing the activity, they can use the chalkboard, the magnets and any necessary drawn arrows or organizers to present the preamble puzzle to the class. Their graphic organizer should be left on display after the presentation for reference purposes.

4. **What's Missing:** This group's task is to appreciate how thorough and clear the framers were in their work. The students have to answer one question: What did the framers forget? If they come up with any answers, they are to present them and their conclusions to the class. (This has been tried before with gifted students and the nearest they could come was to suggest that environmental issues were left out; however, others argued that they fell under "general welfare." It is not an easy question.)

## Evaluation

Leaving all the displays visible, have the students write an answer to this question: What were the framers trying to do? After all have finished, allow any volunteers to read their answers to the class. This is not meant to be a graded activity, but answers should be collected, commented on and then returned. The writing activity is to allow the teacher to monitor understanding and help the students solidify their ideas.

# Group Assignments

## Group 1: Verbs

You are to make definition placards with markers and poster board or with a computer word art program. Your job is to help everyone with the difficult verbs. You should make placards for the following verbs: **form, establish, insure, provide, promote, secure, ordain**. When you present your word(s), you should teach the words to the class and leave the placards out for reference.

## Group 2: Nouns

You are to make definition placards using poster board and markers or a computer word art program. Your job is to help everyone with the difficult nouns. You should make placards for the following nouns and their modifiers: **union, justice, domestic tranquility, common defense, general welfare, blessing of liberty, posterity, constitution**. When you make your presentation to the class, you should teach the words and leave the placards in view for reference.

## Group 3: Graphic Organizer

Your task is to make a graphic organizer of the preamble using the grammatical “puzzle pieces” found on the Preamble Worksheet.

1. Select the segments that make up the preamble’s core sentence. Be able to explain what those three pieces mean.
2. Find the two defining phrases, determine their meanings and put them in their correct places.
3. Find the piece that describes why the constitution was written. Then find the supporting six statements.
4. Using the chalkboard, the magnets and any necessary drawn arrows or organizers, practice presenting the preamble puzzle so that the difficult syntax of the sentence will make sense to the class. This graphic organizer should be left on display for reference purposes.

## Group 4

Your task is to appreciate how thorough and clear the framers were in their work. What did the framers forget? If you come up with any answers, you are to present your conclusions to the class.



## Preamble Worksheet

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.

# Compromise

## Overview

Compromise means to come to an agreement through consent by means of mutual concessions. Many compromises were made by the Founding Fathers when drafting the Constitution, but none was as divisive or as dangerous to its passage as the issue of slavery. Many delegates viewed slavery as inconsistent with the principles of the Declaration of Independence while others wanted it to continue unchanged. In this lesson, students will find out what compromise was made about slavery in the Constitution and will try go through the process of making a compromise on an issue in their own lives.

## Materials

- Research materials — text, library, Internet
- Compromises — The Slavery Issue worksheet

## Standards

Social Studies  
Grade 8

History, Benchmark F

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
  - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade).

## Procedure

1. Have the students work with a partner. Each partner shall get a copy of the student worksheet.
2. The students can find answers using either their textbooks or the Web site <http://www.pbs4549.org/constitution>.
3. Allow one class period for the above activity. At the beginning of the second day, have a brief discussion of what they found. Stress the idea that neither side got exactly what they wanted — each had to compromise in some way.
4. After this discussion, give the students a controversial topic. It would be best if it were something that related to your school. For example, at many schools the dress code is a big issue. It could, however, be any topic. Some examples might be the following:
  - Choices of activities to do after lunch in the lunchroom
  - Theme of the next school dance
  - To whom Student Council should contribute money, etc.

The school topics are limitless, but you might prefer a topic with more popular appeal. It's important to find a topic where a compromise can be made. Issues like cloning or intelligent design often have people so dedicated to their position that no compromise is possible.

5. Break the students into groups of three or five. Ask them to come up with a compromise on the question. Give one class period for this.
6. The third day ask each group to tell the class what their compromise was and how they reached consensus. Leave time at the end of class to compare their compromise and procedure with that of the Founding Fathers.

## Evaluation

Give the students the Student Self-Evaluation Checklist before they begin working on the Compromises — The Slavery Issue worksheet. The second activity where students group together to make a compromise can be evaluated with the second checklist.

Also, you may want to collect the worksheet and grade it on a percentage basis.

Questions 1 and 2 each have one answer (20 percent each). Question 3 has two answers. (40 percent). Questions 4 and 5 require an analysis (20 percent).

# Compromises — The Slavery Issue

Name \_\_\_\_\_

Date \_\_\_\_\_

The Articles of Confederation had failed. The future of this new nation was at stake. Foreign countries still posed a threat. An armed rebellion had rocked Massachusetts. The states needed to defend themselves. Could a new Constitution help this floundering nation?

The Constitutional Convention was called. A number of compromises were made throughout the proceedings, such as the Great Compromise, which determined the two focuses for voting: by state (Senate) and by population (House of Representatives). Slavery was another huge issue that needed to be faced. Find out what the Founding Fathers proposed in this new Constitution.

Answer the following questions. You can use your textbook, the library or the *Constitution Challenge* Web site to find the answers.

1. What does compromise mean?

2. What compromise was made regarding slavery?

3. With a partner, answer the questions below.

- **Partner 1:** What are the advantages to slavery existing in the United States (both economically and politically)?
  
- **Partner 2:** What are the advantages for ending (abolishing) slavery in the United States (both economically and politically)?

4. What might have happened if those who opposed slavery had insisted on abolition or removal of slavery in the United States?

# Compromises — The Slavery Issue Answer Sheet

The Articles of Confederation had failed. The future of this new nation was at stake. Foreign countries still posed a threat. An armed rebellion had rocked Massachusetts. The states needed to defend themselves. Could a new Constitution help this floundering nation?

The Constitutional Convention was called. A number of compromises were made throughout the proceedings, such as the Great Compromise, which determined the two focuses for voting: by state (Senate) and by population (House of Representatives). Slavery was another huge issue that needed to be faced. Find out what the Founding Fathers proposed in this new Constitution.

Answer the following questions. You can use your textbook, the library or the *Constitution Challenge* Web site to find the answers.

1. What does compromise mean?

**Compromise means to come to an agreement through consent by means of mutual concessions.**

2. What compromise was made regarding slavery?

**The Three-Fifth Compromise stated that states were to count three-fifths of the state's slaves in the total population. In other words, for every five slaves, three would be added to the population count used to determine representation in the House of Representatives.**

3. With a partner, answer the questions below.

- **Partner 1:** What are the advantages to slavery existing in the United States (both economically and politically)?
- **Partner 2:** What are the advantages for ending (abolishing) slavery in the United States (both economically and politically)?

**Advantages to slavery:** Economically, slave owners have free labor and don't have to pay wages to their workers. Politically, if slaves are counted as part of the voting public, there is a larger vote, which helps positions and viewpoints be made into law.

**Disadvantages to slavery:** Slavery prevents people from living as free human beings.

4. What probably would have happened if those who opposed slavery had insisted on abolition or removal of slavery in the United States?

**Answers will vary.**

# Student Worksheet Evaluation — Self-Evaluation

Name \_\_\_\_\_

Date \_\_\_\_\_

Use this self-evaluation sheet to make sure you have accurately completed the Compromises — The Slavery Issue worksheet.

## Category

## Responsibilities

### Background Research

- I used a variety of helpful resources.
- I used information from textbooks.
- I used Internet resources.
- I found recent materials so my information is up-to-date.
- I used only reliable resources.
- I collected enough information to get a good understanding of my topic.
- I wrote down where I got each piece of information.
- I correctly cited all resources used in the final project.

### Relating Concepts

- I know how this project relates to what we are studying.
- I know how this project relates to history.

### Cooperative Work

- I worked well with my partner.
- I showed respect and support for my partner.



# Checklist for Group Work

## Compromises — The Slavery Issue

### Cooperative Work

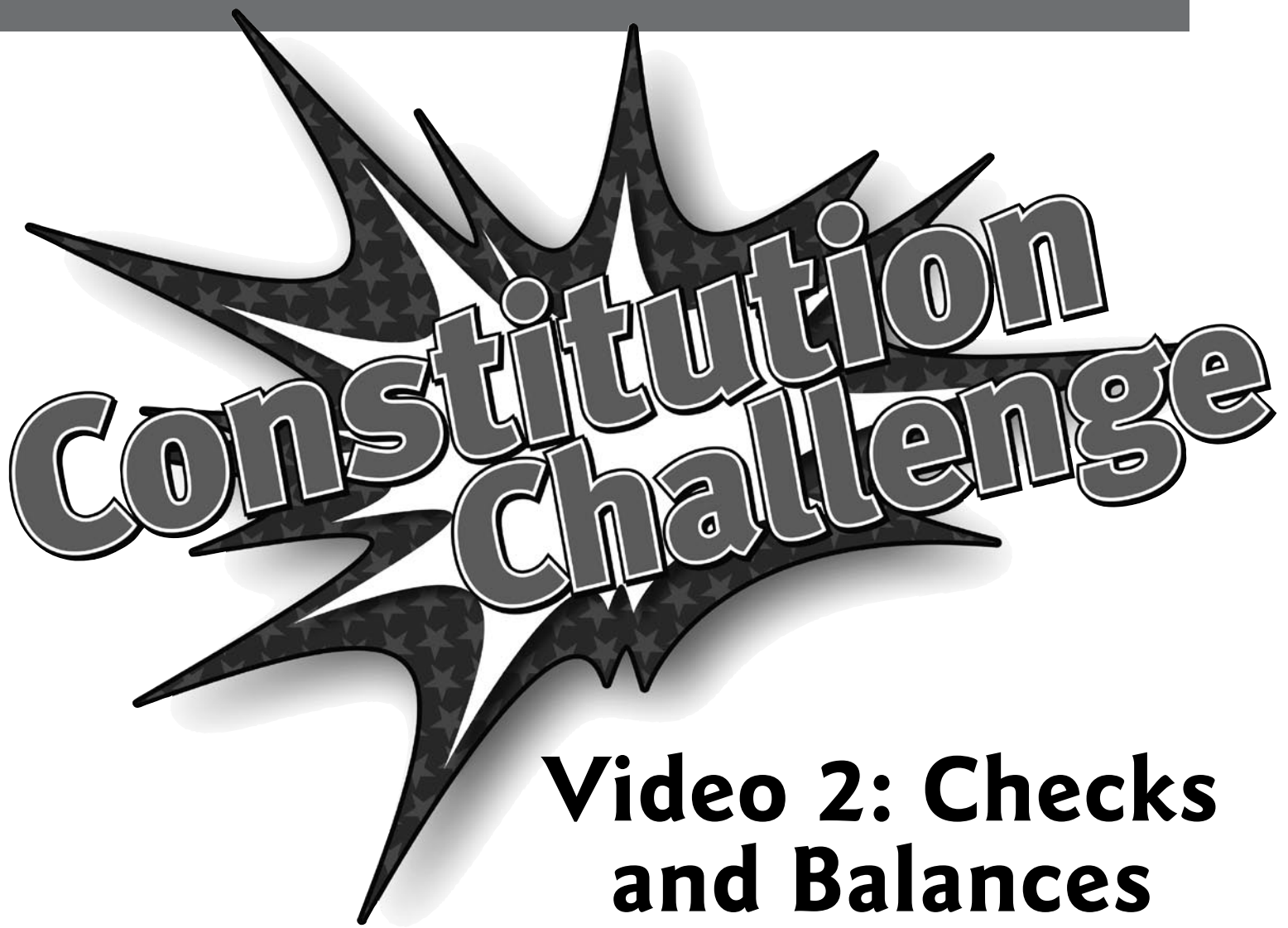
- I worked well with my group members.
- I showed respect and support for fellow team members.
- I listened to my group's ideas.
- I listened to my partner's ideas.
- I did my share of the work.
- I contributed both time and effort.
- I helped us succeed.
- My work made this project better.

### Content

- I used words that the audience could understand.
- My vocabulary was strong and unambiguous.
- I used facts and logical appeals where appropriate.
- I used opinions or emotional appeals where appropriate.
- I used supportive details.
- The information I gave was valuable.
- I stayed focused; I did not stray off my topic.
- I was well-informed on my topic.



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# Constitution Challenge

## Video 2: Checks and Balances

<http://www.pbs4549.org/constitution>

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# Structure of American Government

## Overview

This activity uses a graphic organizer to help students understand the branches of government at the state, local and federal levels.

## Materials

- Nine-Box Chart of American Government worksheet
- Research materials — text, library, Internet

## Standards

Social Studies  
Grade 5

### Government, Benchmark A

2. Explain the essential characteristics of American democracy including:
  - c. The government is run directly by the people or through elected representatives.

### Government, Benchmark B

3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

Grade 8

### Government, Benchmark B

4. Explain the political concepts expressed in the U.S. Constitution:
  - a. Representative democracy.
  - b. Federalism.
  - c. Bicameralism.
  - d. Separation of powers.
  - e. Checks and balances.

