

GRADES 4-8

U.S. CONSTITUTION AND GOVERNMENT COURSE BOOK



TABLE OF CONTENTS

About the Course.....	iv
Items Needed.....	vii
Lesson 1: Seeking Truth.....	1
Lesson 2: Our Duty.....	8
Lesson 3: Common Sense.....	17
Lesson 4: Declaration of Independence.....	21
Lesson 5: Slavery and the Founding Fathers.....	23
Lesson 6: The Articles of Confederation.....	25
Lesson 7: The Great Compromise.....	31
Lesson 8: The Framing of the Constitution.....	39
Lesson 9: Federalists and Anti-Federalists.....	40
Lesson 10: Of the People, By the People, For the People.....	43
Lesson 11: Overview of the Constitution.....	47
Lesson 12: Article I, Sections 1–3.....	53
Lesson 13: Article I, Sections 4–6.....	55
Lesson 14: Article I, Section 7: How a Bill Becomes a Law, Part 1.....	61
Lesson 15: Article I, Section 7: How a Bill Becomes a Law, Part 2.....	71
Lesson 16: Article I, Section 8.....	77
Lesson 17: Article I, Sections 9–10.....	83
Lesson 18: Article II, Section 1.....	87
Lesson 19: Article II, Sections 2–4.....	95
Lesson 20: Article III, Sections 1–3.....	98
Lesson 21: Article IV.....	109
Lesson 22: Articles V, VI, and VII.....	113
Lesson 23: Separation of Powers, Checks & Balances.....	121
Lesson 24: Introduction to the Bill of Rights.....	129
Lesson 25: First Amendment.....	133
Lesson 26: Second through Fifth Amendments.....	139
Lesson 27: Sixth through Tenth Amendments.....	145
Lesson 28: Eleventh and Twelfth Amendments.....	153
Lesson 29: Reconstruction Amendments.....	157
Lesson 30: Sixteenth through Eighteenth Amendments.....	167
Lesson 31: Nineteenth through Twenty-Third Amendments.....	175
Lesson 32: Twenty-Fourth through Twenty-Seventh Amendments.....	178
Course Bibliography.....	181

ABOUT THE COURSE

COURSE OVERVIEW

The Good and the Beautiful US Constitution and Government is a course designed to teach students about the establishment and early development of America's government through the study of the founding documents—the Declaration of Independence, the Constitution, and the 27 Amendments—and the lives of the Founding Fathers and Mothers. This course includes inspirational biographies, an exciting adventure story, informative lessons, fun and instructive hands-on activities, teacher-led discussion, beautiful mini books, and a complete reading of the founding documents, all in an easy-to-teach format. Students in grades 4–8 will gain a deep understanding of the principles that guided those who founded America's Republic, including justice, liberty, duty, and equality.

An Emphasis on Character

This course teaches about the courageous men and women who founded America, with an emphasis on their strength of character and the hardships they overcame. Students will be inspired by the courage, faith, perseverance, determination, selflessness, patience, and the spirit of compromise that the Founders displayed.

A Focus on Truth

This course was written to promote the original intent of the Framers of the Constitution and to combat the revisionist history that has overtaken many of the texts covering the Revolutionary Era. For this reason we rely heavily upon primary sources and original writings, letters, and speeches to present facts and promote meaningful discussion.

Engaging Material for All Types of Learners

We at The Good and the Beautiful believe that the Constitution is an important document to read and understand; therefore, we want to ensure all children are fully engaged through the entire lesson. This course includes hands-on activities and 3D models of important government buildings for your kinesthetic learners; audio biographies for your auditory learners; and stunning full-color mini books for your visual learners.

Flexible Lessons

With 32 lessons each intended to take approximately 45 minutes, this course is designed to be flexible. You can teach it to a large class of students or to only one child. You can teach one lesson a week for 32 weeks or twice a week for 16 weeks, using the second semester to study your state's history. If you need shorter class periods, each lesson can easily be split into two parts. This flexibility allows for the course to meet the needs of every family or class.

Teaches the Whole Scope of the Founding of the American Republic

This US Constitution and Government course covers the entire span of the establishment of America's government from the Declaration of Independence through the Twenty-seventh Amendment. The course aims to present the history and ideas surrounding the founding in addition to the principles of a republic.

GOOD AND BEAUTIFUL STYLE LEARNING

The unique approach taken by The Good and the Beautiful US Constitution and Government course promotes truth, beauty, family interaction, and meaningful discussions.

The course includes the following unique components:

Course Book

Containing the lessons, the course book directs the teacher or parent when to use the other three components. It also includes the activities, pages to cut out, and the mini books. Additionally, History Case Files are included in the course book to walk students through how to critically think about bias, truth, facts, and primary sources.

US Constitution Student Journal

Each student needs a copy of the *US Constitution Student Journal*. The student journal incorporates the full text of the founding documents and original coloring and activity pages. Each student will complete his or her own student journal, which will serve as a treasured keepsake when the course is finished. It is highly recommended that each student has a set of erasable gel pens for writing and doodling in the student journal.

A PDF answer key for pages 24–43 of the *US Constitution Student Journal* can be downloaded for free at goodandbeautiful.com/usconstitution.

Biographies

These short audio biographies are inspirational accounts of the lives of important men and women during the framing of the Constitution and constitutional amendments. The recordings of the biographies can be accessed online at goodandbeautiful.com/usconstitution.

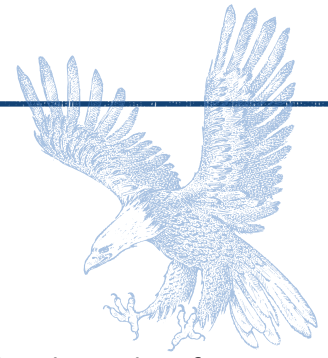
Mystery on Constitution Island

An exciting adventure story written just for this course, *Mystery on Constitution Island* is a unique and fun way to learn about the Constitution.

Activity Book

This optional activity book for grades K–3 allows for younger students to join in and learn along with their older siblings. The Activity Book is not integrated into the course, nor does it follow the scope and sequence of the course. It simply has fun activities about colonial times and Founding Fathers for younger children to enjoy.

