

THE



RESOURCE INFORMATION

Constitution Day in Schools

Constitution and Citizenship Day is celebrated annually on September 17. The U.S. Department of Education mandates that any school that receives federal funding must provide educational programming on September 17. This resource was designed with that in mind.

Standards & Objectives:

- Kindergarten
 - ALCOS.2010.K.2-3
 - Students will be able to identify who makes the rules for our country.
- First Grade
 - ALCOS.2010.1.2-3
 - Students will be able to identify who makes the rules for our country and what our role as citizens is.
- Second Grade
 - ALCOS.2010.2.1-2
 - Students will able to recognize and describe the basic principles of the Constitution.
- Third Grade
 - ALCOS.2010.3.10
 - Students will be able to recognize and describe the function of the Constitution.
- Fourth Grade
 - ALCOS.2010.4.5
 - Students will be able to make a connection between the way that the federal and state governments are mirrored.
- Fifth Grade
 - ALCOS.2010.5.9
 - Students will be able to describe how the Constitution set up the federal government after the Articles of Confederation were abolished.
- Sixth Grade
 - ALCOS.2010.6.2
 - Students will be able to determine how the 16th-21st Amendments changed the Constitution.
- Seventh Grade Civics
 - ALCOS.2010.7.6
 - Using the Constitution, students will be able to identify how the United States government is designed.
- Tenth Grade
 - ALCOS.2010.10.4
 - Using the Constitution, students will be able to identify how the United States government is designed.
- Twelfth Grade Government
 - ALCOS.2010.12.2-3, 11-14
 - Students will be able to determine summarize the Constitution and its impact on both the United States and the world.

American Village Citizenship Trust • P.O. Box 6 • Montevallo, AL 35115 • www.americanvillage.org

SECTION 1:

AMERICA'S JOURNEY TO INDEPENDENCE





1607 - First permanent English settlement in
1619 - House of Burgesses elected and met in
1620 - The, a form of self-government.
They arrived as Englishmen; in time they became Americans.
The American Revolution has always been rooted in the promises of liberty and equality.
The first anniversary of the Pilgrims, known as, was a choice to give thanks, in spite of a year of adversity, starvation and disease. Many believe this choice, to be grateful for what is and build upon it, was the root of a spirit of opportunity and optimism that would mark the American experience.
Local institutions of self-government began to take root. The colonists were growing and the richness of the new country became a source of revenue for Great Britain.
By the middle of the Eighteenth Century, the debt of the French and Indian War had taken a toll on mother England.
March 1765 - Britain imposed the, which raised a chorus among the colonists of
October 1765 - First convening of colonial representatives to discuss ways to address their grievances with the King and Parliament; this meeting was held in New York and known as the
May 1774 - Virginia House of Burgesses dissolved by the Royal Governor; Virginians formed the in its place.
July 1774- Thomas Jefferson proposed a Summary View of the Rights of British America.
September 1774 - First Continental Congress met in
March 1775 - Patrick Henry addressed the Virginia Convention and delivered his



April 19, 1775 - A day at Concord which came to be known as
June 1775 - Continental Congress commissionedas Chief of the Continental Army.
May 1776 - Virginia Resolves (written by Patrick Henry) declared Virginia's independence from Great Britain.
 1July 4, 1776 - Continental Congress signed into law the
Christmas 1776 - Washington won the Battle at
1783 - Victory at
May 1787 - "Miracle of Philadelphia"; better known as the
1789 - George Washington elected as the first President of the United States; inauguration on April 30th. In
"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 of the United States of America."

Preamble, United States Constitution, 1787



1754	Colonel Washington and 150 Virginians defeat a French exploratory party in Pennsylvania and start the French and Indian War
1760	George III becomes the King of England
1763	The Treaty of Paris ends the Seven Years War.
1765	The Stamp Act forces the colonies to pay taxes on printed matter.
1766	Parliament repeals the Stamp Act.
1767	Parliament passes the Townshend Act, which taxes tea and other goods.
1770	Five Americans killed in the Boston Massacre.
1773	Patriots dump tea into Boston Harbor and this day becomes known as the Boston Tea Party.
1774	The First Continental Congress meets in Philadelphia to protest and petition George III.
1775	The Battles of Lexington and Concord happen. The shot heard 'round the world is fired.
1775	Britain declares war on America.
1775	The Battles of Breeds and Bunker Hills in Boston
1776	The Declaration of Independence is written and signed.
1776-1777	Washington crosses the frozen Delaware River and captures Trenton and Princeton, New Jersey



1777-1778	Winter at Valley Forge	
1781	The British are defeated at Yorktown and the war is over.	
1781	The Articles of Confederation are adopted.	
1783	Britain recognizes America's independence.	
1787	The Constitutional Convention adopts a new Constitution.	
1788	The Constitution is ratified by 3/4 of the states and becomes law.	
1789	George Washington is elected the first President of the United States.	
1791	James Madison writes the first 10 amendments to the Constitution, known as the Bill of Rights.	

SECTION 2:

CONSTITUTIONAL CONVENTION



The Constitution wasn't born overnight. It was not a convention that only met for a week or two. It wasn't a public event. The Constitutional Convention was a highly secretive meeting that took place from May 1787 to September 1787. The convention started in the late spring and met through the entire summer in Philadelphia. The room was sealed off from the public including the windows actually being covered. (Remember, deodorant wasn't invented until the 1880s and baths were not a daily occurrence.)

George Washington did not intend to be present at this convention, but many knew it would be best for him to be there. After some convincing, Washington did appear for the convention and immediately elected to be President of the convention. Dr. Benjamin Franklin noticed that Washington was sitting in a chair with a rising sun on the back of it and wondered what that would mean for the convention. Washington's role was minimal. He only interfered when necessary to bring the room back to order or to lead a vote.

The intention of the convention was never to write a new Constitution, but to fix the one that already existed. During the war, the Articles of Confederation were created and ratified to become the framework for the United States government. The Articles of Confederation delegated most government power to the states. This was not working for the new country and there was already chaos happening with Shay's Rebellion. This put the delegates on the road to the Constitution.

With Washington at the head of the convention, arguments were heard from delegates from each state except for Rhode Island. Rhode Island refused to send delegates to the convention multiple times. Alexander Hamilton, James Madison, George Mason, Edmund Randolph, and many others came with their own ideas.

At the end of the convention, the document ended up with seven articles.

Article I	Legislative Branch	Sets up a 2 part Congress
Article II	Executive Branch	Creates the Presidency
Article III	Judicial Branch	Creates the Supreme Court
Article IV	States, Citizenship, and addition of new States	Addresses growth of the country both by states and foreign citizens
Article V	Amendment Process	Addresses making changes to the document
Article VI	Debts, Supremacy, and Oaths	Makes the Constitution the Supreme Law of the Land and addresses oaths to be taken by all government delegates
Article VII	Ratification	Addresses ways in which the document is to be ratified

There were three compromises that drove the convention: The Great Compromise, The Electoral College Compromise, and the Three-Fifths Compromise.

The Great Compromise tackled the development of the legislative branch. The larger states wanted to use a system that gave each state votes based upon their population and called it the Virginia Plan. Smaller states wanted one vote per state since they were not as populous and called this plan the New Jersey Plan. After debating the topic, delegates from Connecticut proposed a plan that addressed both plans. The Senate gave 2 votes per state and the House of Representatives elected representatives based on the population of the states.

The Electoral College Compromise came about after debates ensued about how the President would be chosen. Some delegates wanted a process that focused on Congress selecting the President as they could get to know the candidates better than the general public. Other delegates wanted the general public to vote. In the end, the Electoral College was developed so that the popular vote and the vote of chosen representatives would be influential.

The final compromise of the Constitutional Convention was the Three Fifths Compromise. The Three Fifths Compromise was developed after many arguments were had over enslavement and its role in the new country. Proslavery states such as Georgia and South Carolina pushed for each enslaved person to count as an entire person when it came to deciding how many representatives each state would have in the House. Anti-slavery states had a huge problem with this. Enslaved people were treated as property so the anti-slavery states thought it wasn't right to count enslaved people for population purposes when they had no other rights. A compromise was developed based on previous tax codes that counted each enslaved person as three-fifths. International slave trade was also allowed to be legal for 20 more years. It was ended in 1808, as soon as the law allowed it to be. Enslavement would not end until after the Civil War with the passing of the 13th Amendment.

The document was signed on September 17, 1787 and was finally ratified by all thirteen states including Rhode Island in 1790. The Bill of Rights was added to clarify some freedoms in the document. More than 11,000 amendments have been presented since 1790, but after a rigorous process, only seventeen have been approved. Over the past 230 years, only 27 total changes have been made with the last amendment being made in 1992.

Over the past 230 years, the United States has remained a model for the modern republican government and with the power belonging to the people, this document should remain a model for all time.

PRE-READING ACTIVITY

Dr. Benjamin Franklin attended the Constitutional Convention and signed the document. President Washington sat in a chair that had a small sun on the top of it. He is recorded as saying, "I have often looked at that behind the president without being able to tell whether it was rising or setting. But now I... know that it is a rising...sun."

POST-READING ACTIVITY

Imagine you attended the Constitutional Convention. Would you change anything? If so, what would you change and why?

POST-READING ACTIVITY

Imagine you attended the Constitutional Convention.
Tell us about a conversation you think happened during the Convention.
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SECTION 3:

