

**RESOURCES FOR
CITIZENSHIP DAY & CONSTITUTION DAY
SEPTEMBER 17, 2005**

Middle School



**CURRICULUM AND INSTRUCTION
DIVISION OF SOCIAL SCIENCES
MIAMI-DADE COUNTY PUBLIC SCHOOLS**

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GEORGE W. BUSH - Citizenship Day and Constitution Week Proclamation
Citizenship Day and Constitution Week, 2001
By the President of the United States of America
A Proclamation

As the delegates to the 1787 Constitutional Convention in Philadelphia began working on what would become the United States Constitution, they grasped that a great democracy must be built on the twin foundations of national consent to a Federal Government and respect for individual rights. After more than two centuries of continual cultural, legal, and economic change, our unique experiment in self-government has borne successful witness to the prescient genius and timeless wisdom of our Founding Fathers. Throughout America's history, in times of turmoil and peace, liberty and oppression, our faith in the Constitution's promise of freedom and democracy has been a steadfast rock of national stability against the raging seas of political change. Today, in the face of the terrorist attacks of September 11, 2001, we must call upon, more than ever, the Constitutional principles that make our country great.

In creating our Nation's Constitutional framework, the Convention's delegates recognized the dangers inherent in concentrating too much power in one person, branch, or institution. They wisely crafted a Government that balanced the functions and authority of a Federal system among three separate but equal branches: the Executive, the Legislative, and the Judicial. As a further check on central power, the Framers granted citizens the right to vote, giving them the power to express their political preferences peacefully and thereby to effect change in the Government.

The Convention delegates ratified the Constitution on September 17, 1787, and submitted it to the States for approval. After much deliberation and discussion at the State level, the following two concerns emerged from among those who feared the Constitution's proposed centralization of Federal power: (1) the threat of tyranny; and (2) the loss of local control. To address these fears, our Founders amended the Constitution by adding a Bill of Rights. These ten amendments provided a series of clear limits on Federal power and a litany of protective rights to citizens. This development underscored the important and enduring Constitutional principle of enumerated powers, and it set our national course on a route that would eventually enhance and expand individual rights and liberties.

Today, our Nation celebrates not only the longest-lived written Constitution in world history, but also the enduring commitment of our forebears who upheld the Constitution's core principles through the travails of American history. They pursued a more perfect Union as abolitionists, as suffragists, or as civil rights activists, successfully seeking Constitutional amendments that have strengthened the protections provided to all Americans under law. In so doing, they rendered the moral resolve of our Nation stronger and clearer.

Our Republic would surely founder but for the faith and confidence that we collectively place in our Constitution. And it could not prosper without our diligent commitment to upholding the Constitution's original words and implementing its founding principles. From

the noble efforts of public servants to the civic acts of local people, our continuous Constitutional engagement has proved to be an exceptional feature of our Nation's prosperous development.

To continue this legacy, each of us must recognize that we bear a solemn responsibility to promote the ideals of freedom and opportunity throughout our land. We each should serve our Nation by actively supporting and shaping our Government's institutions, by working together to build strong communities, and by loving our neighbors. Doing this will ensure that the American dream will become real for every willing citizen; and, in fulfilling this call together, we will honor the spirit of our powerful and enduring Constitution.

The Congress, by joint resolution of February 29, 1952 (36 U.S.C. 106), designated September 17 as "Citizenship Day," and by joint resolution of August 2, 1956 (36 U.S.C. 108), requested that the President proclaim the week beginning September 17 and ending September 23 of each year as "Constitution Week."

NOW, THEREFORE, I, GEORGE W. BUSH, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim September 17, 2001, as Citizenship Day and September 17 through September 23, 2001, as Constitution Week. I encourage Federal, State, and local officials, as well as leaders of civic, social, and educational organizations, to conduct ceremonies and programs that celebrate our Constitution and reaffirm our commitment as citizens of our great Nation.

IN WITNESS WHEREOF, I have hereunto set my hand this seventeenth day of September, in the year of our Lord two thousand one, and of the Independence of the United States of America the two hundred and twenty-sixth.

GEORGE W. BUSH

THE CONSTITUTION OF THE UNITED STATES OF AMERICA

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.

Article I

Section 1.

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2.

The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to chose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

Section 3.

The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years; and each Senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two thirds of the members present.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Section 4.

The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Section 5.

Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6.

The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time: and no person holding any office under the United States, shall be a member of either House during his continuance in office.

Section 7.

All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other Bills.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section 8.

The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions;

To provide for organizing, arming, and disciplining, the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such District (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings;--

And

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the

United States, or in any department or officer thereof.

Section 9.

The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or ex post facto Law shall be passed.

No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any state.

No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another: nor shall vessels bound to, or from, one state, be obliged to enter, clear or pay duties in another.

No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

Section 10.

No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing it's inspection laws: and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

Article II

Section 1.

The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected, as follows:

Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each state having one vote; A quorum for this purpose shall consist of a member or members from two thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President.

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen Years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:-
-"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section 2.

The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3.

He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4.

The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

Article III

Section 1.

The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

Section 2.

The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;--to all cases affecting ambassadors, other public ministers and consuls;--to all cases of admiralty and maritime jurisdiction;--to controversies to which the United States shall be a party;--to controversies between two or more states;--between a state and citizens of another state;-- between citizens of different states;--between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3.

Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

Article IV

Section 1.

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section 2.

The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

Section 3.

New states may be admitted by the Congress into this union; but no new states shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section 4.

The United States shall guarantee to every state in this union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

Article V

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

Article VI

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

Article VII

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in convention by the unanimous consent of the states present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty seven and of the independence of the United States of America the twelfth. In witness whereof We have hereunto subscribed our Names,

G. Washington - Presidt. and deputy from Virginia

New Hampshire: **John Langdon, Nicholas Gilman**

Massachusetts: **Nathaniel Gorham, Rufus King**

Connecticut: **Wm. Saml. Johnson, Roger Sherman**

New York: **Alexander Hamilton**

New Jersey: **Wil. Livingston, David Brearly, Wm. Paterson, Jona. Dayton**

Pennsylvania: **B. Franklin, Thomas Mifflin, Robt. Morris, Geo. Clymer, Thos. FitzSimons, Jared Ingersoll, James Wilson, Gouv Morris**

Delaware: **Geo. Read, Gunning Bedford jr, John Dickinson, Richard Bassett, Jaco. Broom**

Maryland: **James McHenry, Dan of St Thos. Jenifer, Danl Carroll**

Virginia: **John Blair, James Madison Jr.**

North Carolina: **Wm. Blount, Richd. Dobbs Spaight, Hu Williamson**

South Carolina: **J. Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler**

Georgia: **William Few, Abr Baldwin**

Amendments to the Constitution of the United States

Amendment I (1791)

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 (1791)

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 (1791)

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 (1791)

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 (1791)

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 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.

Amendment VI (1791)

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 (1791)

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 reexamined in any court of the United States, than according to the rules of the common law.

Amendment VIII (1791)

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

Amendment IX (1791)

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

Amendment X (1791)

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.

Amendment XI (1798)

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.

Amendment XII (1804)

The electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;--The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;--the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment XIII (1865)

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV (1868)

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment XV (1870)

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XVI (1913)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census of enumeration.