## Procedure

1. Have the students research some background information on how a law is made. A grid showing the relationship of the branches of government is available on the **Constitution Challenge** Web site at <http://www.pbs4549.org/constitution>.
2. Work with the students to complete the Nine-Box Chart of American Government worksheet.
  - Begin by explaining the concept of separation of powers and the idea that power is also divided by level (federalism).
  - As each branch of government is introduced, offer the students synonyms that will help them understand the function of each branch of government.
    - E = E (Executive = Enforce laws) Synonyms include administer and carry out.
    - L = L (Legislative = Lawmakers) Synonyms include make, create, develop and design.
    - J = J (Judicial = Judge laws) Synonyms include judge, interpret, decide, determine and evaluate.
  - As the chart unfolds, teachers may also discuss the concepts of checks and balances between the branches.
  - Where appropriate, teachers may include the names as well as the titles of officials in different boxes.
3. Use the following questions for discussion.
  - Which branch of government is most powerful?
  - Which branch appears to have the most influence?
  - Which branch impacts your life most each day?
  - Which level of government is the most powerful?
  - Which level of government impacts your life most each day?

## Evaluation

Use the blank chart as a quiz at a later date. Students have to get all nine boxes correct (including spelling, if desired). If appropriate, multiple chances can be given. To reinforce the concept that all branches of government are equal, you may quiz the students by changing which branch appears in each column.

# Nine-Box Chart of American Government

9-Box Chart of American Government

	Executive Branch E = E	Legislative Branch L = L	Judicial Branch J = J
FEDERAL (National)	This chart shows the structure of American government, dividing power between branches		
STATE (Ohio)			
LOCAL (City, County)	It also shows levels of government, where the national government has the highest authority, followed by state and local governments		

1

9-Box Chart of American Government

	Executive Branch E = E	The Executive Branch is responsible for ENFORCING (carrying out) laws	
FEDERAL (National)	PRESIDENT Bush		
STATE (Ohio)	GOVERNOR Taft		
LOCAL (City, County)	MAYOR Roth (Fairlawn)		

2

9-Box Chart of American Government

	Executive Branch E = E	Legislative Branch L = L	The Legislative Branch is responsible for LAWMAKING (creating, designing, developing laws)
FEDERAL (National)	PRESIDENT Bush	CONGRESS House of Representatives Senate	
STATE (Ohio)	GOVERNOR Taft	GENERAL ASSEMBLY House of Representatives Senate	
LOCAL (City, County)	MAYOR Roth (Fairlawn) <b>COPLEY = Township Trustees</b>	CITY COUNCIL (Fairlawn)	

3

9-Box Chart of American Government

	Executive Branch E = E	Legislative Branch L = L	Judicial Branch J = J
FEDERAL (National)	PRESIDENT Bush	CONGRESS House of Representatives Senate	U.S. Supreme Court Federal Courts
STATE (Ohio)	GOVERNOR Taft	GENERAL ASSEMBLY House of Representatives Senate	Ohio Supreme Court State Courts
LOCAL (City, County)	MAYOR Roth (Fairlawn)	CITY COUNCIL (Fairlawn)	County Courts Municipal Courts

The Judicial Branch is responsible for JUDGING (determining, deciding, evaluating) laws

4



# Nine-Box Chart of American Government

**Judicial Branch**  
Judicial = Judging

**Legislative Branch**  
Legislative = Lawmaking

**Executive Branch**  
Executive = Enforce

**FEDERAL**  
(National)

**STATE**  
(Ohio)

**LOCAL**  
(City, County)


# Answer Sheet: Nine-Box Chart of American Government

	Executive Branch <b>E = E</b>	Legislative Branch <b>L = L</b>	Judicial Branch <b>J = J</b>
<b>FEDERAL</b> (National)	<b>PRESIDENT</b> Bush	<b>CONGRESS</b> House of Representatives Senate	U.S. Supreme Court Federal Courts
<b>STATE</b> (Ohio)	<b>GOVERNOR</b> Taft	<b>GENERAL ASSEMBLY</b> House of Representatives Senate	Ohio Supreme Court State Courts
<b>LOCAL</b> (City, County)	<b>MAYOR</b>	<b>CITY COUNCIL</b>	County Courts Municipal Courts



# Branches and Balances Graphic Organizer

## Overview

This lesson covers the three branches of government and the system of checks and balances established in the U.S. Constitution that keeps one branch from becoming too powerful.

## Materials

- Copies of the U.S. Constitution
- Article I, II and III worksheets

## Standards — Social Studies

### Grade 8

#### Social Studies Skills and Methods, Benchmark A

3. Write a position paper or give an oral presentation that includes citation of sources.

#### Social Studies Skills and Methods, Benchmark D

4. Organize and lead a discussion.

### Government, Benchmark B

4. Explain the political concepts expressed in the U.S. Constitution:
  - a. Representative democracy.
  - b. Federalism.
  - c. Bicameralism.
  - d. Separation of powers.
  - e. Checks and balances.
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

## Procedures

1. Have students count off by threes. One group will read Article I of the Constitution, the next will read Article II and the third will read Article III.
2. Pass out copies of the Constitution or have the students turn to it in their textbook.
3. Pass out the worksheets for Articles I, II and III (pages 74, 76-77 and 80).
4. Have students read and answer the questions independently.
5. When they complete the worksheets (this could extend to a homework assignment), have them meet with other students who read same section.
6. In their groups, have the students share answers and discuss their reading.
7. After discussions, explain that each group is responsible for teaching their branch of government to the class through the creation of an original graphic organizer.

8. Graphic organizers must include:

- Name of branch
- Division of branch/organization of branch
- Head/leader of branch
- Length of term of person(s) serving in branch
- Qualifications of person(s) serving
- Powers given to branch

9. Each group makes a presentation to the class.

10. After the presentations, reassign groups so that each group has at least one of each branch represented.

11. Have the new groups discuss balance of power and checks and balances.

12. Each new group will be responsible for creating a visual aid that illustrates checks and balances and balance of power.

13. Have each group present their visual aids.

## Evaluation

### Rubric for Graphic Organizer

CATEGORY	20-15	14-9	8-0	Total
Organization	Main concept holds prominent position; subconcepts are linked to the appropriate source.	Main concept holds prominent position; subconcepts all link to the main idea.	Main concept is not easily identified; subconcepts are not linked appropriately.	_____
Links	All links are connected in the right direction. Hyperlinks work.	Most links are connected in the right direction. Most hyperlinks work.	Links don't clarify the relationships. No hyperlinks.	_____
Content	Important information is accurate. Information is succinct.	Most of the information is accurate. There are a few too many words used to explain concept.	Unneeded information is present. Too many words are used.	_____
Conventions	No misspellings or grammatical errors are present.	There are fewer than three misspellings or grammatical errors.	Contains numerous spelling and grammatical errors.	_____

# Article I Worksheet

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## ARTICLE I: The \_\_\_\_\_ Branch

### Introduction

1. What is the main focus of Article I?
2. In one sentence, summarize the main function of the legislative branch.
3. Using a dictionary, define bicameral and representative democracy.
4. What are the two lawmaking chambers of our legislative branch?
5. Which chamber is the upper house? Lower house?
6. The two houses together are called \_\_\_\_\_.

### Qualification/Leadership/Term

	Senate	House of Representatives
1. Minimum age requirement:		
2. Citizenship requirements:		
3. Term of office (length in office):		
4. Number of members:		
5. Head of chamber:		

### Congressional Duties/ Responsibilities/ Powers

Congress has the power to ...

1. Collect \_\_\_\_\_.
2. \_\_\_\_\_ money on the credit of the United States.
3. Regulate \_\_\_\_\_ with other nations.
4. Coin \_\_\_\_\_ and punish \_\_\_\_\_.
5. Declare \_\_\_\_\_ and raise a military.

# Answer Key — Article I Worksheet

## ARTICLE I: The Legislative Branch

### Introduction

1. What is the main focus of Article I?  
The main focus of Article I is the legislative branch and its role in U.S. government.
2. In one sentence, summarize the main function of the legislative branch.  
The legislative branch writes/makes laws.
3. Using a dictionary, define bicameral and representative democracy.  
Bicameral — two houses, two law making houses  
Representative Democracy — a type of democracy in which the citizens delegate authority to elected representatives.
4. What are the two lawmaking chambers of our legislative branch?  
The Senate and the House of Representatives
5. Which chamber is the upper house? Lower house?  
The Senate is called the upper house and the House of Representatives is the lower house.
6. The two houses together are called Congress.

### Qualification/Leadership/Term

	Senate	House of Representatives
1. Minimum age requirement:	30 years old	25 years old
2. Citizenship requirements:	U.S. citizen for nine or more years	U.S. citizen for seven or more years
	Both senators and representatives must be residents of the state they represent.	
3. Term of office (length in office):	Six years (unlimited terms)	Two years (unlimited terms)
4. Number of members:	Two/state — 100 members	Based on population — 435 members
5. Head of chamber:	President of the Senate (held by the vice president)	Speaker of the House

### Congressional Duties/ Responsibilities/ Powers

Congress has the power to ...

1. Collect taxes.
2. Borrow money on the credit of the United States.
3. Regulate trade/commerce with other nations.
4. Coin money and punish counterfeiters.
5. Declare war and raise a military.

# Article II Worksheet

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## ARTICLE II: The \_\_\_\_\_ Branch

1. What is the main focus of Article II?
2. In one sentence, summarize the main function of the executive branch.
3. Who is the head of the executive branch?
4. Who is second in command?
5. Using a dictionary, define executive. What is executive power?
6. How does a president get his/her job?

### Qualification/Terms

1. Minimum Age Requirement:
2. Citizenship Requirements:
3. Residency Requirements:
4. Term of Office:



## **Duties/Responsibilities/Powers**

1. What role does the president have with the military?
2. What role does the president have with executive departments?
3. What can he/she do in order to hold such departments accountable?
4. What are the executive department heads, or chief presidential advisors, called?
5. What are the agreements that the president can make with foreign nations called?
6. Who can the president nominate or appoint?
7. What is the State of the Union address and why is it an important presidential responsibility?
8. What does the president recommend in a State of the Union address?
9. The president must \_\_\_\_\_ all laws.

# Answer Key — Article II Worksheet

## ARTICLE II: The Executive Branch

1. What is the main focus of Article II?

The main focus of Article II is the executive branch and its role in U.S. government.

2. In one sentence summarize the main function of the executive branch.

The executive branch is responsible for enforcing laws.

3. Who is the head of the executive branch?

The president.

4. Who is second in command?

The vice president.

5. Using a dictionary, define executive. What is executive power?

**Executive:** A person or group having administrative or managerial authority in an organization. The chief officer of a government, state or political division.

**Executive power:** The power given to the chief officer.

6. How does a president get his/her job?

The president is elected.

### Qualification/Terms

1. Minimum Age Requirement:

The president and vice president must be at least 35 years old.

2. Citizenship Requirements:

Both the president and the vice president must be natural-born U.S. citizens.

3. Residency Requirements:

Both positions require that the person must have been a U.S. resident for 14 years.

4. Term of Office:

The presidential term is four years.

## **Duties/Responsibilities/Powers**

1. What role does the president have with the military?

**The president is the commander in chief of the U.S. military.**

2. What role does the president have with executive departments?

**The president is the head of all executive departments. Each department head must answer to the president.**

3. What can he/she do in order to hold such departments accountable?

**The president can ask each department to give a full report of their work.**

4. What are the executive department heads, or chief presidential advisors, called?

**The chief presidential advisors/department heads are called the cabinet.**

5. What are the agreements that the president can make with foreign nations called?

**Agreements made with foreign nations are called treaties.**

6. Who can the president nominate or appoint?

**The president can appoint cabinet members and federal judges, including Supreme Court justices.**

7. What is the State of the Union address and why is it an important presidential responsibility?

**The State of the Union address is a speech given before Congress (both houses) that covers the present assessment of the health of the nation. It is important because it is in the State of the Union address that the president proposes laws and initiates the budget talks.**

8. What does the president recommend in a State of the Union address?

**The president recommends laws, policies and budgetary concerns.**

9. The president must enforce all laws.

# Article III Worksheet

Name \_\_\_\_\_

Date \_\_\_\_\_

## ARTICLE III: The \_\_\_\_\_ Branch

### Introduction

1. What is the main focus of Article III?
2. In one sentence, summarize the main function of the judicial branch.
3. In Article III, who was given the power to make decisions in legal cases?
4. Who establishes lower courts as they are needed?

### Qualifications/Term for Supreme Court Justices

1. Minimum Age Requirement:
2. Citizenship Requirements:
3. Residency Requirements:
4. Term of Office:

### Duties/Responsibilities/Powers

1. Supreme Court justices must \_\_\_\_\_ laws.
2. The Supreme Court is mostly an \_\_\_\_\_ court that hears appeals and reviews cases.
3. In all cases affecting ambassadors, other public ministers and consuls and other states, the U.S. Supreme Court has \_\_\_\_\_ jurisdiction.