FILL IN THE BLANK BOOKLET



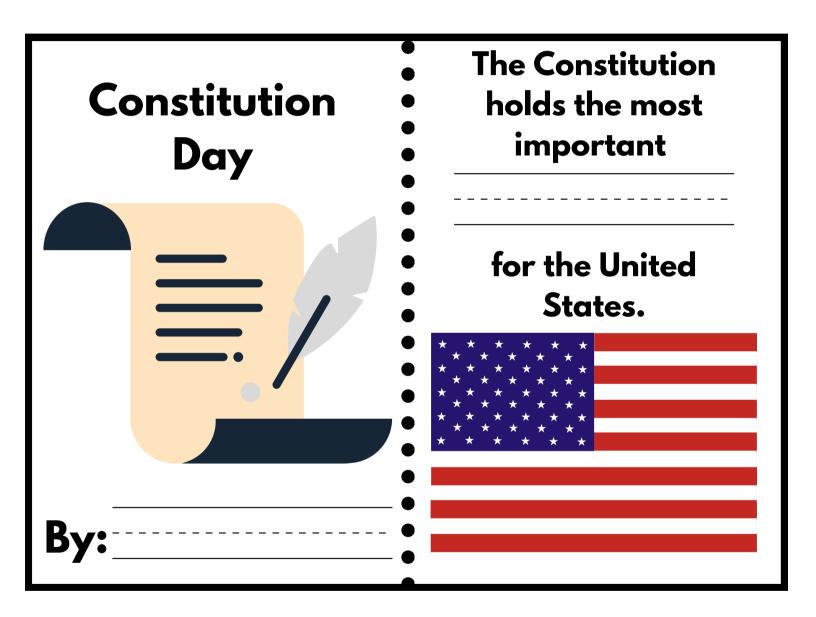


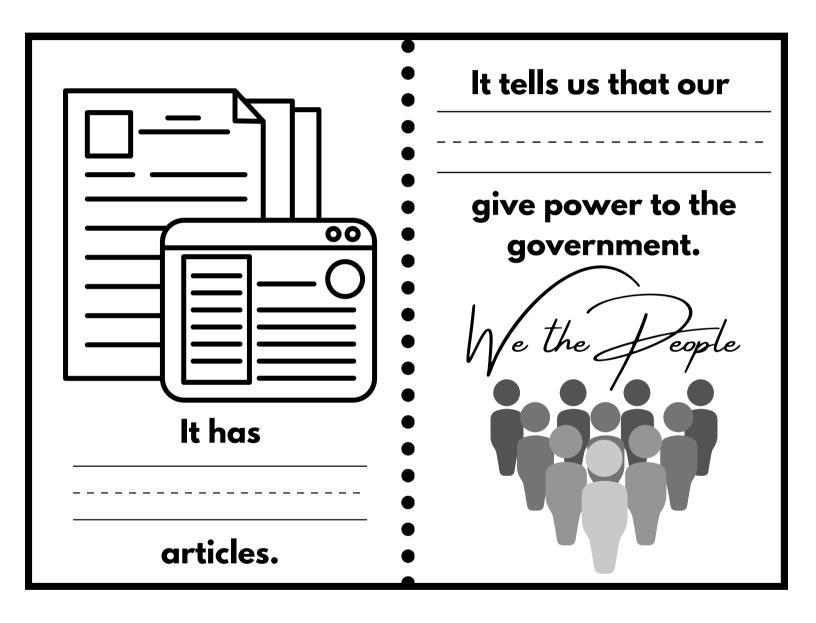
TEACHER INFORMATION

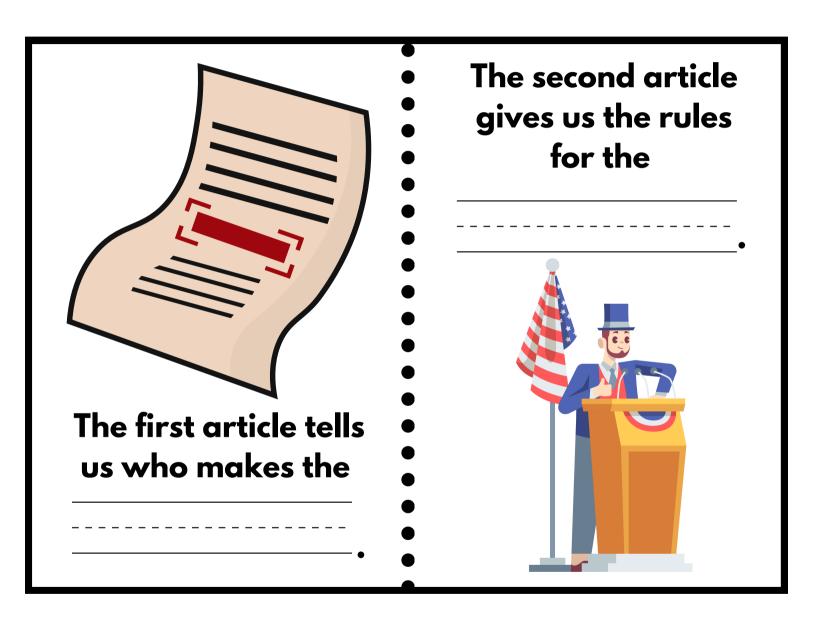
Copy this booklet and allow students to fill in the pages as you work through the booklet. A word bank is also provided to place on the screen or to cut out for students to use.

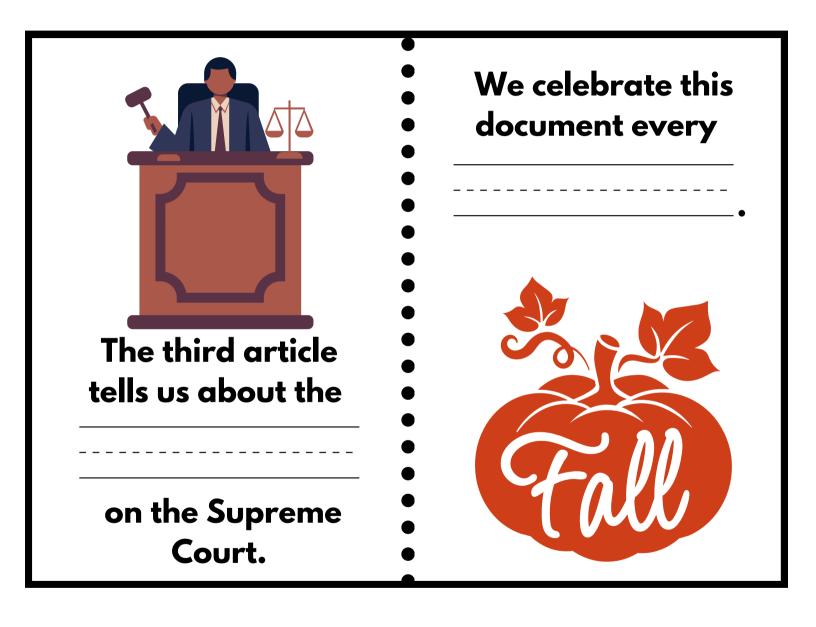
Pages 4-9 include a writing line for students to place their answers.

Pages 10-13 include two answer choices for students to circle.