Amendment XVII (1913)

The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies: Provided, that the legislature of any state may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII (1919)

Section 1.

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2.

The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Section 3.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

Amendment XIX (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Amendment XX (1933)

Section 1.

The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2.

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3.

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4.

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5.

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission.

Amendment XXI (1933)

Section 1.

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2.

The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

Amendment XXII (1951)

Section 1.

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2.

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission to the states by the Congress.

Amendment XXIII (1961)

Section 1.

The District constituting the seat of government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXIV (1964)

Section 1.

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

Section 2.

The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV (1967)

Section 1.

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2.

Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3.

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4.

Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI (1971)

Section 1.

The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

Section 2.

The Congress shall have the power to enforce this article by appropriate legislation.

Amendment XXVII (1992)

No law varying the compensation for the services of the Senators and Representatives shall take effect until an election of Representatives shall have intervened.

Fascinating Facts About The Constitution

*The U.S. Constitution has 4,400 words. It is the oldest and the shortest written constitution of any government in the world.

*Of the typographical errors in the Constitution, the misspelling of the word "Pensylvania" above the signers' names is probably the most glaring.

*Thomas Jefferson did not sign the Constitution. He was in France during the convention, where he served as the U.S. minister.

*Jacob Shallus, a Pennsylvania General Assembly clerk, "penned" the Constitution for a fee of \$30 (\$261.45 today). Governor Morris was responsible for the wording of the Constitution. It was stored in various cities until 1952, when it was placed in the National Archives Building in Washington, D.C. During the daytime, pages one and four of the document are displayed in a bullet-proof case. The case contains helium and water vapor to preserve the paper's quality. At night, the pages are lowered into a vault, behind five-ton doors that are designed to withstand a nuclear explosion. The entire Constitution is displayed only one day a year, September 17, the anniversary of the day the framers signed the document.

*Thirty-nine men signed the Constitution.

*James Madison, "the father of the Constitution," was the first to arrive in Philadelphia for the Constitutional Convention. He arrived in February, three months before the convention began, bearing the blueprint for the new Constitution.

*At least seven constitutional amendments were passed in order to reverse a Supreme Court decision. Some of the notable ones: The Thirteenth Amendment (1865), barring slavery, and the Fifteenth Amendment (1868), protecting the citizenship of African Americans, effectively overturned the Dred Scott v. Sandford decision of 1857. The Sixteenth Amendment (1913) gave Congress the power to levy an income tax, thereby overturning Pollock v. Farmers' Loan and Trust Co. (1895). And the Twenty-Sixth Amendment (1971) overturned Oregon v. Mitchell (1970) which, among other things, held that Congress could not regulate the voting age in state elections. The amendment set the voting age at 18 years.

*When it came time for the states to ratify the Constitution, the lack of any bill of rights was the primary sticking point.

*The Constitution does not set forth requirements for the right to vote. As a result, at the outset of the Union, only male property-owners could vote. African Americans were not considered citizens, and women were excluded from the electoral process.

*The Great Compromise saved the Constitutional Convention, and, probably, the Union. Authored by Connecticut delegate Roger Sherman, it called for proportional representation in the House, and one representative per state in the Senate (this was later changed to two.) The compromise passed 5-to-4, with one state, Massachusetts, "divided."

*Patrick Henry was elected as a delegate to the Constitutional Convention, but declined, because he "smelt a rat."

*Because of his poor health, Benjamin Franklin needed help to sign the Constitution. As he did so, tears streamed down his face.

*The oldest person to sign the Constitution was Benjamin Franklin (81). The youngest was Jonathan Dayton of New Jersey (26).

*When the Constitution was signed, the United States population was 4 million. It is now more than 250 million. Philadelphia was the nation's largest city, with 40,000 inhabitants.

*The first state to ratify the Constitution was Delaware, in December, 1787, three months after the framers had adjourned the convention in Philadelphia. When New Hampshire ratified on June 21, 1788, it was the ninth state to do so. By the ratification requirements set forth in Article VII, the Constitution was now officially established.

*Until the Seventeenth Amendment was ratified in 1913, Senators were chosen by a state's legislators. As a result, the Senate brimmed with men who obtained their positions through political patronage. Finally, under threat of a Constitutional Convention on the matter, Congress proposed this amendment.

*The 14th and 15th Amendments were passed in 1868 and 1870, respectively. Initially meant to preserve personal freedoms of African Americans, they now stand, in large part, for the idea that the Constitution implies, but does not enumerate, certain fundamental rights for all citizens.

*To amend the Constitution, a proposal must gain the support of two-thirds of the House and Senate, and three-fourths of the states. As a result, of the thousands of proposed amendments, only 27 have passed. Amendments must be proposed either by a two-thirds vote in Congress, or by a Constitutional Convention. Such a convention can only be held if two-thirds of the states' legislatures support it.

Source: <http://www.constitutionfacts.com/cbody.shtml>

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

<u>GRADE LEVEL/COURSE:</u>	Middle School
<u>TITLE:</u>	The Constitution of the United States
<u>GEOGRAPHY- CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE:</u>	IIA2 Describe significant contributions made by civilizations in a region; e.g., social, political, economic, arts/humanities, religion, philosophy, technology.
<u>CIVICS- CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE(S):</u>	IIA3 Identify the United States Constitution as the document that describes the structure of government and the rights of individuals under the government.
<u>U.S. HISTORY- CBC COMPONENT:</u>	III Civic Responsibility
<u>COMPETENCY:</u>	IIIA
<u>OBJECTIVE(S):</u>	IIIA1 Review the major democratic principles and concepts outlined in the Declaration of Independence and the United States Constitution and cite examples of how these concepts have been applied throughout United States history, especially to women and minorities.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

LANGUAGE ARTS/READING BENCHMARKS:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.).
- LA.2.3.8 Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

READING: **The Constitution of the United States** (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, Big Chalk.

MULTIPLE CHOICE ANSWERS:

1.	A
2.	B
3.	D
4.	C

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

Directions: Read the article and answer the questions that follow.

The Constitution of the United States

The Constitution of the United States is a document that embodies the fundamental principles upon which the American public's business is conducted. Drawn up at the Constitutional Convention in Philadelphia in 1787, the Constitution was signed on Sept. 17, 1787, and ratified by the required number of states (nine) by June 21, 1788. It superceded the original charter of the United States in force since 1781 (the Articles of Confederation) and established the system of federal government that began to function in 1789. The Constitution is concise, and its general statement of principles has, by accident more than design, made possible the extension of meaning that has fostered growth. There are seven articles and a preamble; 27 amendments have been adopted.

The wording of the Constitution is general, needing interpretation, and any short summary is only rough and approximate. From its very beginnings, the Constitution has been subject to stormy controversies, not only in interpretation of some of its phrases, but also between the loose constructionists and the strict constructionists. The middle of the 19th century saw a tremendous struggle concerning the nature of the Union and the extent of states' rights. The Civil War decided the case in favor of the advocates of strong union, and since that time the general tendency has been toward the centralization and strengthening of federal power.

The Preamble does not confer power, but its first words, "We the people of the United States," describe the source of the powers conferred by the rest of the Constitution and have been used by the advocates of a strong union arguing against the proponents of states' rights. The Preamble also states the purpose of the document, which is to form a more perfect union, establish justice, ensure domestic tranquility, promote the general welfare, provide for the common defense, ensure the blessings of liberty to ourselves and our posterity.