# Answer Key — Article III Worksheet

## ARTICLE III: The Judicial Branch

### Introduction

1. What is the main focus of Article III?

The main focus of Article III is the federal court system, including the Supreme Court.

2. In one sentence summarize the main function of the judicial branch.

The judicial branch interprets and reviews laws.

3. In Article III, who was given the power to make decisions in legal cases?

The U.S. Supreme Court and other lower courts have the power to make decisions in legal cases.

4. Who establishes lower courts as they are needed?

Congress has the power to establish lower courts as they are needed.

### Qualification/Term for Supreme Court Justices

1. Minimum Age Requirement:

No age limit is given.

2. Citizenship Requirements:

No citizenship requirements are given.

3. Residency Requirements:

No residency requirements are given.

4. Term of Office:

Federal judges have no term limit. They have their job for life.

### Duties/Responsibilities/Powers

1. Supreme Court justices must interpret laws.

2. The Supreme Court is mostly an appellate court that hears appeals and reviews cases.

3. In all cases affecting ambassadors, other public ministers and consuls and other states, the U.S. Supreme Court has original jurisdiction.

# Persuasive Essay

## Overview

The students write a persuasive essay and/or business letter in which they persuade the other members of the class to vote “yes” on their ideas for a bill to become a law.

## Materials

- Teacher reference materials for business letters (Grade 5)
- Teacher reference materials for persuasive essays (Grade 8)
- Teacher-preferred rubric for business letters, persuasive speeches and oral presentations

## Standards — Language Arts\*

### Grade 5, Writing

#### Writing Applications, Benchmark C

3. Write letters that state the purpose, make requests or give compliments and use a business letter format.

#### Communication: Oral and Visual, Benchmark A

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.

#### Communication: Oral and Visual, Benchmark B

3. Identify the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the situation, setting and audience.

#### Communication: Oral and Visual, Benchmark F

10. Deliver persuasive presentations that:
  - a. Establish a clear position.
  - b. Include relevant evidence to support a position and to address potential concerns of listeners.
  - c. Follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

*\* Not all parts of all standards (media) are addressed in this assignment.*

## Grade 8, Writing

### Communication: Oral and Visual, Benchmark A

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).

### Communication: Oral and Visual, Benchmark B

2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

### Communication: Oral and Visual, Benchmark C

4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

### Communication: Oral and Visual, Benchmark E

8. Deliver persuasive presentations that accomplish the following:
  - a. Establish and develop a logical controlled argument.
  - b. Include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias.
  - c. Consistently use common organizational structure as appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Procedures

1. Discuss with the students how a bill becomes a law. See Introductory Lessons on page 13.
2. Divide students into groups. Together they should decide what law they would like to make.
3. Students then write a business letter (Grade 5) or a persuasive essay in which they present an argument as to why their idea should become a law.
4. Teachers follow their reference materials for specific requirements of business letter (Grade 5) and persuasive writing (Grades 6-8).
5. The students then orally present their business letter/persuasive essay to the class.
6. After each group presentation, students should discuss these items:
  - The type of persuasive technique(s) used
  - The speaker's purpose
  - The position of the speaker — bias, slant, etc.
  - If there is evidence to support the speaker's position
  - The credibility of the speaker
  - If counter arguments are addressed
  - What organizational structure the speaker used (e.g., cause-effect, compare-contrast, problem-solution)
  - If the speaker used repetition, or appealed to emotion
  - Opinions compared to evidence
7. After the presentation, the discussion groups may ask the speaker any relative or clarifying questions.
8. Students then vote on the bills.



## Evaluation Rubric for Persuasive Essay

<b>CATEGORY</b>	<b>20 — Above Standards</b>	<b>15 — Meets Standards</b>	<b>10 — Approaching Standards</b>	<b>5 — Below Standards</b>	<b>Score</b>
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
<b>Accuracy</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics are inaccurately reported.	
<b>Support for Position</b>	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least one counter-argument.	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes one or no pieces of evidence (facts, statistics, examples, real-life experiences).	
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, relevant quotation, statistic or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
<b>Grammar and Spelling</b>	The author makes no errors in grammar or spelling that distract the reader from the content.	The author makes one or two errors in grammar or spelling that distract the reader from the content.	The author makes three or four errors in grammar or spelling that distract the reader from the content.	Author makes more than four errors in grammar or spelling that distract the reader from the content.	
<b>Capitalization and Punctuation</b>	The author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	The author makes one or two errors in capitalization or punctuation, but the essay is still easy to read.	The author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	The author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	

## Evaluation Rubric for Business Letter

<b>CATEGORY</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>Content Accuracy</b>	The letter contains at least five accurate facts about the topic.	The letter contains three or four accurate facts about the topic.	The letter contains one or two accurate facts about the topic.	The letter contains no accurate facts about the topic.
<b>Sentences and Paragraphs</b>	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	There are many sentence fragments or run-on sentences OR paragraphing needs a lot of work.
<b>Ideas</b>	Ideas are expressed in a clear and organized fashion. It is easy to figure out what the letter is about.	Ideas are expressed in a pretty clear manner, but the organization could be better.	Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what the letter is about.	The letter seems to be a collection of unrelated sentences. It is very difficult to figure out what the letter is about.
<b>Grammar and Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling.	Writer makes one or two errors in grammar and/or spelling.	Writer makes three or four errors in grammar and/or spelling.	Writer makes more than four errors in grammar and/or spelling.
<b>Format</b>	Complies with all the requirements for a business letter.	Complies with almost all the requirements for a business letter.	Complies with several of the requirements for a business letter.	Complies with less than 75 percent of the requirements for a business letter.



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# Constitution Challenge

## **Video 3: Bill of Rights and the Amendments**

<http://www.pbs4549.org/constitution>

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# The Bill of Rights

## Overview

The Constitution gave our government form, but it did not specifically spell out the rights of the individual. This section is about the 10 amendments that make up the Bill of Rights, plus other amendments. This resource page and a PowerPoint presentation (<http://www.pbs4549.org/constitution>) give information about the Bill of Rights and the amendments. In the lesson plans, student groups are asked to rewrite the amendments using vocabulary that they can understand. The groups can make a poster of one of the amendments and challenge the class to determine which amendment the poster portrays. The last lesson gives a series of scenarios where students have to determine which amendment is being discussed.

### What, Why and When

Remember that after declaring our freedom (Declaration of Independence), the colonies had to form a government. That first government, as defined in the Articles of Confederation, did not work, so in 1787 the founders of our government put together a new form of government, which was defined in the Constitution.

Not everyone was in favor of the Constitution because it did not list the specific rights that the people of the country had. The Constitution was created in a way that allowed changes, called amendments, to be made to it. In 1791, the Bill of Rights, which addressed these changes, was approved and added to the Constitution in order to help get the Constitution approved by the states. The Bill of Rights lists the first 10 amendments to the Constitution and guarantees individual rights and protections by specifically stating what the government *cannot* do to people.

### The First Amendment: Freedom of Speech, Freedom of the Press and Freedom of Religion

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.”

The First Amendment provides for the following:

- You are allowed to believe in any religion, provided you do not break any laws in exercising those beliefs.
- You are allowed to say (freedom of speech) or write and publish (freedom of the press) whatever you wish — if you are willing to accept the consequences. For example, if you lie about someone, it is known as libel (written lies) or slander (spoken lies). You could be sued in court for libel or slander.
- You are allowed to show your dissent (disapproval or dissatisfaction) with government by holding a protest, but it must not break any laws.

## The Second Amendment: The Right to Bear Arms

“A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

Consider these issues when thinking about the Second Amendment:

- Do you have the right to own *any* weapon?
- Militia is the same as the Army. Should only military people own weapons?
- What is a weapon? A handgun? A rifle? An assault rifle? A tank? An F-16 fighter jet? Biological or nuclear weapons?
- Most families in America in 1791 had a gun (single-shot) of some sort in the home (for hunting and/or self-defense).
- The worst weapon known to man in 1791 (when the Bill of Rights was approved) would have been a cannon. At the time, a cannon loaded with a canister (a small cylinder containing dozens of small lead balls) might kill 20 or so soldiers with a single blast.
- Currently most states allow ownership of handguns and rifles. Many states do not allow for assault rifles.

## The Third Amendment: Quartering

“No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.”

The Third Amendment was created in response to British laws that were in place before the Revolution. The British were allowed to house troops in homes of colonists against the colonists' wills. Today this doesn't really affect us much, but it is important because it shows that we have a right to privacy in our homes.

## The Fourth Amendment: Search and Seizure

“The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

This amendment restricts government officials such as the police from stopping and searching you unless there is probable cause. Consider these scenarios:

- If the police stop you for a traffic violation, can they search your car?
- Can your parents allow your room to be searched against your will?
- Can the school search your locker?
- When is a warrant needed? (A warrant must be specific as to the object to be searched for and the place to be searched. It also must be signed by a judge.)

## The Fifth Amendment: Due Process, Double Jeopardy and Self-incrimination

“No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled to in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.”

The following descriptions help to explain the intent of the Fifth Amendment:

- **Due Process:** Steps taken from a person’s arrest to the time of trial must be fair. Arraignment — meaning that you face a judge who will tell you what you are charged with and ask you how you plead — must occur shortly after arrest.
- **Double Jeopardy:** You cannot be tried for the same exact crime more than one time once a verdict is reached in court.
- **Self-incrimination:** You do not have to answer questions, either from the police or in court, that might make you look guilty. Police must state the Miranda warning at the time of arrest. This warning states in part, “You have the right to remain silent. Anything you say can be used against you in a court of law.”

## The Sixth Amendment: Right to a Speedy Trial, a Public Trial, a Jury Trial, a Subpoena and an Attorney

“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.”

Following are explanations of the rights covered in the Sixth Amendment:

- **Right to a Speedy Trial:** Once indicted by a grand jury, a trial must happen as soon as possible.
- **Right to a Public Trial:** A trial must happen in a public court where the court proceedings may be known to the public.
- **Right to a Jury Trial:** A trial must have a jury made up of everyday people. The jury must reach a unanimous decision (12-0), or a mistrial can result.
- **Right to Subpoena:** A subpoena is a court-ordered paper requiring you to testify in court. It is illegal to refuse to testify if you are issued subpoena.
- **Right to an Attorney:** As stated in the Miranda warning, police advise, “If you cannot afford an attorney, one will be provided.”



## **The Seventh Amendment: Right to a Jury Trial in Civil Cases**

“In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.”

If two people disagree on a contract, or if someone buys something that doesn't work, you can take a person or company to court for a civil case. In civil cases, you are allowed to have a jury trial. Civil court juries do not rule “guilty” or “not guilty,” but instead rule in favor of one party or the other. They also do not need to have a unanimous vote to reach a verdict. It is possible for you to be tried in criminal court *and* civil court.

## **The Eighth Amendment: Cruel and Unusual Punishment**

“Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”

Bail is money that you pay to get out of jail while awaiting your trial for a criminal charge. The money is returned to you when you show up in court. In essence, this amendment states that the punishment needs to fit the crime. For example, you won't get fined \$10,000 for parking in a tow-away zone. An example of a cruel and unusual punishment would be using criminals for medical experiments while they are in prison.

Present-day issues regarding the Eighth Amendment that warrant discussion include the following:

- Should we deny the chance for bail to terrorists? To murderers?
- Is the death penalty “cruel” or “unusual” punishment?

## **The Ninth Amendment: Rights to the People**

“The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.”

The Ninth Amendment acknowledges that the American people have rights that are not even specified in the Constitution or the Bill of Rights. For example, the Constitution has nothing in it about what company you can use for your Internet service provider. Therefore, the government cannot deny you that choice.

## **The Tenth Amendment: Rights to the State**

“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.”

The Tenth Amendment emphasizes the national character of the United States constitutional system. For example, the Constitution is silent about driving a car. The power to grant licenses for driving is a power left to the states. Each state has its own law, which is why you can drive a car by yourself at age 15 in South Carolina, but have to wait until age 16 in Ohio.

A PowerPoint presentation with this information is available at <http://www.pbs4549.org/constitution>.

# The Bill of Rights — PowerPoint Presentation

## What, Why and When

## The Bill of Rights

- Remember that after declaring our freedom (Declaration of Independence), the colonies had to form a government.
- That first government (Articles of Confederation) did not work, so in 1787 the creators of our government (the “founding fathers”) put together a new form of government (the Constitution). Not everyone was in favor of the Constitution, especially because it did not list the specific rights the people of the country had.
- The Constitution was created in a way that allowed changes to it (called Amendments). A Bill of Rights was to be added to the Constitution in order to help get it approved by the states.
- In 1791, the Bill of Rights was approved and added to the Constitution.
  - The Bill of Rights includes the first 10 amendments to the Constitution and guarantees individual rights and protections by specifically stating what the government CANNOT do to people.

1

## What, Why and When

## The Bill of Rights

- How many of the Bill of Rights can you name right now?