Note to Parents and Teachers: Because this course uses primary sources, authentic letters and speeches as they were written, and original transcriptions of the founding documents, you will see capitalization, punctuation, and spelling that is incorrect according to today's standards. In order to be as faithful to the original sources as possible, we have kept the capitalization, punctuation, and spelling as originally written. Explain this to your students as necessary.



ITEMS NEEDED:

Manila envelope or file folder

LESSON 1:

SEEKING TRUTH

Preparation: Remove pages 5–6 from the course book. Insert the “History Case File” page into a manila envelope or file folder. Label the envelope or folder “History Case File” with a pen or marker.

☆ Read to the students:

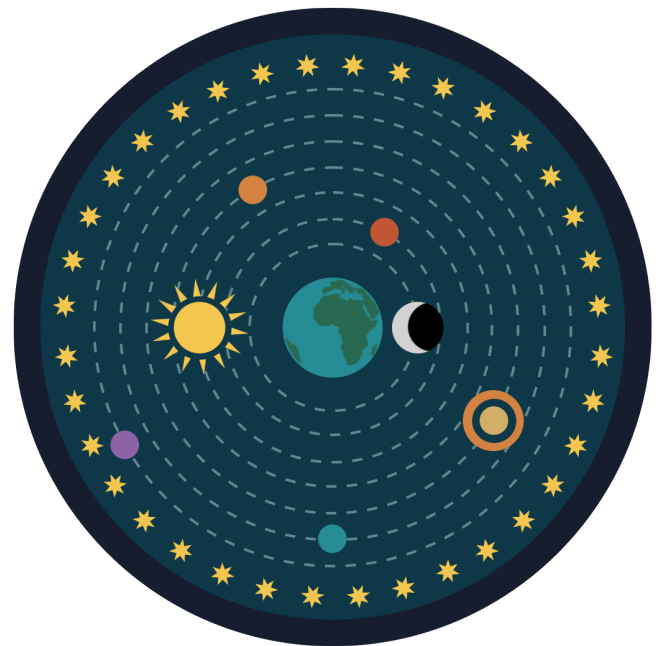
“What is truth?” This age-old question has been asked throughout the centuries by many people, one of the most famous being Pontius Pilate, the Roman governor of Judea presiding over the trial of Jesus. Pilate asked this question immediately after Jesus had just called himself a witness to the truth (John 18). Perhaps Pilate was searching for truth just as people have for generations. So, what is truth, and why does it matter?

Noah Webster, in his 1828 dictionary, called truth “conformity to fact or reality.” That means that things that are true are those that agree or line up with things as they actually are. If you throw a baseball and it breaks a window, and then you tell your mom that you don’t know who broke the window, you are not telling the truth because the fact or reality is that you actually *do* know who broke the window. Sometimes people believe that certain things are true, and then later learn more that reveals that the truth is different from what they had originally believed. For example, look at the picture on this page. [Show the students the picture of Earth as the center of the universe.]

Most people in the Middle Ages thought that everything in the solar system revolved around the earth. They believed this geocentric view of the universe was true. Does that make it true? [Pause for answers.] In the 16th century, Nicolaus Copernicus proved that the planets, including Earth, actually revolve around the sun. The truth had always been that the planets revolve around the sun, even if people in earlier times did not know or believe it to be so.

Truth can be easy to find in the realm of science or math because we can observe nature or perform experiments to find what is true. We know that $2 + 2 = 4$ because we can put two pennies on the table, add two more, and every time it will equal four pennies. We know that plants need light, water, and nutrients to survive because if we try to grow a plant with only two of those things, it will not grow well or at all. Someone could believe that $2 + 2 = 5$ or that plants need only light to survive, but his or her belief does not make it true.

It is important to seek out truth in all things because we want to live our lives in line with reality; we do not want any part of our lives to be lived falsely. We live in a world, however, that sometimes does not value and seek truth. Remember what truth is: “conformity to fact or reality.” Many people believe that truth is whatever they personally think to be right without analyzing whether it conforms to fact or reality. Other people automatically believe that whatever they see on TV or social media or hear on the news or from a friend is true.





Can you think of a time when you read or heard something that you thought was true, and then you later found out it was not true? [Pause for discussion; share a similar experience with your students.]

Unfortunately, we can't believe everything we hear or read about America's founding because it isn't always true. Some people inadvertently spread misinformation or don't know all the facts. Others purposefully distort the truth or tell falsehoods, often because they want Americans to try a new form of government with less freedom. Many texts about the early days of America focus only on bad things that happened or only on the faults of the Founders without acknowledging the greatness of either.

Yet, the extraordinary ideals promoted by the Founders and in the founding documents eventually ushered in the greatest freedom and equality ever experienced in history. In this course you will be learning about these courageous men and women and the foundational principles they promoted that became an inspiration to people and nations all around the world. You can read, listen, think, and discuss with your teacher to discern the truth about whether the people—and more importantly, the ideas—are good and just or immoral and unfair.

The more you study history, the more you will discover that there are forces advancing the causes of both good and evil. Because distortions of truth are so prevalent today, it is critical that you understand how information can be twisted, taken out of context, omitted, and manipulated to try to tell things in a certain way. Sometimes the truth is hard to find or deceptively shaped by authors, so it is important for you to be truth-seekers as you read books and articles, watch documentaries and online videos, and visit museums.

When you hear or read things about history and historical figures and you aren't sure if they are accurate or believable, what should you do? This first lesson of the US Constitution and Government course will give you skills to seek and find the truth. You will get to apply these truth-seeking skills in a History Case File later in this lesson and again later in the course. Then, hopefully, you will continue to apply

the skills you learn in this course to discern truth in all your future studies.

- ★ Have each student open to page 1 in his or her *US Constitution Student Journal*. Read to the students:

primary source: an original, firsthand account (such as original journal entries, letters, or news reports by someone who witnessed an event), arising directly from the time or event

secondary source: a summary, analysis, or interpretation of primary sources (such as documentaries, articles, or textbooks), usually produced later than the original event

The steps to seeking truth are broken into five Ds to help you remember them:

- **Distinguishing** between types of sources
- **Digging** up trusted sources
- **Determining** bias of the author
- **Detecting** any underlying or hidden agenda
- **Discovering** context

The more we practice our truth-seeking skills, the more we will be able to separate facts and truth from deception and disinformation.