The first three articles of the Constitution set up the three branches of the federal government. It was said to have been modeled on Montesquieu's study, which on this point was incorrect, of the British government. In actuality, this separation has been weakened by the granting of greater power to the President and the executive office's administrative agencies, which now have legislative, judicial, and executive functions.

Article 1 provides for the establishment of the bicameral Congress composed of the Senate and the House of Representatives. The various powers of the Congress (the Senate and the House of Representatives) together with methods of election, are enumerated in the article. The Seventeenth Amendment, passed in 1916, instituted the direct popular election of

SOCIAL STUDIES READING AND WRITING ACTIVITY

Senators and removed the power of their election from the state legislatures as had originally been written. Besides its enumerated and inherent powers, the Congress has implied powers under Article 1 “to make all laws which shall be necessary and proper for carrying into execution” the enumerated or expressed powers.

Article 2 creates the executive branch of government headed by the President, elected, along with the Vice President, for a term of four years. The Twenty-second Amendment (1951) provides that no person may be elected President more than twice. The Twenty-third amendment (1961) permits District of Columbia residents to vote in presidential elections. Since the adoption of the Constitution, there have been two conflicting views of Article 2. The first is that the powers of the President are limited to those enumerated in the article. The opposite view is that the President is given executive power not limited by the provisions of the rest of the article. Every President has to make the choice of interpretations for themselves.

Article 3 provides for the judiciary and defines treason. Besides its enumerated powers, the judiciary has the inherent authority to interpret laws and the Constitution with an authority that must be deferred to. It also guarantees trial by jury in criminal cases and lays the basis for federal jurisdiction.

Article 4 deals with the relations of the states, providing that “Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State.” It also prohibits states from discriminating against citizens of other states, or in favor of its own. It also provides for the extradition of criminals. It further guarantees a republican form of government to every state and provides for the admission of new states as well as the government of territories.

Article 5 provides for amending the Constitution. The supremacy of the federal Constitution and of federal law over those of the states is the heart of the federal system and is established by Article 6. It also provides for an oath of office for members of the three branches of the federal government and the states and specifically forbids any religious qualification for office. Article 7 declares that the Constitution should go into force when ratified by nine states.

The Constitution has undergone gradual alteration with the growth of the country. Some of the 27 amendments were brought on by Supreme Court decisions. However, the first ten amendments, which constitute the Bill of rights, were added within two years of the signing of the Constitution in order to ensure sufficient guarantees of individual liberties. The Bill of Rights applied only to the federal government. But since the passage of the Fourteenth Amendment (1868), many of the guarantees contained in the Bill of Rights have been

SOCIAL STUDIES
READING AND WRITING ACTIVITY

extended to the states through the “due process” clause.

SOURCE: **Retrieved from Miami-Dade County Public Schools Education Portal, Big Chalk.**

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

READING AND WRITING QUESTIONS

1. According to the passage, what level of government was initially affected by the Bill of Rights?
 - (A) federal government
 - (B) state government
 - (C) local government
 - (D) District of Columbia

2. How many times has the Constitution been changed?
 - (A) 26
 - (B) 27
 - (C) 10
 - (D) 0

SOCIAL STUDIES
READING AND WRITING ACTIVITY

3. Read the following paragraph from the article:

Article 1 provides for the establishment of the bicameral Congress composed of the Senate and the House of Representatives. The various powers of the Congress (the Senate and the House of Representatives) together with methods of election, are enumerated in the article. The Seventeenth Amendment, passed in 1916, instituted the direct popular election of Senators and removed the power of their election from the state legislatures as had originally been written. Besides its enumerated and inherent powers, the Congress has implied powers under Article 1 “to make all laws which shall be necessary and proper for carrying into execution” the enumerated or expressed powers.

What is the main idea of this paragraph?

- (A) legislatures are elected directly by the people due to the seventeenth amendment
 - (B) establishment of the bicameral congress which consists of the Senate and the House of Representatives
 - (C) the meaning of implied powers which states that Congress can make laws that are “necessary and proper”
 - (D) the specific powers that are granted to Congress according to the Constitution
4. A strong argument to support a loose constructionist view of the Constitution is that the Constitution should be interpreted
- (A) exactly as it is written.
 - (B) according to the government’s point of view.
 - (C) in order to be able to change accordingly to current times.
 - (D) in order not be subject to strong controversies.

**SOCIAL STUDIES
READING AND WRITING ACTIVITY**

**READ
THINK
EXPLAIN**

6. What parts of the Constitution have been traditionally controversial? Use detail and information from the article to support your response.

Social Studies Lesson Plan

GRADE LEVEL/COURSE: Middle School Social Studies

TITLE: James Madison: Father of the Constitution

OBJECTIVES:

- \$ Explain why Madison is often called “The Father of the Constitution”
- \$ Understand Madison’s view of the Bill of Rights
- \$ Explain what Madison meant by “faction”
- \$ Understand Madison’s remedy for the problem of factions in a democratic society
- \$ analyze the role of factions in their school

LANGUAGE ARTS/READING BENCHMARKS:

Middle School Benchmarks:

- LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
- LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

SUGGESTED TIME: 100 minutes

DESCRIPTION OF ACTIVITIES:

1. Begin by distributing Handout A-James Madison (1751-1836). Have the students read the handout on the life of James Madison, and answer the Reading Comprehension Questions at the back of the handout. After the students have answered the Reading Comprehension Questions, conduct a whole-class discussion to answer the Critical Thinking Questions.
2. Briefly review with students the main issues involved in the debate between Federalists and Anti-Federalists. (The Federalist believed that the confederation would break up if the Constitution was not ratified. The Anti-Federalists feared that a stronger central government would endanger the rights of the people.) You may access www.constitution.org/afp.htm for more information on the Federalist and Anti-Federalists essays. Remind students that James Madison, Alexander Hamilton, and John Jay wrote the Federalist Papers as a series of newspaper essays to convince the people of New York of the need to ratify the Constitution. However, the essays were read by many people across the country and played an influential role in the Federalist/Anti-Federalist debate.

Social Studies Lesson Plan

3. Next, the teacher should introduce the students to the primary source activity, Handout C-In His Own Words: James Madison on the Problem of Faction, in which Madison addresses the problem of faction in a democratic society. As a preface, there is Handout B-Vocabulary and Context Questions, which will help the students understand the document. Students may work individually or in groups to complete this assignment.
4. In order for the students to understand the role of factions in everyday life, teacher should do the following activity with the class. Tell the students to imagine they are in charge of determining the menu for the school cafeteria. Divide the class into two groups. The first group should consist of a clear majority of the class. Tell this group that they are meat eaters who do not mind having vegetarian dishes on the menu. The second group should consist of a clear minority of the class. Tell this group that they are vegetarians who desire to eliminate all meat from the cafeteria menu, despite the wishes of the meat-eating majority. Then have a student read Excerpt A from Handout C to the entire class. Allow students time to discuss as a group the concept of faction in their own words.
5. Ask students if a larger school would reduce the problem of faction, as Madison would have predicted. If so, why? If not, why not?