Pg. 2 - rules

Pg. 3 - seven

Pg. 4 - votes

Pg.5 - laws/rules

Pg. 6 - President

Pg.7 - judges

Pg. 8 - September

WORD BANK ON NEXT PAGE



seven

votes

laws

President

judges

September

rules

rules



seven

votes

laws

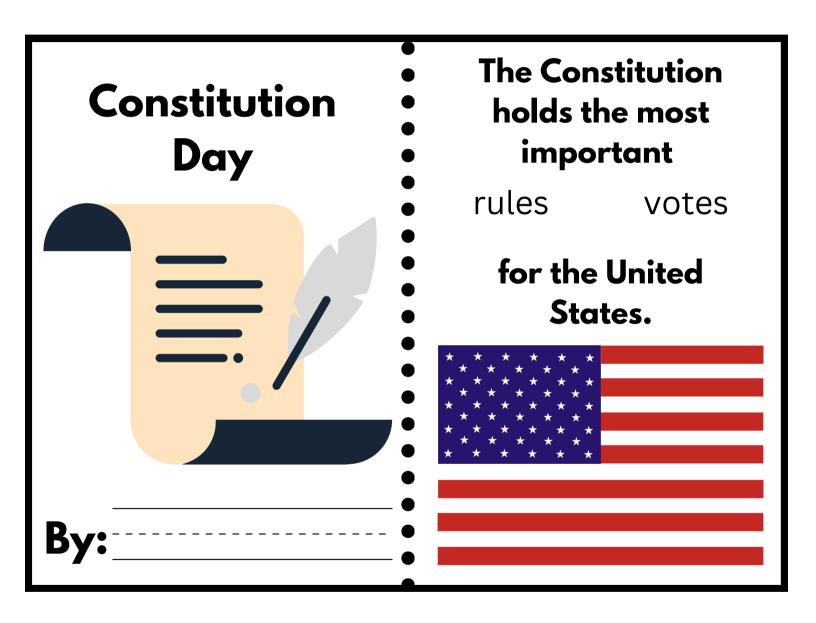
President

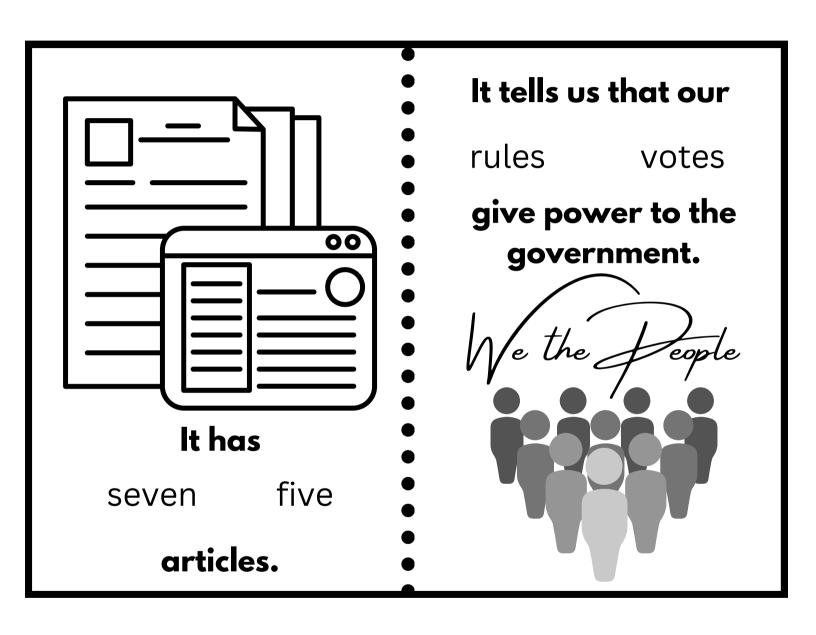
judges

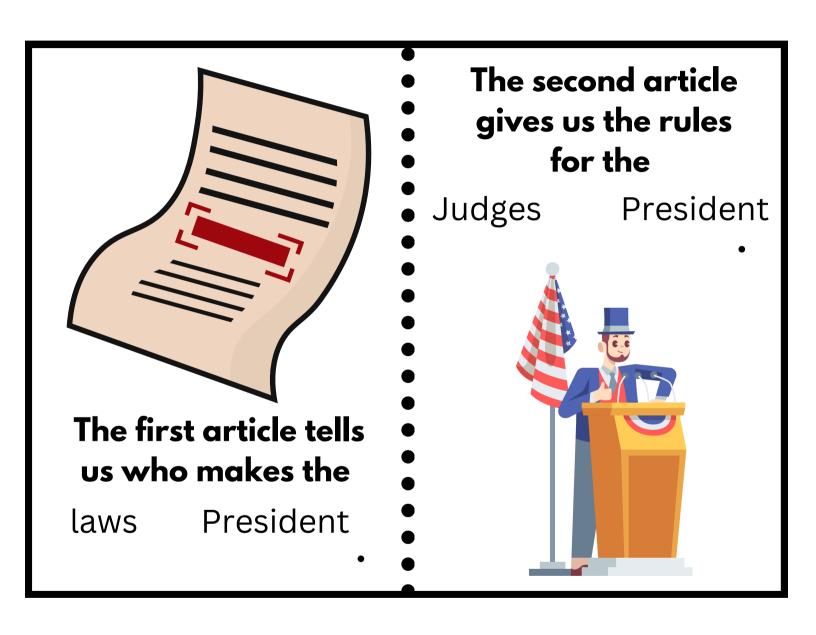
September

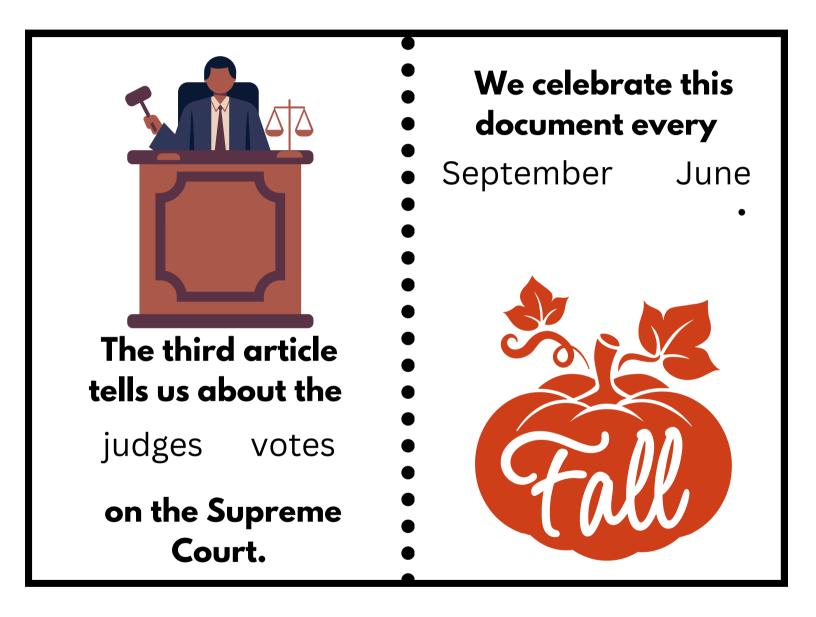
rules

rules









SECTION 4:

BASICS OF THE CONSTITUTION



Constitution

BASICS

Introduction:

The Constitution of the United States of America was written at a convention held in Philadelphia in 1787. It is the oldest and shortest written Constitution of any major government in the world. Constitution Day and Citizenship Day is celebrated on September 17 to commemorate the creation and signing of the supreme law of the land and to celebrate and honor the privileges and responsibilities of being a citizen of the United States of America. This lesson is appropriate to use anytime during the month of September and specifically prior to attending the American Village Constitution program. In this lesson, students will have a better understanding of the significance of the Constitution, the basic principles and rights provided by the Constitution and the key issues at the Constitutional Convention.

Objectives:

In this lesson students will:

- Describe the Constitution as the plan of government for the United States Identify basic concepts of the Constitution and the Bill of Rights
- Explain the key issues at the Constitutional Convention
- Construct a profile of the average delegate at the Constitutional Convention

Materials:

- Teacher Notes
- Copy of the Constitution
- The Constitution Game Constitution Search

Constitution

BASICS

Strategy:

- 1. Begin the lesson by asking students to brainstorm (in groups or as a class), what they know about the Constitution. Record responses on whiteboard.
- Introduce vocabulary important to understanding the Constitution.
 These words can be placed on card strips around the room, written on the board, distributed on strips of paper or prepared as a handout.
 (Framers, Philadelphia Convention, Legislative Branch, Executive Branch, Judicial Branch, Constitution, Articles of Confederation, Delegates)
 Students complete the vocabulary match game or vocabulary word find.
- 4. Explain to students why the Constitution of the United States was created. (see teacher notes)
- 5. Pose the following questions: a. Did the colonies already have a Constitution? What was it? b. Why, after declaring our independence in 1776, were we motivated to create a Constitution in 1787? c. How was our Constitution created? d. What are the components of the Constitution?
- 6. Complete the Constitution Search activity



BASICS

Teacher Notes

- I. What is a Constitution?
 - A constitution is a set of rules, laws, fundamental customs, and traditions that determine the basic way a government is organized and operated.
 - Components of a Constitution may include
 - o purposes of the government; how it is organized; how it does its business
 - determinants of citizenship; rights, responsibilities, power, control over the government, etc.
 - Many countries have a constitution (all or some of the aforementioned components), yet may not have a constitutional government
- II. What is a Constitutional Government?
 - Identifies the basic rights of citizens
 - Determines who is responsible in government to protect those rights
 - Establishes limitations on the government's use of power, use of resources, and control of conflict
 - A true constitution can only be changed with the consent of citizens, utilizing specific procedures for making a change (amendment to the Constitution)
- III. What happened to the Articles of Confederation?
- The Articles of Confederation were our country's first Constitution.
- It was not an adequate form of government for our new status as an independent country.
 - Alexander Hamilton and James Madison were particularly dissatisfied with the government under the Articles of Confederation
- IV. How was our Constitution Created?
- A number of prominent leaders suggested a meeting of representatives of all the states.
- Two major plans were brought to the floor of the convention

Constitution

BASICS

- The Massachusetts Plan
 - o a. Favored the smaller states
 - Equal representation per state
- The Virginia Plan
 - Favored the larger states
 - Representation based on state population
 - o Massachusetts was the first state to hold a constitutional convention.
 - James Madison and others believed that if a convention could be used at the state level, it was worth trying at the national level.
 - The Great Compromise, presented by Roger Sherman of Connecticut saved the Constitutional Convention resulting in equal representation in the Senate and representation by population in the House of Representatives
 - The 3/5 Compromise dealt with heavily populated slave states who wanted to count slaves in their population count, but not for tax purposes. The compromise results were that every slave would be counted as 3/5 of a person in the population count.
 - The Confederation Congress called the meeting in Philadelphia but only authorized the delegates to amend the Articles, NOT to develop a new Constitution! Yet, that is exactly what they did.
 - Fifty-five delegates from twelve states (Rhode Island declined to send delegated) attended the meeting, known as the Philadelphia Convention.
 - These delegates are often called the FRAMERS of the Constitution.
 - All men, white, fairly young (average age was forty-two).
 - It was a quality group most had served in the American Revolution; about three fourths has served in Congress and some were wealthy (most were not).
 - The delegates agreed that each state would have one vote at the Convention.
 - The "framers" decided the business of the meeting should be kept secret.
 - The delegates immediately voted to write a new Constitution. It was written in 1787.

Constitution

BASICS

- The "framers" decided the business of the meeting should be kept secret.
- The delegates immediately voted to write a new Constitution. It was written in 1787.
- What does the Constitution do and say?
 - It provides a plan for the protection of individual rights, with the inclusion of the Bill of Rights; it provides a structure for fair treatment and sets forth the ideals that help people live in peace and harmony
 - The Bill of Rights
 - These ten amendments represent the first changes to the Constitution
 - These amendments were ratified effective December 15, 1791 (the Constitution was signed on September 17, 1787)
 - Article V established a fair procedure for changing the law by creating a procedure for adding amendments to the Constitution
 - It created the legislative branch/Congress (Senate and House of Representatives) which makes the law.
 - o The executive branch (President) enforces the law.
 - The judicial branch (Courts) interprets the law.
 - There are Seven Articles in the Constitution; 27 amendments; only one amendment has been repealed. (# 18)
 - To amend the Constitution requires a 2/3 vote of both houses of Congress and approval of 3/4 of the state legislatures.

The Constitution of the United States of America was written at a convention held in Philadelphia in 1787. It is the oldest and shortest written Constitution of any major government in the world.

Constitution Day and Citizenship Day is celebrated on September 17 to commemorate the creation and signing of the supreme law of the land and to celebrate and honor the privileges and responsibilities of being a citizen of the United States of America.

Public Law 108-477 requires that all schools receiving federal funds hold an educational program for their students on September 17 of each year.



Directions: Match the following with the correct response/statement by drawing a line from the correct statement to the correct letter.

Legislative	Executive	13th Amendment	Supreme Court	Judicial
Framers	Amendment	19th Amendment	1787	Bill of Rights

•	The Constitution was written in
•	The men who wrote the Constitution were called
•	A change to the Constitution is known as an
•	The document that insures the protection of individual rights is called the
•	Supreme Court The amendment that gave women the right to vote is the
•	Judicial Slavery was made illegal by the amendment.
•	The branch of government that makes law is called the
•	The branch of government that interprets the law is called the
•	The branch of government that insures that laws are carried out is called the
•	The highest court of appeal is the .

SECTION 5:

ARTICLES OF THE CONSTITUTION





TEACHER INFORMATION

This activity is provided in several different ways.

Pg. 27 - Open spaces

Pg. 28 - Lines provided

Pg. 29 – Lines provided with separate sections for each article

Pg. 30-31 - Open space for translations

PREAMBLE

ARTICLES 1-3

ARTICLES 4-7

BILL OF RIGHTS

PREAMBLE	ARTICLES 1-3
ARTICLES 4-7	BILL OF RIGHTS

PREAMBLE	ARTICLES 1-3 ARTICLE 1
	ARTICLE 2
	ARTICLE 3
ARTICLES 4-7 ARTICLE 4	BILL OF RIGHTS
ARTICLE 5	
7022 0	
ARTICLE 6	

BILL OF RIGHTS

Amendment - Original Text	Modern translation
"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."	
"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."	
"No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law."	
"The 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."	
"No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation."	

BILL OF RIGHTS

Amendment - Original Text	Modern translation
"In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence."	
"In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law."	
"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."	
"The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people."	
"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."	

What two amendments are also considered to be apart of the Bill of rights that were added after the original 10?