Each "D" includes some questions we can ask ourselves as we seek truth.

- ★ Have each student read the first D, "Distinguishing between types of sources," and the corresponding questions. Discuss the set of questions and how they can help in seeking truth. Then repeat these steps with the other four Ds.

History Case File Activity

- ★ Hold up the labeled envelope or folder with the History Case File for the students to see. Read to the students:



Now we will practice applying these skills to a real History Case File, which I have right here. Inside this folder is a real case file with a claim about a Founding Father. You will read the claim and the evidence, and then put the clues into context with

more historical background. By the end, hopefully, you can draw your own conclusion as to whether the claim is true or false.

★ Have the students remove the History Case File from the envelope or folder and read through it together, taking turns and discussing as appropriate.

★ Read to the students:

Now that you are familiar with the History Case File of George Washington’s teeth, and you have read the known facts and context, you will put the truth-seeking skills you learned earlier into practice. There are many articles and documentaries that claim George Washington took teeth from his slaves to use as dentures for himself. He is vilified in many instances as a cruel and uncaring slave master, with some instances even going so far as to say that George Washington “yanked” teeth from his slaves’ mouths.

Look at the ledger on page 7. This is the primary source document from which the claim originated. The sixth full line (by the red arrow, added for clarity) is the only original document known to give information about teeth being purchased by George Washington or someone working on his estate.

What do you make of the claims against George Washington? [Pause and allow for discussion.]

★ Read to the students:

The purpose of the activities today was to give you an example of the kinds of information you will come across as you read about history. Unlike math and science, history is retold based on the author’s viewpoint. As a seeker of truth, you can use the skills you’re learning to make your own conclusions. You know you can’t believe everything you read or hear just because it was in an article or a textbook, on a blog, an online video, a news station, or even at a museum. Unless you are looking at primary source documents, you are reading or watching somebody’s interpretation of history.

In this course you will learn about several of the Founding Fathers and Mothers of the United States.

This course focuses on many of the positive things the Founders did because those true stories inspire us to seek God’s help in our own lives, to educate our minds, and to stand up for what is right. Does this course claim that our Founders were perfect, infallible human beings? Absolutely not.

For example, there was, unfortunately, a great deal of discrimination, proslavery sentiments, and other evils that were prevalent during the period of the founding of our country. As we will read in a later lesson, some of our Founding Fathers were raised thinking slavery was acceptable, then later changed their minds and worked to abolish the evil practice. Others were against slavery their whole lives, and still others argued to keep slavery indefinitely.

Likewise, the US Constitution is not perfect, and the implementation of the document after it was signed has not been perfect. It is an imperfect document created by imperfect people. But isn’t it inspiring that, because the Founders of the Nation sought God’s divine guidance, the US Constitution has become one of the most important documents in history—one that has brought liberty to so many people in our own nation and around the world?

As you can see from today’s activities, there are many questions we have to think about while seeking truth. However, it is important that we take the time to learn and sharpen our truth-seeking skills so that we can make wise decisions about what sources we allow to inform our opinions. Developing these skills in our own lives will help us to live lives full of justice, mercy, and truth.

★ Have a student read aloud the quote by Thomas Jefferson at the bottom of page 1 of the student journal. Then ask the following questions:

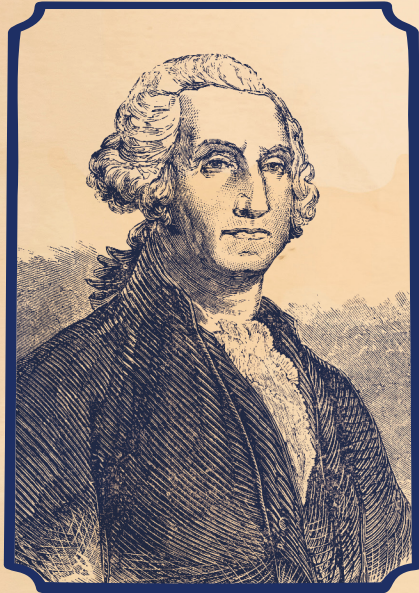
Why is it important for you to be “bold in the pursuit of knowledge” in today’s world? [Pause and allow for discussion.]

What are some examples of how you can be bold in the pursuit of knowledge? [Pause and allow for discussion.]



HISTORY CASE FILE

DID GEORGE WASHINGTON USE HIS SLAVES' TEETH TO MAKE HIS OWN DENTURES?



THE CLAIM

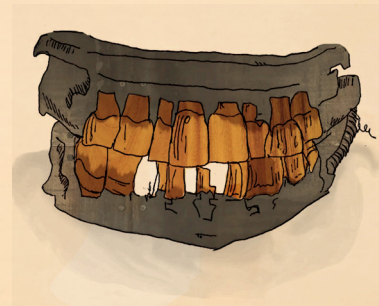
George Washington took teeth from his slaves, possibly by force, to use in his own dentures.

THE EVIDENCE

1. The only documentation that exists regarding George Washington purchasing teeth from African Americans is a single notation in his ledger books from May 1784. His distant cousin, who managed Mount Vernon while George was away during the Revolution, made this notation: "By Cash pd Negroes for 9 Teeth on Acct of Dr. Lemoire."
2. George Washington had multiple pairs of dentures throughout his life, as he was known to have had terrible trouble with his teeth. A complete pair is on display at Mount Vernon and was made with the materials common to dentures of the day, including lead, ivory, and both animal and human teeth.