ASSESSMENT STRATEGY: Question and Answer, Writing assignments

MATERIALS/AIDS NEEDED: Handouts A, B & C

EXTENSION ACTIVITIES: Some people would argue that certain contemporary special-interest groups fulfill Madison's definition of a faction. Some of these groups are the National Rifle Association, People for the Ethical Treatment of Animals, American Association of Retired Persons, etc. Ask the students to research one of these special-interest groups mentioned above and list its goals. They could then list how each of these goals could infringe upon the rights of other individuals/groups or the common good.

Source: www.billofrightsinstitute.org

JAMES MADISON (1751–1836)

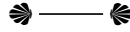
Place three individuals in a situation wherein the interest of each depends on the voice of the others, and give to two of them an interest opposed to the rights of the third.

Will the latter be secure? The prudence of every man would shun the danger.

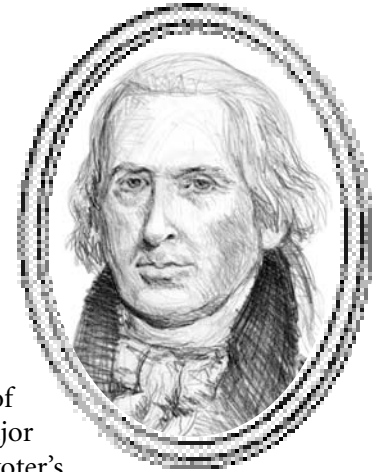
The rules & forms of justice suppose & guard against it.

Will two thousand in a like situation be less likely to encroach on the rights of one thousand?

—James Madison, 1821



The short, thin figure dressed in black dismounted his horse and strode toward the front door of the white farmhouse in the rolling hills of Orange County, Virginia. The year was 1788, and James Madison was campaigning for a seat in the first Congress of the United States. But he would rather have been doing almost anything else this chilly Saturday afternoon. The shy and modest son of a wealthy planter, he despised the handshaking and self-promotion that democratic politics required. Madison was at heart a thinker, a student of history and government, not a politician. Yet he wanted to play a major role in shaping the new American nation, and so he knocked on this voter's door, as he had already done dozens of times on other doors that day.



Background

James Madison did not look the part of a nation builder. He was short (only five feet, six inches in height), thin, and introverted. In poor health throughout his life, he often believed that death was near. His favorite attire was black clothing, a fitting sign of his usual dark mood. But Madison's slight appearance and somber demeanor masked a brilliant and determined man.

Born on March 16, 1751, Madison was raised on his father's plantation, Montpelier, in Orange County, Virginia. At the age of nineteen, he entered the College of New Jersey (later Princeton University), graduating two years later. Madison then began studies for the Christian ministry.

In 1772, Madison returned to Virginia. Rejecting the idea of the ministry, he turned his attention to politics and embraced the patriot cause. In 1775, he was appointed to the Orange County Committee of Safety. Later he was elected to the Virginia convention.

The Articles of Confederation

Because of his poor health, Madison did not fight in the American Revolution. Instead, he continued his political career. During the 1780s, he served in the Virginia House of Delegates and the Continental Congress. As a member of Congress, he witnessed firsthand the inability of the government under the Articles of Confederation to address many of the problems among the states. Convinced that the Articles were too weak and needed to be altered or replaced, Madison set out on a determined campaign to organize a meeting of the states to discuss amending the Articles. He met with some success in regional meetings: the Mount Vernon Conference of 1785 and the Annapolis Convention of 1786. At Annapolis, Madison and other delegates began to organize a general meeting of all the states.

In 1786 and 1787, Madison began planning for this national convention by writing out his thoughts on government. He explored how nations with weak central governments tended to fall apart. He explained why the central government created by the Articles of Confederation was too weak to solve problems among and within the states.

Central to Madison's political theory was the idea that people tend to be guided by their "passions," defined as feelings of self-interest. People usually seek to advance their own interests at the expense of others. They then form groups with others who have the same goals. Madison called these groups "factions" and feared that in a democratic society a majority faction would oppress the minority.

"Father of the Constitution"

Madison was pleased when a meeting of all the states was set for the summer of 1787 in Philadelphia. (Rhode Island was the only state that failed to attend.) So eager was he that he arrived in the city eleven days early to prepare his plans.

Many of Madison's ideas were embodied in the Virginia Plan, which was proposed by the Virginia delegation early in the convention. This plan called for a national government with powers separated among the legislative, executive, and judicial branches. The legislature would be split into two houses, a concept called bicameralism. The executive and judicial branches would constitute a council of revision, which could veto acts passed by the legislature. Madison also included in the Virginia Plan a provision giving the federal government the power to veto state laws.

Madison believed that it was crucial to separate powers within the central government. The resulting system of checks and balances, he believed, would prevent any faction from seizing control of the government. Similarly, the proper division of power between the national and state governments, a novel concept called "federalism," would preclude the dangerous concentration of power in any one place. Madison thought that the Articles had not given the central government enough power to check the states, and therefore he supported a stronger central government.

Madison played a major role in the debates as the convention proceeded. He spoke often in support of his ideas and designed compromises to break gridlocks. He also took detailed notes on the debates at the end of each day. Because the debates were secret, Madison's notes provide a valuable record of what happened during the convention.

On September 17, 1787, after weeks of debate, the delegates approved the Constitution. This final version closely resembled the main outlines of the Virginia Plan.

The Federalist Papers

The Constitution was then sent to the states for ratification. But there was significant opposition to the document throughout the nation. Therefore, Madison joined with Alexander Hamilton and John Jay in composing a series of newspaper essays that defended the Constitution. Though intended for New York newspaper readers, the essays were also read in other states and helped to convince many to support the Constitution. They became known as the Federalist Papers. Madison wrote twenty-nine of the eighty-five essays, including two of the most famous, Nos. 10 and 51.

The Bill of Rights

Madison attended the ratification convention in his home state of Virginia. There he battled Anti-Federalist forces led by Patrick Henry, whose main objection to the Constitution was that it lacked a bill of rights. Madison at first opposed a bill of rights for several reasons: first, he argued that the rights of the people were already implied in the Constitution; second, he worried that any such listing of rights would surely omit some rights held by the people; and third, he believed that written lists of rights were not effective in protecting the liberty of the people. But Madison finally promised the Anti-Federalists that a bill of rights would be adopted after the new government went into effect.

During the debate, the Constitution went into effect when New Hampshire became the ninth state to ratify it on June 21, 1788. Four days later, Virginia also approved the Constitution, and New York did so on July 26.

Madison was elected to the United States House of Representatives in 1789. One of his first actions was to guide a bill of rights through Congress. Madison proposed a list of seventeen amendments, of which Congress approved twelve. Ten of the twelve were ratified by the states, and in 1791 the ten amendments known as the Bill of Rights were added to the Constitution.

“Mr. Madison’s War”

Madison served eight years in the House of Representatives. During this time, he helped Thomas Jefferson organize the Democratic-Republican Party, which was formed to oppose the nationalist policies of Secretary of State Alexander Hamilton. Once in favor of a stronger central government, Madison now worried that the states could become the only strongholds against tyrannical federal power. In 1798, Madison wrote the Virginia Resolutions, which suggested that states could block unconstitutional federal laws.

In 1801, Thomas Jefferson became president. He appointed Madison as secretary of state. Madison succeeded Jefferson as president in 1809. His eight years as chief executive were troubled. The country sank into an economic depression. In 1812, the United States and Britain went to war. The United States was ill prepared. The White House itself was burned by British troops, and Madison and his wife, Dolley, were forced to flee the capital. In 1815, Britain and the United States signed the Treaty of Ghent, ending the war.