SECTION 6:

BASICS OF A THREE PART GOVERNMENT



a three part government

THE BASICS

Teacher Notes

- Why did the delegates choose a three branch system of government?
 - To ensure a strong, cohesive central government, yet maintain some powers to the states.
 - The Articles of Confederation had not been structured to do this.
 - To provide a system of checks and balances to ensure that no individual or group would become too powerful
 - To protect personal liberty
- What are the three branches of Government?
 - The Legislative Branch is known as The United States Congress (Article I of the Constitution). It is divided into two chambers.
 - House of Representatives
 - Representatives are apportioned to each state based on population
 - Representatives are elected to terms of 2 years
 - Representatives must be at least 25 years of age; a US citizen for 7 years and live in the state they represent
 - All revenue (tax) bills must originate in the House
 - The House has the sole power to impeach (charge) federal government officials, to determine if they should be tried before the Senate for possible crimes committed against the country

Senate

- Equal representation 2 Senators per state
- Senators are elected to a term of 6 years
- Senators must be at least 30 years of age; a US citizen for 9 years and live in the state they represent
- Senators must approve or reject treaties the president makes with other nations
- Senators must approve or reject certain Presidential appointments, including all Supreme Court Justices, Cabinet officers and Ambassadors
- Senators hold trial for government officials who are impeached (charged) by the House.
- Powers of Congress
 - To impose taxes
 - To declare war
 - To borrow and appropriate money
 - To regulate commerce
 - To make all laws necessary to carry out the Constitution

a three part government

THE BASICS

- The Executive Branch is the President of the United States (Article II of the Constitution)
 - The President is elected to a four year term and may be elected for two terms
 - The President must be at least 35 years of age and a natural born citizen of the United States
 - Powers of the President
 - Enforces the laws of the United States
 - Commander-in-Chief of the Military
 - Has power to make treaties with the consent of the Senate
 - Appoints Supreme Court, Cabinet officers and Ambassadors with the consent of the Senate
- The Judicial Branch is the Supreme Court of the United States (Article III of the Constitution)
 - The Supreme Court is the highest court in the land; judges are appointed by the
 President for life and must be approved by the Senate
 - The Court is made up of nine justices, including the Chief Justice
 - All lower courts are created by Congress and are appointed by the president and approved by the Senate
 - Powers of the Courts
 - Oversees all cases under Federal laws passed by Congress
 - Has the power of "judicial review" to interpret the laws passed by Congress and determine whether they comply with the Constitution

LEGISLATIVE BRANCH	
WHO?	POWERS
EXECUTIVE BRANCH	
WHO?	POWERS
JUDICIAL BRANCH	
WHO?	POWERS

SECTION 7:

BRANCHES OF GOVERNMENT *DIFFERENTIATED*





TEACHER INFORMATION

This activity is provided in several different ways.

Pg. 16 - Open Bubbles for writing

Pg. 17 - Open Bubbles with instructions

Pg. 18 - Writing lines provided

Pg. 19 - Writing lines provided with instructions

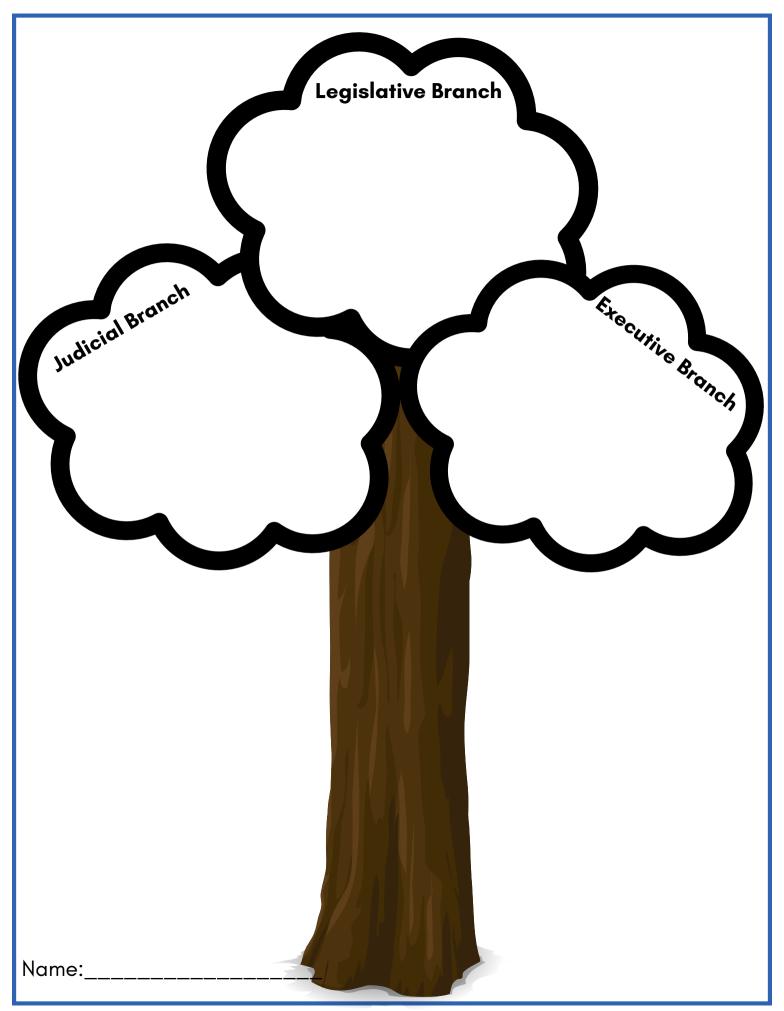
Pg. 20 - Cut and Glue

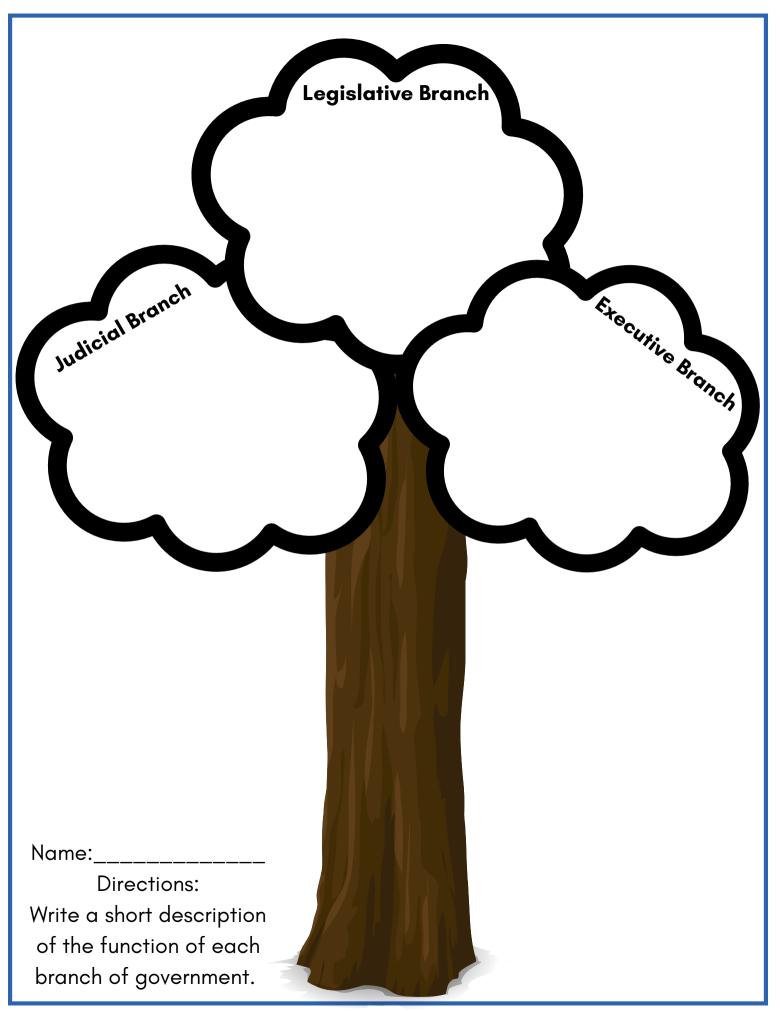
Pg. 21 - Cut and Glue with instructions

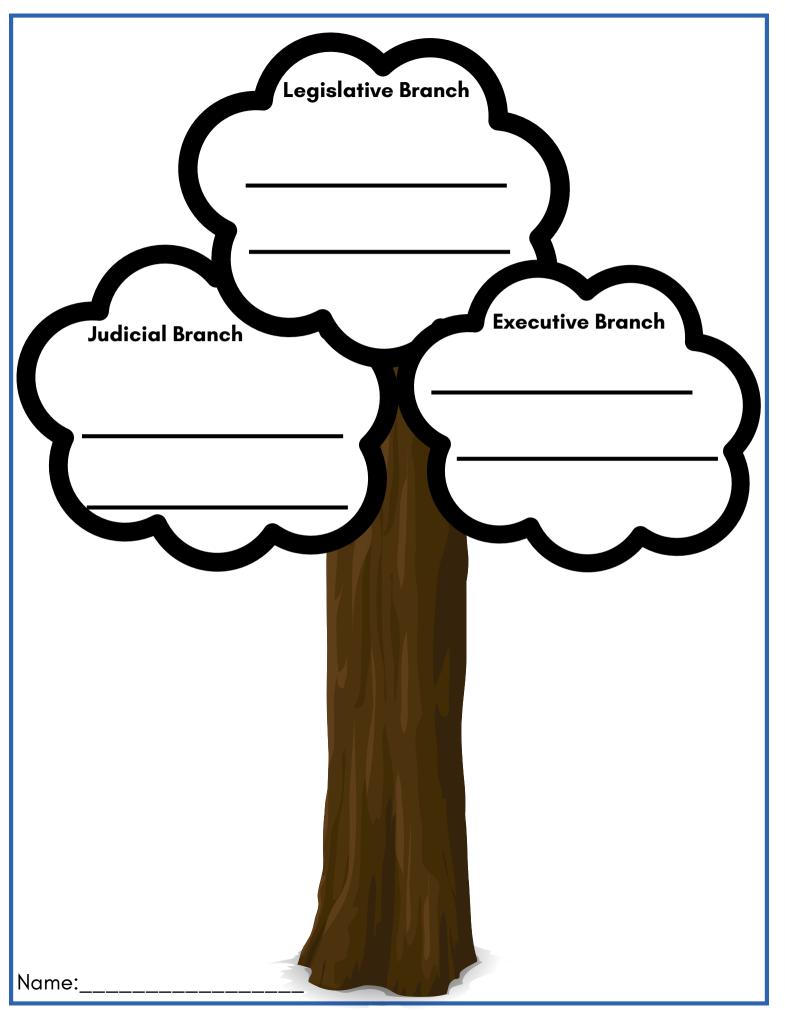
Pg. 22 - Cut and glue with specific instructions