PUTTING IT INTO CONTEXT

A common claim being made recently is that George Washington used his own slaves' teeth, possibly taking them through force, to fashion his own dentures. The evidence above, which is all that we and historians have to go on, only tells us that George Washington purchased 9 teeth from African Americans, but we have no clear knowledge that they were from his own slaves, or any slaves. The record also tells us that he purchased these teeth, which seems to contradict the idea that he "forced" his own slaves to have their teeth pulled for his benefit. Sadly, there would have been no repercussions to a slave owner who forced his slaves to have their teeth pulled in Virginia at this time; therefore, there would be no reason for a master to pay his enslaved people for those teeth. In addition, people at this time often willingly sold their teeth to make money. A statement from Mount Vernon's website affirms this:



"While it may seem particularly gruesome, a perfectly acceptable means of making money was by selling teeth to dentists. Since at least the end of the Middle Ages, very poor people have sold their teeth for use in both dentures and in tooth transplant operations to benefit those wealthy enough to afford these procedures. Healthy incisors, preferably from young, healthy donors, were necessary for transplantation. Whereas, teeth used in dentures could be either incisors or molars and might even be taken from corpses."





★ ★ ★

Advertisements from the time relate how truly common this was. In 1782 an ad in a New York City newspaper offered four guineas for a tooth in good condition. "Most money given for live teeth," another ad declared. Therefore, it is possible that these teeth were sold by these African Americans of their own accord; it is also possible that they were forced to have them pulled and then were paid for them. Also, notice that the record says "pd Negroes for 9 teeth," not "pd for 9 Negroes' teeth." This leaves another possibility: perhaps the teeth were not slaves' teeth at all but were gathered and sold by the African Americans mentioned in the ledger to make a little money, as sometimes happened. Is it possible that the teeth mentioned in the ledger came from his slaves? Yes, it is. Is it possible that they were sold unwillingly or the slaves were forced to have them pulled? Yes, it is. But there is no evidence to prove either, and therefore, it is unreasonable to claim this as indisputable fact.

Let's now examine the facts about Washington's dentures. We know that he suffered from serious dental issues his entire adulthood. There are many letters and records relating his pain and disfigurement, his safekeeping of his own pulled teeth for use in future dentures, and his need for dental work. Washington had many sets of full and partial dentures made for him by dentists during his lifetime. The materials used to construct these crude contraptions, like all 18th-century dentures, were combinations of "materials including human, and probably cow and horse teeth, ivory (possibly elephant), lead-tin alloy, copper alloy (possibly brass), and silver alloy," according to mountvernon.org.

The "Dr. Lemoire" mentioned in Washington's ledger was likely Washington's dentist for a time, Dr. Jean Le Mayeur. We do know from newspapers that Dr. Le Mayeur advertised for his own purchasing of human teeth, apparently for the making of dentures, as was common practice by dentists at the time. Could the teeth that were purchased and recorded in the ledger have been used by Dr. Le Mayeur to make a set of dentures for George Washington or for someone in Washington's household? Yes, it is possible. It is also possible that the teeth were bought on behalf of Dr. Le Mayeur for the purpose of making dentures for someone else, since we know that Dr. Le Mayeur openly advertised to purchase human teeth. The details in the ledger notation are vague enough, using the phrase "on Acct of Dr. Lemoire," that we are unable to make a determination about the purpose for which the teeth were bought.

THE VERDICT

We know that George Washington wore dentures that were made partially from human teeth, as evidenced by his surviving set of dentures; this was a practice that was very common for people who could afford dentures at the time. We know that George Washington saved some of his own teeth to use in future dentures. We know that George Washington's records show nine teeth purchased from African Americans "on Acct of Dr. Lemoire." We can conjecture that these teeth were possibly used to help make a set of dentures for Washington or someone in his family, but there is no direct evidence of that. In fact, we do not know who these African Americans were, whether they were his slaves, or if they were enslaved people at all. We do not know if the teeth were sold willingly or by coercion. We do not know if the teeth came from the mouths of those who were paid for the teeth or were scavenged. We do not know if the teeth were bought for Dr. Le Mayeur to make dentures for someone in Washington's family or sold to Dr. Le Mayeur to make dentures for someone else.

In the face of all these unknowns, it would be impossible for us to make any kind of claim about where the various teeth and materials that composed George Washington's dentures came from except the one place that we know for sure—his own teeth. In light of the scant evidence available, it is most ethical and wise to stick with the facts. What we can know for sure is this: George Washington, like many other people of his day, wore dentures that were partially fashioned from human teeth.





ITEMS NEEDED:

Strawberries (optional)

Preparation: Remove pages 11–16 from the course book. Cut page 15 along the dashed lines.

★ Ask a student to hold up **Image 1** for everyone to see while you read and discuss the following:

Describe this home to me. [Pause for answers.] What kinds of tasks do you imagine it took to create this home and yard? [Ideas include building the home; planting the lawn; planting the flowers, vines, and trees.] Based on the condition of the home and yard, what do you imagine it takes to care for it? [Ideas include mowing the lawn; watering the lawn and other vegetation; painting the siding; repairing the roof; trimming the trees and vines; weeding the garden; cleaning up toys, branches, shoes, and so on.]

★ Ask a student to hold up **Image 2** for everyone to see while you read and discuss the following:

Imagine that this is the same home after it was passed down to the next generation. Describe this home to me. [Pause for answers.] What do you imagine happened to this home? [Pause for answers.] From the first picture, we could tell somebody put a lot of hard work into creating such a lovely home and garden. It took a lot of effort, and that effort was rewarded with a place of great beauty as well as a functional home and garden. How do you think those who built and cared for this home would feel seeing it uncared for and left to crumble and fall apart? [Pause for answers.]

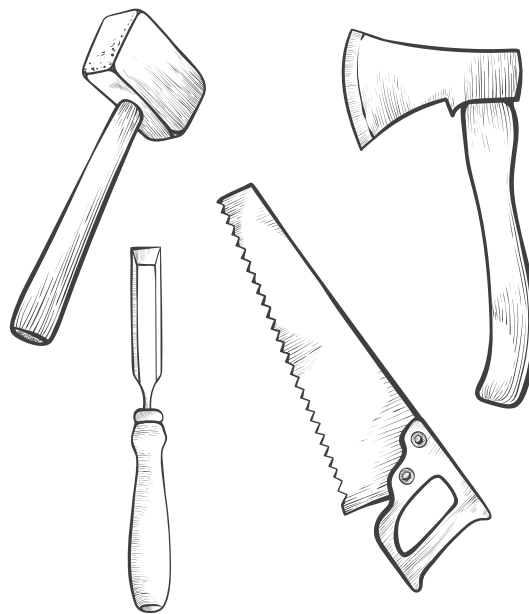
★ **Point to Image 1.**

Do you think the home could ever look like this again? [Pause for answers.] In fact, it could. With people working hard and weeding and painting and watering and trimming, this home could be functional and beautiful again. It could provide

shelter, fruits and vegetables, and a peaceful place of beauty. It would take effort, but it would be a worthwhile effort.