Retirement

After serving as president for two terms, Madison retired to his Montpelier home. At his estate, some 100 slaves continued to toil. Despite his opposition to slavery, Madison never freed any of his slaves, not even upon his death. He knew that blacks could not immediately prosper in American society and that, therefore, sudden emancipation would be a disaster for all.

Madison stayed involved with public life by helping President James Monroe with foreign policy. He also helped Jefferson found the University of Virginia and served as its rector from 1826–1836.

Several years after the states ratified the U.S. Constitution, an admirer of James Madison labeled him “the Father of the Constitution.” Madison rejected the title, rightly claiming that the document was “the work of many heads & many hands.” He died at his home on June 28, 1836, at the age of eighty-five, the last of the Founders to die. Madison himself was surely surprised to have lived so long.



Reading Comprehension Questions

1. Why has Madison been called the “Father of the Constitution”?
2. Why did Madison want to separate the powers of the federal government between three branches and also divide power between the federal government and the states?
3. Why did Madison originally not want a bill of rights?

Critical Thinking Questions

4. How would Madison have felt if the Constitution had not been approved by the required nine states and had therefore not gone into effect?
5. Re-read the introductory quotation by Madison at the top of Handout A. Was Madison correct in believing that people always act out of self-interest at the expense of others? Can you think of a time when you acted out of self-interest at someone’s expense? Can you think of a time when you put aside your own interest to help someone else?

VOCABULARY AND CONTEXT QUESTIONS

Excerpts from *Federalist Paper No. 10*

1. **Vocabulary:** *Use context clues to determine the meaning or significance of each of these words and write their definitions:*
 - a. actuated
 - b. adverse
 - c. aggregate
 - d. fallible
 - e. latent
 - f. inference
 - g. sinister
 - h. compass
 - i. concert
 - j. oppression

2. **Context:** *Answer the following questions.*
 - a. When was this document written?
 - b. Where was this document written?
 - c. Who wrote this document?
 - d. What type of document is this?
 - e. What was the purpose of this document?
 - f. Who was the audience for this document?

IN HIS OWN WORDS: JAMES MADISON ON THE PROBLEM OF FACTION

Excerpts from *Federalist Paper No. 10*

A

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community. . . .

B

As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. . . .

The latent causes of faction are thus sown in the nature of man. . . .

The inference to which we are brought is, that the *causes* of faction cannot be removed, and that relief is only to be sought in the means of controlling its *effects*.

C

If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote. . . .

D

When a majority is included in a faction, the form of popular government, on the other hand, enables it to sacrifice to its ruling passion or interest both the public good and the rights of other citizens.

E

To secure the public good and private rights against the danger of such a faction, and at the same time to preserve the spirit and the form of popular government, is then the great object to which our inquiries are directed. . . .

F

The smaller the society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party; and the smaller the number of individuals composing a majority, and the smaller the compass within which they are placed, the more easily will they concert and execute their plans of oppression. Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. . . .

Source: *Federalist Paper No. 10*. The Avalon Project at Yale Law School.
<<http://www.yale.edu/lawweb/avalon/federal/fed10.htm>>.

Social Studies Lesson Plan

GRADE LEVEL/COURSE: Middle School Social Studies

TITLE: Constitution Scavenger Hunt

OBJECTIVES:

- Analyze key democratic concepts found in the U.S. Constitution.
- Identify the U.S. Constitution as the document that describes the structure of government and the rights of individuals under the government.
- Identify the rights contained in the Bill of Rights and the other amendments to the United States Constitution and give examples of how rights are applied and limited; e.g., majority rule vs. minority rights.
- Explain the structure and function of the legislative, executive, and judicial branches of the federal government as outlined in the U.S. Constitution.
- Describe and give examples of the system of checks and balances in the federal government as outlined in the U.S. Constitution.

LANGUAGE ARTS/READING BENCHMARKS:

Middle School Benchmarks:

- | | |
|------------|---|
| LA.A.1.3.2 | Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. |
| LA.A.2.3.1 | Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. |
| LA.A.2.3.2 | Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. (Includes LA.A.2.2.2 Identifies the author's purpose in a simple text, and LA.A.2.2.3 Recognizes when a text is primarily intended to persuade. |
| LA.A.2.3.8 | Checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws |
| LA.A.2.2.7 | Recognizes the use of comparison and contrast in a text. |

SUGGESTED TIME: 120 MINUTES

Social Studies Lesson Plan

DESCRIPTION OF ACTIVITIES:

1. Inform the students that today's lesson is about getting to know the various parts of the U.S. Constitution and analyzing the rights that are guaranteed under this important document.
2. Pass out The U.S. Constitution (attached).
3. Briefly go over the structure of the U.S. Constitution with the students. For example, explain how the Constitution reads like an outline and each article describes a specific aspect of the structure of the federal government and that there have been 27 amendments (additions or changes) to the Constitution since it was first ratified.
4. Pass out Constitution Scavenger Hunt Questions.
5. Inform the students that they will be using their copies of the U.S. Constitution to answer the questions that are on the Constitution Scavenger Hunt.
6. You may want to do the first few questions together to get the students started. Allow ample time for students to find the answers.
7. When students have completed the scavenger hunt, go over the answers with them.
8. Clear up any areas of confusion and assign the extension activity (below) for home learning.

ASSESSMENT STRATEGY: Oral questions and scavenger hunt questions

MATERIALS/AIDS NEEDED: Copies of Constitution and Scavenger Hunt Questions

EXTENSION ACTIVITIES: Have the students write a persuasive essay on one of the following topics:

- Should there be an amendment establishing a national driving age of 18?
- Should the military powers of the president be further limited?
- Should U.S. Supreme Court Justices have limits on the number of years they can sit on the Supreme Court?

**Social Studies
Lesson Plan**

The Constitution of the United States of America Scavenger Hunt

Directions: The Constitution of the United States of America to assist you in answering the following questions.

1. What are the six goals stated in the Preamble of the U.S. Constitution?

2. What are the qualifications for being a U.S. Senator?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

3. What are the qualifications for being a U.S. Representative?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

4. What are the qualifications for being a U.S. President?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

**Social Studies
Lesson Plan**

5. What are the qualifications for being a U.S. Supreme Court Justice?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

6. What is the official job of the Vice President of the United States?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

7. A bill for raising revenue originates in which house of congress? _____
From what article and section is this information found in the Constitution?

Article: _____ Section: _____

8. Which branch of government has the power to coin money, establish post offices, and makes rules for the government and regulation of land and naval forces?

From what article and section is this information found in the Constitution?

Article: _____ Section: _____

9. Which amendment establishes a free press? _____

10. How many people signed the original Constitution from the state of Pennsylvania?

11. Article III describes _____ powers and establishes the Supreme Court as the highest court in the country.

**Social Studies
Lesson Plan**

12. Which amendment states that you do not have to provide shelter for soldiers during times of peace?

13. The second amendment states that people have the right to bear arms in order to:

14. Which amendment gives you the right to a jury trial in a civil case? _____
15. Which amendment secures rights for the people that are not specifically listed in the Constitution? _____
16. Which amendment set up the practice of the federal government taxing people's income? _____
17. What amendment is no longer valid since it was cancelled out by a subsequent amendment allowing the sale of a certain type of beverage?