2

## The First Amendment

## The Bill of Rights

- Today you are allowed to believe in any religion, provided you do not break any laws in exercising those beliefs.
- You are allowed to say (freedom of speech) or write and publish (freedom of the press) whatever you wish, if you are willing to accept the consequences.
  - If you lie about someone, it is known as libel (written lies) or slander (spoken lies). You could be sued in court for libel or slander.
- You are allowed to show your dissent (disapproval or dissatisfaction) with government by holding a protest, but it must be in a public place and it must not break any laws.

*“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”*

Freedom of Speech  
Freedom of the Press  
Freedom of Religion

3

## The Second Amendment

## The Bill of Rights

- Do you have the right to own ANY weapon?
- Militia = the Army. Should only military people own weapons?
- What is a weapon?
  - A handgun?
  - A rifle?
  - An assault rifle?
  - A tank?
  - An F-16 fighter jet?
  - Biological or nuclear weapons?
    - Most families in America in 1791 had a gun (single-shot) of some sort in the home (for hunting and/or self-defense).
    - The worst weapon known to man in 1791 (when the Bill of Rights was approved) would have been a cannon. At the time, a cannon loaded with a canister (a small cylinder containing dozens of small lead balls) might kill 20 or so soldiers with a single blast.
- Currently most states allow ownership of handguns and rifles. Many states do not allow for assault rifles.

*“A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”*

Right to Bear Arms

4

## The Third Amendment

## The Bill of Rights

- This was created in response to British laws before the Revolution. The British were allowed to house troops in homes of colonists against the colonists’ wills.
- Today this doesn’t really affect us much, but it is important because it shows that we have a right to privacy in our homes.

*“No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.”*

Quartering

5

## The Fourth Amendment

## The Bill of Rights

- This restricts police from stopping and searching you without a reason (“probable cause”).
- If the police stop you for a traffic violation, can they search your car?
- Can your parents allow your room to be searched against your will?
- Can the school search your locker?
- When is a warrant needed?
  - A warrant must be specific as to the object to be searched for and the place to be searched. It also must be signed by a judge.

*“The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”*

Search and Seizure

6

**The Fifth Amendment**

**The Bill of Rights**

- DUE PROCESS: Steps taken from arrest to trial must be fair.
  - Arraignment must occur shortly after arrest — meaning that you face a judge who will tell you what you are charged with and will ask you how you plead.
  - Right to a grand jury to determine if a trial should be held.
- DOUBLE JEOPARDY: You cannot be tried for the same exact crime more than one time (once a verdict is reached in court).
- SELF-INCRIMINATION: You do not have to answer questions (either from the police or in court) that might make you look guilty.
  - "You have the right to remain silent, anything you say can be used against you in a court of law" — Miranda warnings police read before questioning

*"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury... nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."*

7

**The Sixth Amendment**

**The Bill of Rights**

- Right to a Speedy Trial: Once indicted by a Grand Jury, a trial must happen as soon as possible.
- Right to a Public Trial: A trial must happen in a public court where the court proceedings may be known to the public.
- Right to a Jury Trial: A trial must have a jury made up of everyday people. The jury must reach a unanimous decision (12-0), or a mistrial can result.
- Right to Subpoena: A subpoena is a court-ordered paper requiring you to testify in court. It is illegal to refuse to testify if you are issued subpoena.
- Right to an Attorney: This information is continued in the Miranda warnings, police state: "If you cannot afford an attorney, one will be provided."

*"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor and to have the Assistance of Counsel for his defence."*

8

**The Seventh Amendment**

**The Bill of Rights**

- If two people disagree on a contract, or if someone buys something that doesn't work, you can take a person or company to court. This is called a civil case.
- In civil cases you are allowed to have a jury trial. Civil court juries do not rule "guilty" or "not guilty," but instead rule in favor of one party or the other. They also do not need to have a unanimous vote to reach a verdict.
- It is possible for you to be tried in criminal court and civil court.

*"In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law."*

**Right to a Jury Trial in Civil Cases**

9

**The Eighth Amendment**

**The Bill of Rights**

- Bail is money that you pay to get out of jail while awaiting your trial for a criminal charge. The money is returned to you when you show up in court.
- In essence this means that the punishment needs to fit the crime.
  - You won't get fined \$10,000 for parking in tow-away zone
  - Criminals aren't used for medical experiments while in prison.
- Should we deny the chance for bail to terrorists? To murderers?
- Is the death penalty "cruel" or "unusual" punishment?

*Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.*

**Cruel or Unusual Punishments**

10

**The Ninth Amendment**

**The Bill of Rights**

- This is supposed to mean that if the rights were not spelled out specifically in the Constitution, then those rights belonged to the people. For example, the Constitution has nothing in it about who you use for your Internet service provider. Therefore, the government cannot deny you that choice.

*The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.*

**Rights to the People**

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**The Tenth Amendment**

**The Bill of Rights**

- This is supposed to mean that if the rights were not spelled out specifically in the Constitution, then those rights belonged to the states.
- For example, the Constitution is silent about driving a car. The power to grant licenses for driving is a power left to the states. Each state has its own law, which is why you can drive a car by yourself at age 15 in South Carolina but have to wait until age 16 in Ohio.

*The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.*

**Rights to the States**

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# Understand What the Bill of Rights Addresses — Paraphrasing

## Overview

This lesson can be part of any eighth grade social studies Constitution unit, or it can be used as a separate two- or three-day assignment to recognize Constitution Day in an eighth grade language arts class. Its intent is not so much to learn right answers, but to force students to learn the contents of the Bill of Rights and to see firsthand why some of these amendments are still in dispute today. Differentiate the lesson by assigning the third, eighth and ninth amendments to the lower ability groups who might need more support. Also, these students might only answer the first essay question listed in the Evaluation section. Higher-ability students might be asked to describe a situation, after each group reports, where each right or amendment might affect the school in some way. This keeps them involved in the reporting and their examples might aid understanding for everyone.

## Materials

- Amendment worksheets
- Copies of the Bill of Rights — one for each student
- Internet or text dictionaries for each group
- Copies of essay question

## Standards — Social Studies

Grade 8  
Government, Benchmark B

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on these provisions:
  - a. Freedom of religion, speech, press, assembly and petition.
  - b. Right to trial by jury and the right to counsel.
  - c. Due process and equal protection of the laws.

## Standards — Language Arts

Grade 8, Reading  
Acquisition of Vocabulary, Benchmark A

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

### Acquisition of Vocabulary, Benchmark F

7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Benchmark B

2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Grade 8, Writing  
Writing Applications, Benchmark E

5. Write persuasive compositions that:
  - a. Establish and develop a controlling idea.
  - b. Support arguments with detailed evidence.
  - c. Exclude irrelevant information.
  - d. Cite sources of information.

### Writing Conventions

All apply



## Procedure

1. Discuss the meaning of the word amendment and that there are 27 attached to our Constitution.
2. Point out that the first 10 amendments are commonly referred to as the Bill of Rights.
3. Have students make individual lists of what they think might be included in the Bill of Rights.
4. Divide the class into 10 groups.
5. Hand out copies of the amendment worksheets to the groups. Each group should tackle one amendment and each member should have an individual sheet.
6. Each group should also have access to at least one good dictionary or the Internet.
7. Instruct groups to discuss the meaning of selected words and decide which answer is the most relevant. There is not necessarily a correct answer, and discussion will be necessary to find the best answer. They should be encouraged to jot down notes on their reasoning. Once all the given words are covered, students should work as a group to rewrite the amendment into language their peers would easily understand.
8. Hand out copies of the entire Bill of Rights to all students.
9. Have groups report to the class on the results, discussing any problems or disagreements that arose. Encourage the class to take notes on each amendment's content and meaning.
10. Hand out the writing assignment and discuss grading procedures.

## Evaluation

**Essay question:** Some people say “Bill of Rights” isn’t the best name for the first 10 amendments — that they are less about the people’s rights and more about the government’s limits. Would you agree that the Bill of Rights is essentially a list that limits the government’s power? Decide and support your decision using the text of the document. Then decide whether the first 10 amendments should still be referred to as the Bill of Rights. Support that decision as well.

## Note:

Grading should be handled the same way the Ohio eighth grade achievement test extended-response writing questions are graded. This essay, because it asks for four things, would be a four-point question. An answer that includes two clear statements of opinion and several relevant points or arguments of support for each would get all four points (A). An essay missing one of those things would be three points (B) and so on. If language arts teachers decide to grade for mechanics and sentence structure, something the Ohio achievement tests do not do, they should tell the class ahead of time.

# Bill of Rights — Student Handout

## Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

## Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

## Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

## Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

## Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

## Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

## Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

## Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

# First Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

## Your language: Decide which word is most relevant to the first word.

1. respecting

- honoring
- concerning
- complimenting

2. establishment

- endorsement
- official creation
- open practice

3. prohibiting

- disallowing
- regretting
- disapproving

4. free exercise

- belief in
- daily practice of
- no involvement with money

5. thereof

- therefore
- of religion
- of there

6. abridging

- connecting
- shortening
- limiting

7. freedom of speech

- permission to speak
- right to say anything aloud
- right to express oneself

8. the press

- newspapers
- magazines
- any news media

9. right

- power
- requirement
- actions

10. peaceably to assemble

- gather happily and discuss
- gather angrily and protest
- meet together

11. petition

- ask
- protest
- suggest

12. government

- people currently in charge
- structure of power
- rulers

13. redress

- fix
- consideration
- improvement

14. grievances

- complaints
- imperfections
- improvements

## Your words

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# Second Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

## Your language: Decide which word is most relevant to the first word.

1. well-regulated

- disciplined
- supplied
- equal throughout the states

2. militia

- a civilian army
- any enforcement group
- a government run army

3. necessary

- required
- important in time of emergency
- unavoidable due to circumstances

4. security

- safety
- freedom
- future growth and continuance

5. free state

- democracy
- any individual state of the United States
- any group of people who are politically united

6. right

- permission
- responsibility
- power

7. people

- voters
- all citizens
- specifically trained or educated people

8. keep

- collect
- own
- obtain

9. bear

- use
- carry
- fire

10. arms

- any weapon
- projectile-shooting weapons
- hand guns

11. infringed

- taken away
- limited
- encroached upon

## Your words

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# Third Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.”

## Your language: Decide which word is most relevant to the first word.

1. soldier

- professional military personnel
- any governmental worker
- military person or equipment

2. time of peace

- no war being fought on United States territory
- no involvement in a foreign war
- no war

3. quartered

- given room and board
- kept on the property
- have any access, technological or otherwise, to private property

4. house

- actual privately owned, one-family house
- privately owned building
- privately owned property

5. consent

- permission
- knowledge
- favorable agreement

6. owner

- actual physical occupier
- person who has paid in full
- controller

7. time of war

- war being fought on United States territory
- involvement in a foreign war
- whenever the president declares war

8. but

- the “peace one” can be revoked
- the “war one” can be revoked
- both can be revoked

9. manner

- established set of rules
- procedure
- style

10. prescribed

- written before the time it is used
- described
- lawfully decided upon

11. law

- agreement based on custom
- agreement based on authority
- a body of rules governing a body of people

## Your words

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# Fourth Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.”

## Your language: Decide which word is most relevant to the first word.

- |   |   |
|---|---|
| 1. secure <ul style="list-style-type: none"><li>• safe</li><li>• private</li><li>• undisturbed</li></ul>  | 6. no warrants shall issue <ul style="list-style-type: none"><li>• no laws will be made</li><li>• no orders will be made</li><li>• no legal permission will be given</li></ul>    |
| 2. houses <ul style="list-style-type: none"><li>• actual home and/or residence</li><li>• any structure or building</li><li>• any place they keep private papers or things</li></ul> | 7. probable cause <ul style="list-style-type: none"><li>• suspicion</li><li>• reasonable grounds for suspicion</li><li>• visible evidence that a law is being broken</li></ul>    |
| 3. effects <ul style="list-style-type: none"><li>• personal property</li><li>• anything over which a person has influence</li><li>• their creations or work</li></ul>               | 8. supported by oath or affirmation <ul style="list-style-type: none"><li>• someone official swears by it</li><li>• an official promise</li><li>• an official suspicion</li></ul> |
| 4. seizures <ul style="list-style-type: none"><li>• borrowing for evidence</li><li>• taking for evidence</li><li>• confiscation</li></ul>   | 9. particularly <ul style="list-style-type: none"><li>• giving great detail</li><li>• uniquely</li><li>• with a great deal of emphasis</li></ul>                                  |
| 5. violated <ul style="list-style-type: none"><li>• withdrawn</li><li>• harmed</li><li>• disregarded</li></ul>  |   |

## Your words

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# Fifth Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.”

## Your language: Decide which word is most relevant to the first word.

1. capital
  - extremely serious
  - involving death in some way
  - really important
2. infamous
  - notorious
  - severely bad
  - treasonous
3. presentment or indictment
  - written order
  - written legal order to answer for a crime
  - summons
4. grand jury
  - a big jury
  - a jury that examines evidence
  - a jury that decides to charge someone with a crime
5. in cases arising
  - in special situations
  - in cases that come up during a specific time
  - in cases where another court would handle it
6. militia
  - military
  - reserves
  - citizens eligible for the military according to law
7. subject for the same offense
  - due to the same crime
  - be brought to court for the same crime
  - referring to just one crime
8. jeopardy
  - danger
  - danger of conviction
  - danger of loss of something
9. compelled
  - forced
  - asked
  - convinced
10. deprived
  - kept back from
  - lose
  - taken away from
11. due process of law
  - it happens on time
  - it happens according to law
  - established rules and order
12. just compensation
  - even trade
  - money
  - fair dealing

## Your words

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# Sixth Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.”