★ Ask a student to hold up **Image 3** for everyone to see while you read and discuss the following:

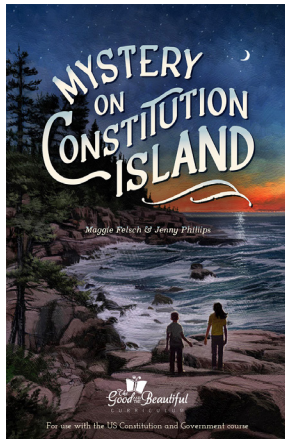
Similarly, our Founding Fathers built a nation, inspired by God and protected by a constitution, to bless us with a place of beauty and freedom.



They sacrificed and worked and prayed and labored to build it. In many ways our Constitution has been ignored and neglected over the years. Some parts have begun to crumble. Some metaphorical weeds and briars have crept in. Only “we the people of the United States” can save it. There are things you personally can do to help. It will take effort, but the effort will absolutely be worthwhile. In this course we will learn about our Founding Fathers, our Constitution, the principles behind American freedom, why we have a duty to preserve those freedoms with which we have been so abundantly blessed, and how we can do so.



We will start by reading the first chapter of a book called *Mystery on Constitution Island*. This story follows the Bailey family through adventures in their home state of Maine and teaches the history of the Constitution at the same time.



☆ Read aloud (or listen to on goodandbeautiful.com/mysteryaudio) Chapter 1 of *Mystery on Constitution Island*. Students may color page 56 of the student journal while listening, if desired.

☆ Have each student open to page 2 in his or her *US Constitution Student Journal*. Encourage the students to use colored pens and to complete the student journal pages artfully, creating a keepsake throughout this course. Examples of artful student journal pages can be found at goodandbeautiful.com/usconstitution.

Ask the following review questions. Prompt the students to write in the *US Constitution Student Journal* where indicated in red.



JOURNAL TIME

1. What document was signed in 1215, which outlined the rights of the English people? [The Magna Carta] **Where it says 1215 on the timeline, write Magna Carta.**

2. What group of people wrote and signed the Mayflower Compact in 1620? [The Pilgrims who crossed the Atlantic on the Mayflower] **Where it says 1620 on the timeline, write Mayflower Compact.**
3. Why is the Mayflower Compact significant to the history of the US Government? [The Mayflower Compact is regarded as a key document in American history because it shows the determination of a group of people to live under a law based on the consent of the people—people setting up their own rules for their government. It was the first of many similar compacts or agreements to be made by other colonists who would come to the New World.]
4. Which two nations fought in the French and Indian War over who would control Canada and the Great Lakes region? [France and Britain] **Where it says 1754–1763 on the timeline, write French and Indian War.**
5. What was the financial impact of the French and Indian War on Britain? [Britain had huge debts.]
6. What law was enacted in 1765 to make the colonists help pay off Britain's war debts? [The Stamp Act] **Where it says 1765 on the timeline, write Stamp Act.**
7. When the delegates of the American colonies petitioned King George to repeal the Stamp Act, what was Britain's response? [The Stamp Act was repealed, but new laws were written giving Britain the right to rule and tax the colonies, and then more laws were written imposing new taxes on the colonies.]
8. **Color in the words "US Constitution Timeline" in the banner at the top while I continue reading.**

★ Lay out the cards with the portraits of the Founding Fathers faceup. Read the following:

To appreciate why each American citizen should study and understand the US Constitution, let's fast-forward to 22 years after the Stamp Act of 1765 for a moment.

The year is 1787.

The place is Philadelphia's Independence Hall.

Colonists have declared independence from Great Britain and are working to form their own constitution—a governing document that will determine how the country is managed, whether it be a monarchy (in which kings and queens make the laws) or a republic (in which the people elect representatives to write the laws). For nearly four months, delegates have counseled in secret over what form of government America would have.

When the delegates finally emerge from Independence Hall, Elizabeth Willing Powel, the wife of the mayor of Philadelphia, approaches Benjamin Franklin and asks, "Well, Doctor, what have we got, a republic or a monarchy?"

"A republic," replies Dr. Franklin, "if we can keep it."

Franklin's answer is critical. He knew that the citizens of this new country would hold the responsibility of "keeping" our republic.

We must maintain it by remembering America's history, by understanding its founding principles, and by acting accordingly. We must also hold our elected Representatives accountable by corresponding with them and by voting them out when they govern contrary to Constitutional principles. Powel's response, "And why not keep it?" is a challenge to us still today.

The Founding Fathers created an inspired and brilliant Constitution, which has lasted over two centuries and has been imitated by other countries more than any other political document in history. But the Founders also knew that the Constitution alone would not sustain America; they knew that many great countries had risen and fallen. They believed the survival of our republic would rely

on its citizens' knowing and understanding the Constitution. The key to keeping America a free nation is its citizens living virtuously and abiding by the precepts of the Constitution.

Let's read and discuss the following quotes from our Founding Fathers.

★ Have students take turns choosing a card and reading the quote on the back. Discuss the meaning of each quote as it is read.

Optional: Toss a strawberry to each student who participates, as in the *Mystery on Constitution Island* story.

Copy your favorite quote onto page 65 of your bullet journal. You may fill up the whole page, if desired. Don't forget to add the name of the Founding Father whose quote it is. Younger students may paste one of the quotes onto the page instead, if desired.