18. Which amendment describes who will take the place of the president if he/she dies or is no longer able to perform his/her duties? _____
19. Which article of the Constitution states that all states must respect one another's laws and explains the process of creating new states? _____
20. Which article states that Congress has the power to "make all laws which shall be necessary and proper?" _____
21. Which amendment states that state government holds power not specifically granted to the federal government? _____
22. The fifth amendment states that no one can be put on trial for a serious federal crime without an _____ - a formal charge by a grand jury.

**Social Studies
Lesson Plan**

23. Which amendment protects you against double jeopardy which means that you can not be tried for the same crime twice?

24. Describe the purpose of the 25th amendment :

25. Franklin D. Roosevelt served four terms as president (who died at the beginning of his fourth term). Which amendment concerning presidential terms was NOT passed when FDR was president? _____

26. If you were 18 in 1965, could you vote? _____ yes _____ no
Explain your answer: _____

27. What was the original intent of the 14th amendment?

28. How were the elections of president and vice-president handled prior to passing the 12th Amendment? How did it change as a result of the 12th amendment ?

29. What five rights are guaranteed under the 1st amendment?

**Social Studies
Lesson Plan**

30. According to the Constitution, what is the definition of treason?

What article and section of the Constitution defines treason?

Article : _____ Section: _____

31. Under what article of the Constitution is it prohibited to grant titles of nobility?

32. Where is it stated that the President has the powers of pardon and reprieve?

33. According to the Constitution, what are the crimes for which an elected official may be impeached?

34. Article III Section 2 of the Constitution outlines the jurisdiction of a federal court. What specific types of cases are listed in this section?

35. Which amendment states that if members of Congress grant themselves a pay raise, it would not become effective until after the next congressional election?

36. Which article of the Constitution establishes the Constitution as the "supreme law of the land?" Article _____

37. Which amendment extended voting rights to those who once were held in a state of servitude? _____

**Social Studies
Lesson Plan**

38. Which amendment might protect you from your back pack being searched ?

39. Which amendment shortened the time between the “out-going” president and the “in-coming” president

40. If you read the amendments in order, you should be able to clearly see that throughout history certain groups of people were denied basic liberties. Explain, using information from the Constitution, what is meant by this statement.

INTERNET RESOURCES FOR TEACHING ABOUT CONSTITUTION DAY

Constitution Center

National Constitution Center official website about Constitution Day.

Website Address: <http://www.constitutionday.us/>

National Constitution Center

National Constitution Center official website.

Website Address: <http://www.constitutioncenter.org>

We the People...

Lessons for Constitution Day and Citizenship Day all grade levels from the Center for Civi Education

Website Address: <http://www.civiced.org/index.php>

The Close Up Foundation

Lessons for Constitution Day

Website Address: <http://www.closeup.org/classroom.htm>

Civics and Government Lesson Plans

Lessons for upper elementary students about civics and government from Scholastic News Website Address:

<http://teacher.scholastic.com/ilp/index.asp?SubjectID=2>

Teaching with Documents: Observing Constitution Day

Lessons, activities, and simulations using primary source documents from the National Archives.

Website Address: <http://www.archives.gov/education/lessons/constitution-day/>

Constitution Crossword Puzzles

Basic, Intermediate, Advanced, and Expert Crossword Puzzles about the Constitution from Constituionfacts.com. This site also contains a wealth of information about the U.S. Constitution.

Website Address: <http://www.constitutionfacts.com/puzzles.shtml>

Games about the Constitution

Multiple games and quizzes about the U.S Constitution and the U.S government

Website Address:

http://www.congressforkids.net/games/billofrights/2_billofrights.htm#

GLOSSARY OF TERMS

admiralty and maritime law: comes from the general maritime law of nations and has been modified to also apply to the Great Lakes and all navigable rivers in the United States.

amendment: a formal change to the United States Constitution. As of 1992 there are twenty-seven amendments or changes to the Constitution.

bad tendency doctrine: allows legislatures to make illegal speech that could encourage people to engage in illegal action.

balanced budget: a philosophy with the objective of not spending more money than is taken in by the government.

bicameral legislature: refers to a two-house legislature.

bill of attainder: a legislative act that authorizes punishment for a person even though he or she was not found guilty by a court of law.

Bill of Rights: the first ten amendments to the Constitution that were adopted in 1791. These are the basic rights that all Americans have and its purpose is protect the people from the government.

bipartisanship: emphasizes cooperation between the major political parties.

cabinet: a group of governmental officials who head various departments in the Executive Branch and advise the president.

checks and balances: a system set by the Constitution in which the executive, legislative, and judicial branches of government have the power to check each other to maintain a balance of power.

clear and present danger: an interpretation of the First Amendment to the Constitution that gives the government the right to curtail activities that may in some way threaten the security of the United States.

cloture: the procedure for ending debate in the United States Senate

coattail effect: the influence on the outcome of an election that a popular or unpopular candidate has on the other candidates on the same party ticket.

concurrent powers: powers that are shared by the federal government and the state governments.

Constitutional home rule: constitutional authorization for parts of the local government to conduct their own affairs.

cooperative federalism: when the state governments, local governments, and the federal government share responsibility. This has been referred to as the New Federalism.

crossover voting: this is part of the open primary system in which the voters are not required to vote based upon their party affiliation.

deficit spending: a practice by the government of spending more money than it takes in during a specific time period.

delegated power: powers that are exclusively for the federal government and are enumerated in Article I, Section 8 of the Constitution.

democracy: the governmental philosophy in which the people ideally have a high degree of control over political leaders.

detente: a relaxation of tension between countries.

direct democracy: a political process in which the people are able to have direct control over the government in making decisions. In colonial America this was the New England town meeting and today could be exemplified by the referendum.

discharge petition: a petition signed by a majority of the members of the House of Representatives to force a bill from committee and bring it to the floor for consideration.

domestic tranquility: peace at home.

Electoral College: the name for the indirect process by which the people elect the president. The electors are determined by the number of representatives each state (including Washington, D.C.) has in the House of Representatives and Senate. In a presidential election year the electors meet in their respective state capitals on the first Monday after the second Wednesday to vote for the President.

ex post fact law: a law that makes an act a crime after it was committed.

exclusionary rule: this is a judicial doctrine based on the Fourth Amendment to the Constitution which protects the American people from illegal searches and seizures. Any evidence obtained in this manner would be inadmissible in a court proceeding.

executive agreement: an agreement between the President of the United States and another country that does not require the advice and consent of the Senate.

executive branch: one of the three branches of our government with the purpose of enforcing laws.

express powers: powers specifically granted to the federal government as enumerated in Article I, Section 8 of the Constitution.

faction: an organized group of politically active persons who are trying to attain special goals. This group is usually less than a majority.

federal supremacy clause: this refers to Article VI, Section 2 of the United States Constitution that states that the Constitution and all federal laws and treaties shall be the supreme law of the land.

federalism: the division of power between the national government (delegated power) and the state governments (reserved power).

filibuster: the technique used in the United States Senate to delay proceedings and prevent a vote on a controversial issue.

free enterprise: an economic system in which one makes decisions on what products to make, how much of that product to produce, and how to establish the price.

full faith and credit clause: a constitutional provision in Article IV of the Constitution that requires all states to honor the laws, judgments, and public documents of every other state.

gerrymandering: the construction of an election district so as to give a distinct advantage to one party or group over another. This process was named after Elbridge Gerry.

home style: the technique used by a member of Congress to properly present himself/herself to constituents.