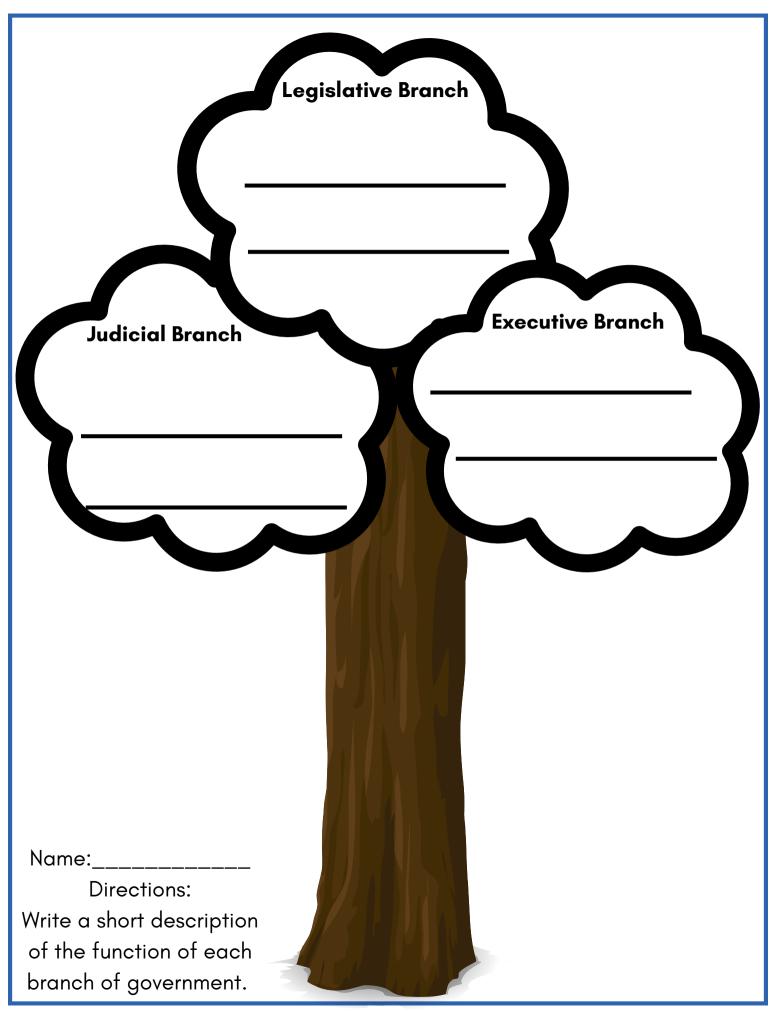
Pg. 23 - 3 sets of cut and glue answers per copy

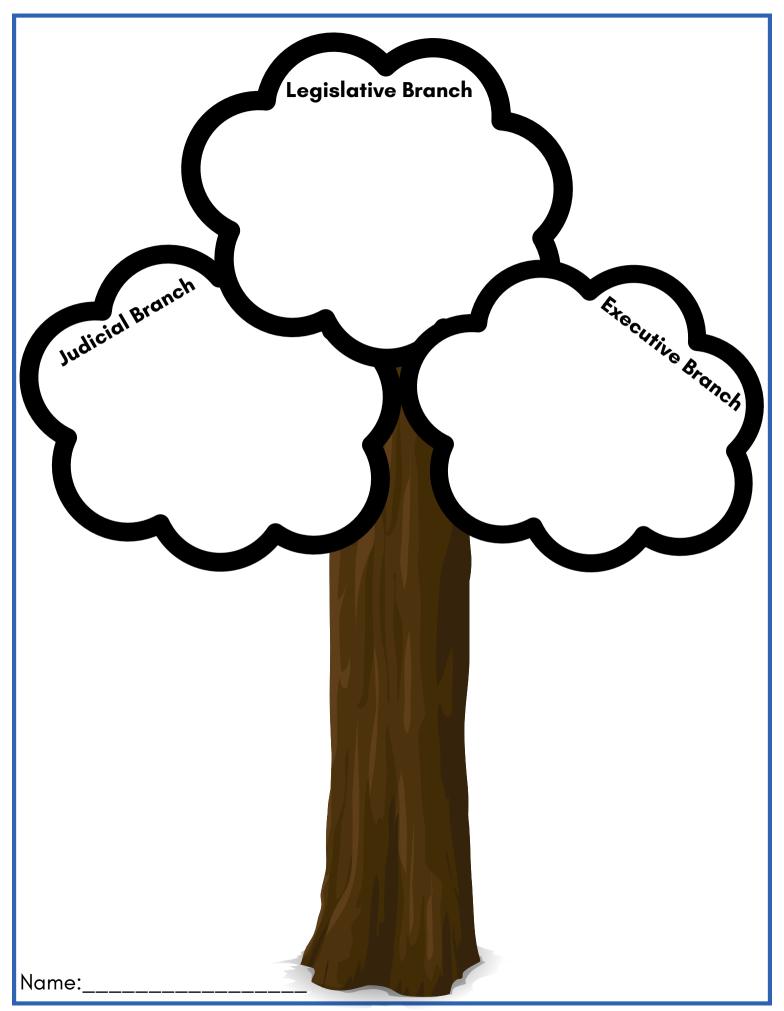
Pg. 24 - Answer Key

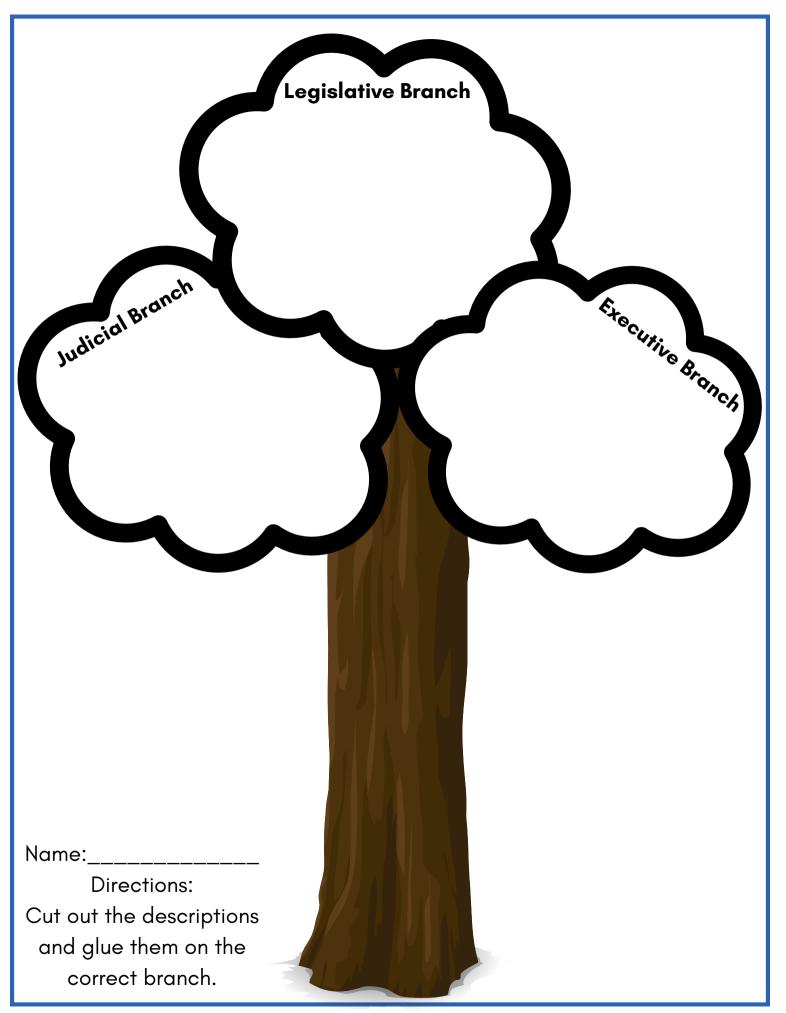


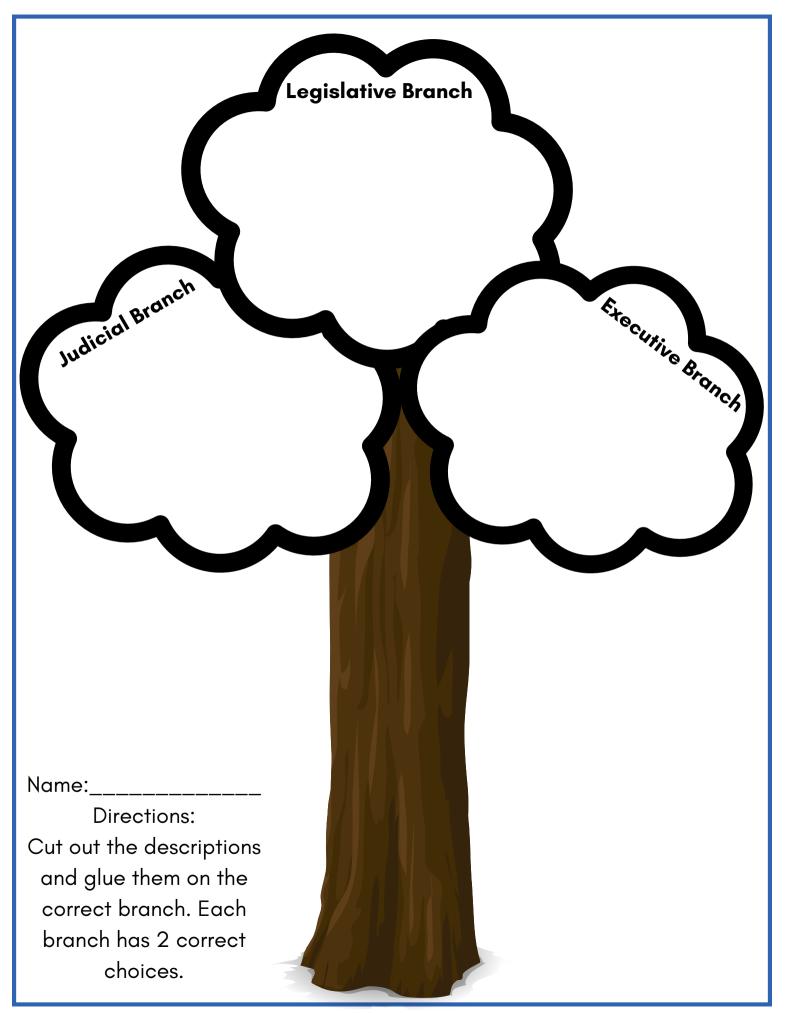




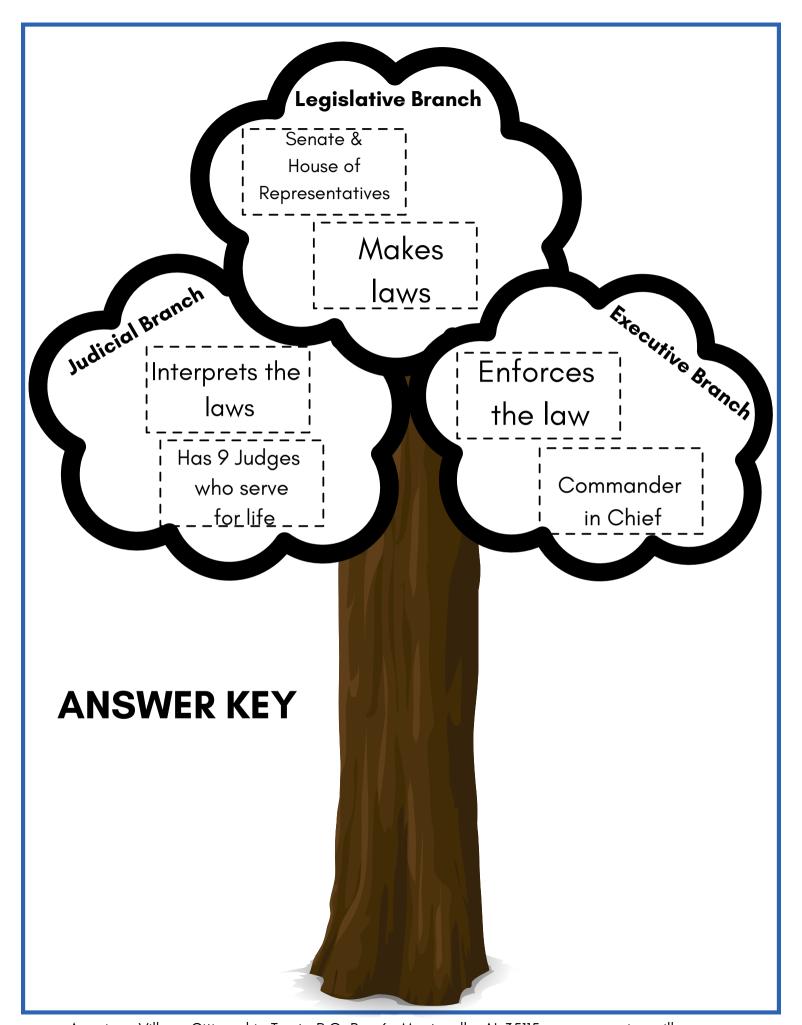








Makes Interprets the Commander in Chief laws laws Has 9 Judges **Enforces** Senate & who serve House of the law for life Representatives Makes Interprets the Commander in Chief laws laws Has 9 Judges **Enforces** Senate & who serve House of the law for life Representatives Makes Interprets the Commander laws in Chief laws **Enforces** Has 9 Judges Senate & who serve House of the law for life Representatives