## Your language: Decide which word is most relevant to the first word.

1. prosecutions

- lawsuits
- court cases
- proceedings

2. the accused

- the guilty person
- the person doing the accusing
- the person accused of the crime

3. shall enjoy

- has the right to
- will get
- will like

4. impartial jury

- a big jury
- a jury that doesn't know the accused
- a jury without a previous opinion on the case

5. wherein

- in which
- the place where
- in where

6. previously ascertained by law

- the district was there first
- the existing district or area at the time of the crime
- any district the law has control over

7. nature and cause

- the details
- the details and why someone is believed guilty
- all the proof that will be used in the trial

8. confronted

- allowed to argued with
- forced to listen to
- know and hear

9. compulsory process

- forced methods
- required methods
- a method that requires someone to do something

10. obtaining

- getting
- finding
- using

11. assistance of counsel

- assistance and counseling
- help of a counselor
- advice of a lawyer

## Your words

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# Seventh Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.”

## Your language: Decide which word is most relevant to the first word.

1. suits

- lawsuits
- disputes
- complaints

2. common law

- laws involving paying money or fines
- laws passed by a legislature
- laws accepted because they have been decided by many different juries over and over again a certain way

3. value in controversy

- amount of money argued over
- amount of time argued over
- questionable worth

4. exceed

- be bigger than
- be equal to or bigger than
- be worth more than

5. trial by jury

- the case is heard by a jury
- the case is decided upon by a jury
- the case is public

6. shall be preserved

- left intact
- will not be revoked
- it's there and you get to use it

7. no fact tried by a jury

- anything already decided by an earlier court
- anything already heard by an earlier court
- anything already accepted by an earlier court

8. re-examined

- put on trial again
- looked at again
- what was decided can't be changed

9. than according

- except according
- unless it is according
- following the

## Your words

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# Eighth Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.”

## Your language: Decide which word is most relevant to the first word.

1. excessive

- extreme
- beyond a certain amount
- unusual

2. bail

- money in exchange for release from jail
- promised money
- exchange of goods

3. required

- set
- demanded
- written down

4. nor

- neither
- and no
- not

5. fines

- punishment
- punishment with money
- any type of payment for a crime

6. imposed

- left intact
- enforced
- made official by the judge or jury

7. cruel

- mean
- painful
- humiliating

8. unusual

- excessive
- strange
- beyond the normal routine

9. punishments

- jail time
- fines
- painful consequences

10. inflicted

- given
- assigned
- performed

## Your words

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# Tenth Amendment

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

## Original language:

“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

## Your language: Decide which word is most relevant to the first word.

1. powers
  - rights
  - jurisdictions
  - areas of control
2. not delegated
  - not assigned to
  - not authorized to
  - not entrusted to
3. United States
  - the federal government
  - America
  - country
4. the Constitution
  - this document
  - the main body of rules
  - law
5. prohibited by it
  - to say it belongs to someone else
  - made illegal according to the Constitution
  - denied by the Constitution
6. to the States
  - to each individual state in the union
  - to the United States of America
  - to the country
7. reserved to the States
  - held back and assigned to the individual states
  - owned by the states, not the federal government
  - belonging to the United States
8. respectively
  - the word puts things in order — the first part of the sentence up to the first comma goes with the third part (are reserved to the states) and the second part after the first comma goes with the fourth part (to the people)
  - in order — the powers that don't go to the federal government go to the states and those that don't go to the states go to the people
  - this goes with this; that goes with that

## Your words

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# Making a Poster: The Bill of Rights and Other Key Amendments

## Overview

In this lesson students will review their paraphrases of the Bill of Rights, look at amendments that are not part of the Bill of Rights and make a poster that shows the meaning of the amendment.

## Materials

- Bill of Rights (copies for each student — master is available on page 97)
- In Your Own Words handout (from prior lesson)
- Thesaurus and dictionary resources
- Paper or poster board

## Standards — Social Studies

Grade 8

Government, Benchmark B

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
  - a. Freedom of religion, speech, press, assembly and petition.
  - b. Right to trial by jury and the right to counsel.
  - c. Due process and equal protection of the laws.

## Procedure

1. Students should have completed the prior lesson (Understanding What the Bill of Rights Addresses) or should have an understanding of the Bill of Rights. They can use the worksheets from the prior lesson.
2. Have groups share their paraphrased versions of Bill of Rights and discuss which paraphrased amendments are most accurate and clear. Put these on poster board for each class.
3. Talk about the other amendments so that students understand that there are more than 10 amendments.
4. After the discussion, have pairs of students illustrate each amendment of the Bill of Rights on a sheet of paper or poster board. Make sure students do NOT include the number of the amendment on the illustration, as students will guess which amendment is represented by the illustration.
5. When students finish their drawings, have them lightly write the amendment number and their names on the back of each illustration and turn them in to the teacher.
6. Select amendment illustrations and post them around the room for students to guess which amendment is represented.
7. Have students choose an amendment that they are interested in. They are not limited to the first 10.

**Evaluation  
Poster Rubric**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Graphics — Clarity</b>	Graphics are all in focus and the content is easily viewed and identified from 6 feet away.	Most graphics are in focus and the content is easily viewed and identified from 6 feet away.	Most graphics are in focus and the content is easily viewed and identified from 4 feet away.	Many graphics are not clear or are too small.
<b>Content — Accuracy</b>	At least seven accurate facts are displayed on the poster.	Five or six accurate facts are displayed on the poster.	Three or four accurate facts are displayed on the poster.	Less than three accurate facts are displayed on the poster.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.
<b>Graphics — Relevance</b>	All graphics relate to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic, or several borrowed graphics do not have a source citation.

# Using the Amendments

## Overview

This activity can be used as an independent lesson or as an evaluation after learning about the Bill of Rights. Students are asked to suggest which of the first 10 amendments would apply to given scenarios and to discuss, based on the stated amendment, how the court decision might be decided. Through this, teachers would be able to determine that the class does or does not understand the meaning of the amendments.

## Materials

- Copies of the Bill of Rights (page 97)
- Which Amendment worksheet
- Access to dictionary resources

## Standards — Social Studies

Grade 8  
Government, Benchmark B

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
  - a. Freedom of religion, speech, press, assembly and petition.
  - b. Right to trial by jury and the right to counsel.
  - c. Due process and equal protection of the laws.

## Procedure

1. Students should have a copy of the Bill of Rights. It might also help to have dictionary resources available.
2. Working either in groups or as an entire class, discuss each given scenario. Determine to which amendment(s) it might apply and to which part specifically.
3. Discuss how the Supreme Court might rule in such a case.
4. If work is done in small groups, have each group report its findings to the class.

## Evaluation

Essay: Imagine a case comes before the Supreme Court in which a newspaper has published the names of a suspect and a victim in a rape case. Name at least two amendments that might be considered and why they would be important.

Grading should be handled in the same way that the extended-response writing questions on the Ohio eighth grade achievement test are graded. This essay, because it asks for four responses, would be a four-point question. An answer that includes two clear statements of opinion and a relevant point or argument of support for each would get all four points (A). An essay missing one of those things would be three points (B) and so on. If language arts teachers decide to grade for mechanics and sentence structure, something the Ohio achievement tests do not do, they should tell their classes that ahead of time.

# Which Amendment?

Name(s) \_\_\_\_\_

Date \_\_\_\_\_

Which amendments apply and what are the answers? Do **NOT** find a compromise, complain about the people described or suggest that the people “get a life.” The assignment is simple. Which amendments are involved and what answers, backed by the Bill of Rights, would you give?

1. The town hall wants to display a nativity scene on the front lawn during the week before Christmas.
2. The local police bugged a telephone of a man who was suspected of dealing drugs. With that information, they obtained a warrant and searched the house, finding enough material to have him arrested and charged.
3. College students at an anti-war demonstration burn a United States flag to show their disagreement with the government’s stand.
4. A woman claims her right to an education, but the judge points out that “education” is not in the Bill of Rights.
5. During a field test for alcohol sobriety, a woman drops her purse and police see a large roll of money inside. When the officer lifts out the money to ask the woman about it, he also sees marijuana cigarettes and several crack vials. He arrests her on possession of an illegal substance.
6. A father who says he is an atheist objects to the school having his student say the Pledge of Allegiance daily because it contains the words “under God.”
7. During the two weeks of a trial for murder, the judge and several of the local police force who worked on the case all have lunch daily with the jury.
8. Amish parents in Hartville, Ohio, will not send their children to school beyond the eighth grade because their religion tells them to be “separate from the world.” That’s against state law that requires education until the age of 16.
9. The state of Michigan decides that doctor-assisted suicide is legal.
10. A beaten homeless man is in the hospital. It’s not guaranteed that he will live. Police take the two teens suspected of beating him to the hospital to be identified by the man rather than waiting for an official line up.
11. Civil War enactors, in full uniform, are arrested in the diner where they met for breakfast. The charge is carrying firearms in public.
12. There was no specific law passed by any legislature regarding a particular case in front of the judge, but such cases had been decided by juries many times before.
13. After a terrorist attack, it is necessary to move National Guard, extra police, medical technicians, teams of specialists and rescue personnel into your city. These people take over a local school and the large apartment building next to it in order to have a central organizational point, moving people out into shelters temporarily.
14. Members of an isolated First Nation Native American religion use illegal hallucinogenic drugs as part of their worship.
15. A woman testifies against someone by videotape because it is impossible for her to be at the trial itself.
16. A homeless man is arrested for attempted child abduction. To keep him off the streets, the judge sets the bail at a price that she knows the homeless man cannot pay.
17. There is new blood evidence in the murders for which O.J. Simpson was found not guilty. He is rearrested on the strength of that evidence.
18. A college football team requires its player to take unscheduled drug tests.



## Answer Key — Which Amendment?

1. Amendment 1 — No law respecting the establishment of a religion.
2. Amendment 4 — The right to be secure in their houses against unreasonable searches.
3. Amendment 1 — Freedom of speech.
4. Amendment 9 — The enumeration of certain rights shall not be construed to deny others.
5. Amendment 4 — The right to be secure in their effects against unreasonable search and seizure.
6. Amendment 1 — No law respecting the establishment of a religion.
7. Amendment 6 — The right to an impartial jury.
8. Amendment 1 — No law respecting the establishment of religion or the free exercise thereof.
9. Amendment 10 — The powers not delegated to the United States by the Constitution.
10. Amendment 5 — The right to due process of law.
11. Amendment 2 — The right to bear arms.
12. Amendment 7 — In suits at common law, the right to a trial by jury.
13. Amendment 3 — No soldier shall be quartered in any house.
14. Amendment 1 — No law respecting the establishment of religion or the free exercise thereof.
15. Amendment 6 — The right to be confronted with the witnesses against him.
16. Amendment 8 — Excessive bail shall not be required.
17. Amendment 5 — Nor shall any person be subject for the same offense to be twice put in jeopardy.
18. Amendment 4 — The right of the people to be secure in their persons.

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# Constitution Challenge

## **Video 4: Federalism**

<http://www.pbs4549.org/constitution>

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# Federalism at Work

## Delegated Powers

### Powers that belong to the national government

- Regulate interstate and foreign trade
- Coin money
- Establish a post office
- Conduct relations with foreign countries
- Govern territories
- Issue patents and copyrights
- Declare war
- Set naturalization and immigration laws
- Provide armed services
- Fix standards of weights and measures

The supremacy clause gives the federal government power over the state laws if a conflict should arise.

## Shared Powers

### Powers that belong to both state and national governments

- Tax
- Make and enforce laws
- Protect health and welfare of people
- Borrow money
- Establish courts
- Collect taxes

## Reserved Powers

### Powers that belong to the state government

- Provide for education
- Establish local governments
- Conduct elections
- Charter and regulate businesses
- Protect morals

A PowerPoint presentation with this information is available at <http://www.pbs4549.org/constitution>.

## Taxes! Taxes! Taxes! All levels of government collect taxes!

### Federal:

- Income tax — due every April 15
- Social Security tax — also called F.I.C.A.
- Estate tax — paid to the government when someone dies, based on what is owned
- Customs tax — paid on imports and exports

### State:

- Income tax — due every April 15
- Property tax
- Sales tax — paid on the purchase of goods and services
- License fees — like liquor

### Local:

- Income tax — due every April 15
- Property tax — pays for schools and services in the community
- Sales tax — paid on the purchase of goods and services
- License fees — such as for dogs or hunting and fishing
- Service fees — such as for parking

## Taxes pay for services provided by the government!

- National defense
- Public education
- Economic development
- Parks
- Courts
- Police protection
- Fire protection
- Bridges and highways



# Federalism

## Federalism

- A system of government where power is divided among federal, state and local governments.