House of Representatives: the lower house of Congress in which states are represented based on population. Presently there are 435 members in this body.

ideology: an interrelated set of attitudes and beliefs about political philosophy and the role of power in the government.

impeachment: a Constitutional check the Congress has on the President or other high federal officials. It involves an accusation against that official.

implied power: a power that is not really stated directly but is implied in Article I, Section 8, clause 18 of the Constitution. This is called the necessary and proper clause of the elastic clause.

impoundment: when the president refuses to allow an agency of the government spend funds authorized and allocated by Congress.

inalienable rights: the natural rights of all men defined by John Locke as life, liberty, and property that can only be taken away by God. Government is created to protect these rights.

incumbency: one who holds public office that normally carry some type of electoral advantage.

indirect democracy: a political process in which the people control the government through elected political officials. This is also called a republic.

inherent powers: those powers the federal government exercises in foreign affairs which are not specifically stated in the Constitution. They are available because of the status the United States has as a national government.

initiative: the procedure that allows voters to initiate legislation by obtaining signatures on a petition.

interstate compact: an agreement among or between states that is approved by Congress.

line item veto: the authority of the executive (often the governor) to veto parts of bill without vetoing the entire piece of legislation.

joint committee: a committee made up of members of both houses of government in order to speed action on the legislation.

Judicial Branch: one of the three branches of our government with the purpose of interpreting laws.

judicial review: a power the Supreme Court conferred upon itself in the 1803 case of Marbury v. Madison (1803) to review the constitutionality of acts passed by Congress or actions by the president.

jus sanguinis: citizenship acquired by citizenship of the parents.

jus soli: citizenship acquired by place of birth.

laissez faire: a French term meaning to let alone. This refers that the government should not get involved with the peoples' lives.

lame duck: an official who has been defeated in the election but his/her term of office has not expired.

lobbyist: a person who works for an organized special interest group, association, or corporation. An attempt is made to influence policy decisions primarily in the legislative branch of government.

localism: when states or certain areas tend to act independently and not as a part of the country.

long ballot: originated in the 1820ís because of the belief that the voting population should be able to elect all of the officials that govern them.

loose interpretation: a Hamiltonian view of the Constitution that advocates the idea that the federal government has a wide range of powers as implied in Article I, Section 8, Clause 18.

maintaining election: an election that indicates the existence of a pattern of partisan support.

majority floor leader: the legislative position held by an important party member who is chosen by the majority party in caucus or conference. The job is designed to keep members of that party in line and determine the agenda of that branch of government.

minority floor leader: the party leader in each house of government elected by the minority party.

national debt: the total amount of money the government owes.

National Security Council: a part of the executive branch of government that is a planning and advisory group whose function is to assist the president on matters of national security.

necessary and proper clause: the implied powers clause located in Article I, Section 8, Clause 18 of the Constitution. It states that aside from the enumerated powers given to the federal government, it also has the power to pass any law that can be traced back to those powers delegated in the Constitution.

nominating convention: a meeting in which a political party will choose its candidate for president.

oligarchy: government control is in the hands of limited number of people who are chosen on the basis of wealth and power.

override: means to overrule and refers to the aspect of the checks and balances system in which Congress can override a presidential veto by a two-thirds vote.

pocket veto: the constitutional procedure that president may use to prevent a bill from coming a law without giving specific reasons.

political action committee: a legal organization whose function it is to collect money and make campaign contributions to selected candidates.

political efficacy: the belief that one can have a forceful and meaningful impact on public affairs.

political machine: an organization for running a city or state government by dispensing patronage or favors from the smallest units of government (neighborhood or ward) to the largest. The head of this organization is called a boss.

poll tax: the requirement that a person must pay a certain amount of money in order to vote. This was found to be unconstitutional in 1964 by the Twenty-Fourth Amendment to the Constitution.

president pro tempore: the senior member of the majority party in the Senate who serves as the president of the Senate when the Vice-President is absent.

primary election: an election held before the general election to determine the main candidates representing the various parties.

primary election: an election held to determine the various candidates chosen from that party to run for political office.

prior restraint: limiting First Amendment rights prior to the actual activity that would carry out that freedom (a speech being made, a movie being shown, a newspaper or book being published, etc.)

public domain: the lands held by the state or federal government.

recall election: a special election called by voters to remove an elected official before his/her term expires.

red tape: a way of describing dissatisfaction with the workings of a bureaucracy in terms of inefficiency, mismanagement, and frustration.

referendum: the procedure that allows voters to vote directly on issues instead of going through the indirect process of having legislators vote for those issues.

representative government: also known as an indirect democracy or a republic. This is when the people elect representatives to make laws for their benefit.

republic: the type of government in which voters elect representatives to make the laws for the country.

reserved power: powers that are reserved for the states as identified in the Tenth amendment to the Constitution.

retrospective voting: voting that takes into consideration such things as the performance of the political party, the officeholder, and/or the administration.

safe seat: an elected office where the party in power or the incumbent is so strong that being reelected is a foregone conclusion.

sedition: the attempt to overthrow a government by force or at least interrupt its activities.

Senate: one of the two houses of Congress historically known as the upper house that contains two representatives from each state regardless of population. Presently there are 100 members in this body.

Senatorial courtesy: the custom in the United States Senate to refer the names of possible appointees (specifically federal judges) to senators from the states from which the appointees reside and withdrawing the names of those appointees that these senators regard as objectionable.

separation of powers: the philosophy of a balanced government in which each of the three branches (executive, legislative, judicial) have their own powers.

socialism: a type of government that believes its major role should be on the concentration of national planning and public ownership of business.

sovereignty: the source of a government's power or authority.

Speaker of the House: the presiding officer of the United States House of Representatives who is selected by a caucus of his/her party and is formally elected by the entire House.

spoils system: the practice of rewarding those who worked in a successful political campaign by giving them governmental jobs.

standing committee: the name given to a permanent congressional committee.

states rights: the belief that the individual states had/have more power than the federal government.

strict interpretation: a Jeffersonian view of the Constitution that advocates the idea that the federal government has only those powers as identified in Article I, Section 8.

ticket splitting: the practice of voting for candidates without taking into consideration their political affiliation.

totalitarian government: the type of government that is characterized by a single party or individual controlling the entire country and every aspect of society.

tyranny: description of a government that is cruel or unjust.

unconstitutional: a legislative act or presidential action that violates the Constitution based on the interpretation of the Supreme Court.

unicameral legislature: refers to a one-house legislature.

unitary system: a type of government that concentrates power in the central government.