SECTION 8:

THE PREAMBLE



the PREAMBLE

Introduction: An important part of the student's role as a citizen is to understand the founding documents of our democracy. Understanding the Preamble is imperative because it provides the vision for the government, explains who is forming the government (We the People), and explains why (in order to form a more perfect union.)

Background Information: The oldest federal constitution in existence was framed by a convention of delegates from 12 of the 13 original states in Philadelphia in May 1787. Rhode Island did not send a delegate. The founding fathers felt a need for an organized government after we broke away from Britain in order to prevent chaos. George Washington presided over the session, which lasted until September 17, 1787. The draft (originally a preamble and seven Articles) was submitted to all 13 states and was to become effective when ratified by 9 states. It went into effect on the first Wednesday in March 1789, after it was ratified by the 9th state, New Hampshire. James Madison is credited with much of the research and writing of the constitution. He wrote a letter later in life that stated, "no government can be perfect, so that which is the least imperfect is therefore the best government." The government created by the Constitutional Convention aptly fits that description. The Preamble set out the goals for the new government.

Objectives: In this lesson, students will be able to....

- analyze the language and meaning of the Preamble
- demonstrate an understanding of the words and phrases by working in cooperative groups to paraphrase the Preamble
- will practice and be able to recite the Preamble
- will work in cooperative groups to write a class Constitution.

Materials:

- A copy of the Preamble to use as an overhead/slide or poster
- Laminated phrases of the Preamble.
 - We the People of the United States
 - o In Order to form a more perfect Union
 - o Establish Justice
 - o Insure domestic Tranquility
 - Provide for the common defence *(original spelling)
 - 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.
- Dictionaries for each group
- Chart paper & markers



Resources:

- School House Rock: The Preamble
- We the Kids by David Catrow is an excellent resource for younger students

Strategy:

- 1. Display the Preamble, and read it aloud.
- 2. Tell the students that the Preamble is the introduction to the Constitution of the United States. It outlines some of the ways our government functions.
- 3. Explain that language was very different in the 18th century, and their job will be to examine phrases from the Preamble and write them in the language of today.
- 4. Divide the class into small groups. Give each group a laminated phrase of the Preamble, a dictionary, a sheet of chart paper and markers. Each group should then rewrite each phrase.
- 5. When each group has completed their section, have a member of the group read their interpretation of each phrase in the correct order.
- 6. Direct students to compare each phrase to its 21st century translation. Ask if they agree or disagree with the translation?
- 7. Fasten the translated phrases to the wall.
- 8. Have the students read the Preamble in unison several times.

Extensions:

- Challenge them to memorize it, by speaking or singing the song from School House Rock.
- Using the translations posted on the wall, have the students brainstorm and create a
 classroom constitution that can be used for the rest of the school year. Point out that the
 class is a group of people who must work together, like our states. Suggest that they
 need rules to follow in order to be successful. Work together to write the Class
 Constitution on poster or chart paper. Each student and the teacher should sign the
 finished product. Post it in the room for referral throughout the year.
 - Template provided on the next page.
- Have each group create a PowerPoint presentation to illustrate the Preamble.
- Create a Preamble quilt. Divide the class into eight groups; seven groups will create quilt squares representing the phrases of the Preamble. The last group will create the heading, border and design of the display. This group may also use 3D materials to enhance the display, i.e. small flags on each corner of the board; a quill; pictures of the founders etc.

our classroom PREAMBLE

We the students of,
Room, in order to have a more perfect class, promise to work together
to become a united team, promoting peace and harmony at all times.
We will respect each other, always being considerate of other people's feelings and will protect their property.
We will be cooperative and polite, taking turns to listen to one another's ideas and affirming others for their accomplishments.
We will be mindful of the classroom as a place to learn, so we will help one another learn and will complete our assignments to the best of our abilities.
We will actively participate in class and work independently or cooperatively in a group when an assignment is presented.
We will keep our room organized and clean and will help our teacher and other students to maintain the work centers as well as our individual desks and classroom.
We will practice safety rules and move throughout the building quietly when walking to other spaces in our school.
We pledge to contribute to the success of our year at, and will do our best to make this a positive learning, working and playing experience for each individual in the grade.
Signed by the teacher and each member of the class:



Directions:

- 1. Laminate the Preamble and cut the words into phrases.
- 2. Select one or more students (3–5 students per phrase) to "read" in choral fashion each phrase of the Preamble.
- 3. Place the students at different points in the room (some may even be turned toward the wall).
- 4. Allow students to "rehearse" several times as they produce a meaningful and inspirational presentation of the Preamble. Encourage students to enunciate clearly, to vary the pitch, tone and speed of the Preamble, and to present the Preamble as a "choral" production.
- 5. The students may choose in some way to enhance this presentation, e.g. to put music behind it, for students to do an interpretive dance to the phrases allow them to be creative.

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.

SECTION 9:

KEY PRINCIPLES OF THE CONSTITUTION





Delegated Power	a. Suffrage for 18 year olds
People Power	b. Document that establishes the organization and operation of a
Separate and equal	government
Bill of Rights	c. Makes laws
	d. Republic
Legislative Branch	e. Right to vote
Judicial Branch	f. Branches of Government
Executive Branch	g. Power belongs to the people
Self-governed	h. Senate
19th Amendment	i. Enforces the law
Ratification	j. First 10 Amendments
Suffrage	k. House of Representatives
26th Amendment	i. Protection against arbitrary deprivation of life, liberty, and property
Constitution	m. Interprets the law
Democracy	n. Formal approval of the U.S. Constitution by the states
Due Process	o. Women's Suffrage

SECTION 10:

THE CONSTITUTION GAME



THE CONSTITUTION GAME

The following activity was developed by Rennie G. Quible, National Archives and Records Administration Volunteer Docent, as an introduction to a unit on the Constitution.

Objective: To describe how the members of the Constitutional Convention might have felt as they gathered and began the arduous and memorable task of writing the United States Constitution.

Materials Needed:

- Envelopes containing 1 die
- 12 paper clips
- The following instructions:

Instructions:

It's time to play a little game.

No two groups will play the same.

What and how is up to you.

The group must choose what it will do.

Use the things that you find here.

It won't take long, you need not fear In six short minutes you'll share your fame By telling how you played your game.

Procedure:

- 1. Arrange students into groups of three or four.
- 2. Distribute one prepared envelope to each group, instructing participants to wait for a signal to open them.
- 3. Instruct the student to follow the instruction contained in the envelope. Caution them to remember how they feel as they follow the instructions...
- 4. Give the signal to begin. The word "archives" works well as a signal.
- 5. Circulate around the room, and remind students to remember how they are feeling as they play the game. When students ask what they are to do, simply say, "Follow the instructions you found in the envelope."
- 6. After 6 minutes, instruct students to stop the game.
- 7. Ask a spokesperson from each group to describe the game they devised, and how they felt as they played. Some of their remarks might include the following: we were confused; we thought it was dumb, we did not know what to do, or we were excited about getting to make it up as we went along.

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THE CONSTITUTION GAME

- 8. List responses on the board.
- 9. After all groups have reported, begin describing the Constitutional Convention: In May of 1787, outstanding citizens from 12 states gathered in Philadelphia. They planned to be there only a little while. They had come to improve the Articles of Confederation and try to create more unity and cooperation among the states. Rhode Island sent no representatives.
- 10. How did those men feel that May? (Read the responses the students offered in reference to their feelings toward the game.)
- 11. Today, you used 12 paper clips. They represent the patriots who came from the 12 states. The die represents luck and each day that rolled around from May 25 to September 17. You figured out how to play the game, they figured out how to write our Constitution. And while they went about the great task of writing the United States constitution, they probably felt much the same as you did today.

http://www.archives.gov/education/lessons/constitution-day/game.html

SECTION 11:

THE CONSTITUTION SEARCH



CONSTITUTION SEARCH

Directions: Give each student a copy of the Constitution (courtesy of Congressman Spencer Bachus). Allow time for the student to read and find the answers to the following questions.

1Number o	of Preambles
2Number (of Articles
3Number o	of amendments ratified in 1791 that make up the Bill of Rights
4Number (of total amendments
	ve branch of the government. What are the names of the two ve branch?
6. According to Article II, who has	the job of enforcing the laws?
7. In Article III, who has the job of	interpreting or explaining the laws?
8. The Constitution provides for ho	ow many branches of government?
9. According to Article V, changin	g the Constitution is called
10. Amendment	says that you can vote when you are 18 years of age.
United States.	alifications a person must have to become President of the

SECTION 12:

GETTING TO KNOW THE FRAMERS



GETTING TO KNOW THE

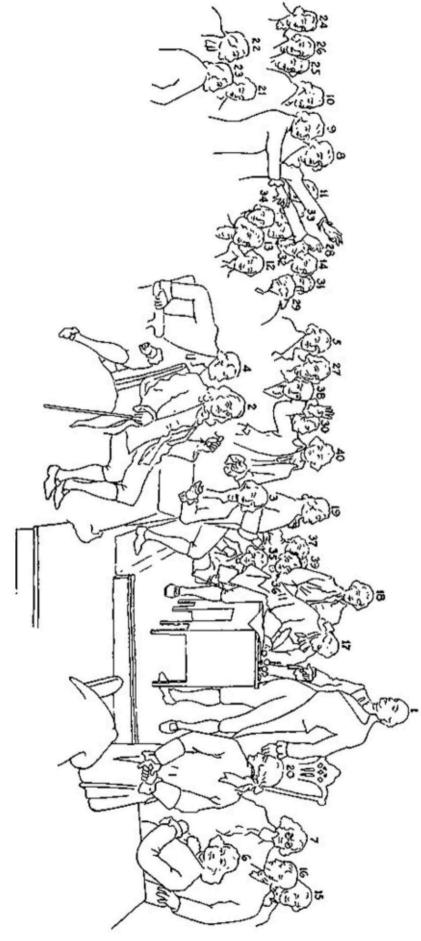
FRAMERS

Directions: Locate the founding father from the Howard Chandler Christy picture of the Signing of the Constitution. Note the names and identify the individual by number and the state which they represented.