1

## Powers That Belong to the National Government

- Regulate interstate and foreign trade
- Coin money
- Establish a post office
- Conduct relations with foreign countries

2

## Powers That Belong to the National Government

- Issue patents and copyrights
- Declare war
- Set naturalization and immigration laws
- Provide for an armed service
- Fix standards for weights and measures

3

## Powers That Belong to the State Government

- Called Reserved Powers
  - Establish local governments
  - Provide for education
  - Conduct elections
  - Charter and regulate business
  - Protect morals

4

## Both National and State Governments

- Called Shared Powers
  - Tax
  - Make and enforce laws
  - Protect health and welfare of its citizens
  - Establish courts
  - Borrow money

5

## Powers That Belong to the Local Government

- Provide police and fire protection
- Issue licenses (dog, marriage, etc.)
- Regulate local business and industry
- Regulate utilities
- Provide for local school districts

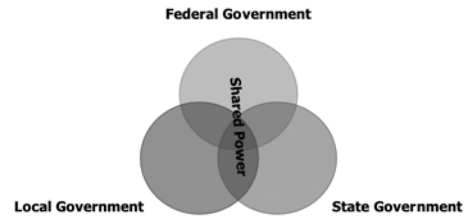
6

## Powers That Belong to the Local Government

- Provide hospitals
- Local court system
- Local taxes
- Libraries

7

## Federal, State and Local Governments



8

## Taxes pay for:

- National defense
- Public education
- Economic development
- Parks
- Courts
- Safety — police and fire
- Bridges and highways

9

## Federal Taxes

- Income Tax** — due April 15
- Social Security Tax** (F.I.C.A.)
- Estate Tax** — paid to government when someone dies
- Customs Tax** — on imports and exports

10

## State Tax

- Income Tax** — due April 15
- Property Tax** — based on what you own
- Sales Tax** — based on amount you purchase
- License fees** — like liquor license

11

## Local Tax

- Income Tax** — due on April 15
- Property Tax** — for schools and services
- Sales Tax** — based on how much you buy
- License Fees** — for things like dog or marriage licenses
- Service Fees** — for services such as parking

12

# Representative Democracy and Bicameralism

## Overview

This lesson's purpose is to give students a clearer understanding of why we have two houses of legislation and representative democracy and what those are. It will also help them understand more about some of the decisions the framers had to make.

## Materials

- Large display paper for posting discussed ideas around the room for reference (chalkboard could be used)
- State populations

## Standards — Social Studies

Grade 8

Government, Benchmark B

4. Explain the political concepts expressed in the U.S. Constitution:
  - a. Representative democracy.
  - b. Federalism.
  - c. Bicameralism.
  - d. Separation of powers.
  - e. Checks and balances.

## Procedure

1. Give a formal definition of representative democracy and put it on the board or overhead for reference (a form of government in which the citizens delegate authority to elected representatives).
2. Do the same for bicameralism (composed of or based on two legislative chambers or branches).
3. Divide class into 12 groups or states, giving each group a population number that represents its "votes" in any issues to be discussed. Here are the groups/states and their numbers:
  1. Connecticut — 238,000
  2. Delaware — 59,000
  3. Georgia — 83,000
  4. Maryland — 320,000
  5. Massachusetts — 379,000
  6. New Hampshire — 142,000
  7. New Jersey — 184,000
  8. New York — 340,000
  9. North Carolina — 394,000
  10. Pennsylvania — 434,000
  11. South Carolina — 249,000
  12. Virginia — 692,000

4. Have the groups (or states) discuss and then vote on any issue. The topic can be whether trade should be established with France or whether pizza will be served for lunch. The point is that students see that the more populated states hold the power. Make the issue something the states might care about — for example, vote on whether each state should be responsible for a completely equal amount of tax revenue to be paid to the central government despite the population or financial resources of that particular state. They could vote on whether each individual state should be responsible for maintaining its own army. Discuss whether this form of voting is fair. Which states are most vulnerable? Put conclusions on the board for reference.
5. Now give each group/state only two votes, despite size or population. Hold the same discussions and see if the outcome of the votes changes. Discuss whether this form of voting is fair. Which states are most vulnerable? Compare with earlier conclusions.
6. Have the six more heavily populated groups/states do some quick research on the Virginia Plan proposed at the Convention. The six less heavily populated groups/states should do the same, only on the New Jersey plan. Have them report their findings as a class. (Students can go to <http://www.pbs4549.org/constitution> to access a hotlist page for information on these topics.)
7. Now have students read Article I, Sections 1, 2 and 3 of the Constitution. Using what they already know and the information directly from the Constitution, have them explain the compromise that was reached.
8. Go back to the definitions of bicameralism and representative democracy and discuss the definitions again. Randomly question the class to gauge comprehension.

## Evaluation

Allow students to divide up into small groups. Give them the current populations of the 50 states. Then ask each group to suggest one difference that would exist in our nation today if we didn't have two houses and didn't have representative democracy — if instead, we voted solely by population counts. Allow time for brainstorming and discussion. If students need help, you can use the following example: What would happen if Congress were discussing a bill that would make Spanish a mandatory class in kindergarten through grade 12? Consider that California, a state in which many people speak Spanish, has a population of almost 34 million and Wyoming has a population of 500,000.

Note: Current state populations may be found at <http://www.enchantedlearning.com/usa/states/population.shtml>.

# Powers of Government

## Overview

The students will compare the basic roles of the federal, state and local governments with those of their school district.

## Materials

- History text

## Standards — Social Studies

### Grade 5

#### Government, Benchmark A

1. Explain major responsibilities of each of the three branches of the U.S. government:
  - a. The legislative branch, headed by Congress, passes laws.
  - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
  - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.

### Grade 8

#### Government, Benchmark B

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on the following:
  - a. Freedom of religion, speech, press, assembly and petition.
  - b. Right to trial by jury and the right to counsel.
  - c. Due process and equal protection of the laws.
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

## Standards — Language Arts

### Grade 5, Writing

#### Writing Process, Benchmark A

2. Conduct background reading, interviews or surveys when appropriate.

#### Writing Applications, Benchmark D

5. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

### Writing Process, Benchmark A

2. Conduct background reading, interviews or surveys when appropriate.

### Research, Benchmark A

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

### Grade 8

#### Writing Process, Benchmark C

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

#### Research, Benchmark A

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.

### Procedure

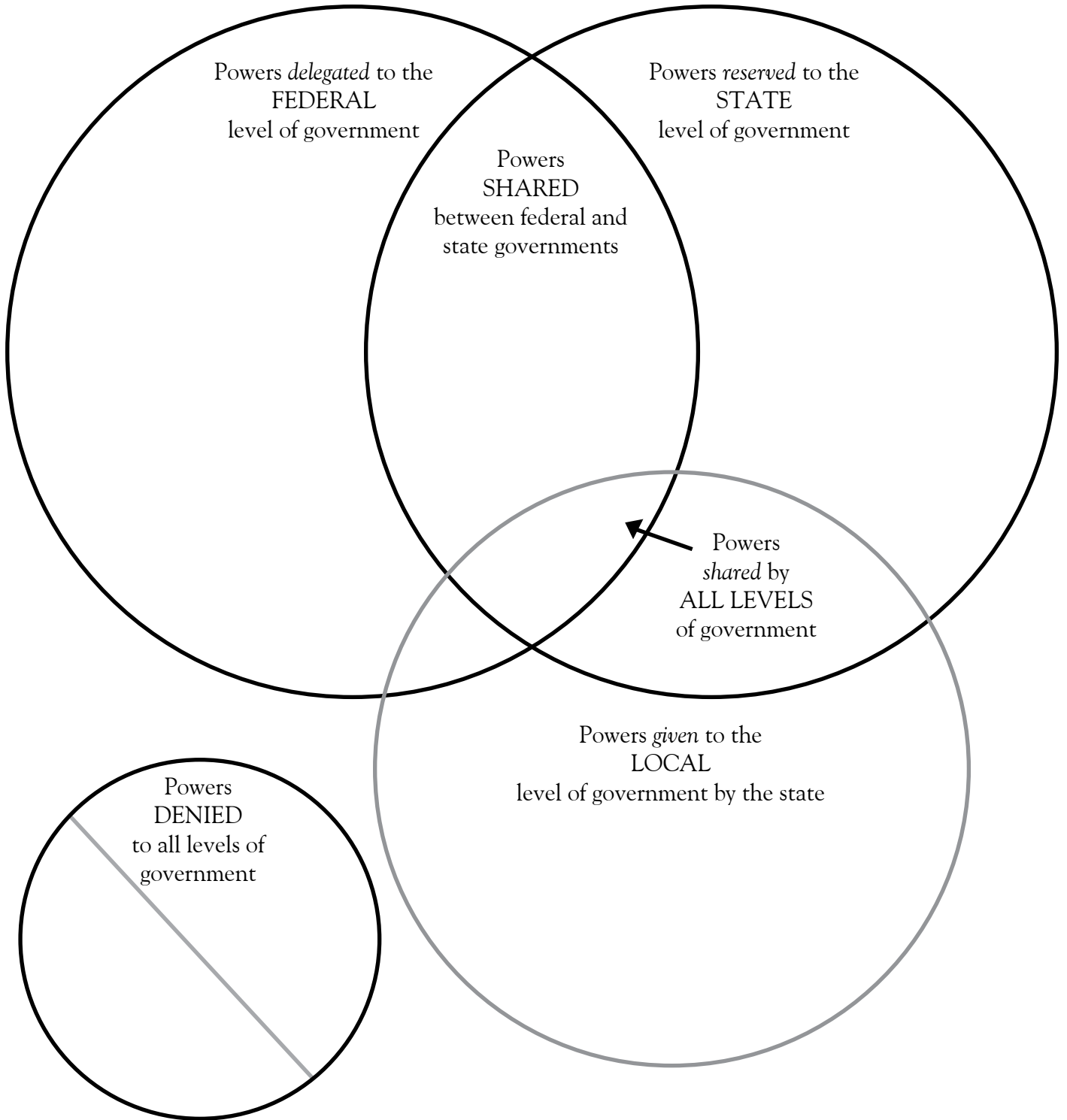
1. Students summarize the role of each power of government (federal, state and local) after reading history text or doing research on the Web.
2. Review with the class the chart in this section that compares federalism to school systems.
3. Teachers and students compile a list of interview questions for the superintendent, the principal and a teacher regarding the role they each play in creating and enforcing rules (laws). For more information on interviewing, go to <http://www.pbs4549.org/constitution/intervie.htm>.
4. Students interview the superintendent, principal and teacher. If the students do not have access to actual interviews, a variation could be that a list of questions for the whole class can be sent to the superintendent, principal and teacher for them to answer in writing.
5. Students take notes based on interviews.
6. Students create a Venn diagram to compare the types of governing bodies.
  - Federal versus superintendent
  - State versus principal
  - Local versus teacher