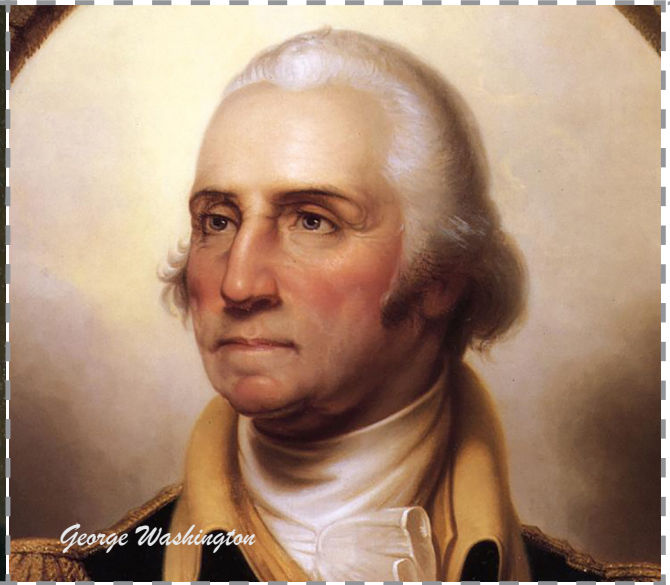




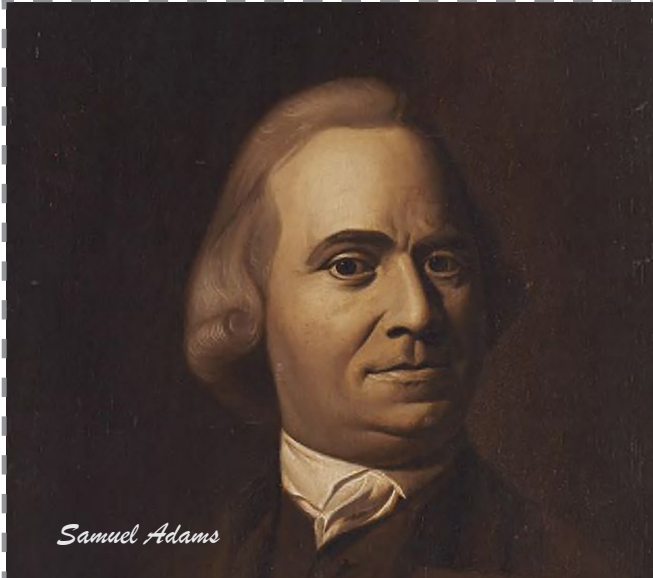
We Be People



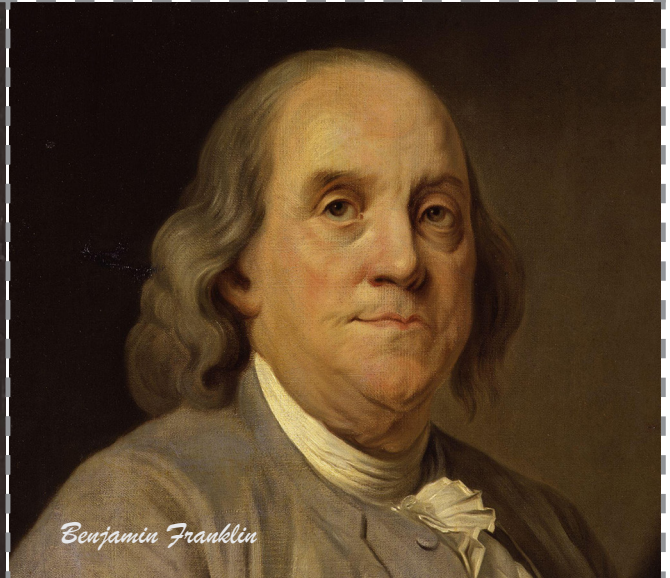
James Madison



George Washington



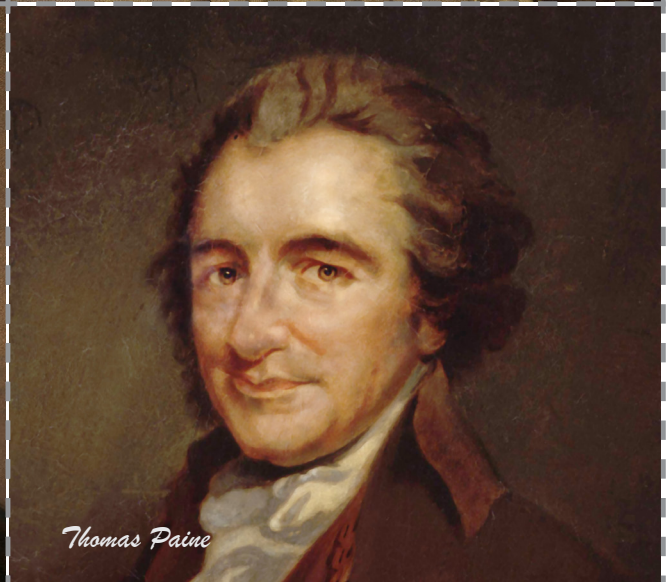
Samuel Adams



Benjamin Franklin



John Adams



Thomas Paine



“It remains with the people themselves to preserve and promote the great advantages of their political and natural situation.”

—George Washington

“Every man who loves peace, every man who loves his country, every man who loves liberty, ought to have it ever before his eyes, that he may cherish in his heart a due attachment to the Union of America and be able to set a due value on the means of preserving it.”

—James Madison

“Only a virtuous people are capable of freedom. As nations become corrupt and vicious, they have more need of masters.”

—Benjamin Franklin

“I thank God that I have lived to see my country independent and free. She may long enjoy her independence and freedom if she will. It depends on her virtue.”

—Samuel Adams

“Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it.”

—Thomas Paine

“Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other.”

—John Adams



LESSON 5: SLAVERY AND THE FOUNDING FATHERS

Preparation: none

★ Read to the students:

During our last lesson, we learned about Thomas Jefferson, the United States' third President and the author of the Declaration of Independence. You may remember that, as outspoken against slavery as Jefferson was, he also owned slaves up until his death. You may be asking yourself, "How could someone who so eloquently and powerfully spoke about freedom and equality for all, at the same time, own slaves of his own?" That is a very good question! Before we can begin to understand this contradiction, we have to understand the world into which Thomas Jefferson was born, and we have to understand something about the history of slavery.