1. Find the youngest gentleman at the Constitutional Conv	rention. #
Name:	State:
2. Find the oldest gentleman at the Constitutional Conver	ntion. #
Name:	_ State:
3. Find the writer of the Constitution. #	
Name:	_ State:
4. Find the President of the Convention. #	
Name:	_ State:
5. Find the delegate who authored the Great Compromise Convention. #	e which possibly saved the Constitutional
Name:	_ State:
6. Find the delegate who represented the yeoman farmer.	. #
Name:	
7. Find the Secretary of the Treasury of the Convention. #	
Name:	
8. Find and name the four men with upraised hands. #	, #, #, #
Name:	
Name:	
Name:	
Name:	
9. Find and name the person who appears to be signing th	ne/a document.#
Name:	
10. Find the person largely responsible for the "wording" o	f the Constitution. #
Name:	

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SCENE AT THE SIGNING OF THE CONSTITUTION OF THE UNITED STATES



8. Pinckney, Chas, Cotesworth, S.C.

14. 15. 15. 15. 15.

Blount, William, N.C.

Bassett, Richard, Del.

26.

Baldwin, Abraham, Ga.

36.

Brearley, David, N.J.

FitzSimons, Thomas, Pa. Ingersoll, Jared, Pa.

Bedford, Gunning, Jr., Del.

Langdon, John, N.H.

Dayton, Jonathan, N.J. Carroll, Daniel, Md.

Few, William, Ga.

Spaight, Richard Dobbs, N.C.

19.

Williamson, Hugh, N.C.

Jenifer, Daniel of St. Thomas, Md.

Paterson, William, N.J.

Jackson, William, Secretary

Dickinson, John, Del. Blair, John, Va. Broom, Jacob, Del.

Gilman, Nicholas, N.H. Livingston, William, N.J.

Pinckney, Chas, S.C.

Rutledge, John, S.C.

6

Morris, Robert, Pa.

Wilson, James, Pa.

Hamilton, Alexander, N.Y.

McHenry, James, Md.

Read, George, Del.

Sherman, Roger, Conn.

Gorham, Nathaniel, Mass.

King, Rufus, Mass.

Mifflin, Thomas, Pa.
 Clymer, George, Pa.

Butler, Pierce, S.C.

Johnson, William Samuel, Conn.

Morris, Gouverneur, Pa.

Washington, George, Va. Franklin, Benjamin, Pa.

Madison, James, Va.

SECTION 13:

WHAT DOES THE CONSTITUTION MEAN BY....?



What does the Constitution mean by...?

Directions: Instruct students to define each of the following. Look up terms you do not understand in the dictionary. Then, in your own words, write what you think the Framers were saying.

1. What does it mean by "establish justice?"

2. What does it mean by "insure domestic tranquility?"

3. What does it mean by "provide for the common defense?"

4. What does it mean by "promote the general welfare?"

5. What does it mean by "secure the blessings of Liberty?"

SECTION 14:

TIMELINE TO RATIFICATION



Timeline to Ratification

Date	Event	Notes
August 29, 1786	Shay's Rebellion Begins	
September 11, 1786	Annapolis Convention convenes	
September 14, 1786	Annapolis Convention adjourns and calls for convention the following spring.	
February 3, 1787	Shay's Rebellion ends	
February 21, 1787	Congress approves a convention to amend the Articles of Confederation	
May 3, 1787	James Madison arrives early for the convention.	
May 13, 1787	George Washington arrives for the convention.	
May 25, 1787	Constitutional Convention opens	
May 29, 1787	Edmund Randolph presents the Virginia Plan; Charles Pinckney presents his plan.	
May 31, 1787	Representation debated	
June 1, 1787	Executive Power debated	
June 6, 1787	Selection of representatives debated	

Timeline to Ratification

Date	Event	Notes
June 7, 1787	Selection of Senators debated	
June 11, 1787	Roger Sherman proposes the Great Compromise	
June 15, 1787	William Patterson proposes the New Jersey Plan	
June 18, 1787	Alexander Hamilton proposes the British plan	
June 21, 1787	Federalism debated	
June 26, 1787	Senatorial terms debated	
July 17, 1787	Executive Term debated	
July 21, 1787	Debate on appointment of judges	
July 23, 1787	Method of ratification discussed; Committee of Detail established	
July 26, 1787	Committee of Detail meets	
August 6, 1787	Committee of Detail submits rough draft of Constitution	
August 15, 1787	Executive Veto Power debated	
August 21, 1787	Slavery in the Constitution debated	L. Al 75115

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Timeline to Ratification

	T	Τ
Date	Event	Notes
September 8, 1787	Committee of Style established	
September 10, 1787	Amendment procedure debated	
September 12, 1787	Inclusion of Bill of Rights debated & Committee of Style submits draft	
September 17, 1787	Final draft of the Constitution signed	
September 28, 1787	Congress approves the Constitution and sends it to the states	
October 5, 1787	First Centinel Anti-Federlist letter published	
October 27, 1787	First Federalist Paper is published	
December 7, 1787	Delaware ratifies the Constitution	
March 3, 1788	Rhode Island referendum rejects the Constitution	
May 28, 1788	The Federalist publsihed	
June 21, 1788	Constitution ratified	
March 4, 1789	Constitution goes into effect as law of the land.	
May 29, 1790	Rhode Island ratifies	

SECTION 15:

FASCINATING FACTS



- The U.S. Constitution has 4,400 words. It is the oldest and shortest written Constitution of any major government in the world."
- Of the forty-two delegates who attended most of the meetings, thirty-nine actually signed the Constitution. Edmund Randolph and George Mason of Virginia and Elbridge Gerry of Massachusetts refused to sign due in part due to the lack of a bill of rights.
- Of the spelling errors in the Constitution, "Pensylvania" above the signers' names is probably the most glaring
- When it came time for the states to ratify the Constitution, the lack of any bill of rights was the primary sticking point.
- Thomas Jefferson did not sign the Constitution. He was in France during the Convention, where he served as the U.S. minister. John Adams was serving as the U.S. minister to Great Britain during the Constitutional Convention and did not attend either.
- 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."
- The Constitution was "penned" by Jacob Shallus, A Pennsylvania General Assembly clerk, for \$30 (\$661 today).
- Patrick Henry was elected as a delegate to the Constitutional Convention, but declined, because he "smelt a rat."
- Since 1952, the Constitution has been on display in the National Archives Building in Washington, DC. Currently, all four pages are displayed behind protective glass framed with titanium. To preserve the parchment's quality, the cases contain argon gas and are kept at 67 degrees Fahrenheit with a relative humidity of 40 percent.
- Because of his poor health, Benjamin Franklin needed help to sign the Constitution. As he did so, tears streamed down his face.
- Constitution Day is celebrated on September 17, the anniversary of the day the framers signed the document.
- Gouverneur Morris was largely responsible for the "wording" of the Constitution, although there was a Committee of Style formed in September 1787.
- 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. Native Americans were not given the right to vote until 1924.
- The oldest person to sign the Constitution was Benjamin Franklin (81). The youngest was Jonathan Dayton of New Jersey (26).

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- 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.
- When the Constitution was signed, the United States' population was 4 million. It is now more than 300 million. Philadelphia was the nation's largest city, with 40,000 inhabitants.
- A proclamation by President George Washington and a congressional resolution established the first national Thanksgiving Day on November 26, 1789. The reason for the holiday was to give "thanks" for the new Constitution.
- Although Benjamin Franklin's mind remained active, his body was deteriorating. He was in constant pain because of gout and having a stone in his bladder, and he could barely walk. He would enter the convention hall in a sedan chair carried by four prisoners from the Walnut Street jail in Philadelphia
- The first time the formal term "The United States of America" was used was in the Declaration of Independence
- As Benjamin Franklin left the Pennsylvania State House after the final meeting of the Constitutional Convention on September 17, 1787, he was approached by the wife of the mayor of Philadelphia. She was curious as to what the new government would be. Franklin replied, "A republic, madam. If you can keep it.
- It took one hundred days to actually "frame" the Constitution.
- On March 24, 1788, a popular election was held in Rhode Island to determine the ratification status of the new Constitution. The vote was 237 in favor and 2,945 opposed!
- There was initially a question as to how to address the President. The Senate proposed that he be addressed as "His Highness the President of the United States of America and Protector of their Liberties." Both the House of Representatives and the Senate compromised on the use of "President of the United States."
- The members of the first Congress of the United States included 54 who were delegates to the Constitutional Convention or delegates to the various state-ratifying conventions. The number also included 7 delegates who opposed ratification.
- James Wilson originally proposed the President be chosen by popular vote, but the delegates agreed (after 60 ballots) on a system known as the Electoral College. Although there have been 500 proposed amendments to change it, this "indirect" system of electing the president is still intact.
- Benjamin Franklin died on April 17, 1790, at the age of 84. The 20,000 mourners at his funeral on April 21, 1790, constituted the largest public gathering up to that time.
- George Washington and James Madison were the only presidents who signed the Constitution.
- Vermont ratified the Constitution on January 10, 1791, even though it had not yet become a state.
- In November of 1788 the Congress of the Confederation adjourned and left the United States without a central government until April 1789. That is when the first Congress under the new Constitution convened with its first quorum.