## Evaluation

### Scoring Rubric for Venn Diagram

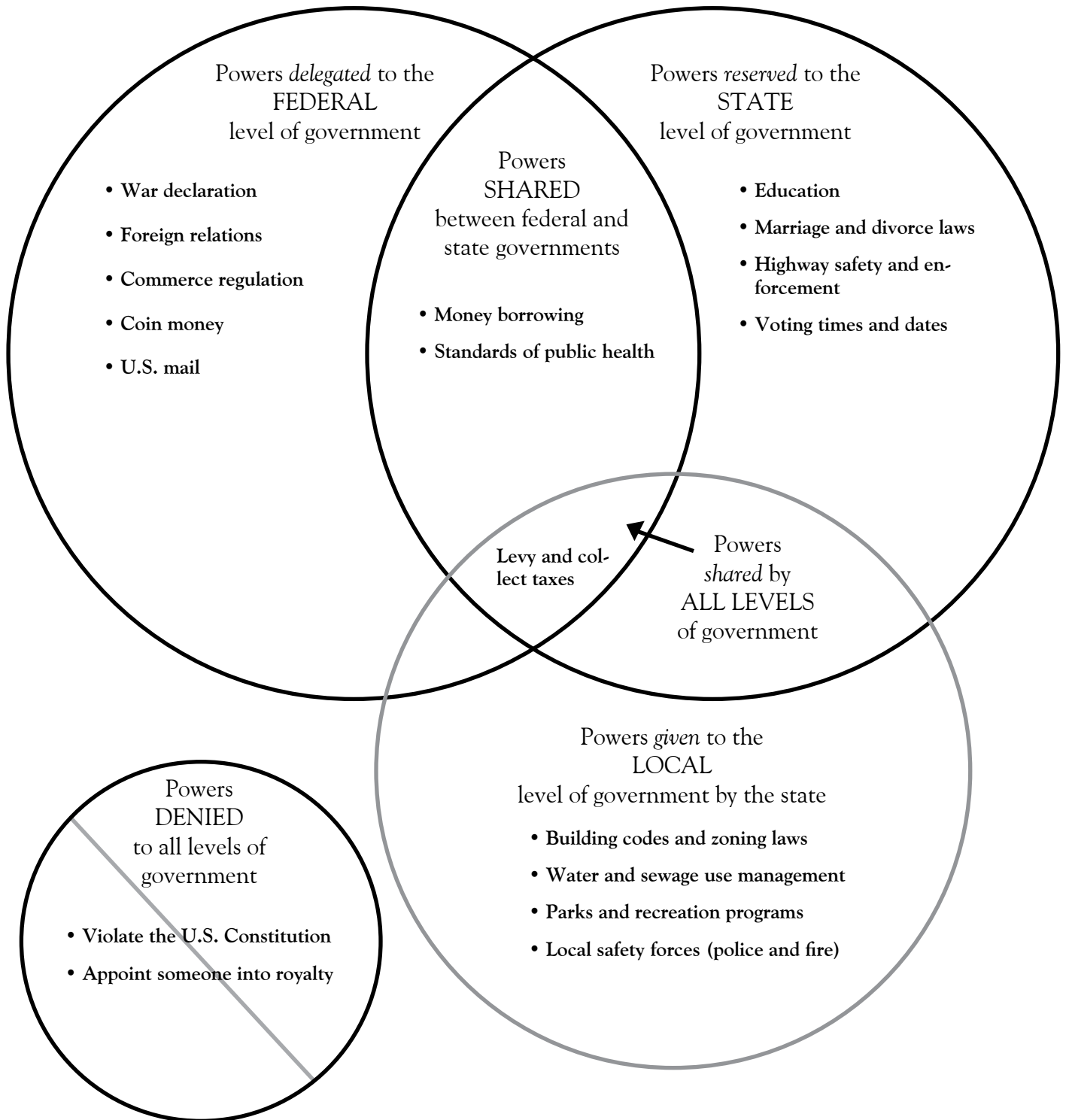
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accuracy</b>	The diagram is accurate. All facts are precise and explicit.	The diagram is basically accurate. There are only a few inconsistencies or errors in information.	The diagram is somewhat accurate. There are more than a few inconsistencies or errors in information.	The diagram is completely inaccurate. The facts are misleading to the audience.
<b>Required Elements</b>	The diagram includes all required elements such as title, labels, pictures and name.	The diagram includes most of the required elements.	Only one or two required elements are present on the Venn diagram.	No required elements are present on the Venn diagram.
<b>Research</b>	The student went well above the requirements to research information.	The student did a good job of researching utilized materials fully and at times took initiative to find information outside of school.	The student used the material provided in an acceptable manner, but did not consult any additional sources.	The student did not utilize resources effectively and did little or no fact-gathering on topic.
<b>Conventions</b>	There are no spelling, punctuation or grammatical errors.	There are only one or two spelling, punctuation and/or grammatical errors present.	There are several spelling, punctuation and/or grammatical errors.	There are many spelling, punctuation and/or grammatical errors.

# American History — Federalism

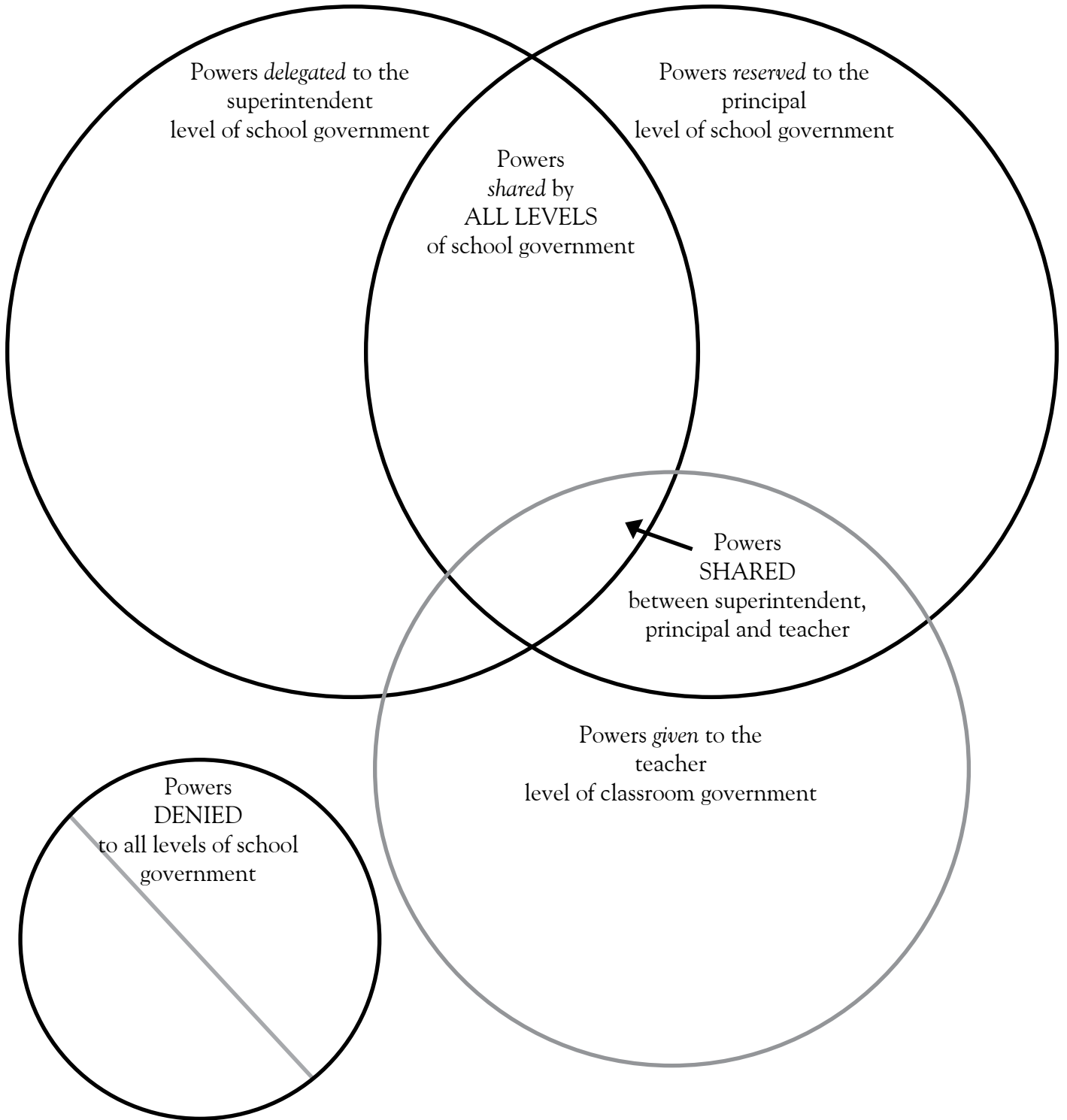




# Answers to American History — Federalism



# American History — Federalism — School Systems



# Levels of Government

## Overview

The idea of federalism in government can once again be compared to the functions of the school, with the board of education being the federal government, the principal being the state government and the teacher being the local government. After a discussion of this, students will receive a scenario sheet and will have to determine whether the federal, state or local government will handle the problem.

## Standards — Social Studies

Grade 8  
Government, Benchmark B

4. Explain the political concepts expressed in the U.S. Constitution:
  - a. Federalism.
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

## Procedure

1. Review the idea of the school following the same model as the federal government (as in the prior lesson). Confirm that the superintendent, principal and teacher model the national, state and local government model.
2. Give a couple of examples asking who would be the authority in each circumstance.
  - A student is suspended. Who makes the final decision? (Generally the superintendent does, but this example could cause discussion.)
  - Who collects lunch money in elementary schools? (Generally, the teacher does.)
  - You wear a shirt with a four-letter word on the front. Who suspends you from class? (Usually the teacher does.) From school? (The principal does.)
3. Now take the model to the government level. Discuss the different roles of the national, state and local governments.
4. Break the students into groups and distribute the Whose Job Is It worksheet.
5. Ask them to come to consensus within the group on whether national, state or local governments would have jurisdiction over the issue.
6. Have a class discussion while going over the answers. Some answers will vary depending upon how the student interprets the picture or the statement.

## Evaluation

This activity is meant to engender discussion. The teacher can opt to use the rubric below to evaluate participation.

### Participation Rubric







CATEGORY	20-16	15-11	10-6	5-0	Score
<b>Level of Engagement in Class</b>	The student proactively contributes to class by offering ideas and asking questions more than once per class.	The student proactively contributes to class by offering ideas and asking questions once per class.	The student rarely contributes to class by offering ideas or asking questions.	The student never contributes to class by offering ideas or asking questions.	_____
<b>Listening Skills</b>	The student listens when others talk, both in groups and in class. Student incorporates or builds off the ideas of others.	The student listens when others talk, both in groups and in class.	The student does not listen when others talk, both in groups and in class.	The student does not listen when others talk, both in groups and in class. The student often interrupts when others speak.	_____
<b>Preparation</b>	The student is almost always prepared for class with assignments and required class materials.	The student is usually prepared for class with assignments and required class materials.	The student is rarely prepared for class with assignments and required class materials.	The student is almost never prepared for class with assignments and required class materials.	_____

# Whose Job Is It?

Name \_\_\_\_\_

Date \_\_\_\_\_

Look at the items below and determine who is responsible for each of these items. Is it the national, state or local government's responsibility? Is it a shared responsibility? If so, who shares it?

1. _____ 	2. _____ 	3. _____ 
4. _____ 	5. _____ 	6. _____ 

7. You want to go to Japan on a vacation. You know you need a visa. Who issues the visas? (A visa is a travel document that lets you enter the country — not a credit card.)

8. You just bought your first car. Who issues the license for it?

9. Your school district wants to build a new football stadium. Who will levy the tax that will pay for it?







10. You are visiting Yellowstone National Park on your vacation. Who is responsible for the maintenance of the park?

11. A no-parking sign was just installed on your street. Who is responsible for installing it?

12. You see a car pulled over on the side of the road and it looks like a highway patrolman is issuing a ticket. Who is responsible for the highway patrolman being there?

# Answer Key — Whose Job Is It?

Look at the items below and determine who is responsible for each of these items. Is it the national, state or local government's responsibility? Is it a shared responsibility? If so, who shares it?

<p>1. <u>federal</u></p> 	<p>2. <u>federal</u></p> 	<p>3. <u>local (license) / state (age laws)</u></p> 
<p>4. <u>local</u></p> 	<p>5. <u>federal</u></p> 	<p>6. <u>all</u></p> <p><b>Tax Time</b></p> 

7. You want to go to Japan on a vacation. You know you need a visa. Who issues the visas? (A visa is a travel document that lets you enter the country — not a credit card.)

**federal**

8. You just bought your first car. Who issues the license for it?

**state**

9. Your school district wants to build a new football stadium. Who will levy the tax that will pay for it?

**local**

10. You are visiting Yellowstone National Park on your vacation. Who is responsible for the maintenance of the park?

**federal**

11. A no-parking sign was just installed on your street. Who is responsible for installing it?

**local**

12. You see a car pulled over on the side of the road and it looks like a highway patrolman is issuing a ticket. Who is responsible for the highway patrolman being there?

**state**



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# Constitution Challenge

## Standards

<http://www.pbs4549.org/constitution>

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# Overview of Language Arts Standards Directly Addressed

## Reading Grade 5

### Acquisition of Vocabulary

Grades 4 -7, Benchmark A

Y2003.CER.S02.G04-07.BA.L05.I02

*Use context clues and text structures to determine the meaning of new vocabulary.*

Contextual Understanding

02. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

Grades 4-7, Benchmark B  
*relationships.*

Y2003.CER.S02.G04-07.BB.L06.I03

*Infer word meaning through identification and analysis of analogies and other word*

Conceptual Understanding

03. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.

Grades 4 -7, Benchmark F

Y2003.CER.S02.G04-07.BF.L05.I08

*Use multiple resources to enhance comprehension of vocabulary.*

Tools and Resources

08. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Applications: Informational, Technical and Persuasive Text

Grades 4 -7, Benchmark A

Y2003.CER.S04.G04-07.BA.L05.I01

*Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.*

01. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.

Grades 4 -7, Benchmark B

Y2003.CER.S04.G04-07.BB.L05.I02

*Recognize the difference between cause and effect and fact and opinion to analyze text.*

02. Identify, distinguish between and explain examples of cause and effect in informational text.

Grades 4-7, Benchmark C

Y2003.CER.S04.G04-07.BC.L05.I03

*Explain how main ideas connect to each other in a variety of sources.*

03. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

Grades 4-7, Benchmark D  
Y2003.CER.S04.G04-07.BD.L05.I08

*Identify arguments and persuasive techniques used in informational text.*

08. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.