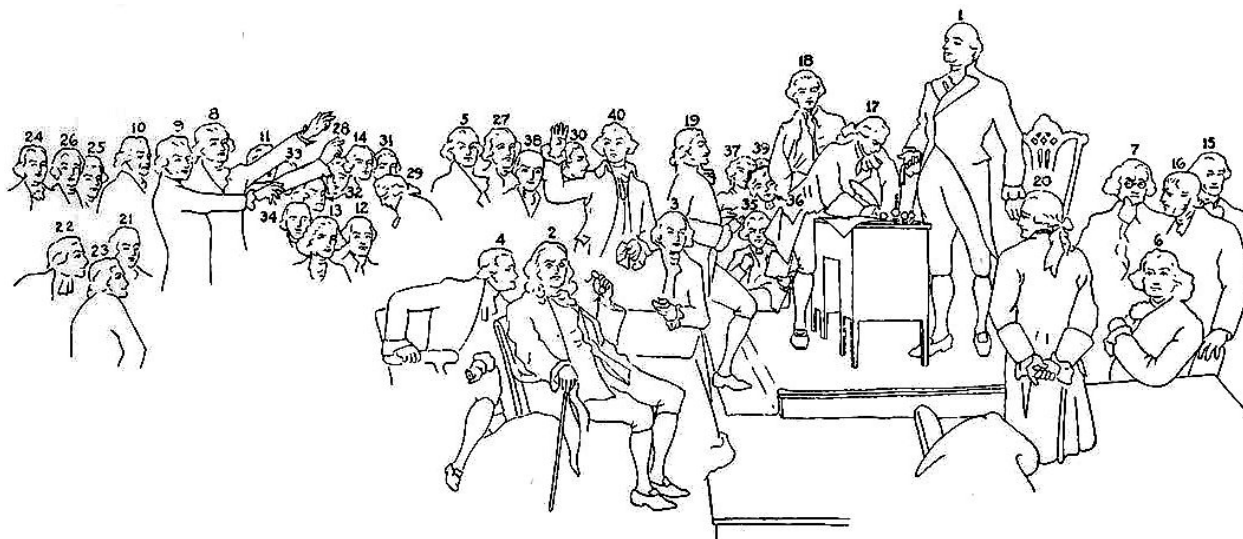
unite rule: a rule that the entire delegation to a party convention must cast its vote based upon the rule of the majority.

veto: to reject or refuse to sign a bill from Congress. This is the check that the president has on the powers of the legislative branch of government.

Whip: the party leader who is the intermediary between the leadership and the rank and file in the legislature.

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SCENE AT THE SIGNING OF THE CONSTITUTION OF THE UNITED STATES



1. Washington, George, VA.
2. Franklin, Benjamin, PA.
3. Madison, James, VA.
4. Hamilton, Alexander, NY.
5. Morris, Gouverneur, PA.
6. Morris, Robert, PA
7. Wilson, James, PA.
8. Pickney, Chas Cotesworth, SC
9. Pickney, Chas, SC
10. Rutledge, John, SC
11. Butler, Pierce, SC
12. Sherman, Roger, CT
13. Johnson, William Samuel, CT
14. McHenry, James, MD
15. Read, George, DE
16. Bassett, Richard, DE
17. Spaight, Richard Dobbs, NC
18. Blount, William, NC
19. Williamson, Hugh, NC
20. Jenifer, Daniel of St. Thomas, MD
21. King, Rufus, MA
22. Gorham, Nathaniel, MA
23. Dayton, Jonathan, NJ
24. Carroll, Daniel, MD
25. Few, William, GA
26. Baldwin, Abraham, GA
27. Langdon, John, NH
28. Gilman, Nicholas, NH
29. Livingston, William, NJ
30. Paterson, William, NJ
31. Mifflin, Thomas, PA
32. Clymer, George, PA
33. FitzSimons, Thomas, PA
34. Ingersoll, Jared, PA
35. Bedford, Gunning, Jr., DE
36. Brearley, David, NJ
37. Dickinson, John, DE
38. Blair, John, VA
39. Broom, Jacob, DE
40. Jackson, William, Secretary

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Name _____

Date _____

U.S. Constitution

Find each of the following words:

PREAMBLE	SUPREME	BLESSINGS	FATHERS
LIBERTY	UNITED	WASHINGTON	SENATE
COURT	TRANQUILITY	RIGHTS	BALANCE
LAW	BILL	STATES	CITIZENSHIP
WELFARE	POWER	CONGRESS	EXECUTIVE
AMENDMENTS	PERFECT	COMMON	PRESIDENTS
ELECTIONS	LEGISLATIVE	UNION	VOTING

R	V	R	I	G	H	T	S	N	I	C	I	T	I	Z	E	N	S	H	I	P	A	
R	S	R	E	S	E	L	A	W	A	N	F	A	T	H	E	R	S	G	W	R	E	P
L	E	G	I	S	L	A	T	I	V	E	U	N	I	T	E	D	P	O	W	E	R	W
E	R	S	T	B	H	N	I	S	S	W	A	S	H	I	N	G	T	O	N	C	T	C
U	A	L	G	R	R	E	L	E	C	T	I	O	N	S	V	E	N	T	P	N	R	E
O	E	S	S	N	A	B	I	L	L	S	B	A	L	A	N	C	E	T	R	E	H	S
W	R	V	E	I	I	N	C	L	Y	E	G	R	N	O	S	P	Y	T	E	T	C	E
M	E	I	I	S	I	S	Q	O	V	O	T	I	N	G	S	R	T	C	S	A	V	N
N	N	L	E	T	E	L	S	U	N	E	S	R	E	E	W	E	R	E	I	N	O	L
B	O	P	F	M	U	T	I	E	I	G	S	L	M	T	R	A	E	F	D	E	N	S
N	R	I	V	A	E	C	A	V	L	L	R	V	I	N	N	M	B	R	E	S	O	E
R	I	C	N	R	R	R	E	T	I	B	I	E	I	I	C	B	I	E	N	P	M	O
E	P	C	W	U	T	E	P	X	S	N	L	T	S	H	N	L	L	P	T	E	M	C
E	C	O	U	R	T	E	A	U	E	T	G	R	Y	S	C	E	O	N	S	I	O	B
A	M	E	N	D	M	E	N	T	S	E	E	O	N	T	S	E	C	E	N	P	C	S
S	E	S	C	R	E	S	T	R	D	I	A	Q	L	N	W	T	T	I	T	S	T	R

Answer Key

PREAMBLE	SUPREME	BLESSINGS	FATHERS
LIBERTY	UNITED	WASHINGTON	SENATE
COURT	TRANQUILITY	RIGHTS	BALANCE
LAW	BILL	STATES	CITIZENSHIP
WELFARE	POWER	CONGRESS	EXECUTIVE
AMENDMENTS	PERFECT	COMMON	PRESIDENTS
ELECTIONS	LEGISLATIVE	UNION	VOTING

		R	I	G	H	T	S				C	I	T	I	Z	E	N	S	H	I	P	
						L	A	W			F	A	T	H	E	R	S					
L	E	G	I	S	L	A	T	I	V	E	U	N	I	T	E	D	P	O	W	E	R	
		S	T								W	A	S	H	I	N	G	T	O	N		
			G	R		E	L	E	C	T	I	O	N	S					P			
	E			N	A	B	I	L	L		B	A	L	A	N	C	E		R	E		
W		V			I	N	C									P	Y	T	E	T		
	E		I	S		S	Q	O	V	O	T	I	N	G		R	T	C	S	A		
N		L	E	T	E	L	S	U	N							E	R	E	I	N		
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		I		A	E	C	A	V	L	L	R					M	B	R	E	S	O	
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	C	O	U	R	T			U	E		G		Y	S		E			S		O	
A	M	E	N	D	M	E	N	T	S													C

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 5/9/03