We are going to read an article about it together in your *US Constitution Student Journal*.

★ Have each student open to page 19 in his or her *US Constitution Student Journal*. Read through the entire article, taking turns and stopping wherever prompted to answer questions. Then read to the students:

Although enslaving people was considered acceptable by the majority of white people during the founding of the United States, that in no way means slavery was or ever will be anything less than atrocious. As Booker T. Washington, a formerly enslaved man who went on to become a published author and well-known public figure, wisely stated, "A lie doesn't become truth, wrong doesn't become right, and evil doesn't become good, just because it's accepted by a majority." When a sin is accepted or *thought* to be "normal" by a society, that is never a free pass to participate. It has never been, nor ever will be normal to enslave another human being, a child of God.

That's why we need to learn about and read often the words of the Declaration of Independence, which calls for liberty for all, and the Constitution, both documents which truly laid the foundation for the eventual emancipation of all slaves.

Frederick Douglass, an escaped slave and prominent abolitionist (a person who worked for an immediate end to slavery and the freeing of all slaves), believed that the Constitution was an antislavery document. In a speech in 1863, he said, "I hold that the Federal Government was never, in its essence, anything other than an antislavery government. Abolish slavery tomorrow, and not a sentence or syllable of the Constitution need be altered. It was purposely so framed as to give no claim, no sanction to the claim, of property in man. If in its origin slavery had any relation to the government, it was only as the scaffolding to the magnificent structure, to be removed as soon as the building was completed."

The Founders who were willing to open their eyes to the evils of slavery fought to change the minds of those who did not want slavery to come to an end or did not believe it was possible. Sadly, it was many years before their dream was accomplished, but their steadfast leadership, wisdom, and guidance through the early days of our republic paved the way for a nation where "all men are created equal," and "they are endowed by their Creator with certain unalienable Rights."

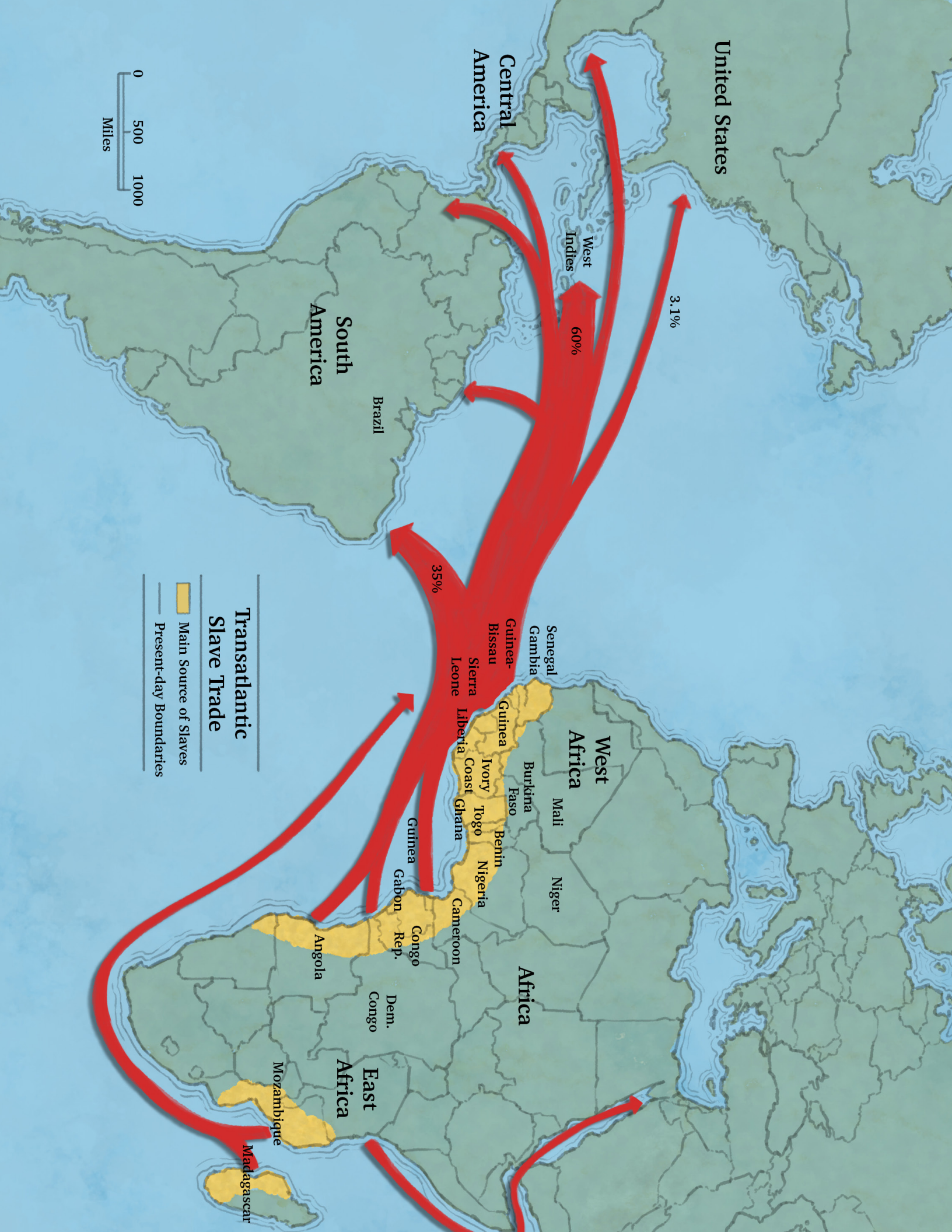
★ Have each student open to the US Constitution Timeline on page 3 of the student journal. Take turns reading through the "Attempts to Abolish Slavery." If desired, the students may color the star as each event is read.