Grades 4-7, Benchmark F  
Y2003.CER.S04.G04-07.BF.L05.I04

*Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.*

04. Summarize the main ideas and supporting details.

### **Reading Applications: Literary Text**

Grades 4-7, Benchmark A  
Y2003.CER.S05.G04-07.BA.L05.I01

*Describe and analyze the elements of character development.*

01. Explain how a character's thoughts, words and actions reveal his or her motivations.

Grades 4-7, Benchmark B  
Y2003.CER.S05.G04-07.BB.L05.I02

*Analyze the importance of setting.*

02. Explain the influence of setting on the selection.

Grades 4-7, Benchmark C  
*future event.*  
Y2003.CER.S05.G04-07.BC.L05.I03

*Identify the elements of plot and establish a connection between an element and a*

03. Identify the main incidents of a plot sequence and explain how they influence future action.

## **Grade 6**

Grades 4-7, Benchmark B  
Y2003.CER.S02.G04-07.BB.L06.I03

*Infer word meaning through identification and analysis of analogies and other word relationships.*

Conceptual Understanding

03. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.

## Grade 8

### Acquisition of Vocabulary

Grades 8-10, Benchmark A

Y2003.CER.S02.G08-10.BA.L08.I01

*Use context clues and text structures to determine the meaning of new vocabulary.*

Contextual Understanding

01. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

Grades 8-10, Benchmark B

Y2003.CER.S02.G08-10.BB.L08.I03

*Examine the relationships of analogical statements to infer word meanings.*

Conceptual Understanding

03. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships

Grades 8-10 Benchmark, Benchmark F

Y2003.CER.S02.G08-10.BF.L08.I07

*Use multiple resources to enhance comprehension of vocabulary.*

Tools and Resources

07. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Grades 8-10, Benchmark B

Y2003.CER.S03.G08-10.BB.L08.I02

*Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).*

Comprehension Strategies

02. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### Reading Applications: Informational, Technical and Persuasive Text

Grades 8-10, Benchmark A

Y2003.CER.S04.G08-10.BA.L08.I01

*Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.*

01. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.

Y2003.CER.S04.G08-10.BA.L08.I02

02. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

Grades 8-10, Benchmark B

Y2003.CER.S04.G08-10.BB.L08.I08

*Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.*

08. Recognize how writers cite facts, draw inferences and present opinions in informational text.

Grades 8-10, Benchmark D

Y2003.CER.S04.G08-10.BD.L08.I06

*Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.*

06. Identify the author's purpose and intended audience for the text.

Grades 8-10, Benchmark E.

Y2003.CER.S04.G08-10.BE.L08.I03

*Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).*

03. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.

### **Reading Applications: Literary Text**

Grades 8-10, Benchmark A

Y2003.CER.S05.G08-10.BA.L08.I01

*Analyze interactions between characters in literary text and how the interactions affect the plot.*

01. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.

Grades 8-10, Benchmark B

Y2003.CER.S05.G08-10.BB.L08.I02

*Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.*

02. Analyze the influence of setting in relation to other literary elements.

# Writing

## Grade 5

### Writing Process

Grades 5-7, Benchmark A

Y2003.CEW.S01.G05-07.BA.L05.I02

*Generate writing topics and establish a purpose appropriate for the audience.*

Prewriting

02. Conduct background reading, interviews or surveys when appropriate.

Grades 5-7 Benchmark, Benchmark B

Y2003.CEW.S01.G05-07.BB.L05.I04

*Determine audience and purpose for self-selected and assigned writing tasks.*

Prewriting

04. Determine a purpose and audience.

Y2003.CEW.S01.G05-07.BD.L05.I10

Drafting, Revising and Editing

10. Use available technology to compose text.

Grades 5-7, Benchmark F

Y2003.CEW.S01.G05-07.BF.L05.I15

*Edit to improve fluency, grammar and usage.*

Drafting, Revising and Editing

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

### Writing Applications

Grades 5-7, Benchmark A

Y2003.CEW.S02.G05-07.BA.L05.I05

*Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.*

05. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

Grades 5-7, Benchmark B

Y2003.CEW.S02.G05-07.BB.L05.I02

*Write responses to literature that extend beyond the summary and support judgments through references to the text.*

02. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.

Grades 5-7, Benchmark C

Y2003.CEW.S02.G05-07.BC.L05.I03

*Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.*

03. Write letters that state the purpose, make requests or give compliments and use business letter format.

Grades 5-7, Benchmark D

*Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.*

Y2003.CEW.S02.G05-07.BD.L05.I04

04. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.

## **Research**

Grades 5-7, Benchmark A

*Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information.*

Y2003.CEW.S04.G05-07.BA.L05.I01

01. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

## **Communication: Oral and Visual**

Grades 5-7, Benchmark A

*Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media.*

Y2003.CEW.S05.G05-07.BA.L05.I01

Listening and Viewing

01. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

Y2003.CEW.S05.G05-07.BA.L05.I02

Listening and Viewing

02. Interpret the main idea and draw conclusions from oral presentations and visual media.

Grades 5-7, Benchmark B

*Explain a speaker's point of view and use of persuasive techniques in presentations and visual media.*

Y2003.CEW.S05.G05-07.BB.L05.I03

Listening and Viewing

03. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

Y2003.CEW.S05.G05-07.BC.L05.I06

Speaking Skills and Strategies

06. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

Y2003.CEW.S05.G05-07.BC.L05.I07

Speaking Skills and Strategies

07. Adjust speaking content according to the needs of the situation, setting and audience.

Grades 5-7, Benchmark D  
Y2003.CEW.S05.G05-07.BD.L05.I08

Select an organizational structure appropriate to the topic, audience, setting and purpose.

Speaking Applications

08. Deliver informational presentations (e.g., expository, research) that:

- demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
- use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
- draw from several sources and identify sources used.

Grades 5-7, Benchmark F

Give presentations using a variety of delivery methods, visual materials and technology.

Y2003.CEW.S05.G05-07.BF.L05.I10

Speaking Applications

10. Deliver persuasive presentations that:

- establish a clear position;
- include relevant evidence to support a position and to address potential concerns of listeners; and
- follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade 8

### Writing Process

Grades 8-10, Benchmark A

Y2003.CEW.S01.G08-10.BA.L08.I01

Formulate writing ideas, and identify a topic appropriate to the purpose and audience.

Prewriting

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Grades 8-10, Benchmark B

Y2003.CEW.S01.G08-10.BB.L08.I02

Determine the usefulness of organizers and apply appropriate pre-writing tasks.

Prewriting

02. Conduct background reading, interviews or surveys when appropriate.

Grades 8-10, Benchmark C

Y2003.CEW.S01.G08-10.BC.L08.I06

Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Drafting, Revising and Editing

06. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.



## Writing Applications

Grades 8-10, Benchmark A

Y2003.CEW.S02.G08-10.BA.L08.I06

*Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.*

06. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Grades 8-10, Benchmark D

Y2003.CEW.S02.G08-10.BD.L08.I04

*Use documented textual evidence to justify interpretations of literature or to support a research topic.*

04. Write informational essays or reports, including research, that:

- pose relevant and tightly drawn questions that engage the reader;
- provide a clear and accurate perspective on the subject;
- create an organizing structure appropriate to the purpose, audience and context;
- support the main ideas with facts, details, examples and explanations from sources; and
- document sources and include bibliographies.

Y2003.CEW.S02.G08-10.BE.L08.I05

05. Write persuasive compositions that:

- establish and develop a controlling idea;
- support arguments with detailed evidence;
- exclude irrelevant information.

Grades 8-10, Benchmark E

Y2003.CEW.S02.G08-10.BE.L08.I05

*Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.*

05. Write persuasive compositions that:

- establish and develop a controlling idea;
- support arguments with detailed evidence;
- exclude irrelevant information; and
- cite sources of information.

## Research

Grades 8-10, Benchmark A

Y2003.CEW.S04.G08-10.BA.L08.I01

*Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.*

01. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.

## Communication: Oral and Visual

Grades 8-10, Benchmark A

Y2003.CEW.S05.G08-10.BA.L08.I01

*Use a variety of strategies to enhance listening comprehension.*

Listening and Viewing

01. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).

Grades 8-10, Benchmark B

Y2003.CEW.S05.G08-10.BB.L08.I02

*Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.*

Listening and Viewing

02. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

Y2003.CEW.S05.G08-10.BB.L08.I03

Listening and Viewing

03. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

Grades 8-10, Benchmark C

Y2003.CEW.S05.G08-10.BC.L08.I04

*Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.*

Listening and Viewing

04. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

Y2003.CEW.S05.G08-10.BD.L08.I06

Speaking Skills and Strategies

06. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

Y2003.CEW.S05.G08-10.BD.L08.I07

Speaking Skills and Strategies

07. Vary language choices as appropriate to the context of the speech.

Grades 8-10, Benchmark E

Y2003.CEW.S05.G08-10.BE.L08.I08

*Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.*

Speaking Applications

08. Deliver informational presentations (e.g., expository, research) that:

- demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
- use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
- draw from multiple sources, including both primary and secondary sources, and identify sources used.

# Overview of Social Studies Standards Addressed

## Grade 5

### Government

*Grades 3-5, Benchmark A*

*Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.*

Y2003.CSS.S05.G03-05.BA.L05.I01

Role of Government

01. Explain major responsibilities of each of the three branches of the U.S. government:

- The legislative branch, headed by Congress, passes laws.
- The executive branch, headed by the president, carries out and enforces the laws made by Congress.
- The judicial branch, headed by the Supreme Court, interprets and applies the law.

Y2003.CSS.S05.G03-05.BA.L05.I02

Role of Government

02. Explain the essential characteristics of American democracy including:

- The people are the source of the government's authority.
- All citizens have the right and responsibility to vote and influence the decisions of the government.
- The government is run directly by the people or through elected representatives.
- The powers of government are limited by law.
- Basic rights of individuals are guaranteed by the Constitution.

*Grades 3-5, Benchmark B*

*Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.*

Y2003.CSS.S05.G03-05.BB.L05.I03

Rules and Laws

03. Explain the significance of the Declaration of Independence and the U.S. Constitution.

### Citizen Rights and Responsibilities

*Grades 3-5, Benchmark A*

*Explain how citizens take part in civic life in order to promote the common good.*

Y2003.CSS.S06.G03-05.BB.L05.I03

Rights and Responsibilities

03. Explain the significance of the rights that are protected by the First Amendment including:

- Freedom of religion;
- Freedom of speech;
- Freedom of the press;
- Right of petition and assembly.

# Grade 8

## History

Grades 6-8 Benchmark E

Y2003.CSS.S01.G06-08.BE.L08.I03

*Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.*

Revolution

03. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
- The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
  - The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

Grades 6-8, Benchmark F

Y2003.CSS.S01.G06-08.BF.L08.I05

*Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.*

A New Nation

05. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including
- Maintaining national security;
  - Creating a stable economic system;
  - Dealing with war debts;
  - Collecting revenue;
  - Defining the authority of the central government

Y2003.CSS.S01.G06-08.BF.L08.I06

A New Nation

06. Explain the challenges in writing and ratifying the U.S. Constitution including:
- Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
  - The Federalist/Anti-Federalist debate;
  - The debate over a Bill of Rights.

## Government

Grades 6-8, Benchmark B

Y2003.CSS.S05.G06-08.BB.L08.I03

*Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.*

Rules and Laws

03. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
- Shays' Rebellion;
  - Economic instability;
  - Government under the Articles of Confederation.

Y2003.CSS.S05.G06-08.BB.L08.I04

Rules and Laws

04. Explain the political concepts expressed in the U.S. Constitution:

- Representative democracy;
- Federalism;
- Bicameralism;
- Separation of powers;
- Checks and balances.

Y2003.CSS.S05.G06-08.BB.L08.I05

Rules and Laws

05. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.

Y2003.CSS.S05.G06-08.BB.L08.I06

Rules and Laws

06. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:

- Freedom of religion, speech, press, assembly and petition;
- Right to trial by jury and the right to counsel;
- Due process and equal protection of the laws.

Y2003.CSS.S05.G06-08.BB.L08.I07

Rules and Laws

07. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

Y2003.CSS.S05.G06-08.BB.L08.I08

Rules and Laws

08. Describe the process by which a bill becomes a law.

## People in Societies

Grades 6-8, Benchmark C

*Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.*

Y2003.CSS.S02.G06-08.BC.L08.I06

Diffusion

06. Explain how the diverse peoples of the United States developed a common national identity.

## Social Studies Skills and Methods

Grades 6-8, Benchmark A

Y2003.CSS.S07.G06-08.BA.L08.I01

*Analyze different perspectives on a topic obtained from a variety of sources.*

Obtaining Information

01. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Grades 6-8, Benchmark C

Y2003.CSS.S07.G06-08.BC.L08.I02

*Present a position and support it with evidence and citation of sources.*

Communicating Information

02. Construct a historical narrative using primary and secondary sources.

Y2003.CSS.S07.G06-08.BC.L08.I03

Communicating Information

03. Write a position paper or give an oral presentation that includes citation of sources.

Grades 6-8, Benchmark D

Y2003.CSS.S07.G06-08.BD.L08.I04

*Work effectively in a group.*

Problem Solving

04. Organize and lead a discussion.

## Economics

Grades 6-8, Benchmark C

Y2003.CSS.S04.G06-08.BC.L08.I04

*Identify connections between government policies and the economy.*

Government and the Economy

04. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.

Y2003.CSS.S04.G06-08.BC.L08.I05

Government and the Economy

05. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.









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