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- The word "democracy" does not appear once in the Constitution.
- James Madison was the only delegate to attend every meeting. He took detailed notes of the various discussions and debates that took place during the convention. The journal that he kept during the Constitutional Convention was kept secret until after he died. It (along with other papers) was purchased by the government in 1837 at a price of \$30,000 (that would be \$591,000 today). The journal was published in 1840.
- There was a proposal at the Constitutional Convention to limit the standing army for the country to 5,000 men. George Washington sarcastically agreed with this proposal as long as a stipulation was added that no invading army could number more than 3,000 troops!
- As evidence of its continued flexibility, the Constitution has only been changed seventeen times since 1791!
- John Adams referred to the Constitution as "the greatest single effort of national deliberation that the
 world has ever seen" and George Washington wrote to the Marquis de Lafayette that "It (the
 Constitution) appears to me, then, little short of a miracle."
- The Pennsylvania State House (where the Constitutional Convention took place) was where George Washington was appointed the commander of the Continental Army in 1775 and where the Declaration of Independence was signed in 1776. It was also where the Articles of Confederation were adopted as our first constitution in 1781.
- Rhode Island was the only state not to send delegates to Philadelphia in 1787. At that time the state legislature was controlled by the agrarian party and was fearful that a stronger central government would demand that debts be paid in specie (hard money). It was the last state to ratify the Constitution on May 29, 1790 (over a year after President George Washington's inauguration) by a vote of 34-32.
- The delegates were involved in debates from 10 a.m. until 3 p.m. six days a week with only a 10 day break during the duration of the convention
- The Constitution contains 4,543 words, including the signatures and has four sheets, 28–3/4 inches by 23–5/8 inches each. It contains 7,591 words including the 27 amendments.
- The Constitution was ratified by specially elected conventions beginning in December 1787. The order
 in which the thirteen states accepted the new constitution was Delaware, Pennsylvania, New Jersey,
 Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York,
 North Carolina and Rhode Island.
- Daniel Webster (1782-1852), of Massachusetts, has been called the "Expounder of the Constitution".
- From 1804 to 1865 there were no amendments added to the Constitution until the end of the Civil War when the Thirteenth amendment was added that abolished slavery. This was the longest period in American history in which there were no changes to our Constitution.
- The text of the Constitution was printed by John Dunlap and David Claypoole in Philadelphia to then be sent to the various state constitutional conventions for debate and discussion.

- The main reason for the meeting in Philadelphia was to revise the Articles of Confederation. However, the delegates soon concluded that it would be necessary to write an entirely new Constitution. They agreed to conduct the meetings in secrecy by stationing guards at the door to the Pennsylvania state house. When one delegate dropped a convention document, Chairman George Washington replied, "I must entreat the gentlemen to be more careful, lest our transactions get into the newspapers and disturb the public repose."
- At the time of the Constitutional Convention Philadelphia was the most modern city in America and the largest city in North America. It had a population of 40,000 people, 7,000 street lamps, 33 churches, 10 newspapers, and a university.
- The median age in America by the end of the 18th century was 16 years of age (today it is around 34 years of age), 19 of every 20 citizens lived on the land, and 70% of the land was worked by its owners (30% by tenants).
- The national government spent \$4.3 million during the first session of Congress from 1789–1791. During the last year that George Washington was President of the United States (1796–1797), the entire cost of running the federal government was \$5,727,000.
- The election of George Washington as the first President under the Constitution was not really "unanimous". In actuality, two electors from Virginia and two electors from Maryland did not vote. New York was entitled to eight electoral votes but the state legislature could not decide how these electors would be chosen, so the state of New York officially did not vote for the President. The electoral vote in 1789 should have totaled 81 but only 69 votes were cast.
- The only other language used in various parts of the Constitution is Latin.
- James Madison of Virginia was responsible for proposing the resolution to create the various Cabinet
 positions within the Executive Branch of our government and twelve amendments to the Constitution
 of which ten became the Bill of Rights.
- Although the United States Treasury Department stopped distributing currency denominations of \$500, \$1,000, \$5,000 and \$10,000 in 1969, for all intents and purposes the production of each stopped after World War II. However, these notes are still legal tender and may be found on rare occasions in circulation. James Madison, the "Father of the Constitution" is on the \$5,000 bill.
- At the conclusion of the Constitutional Convention, Benjamin Franklin observed the symbol of a halfsun on George Washington's chair and remarked, "I have the happiness to know that it is a rising and not a setting sun."
- Benjamin Franklin made a suggestion at the Constitutional Convention that the sessions be opened
 with a prayer. The delegates refused to accept the motion stating that there was not enough money
 to hire a chaplain
- Of the fifty-five delegates who attended the convention 34 were lawyers, 8 had signed the Declaration of Independence, and almost half were Revolutionary War veterans. The remaining members were planters, educators, ministers, physicians, financiers, judges and merchants. About a quarter of them were large land owners and all of them held some type of public office (39 were former Congressmen and 8 were present or past governors).

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- William Few of Georgia was the only member to represent the yeoman farmer class which comprised the majority of the population of the country. Nineteen of the members who were chosen to represent their state never attended a meeting.
- Benjamin Franklin of Pennsylvania was known as the "Sage of the Constitutional Convention." He was
 also the mediator at the convention and often counseled that "we are here to consult, not to
 contend".
- George Washington and James Madison were the only Presidents who signed the Constitution.
- Elbridge Gerry of Massachusetts was opposed to the office of vice president. "The close intimacy that must subsist between the President and Vice President makes it absolutely improper." However, he put his feelings aside and became Vice President under James Madison!
- When Paul Revere learned that Sam Adams and John Hancock were reluctant to offer their support for the Constitution during the ratification fight, he organized the Boston mechanics into a powerful force and worked behind the scenes for the successful approval by the Massachusetts convention.
- The term "others" is used in the Constitution to categorize ethnic minorities.
- Four of the signers of the Constitution were born in Ireland.
- John Tyler was the first Vice President to assume the responsibilities of the Presidency upon the death of William Henry Harrison in 1841. There was nothing in the Constitution that provided for the vice president to BECOME the president. Article II, Section 6 of the Constitution states that: "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..." The Article did not state that the vice president would BECOME the President! Tyler immediately began to refer to himself as the President with no actual Constitutional authority to do so, and every succeeding vice president in the same position did the same. It was not until the Twenty-Fifth Amendment was passed in 1967 that the vice president technically BECAME the president. This amendment legitimatized Tyler's unconstitutional assumption!
- During an event to celebrate the Constitution's Sesquicentennial in 1937, Harry F. Wilhelm recited the
 entire document through the newly added 21st Amendment from memory. He then obtained a job in
 the Sesquicentennial mailroom!

SECTION 16:

APPLYING THE BILL OF RIGHTS





TEACHER INFORMATION

This activity is provided in several different ways.

Pg. 35–36 – Write the amendment on the line. Pg. 37–38 – Circle the correct amendment number.

Pg. 39 - Answer Key

NAME:
DIRECTIONS: USING THE BILL OF RIGHTS, IDENTIFY WHICH AMENDMENT IS VIOLATED BY THE SCENARIO. WRITE THE AMENDMENT ON THE LINE.
MY LAWYER SAYS IT'LL BE TEN YEARS BEFORE MY TRIAL! WHICH AMENDMENT DOES THIS VIOLATE?
MY ARTICLE WAS TAKEN DOWN BECAUSE SOMEONE DIDN'T LIKE IT WHICH AMENDMENT DOES THIS VIOLATE?
THE JUDGE GAVE ME A BAIL OF 2 MILLION DOLLARS FOR STEALING A CANDY BAR. WHICH AMENDMENT DOES THIS VIOLATE?
I WAS FORCED TO TESTIFY AGAINST MYSELF! WHICH AMENDMENT DOES THIS VIOLATE?
SOLDIERS MOVED INTO MY HOUSE WHILE I WAS ON VACATION! WHICH AMENDMENT DOES THIS VIOLATE?

NAME:
DIRECTIONS: USING THE BILL OF RIGHTS, IDENTIFY WHICH AMENDMENT ALLOWS
FOR THE SCENARIO TO HAPPEN.
I GO TO THE CHURCH OF CHICKEN NUGGETS EVERY SATURDAY! WHICH AMENDMENT ALLOWS THIS?
THE POLICE HAD TO BRING A WARRANT TO SEARCH MY HOUSE. WHICH AMENDMENT ALLOWS THIS?
I HAVE THE RIGHT TO PROTECT MY HOME. WHICH AMENDMENT ALLOWS THIS?
I SIGNED A PETITION TO PROTECT THE WHALES! WHICH AMENDMENT ALLOWS THIS?
I CAN SUE MY NEIGHBOR FOR BUILDING HIS FENCE ON MY PROPERTY. WHICH AMENDMENT ALLOWS THIS?

NAME:

DIRECTIONS: USING THE BILL OF RIGHTS, IDENTIFY WHICH AMENDMENT IS VIOLATED BY THE SCENARIO. CIRCLE THE CORRECT AMENDMENT.

MY LAWYER SAYS IT'LL BE TEN YEARS BEFORE MY TRIAL!

WHICH AMENDMENT DOES THIS VIOLATE?

AMENDMENT 3 AMENDMENT 1 AMENDMENT 6



MY ARTICLE WAS TAKEN DOWN BECAUSE SOMEONE DIDN'T LIKE IT.

WHICH AMENDMENT DOES THIS VIOLATE?



AMENDMENT 2 AMENDMENT 1

AMENDMENT 9

THE JUDGE GAVE ME A BAIL OF 2 MILLION DOLLARS FOR STEALING A CANDY BAR.

WHICH AMENDMENT DOES THIS VIOLATE?

AMENDMENT 8 AMENDMENT 7 AMENDMENT 3





I WAS FORCED TO TESTIFY AGAINST MYSELF!

WHICH AMENDMENT DOES THIS VIOLATE?

AMENDMENT 4 AMENDMENT 10 AMENDMENT 5

SOLDIERS MOVED INTO MY HOUSE WHILE I WAS ON VACATION!

WHICH AMENDMENT DOES THIS VIOLATE?

AMENDMENT 1 AMENDMENT 8 AMENDMENT 3



NAME:

DIRECTIONS: USING THE BILL OF RIGHTS, IDENTIFY WHICH AMENDMENT ALLOWS FOR THE SCENARIO TO HAPPEN.

I GO TO THE CHURCH OF CHICKEN NUGGETS EVERY SATURDAY!

WHICH AMENDMENT ALLOWS THIS?

AMENDMENT 3 AMENDMENT 1 AMENDMENT 2





THE POLICE HAD TO BRING A WARRANT TO SEARCH MY HOUSE.

WHICH AMENDMENT ALLOWS THIS?

AMENDMENT 8 AMENDMENT 1 AMENDMENT 4

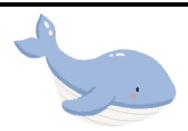
I HAVE THE RIGHT TO PROTECT MY HOME.

WHICH AMENDMENT ALLOWS THIS?

AMENDMENT 8

AMENDMENT 2 AMENDMENT 10





I SIGNED A PETITION TO PROTECT THE WHALES!

WHICH AMENDMENT ALLOWS THIS?

AMENDMENT 4 AMENDMENT 1 AMENDMENT 3

I CAN SUE MY NEIGHBOR FOR BUILDING HIS FENCE ON MY PROPERTY.

WHICH AMENDMENT ALLOWS THIS?

AMENDMENT 2

AMENDMENT 7 AMENDMENT 10



ANSWER KEY

VIOLATES

1. 6

2. 1

3. 8

4. 5

5. 3

ALLOWS

1. 1

2. 4

3. 2

4. 1

5. 7