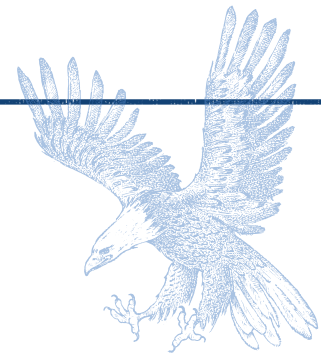
★ Ask the following timeline review questions:

Did the Boston Tea Party happen before or after the Virginia legislature wrote a letter to King George appealing to him to stop the slave trade, a letter which was ignored? [After]

Which state was the first to abolish slavery and give all men the right to vote? (Hint, if needed: Look at the year 1777.) [Vermont]

★ Invite the students to spend a few minutes discussing how we can learn from history and never fall again into the evils of slavery.





LESSON 9: FEDERALISTS AND ANTI-FEDERALISTS

Preparation: Remove pages 41–42. Cut the boxes out along the dashed lines on page 41.

☆ Read to the students:

During our last lesson, we read from *Mystery on Constitution Island*. The Bailey family found a biography by Grandpa Bailey about whom? [James Madison]

Let's listen to the biography now.

☆ Listen to the biography of James Madison, which can be found at goodandbeautiful.com/usconstitution. Students may color page 7 of the student journal while listening, if desired.

☆ Have each student open to page 7 in the *US Constitution Student Journal* if it hasn't been opened already.



JOURNAL TIME

Read to the students:

This is James Madison. Write **James Madison** in the banner at his feet.

Complete the following six facts about James Madison on your page as I read them.

- Born **March 16, 1751**
- At **29** years old, he was the youngest delegate of the Continental **Congress**
- Married **Dolley Payne Todd**, a charming, witty, sweet widow
- Often called the **Father** of the Constitution

- Contributed greatly to the writing of the **US Constitution** and *The Federalist Papers*
- Served as **4th President of the United States** from **1809–1817**

You will fill out the rest of the page at the end of this lesson, so leave it blank for now.

☆ Have each student open to pages 52–53 in his or her *US Constitution Student Journal*. Read together the comic strip story titled *The Ratification Battle* and answer the review questions.

☆ Have each student turn to the timeline on page 2 in his or her *US Constitution Student Journal*. Read to the students:

Where it says **June 21, 1788**, on the timeline, write **US Constitution is ratified**.

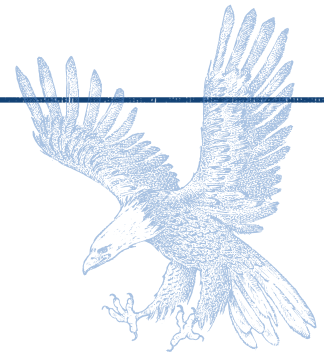
Paper Cutout Activity

☆ Have students take turns choosing a card and reading the quote on the back. While many of *The Federalist Papers* were written by Alexander Hamilton and John Jay, this lesson only focuses on the quotes by James Madison. Discuss the meaning of each quote as it is read. Then let the students piece together the puzzle picture.

☆ Have each student turn back to page 7 in his or her *US Constitution Student Journal*.

Read to the students:

Copy your favorite James Madison quote from this lesson into the box with the quotation mark. Younger students may paste one of the quotes onto the page instead, if desired.



ITEMS NEEDED:

Small treats or prizes for students who answer review questions (optional)

LESSON 11:

OVERVIEW OF THE CONSTITUTION

Preparation: Cut out the “Articles of the Constitution Memory Game” cards on pages 49–52. Shuffle the cards.

- ★ Follow up with the students on whether any have worked toward memorizing the Preamble. Recite the Preamble together. Students have a copy on page 60 of the *US Constitution Student Journal*.
- ★ Ask the following review questions. **Optional:** Give a treat or prize to each student who answers a question, right or wrong.

In the United States, it is the *people* who hold the ultimate power. Why is this significant? [Pause and allow for discussion.]

The Constitution established a “more perfect union” of the United States in place of the weak “loose league of friendship.” What was the previous system called? [The Articles of Confederation]

What was the first, or most important, purpose of the Constitution? [To establish a strong union among the states]

Another goal of the Constitution was to create a unified legal system for the whole nation. Why was this important? [Under the Articles of Confederation, it was difficult to settle disputes between states.]

What does “provide for the common defense” mean in the Preamble? [The National Government would provide protection for the entire nation instead of each state having to provide its own militias and defense.]

- ★ Read to the students:

During our last lesson, we read from *Mystery on Constitution Island*, and the family talked about a

mnemonic device they used to remember north, east, south, west. Do you remember what it was? [Never eat soggy waffles.] Do you use a mnemonic device to help you remember the cardinal directions? [Pause for answers.]

They also used a mnemonic device to remember what they needed to do in a survival situation. Do you remember what that was? [When you’re lost in solitude, shelter, water, fire, food.]

Mnemonic devices help our brains to not only learn and memorize something easily but also retain that memory long term.

We’re going to learn a mnemonic device today that will help you remember the seven articles of the Constitution.

- ★ Have each student open to page 22 in his or her *US Constitution Student Journal*.



JOURNAL TIME

Read to the students:

There are seven articles in the Constitution, and to help you remember them, you can use this mnemonic device: “Let everyone just sit and silently read.” The first letter of each word represents an article: Legislative Branch, Executive Branch, Judicial Branch, States, Amendment Process, Supremacy of the Constitution, and Ratification Process.

Have each student say the mnemonic device (“Let everyone just sit and silently read”) aloud. Then have the students trace the names of the articles in the color or colors of their choice.



☆ Take turns reading the bottom section of the student journal titled “How Is the US Constitution Organized?”

☆ Ask the following review questions:

The Constitution is organized into what three main categories? [Articles, Sections, and Clauses]

How many articles are in the Constitution? [Seven]

How are the articles numbered? [Roman numerals]

How are the sections numbered? [Arabic numerals]

Are the clauses numbered? [No, but they are referred to in the order they appear.]

What would the third paragraph of a section be called? [Clause 3]

What is the clause about coinage nicknamed? [The Coinage Clause]

☆ Have each student open to page 23, titled “An Overview of the Articles,” in his or her *US Constitution Student Journal* and follow the directions outlined on that page. You may discuss each article overview together as a class and figure out where each one goes, or you may allot a portion of time (around 10–15 minutes) for the students to complete the work on their own.

☆ Lay out the Articles of the Constitution Memory Game cards facedown in random order in a four-by-six grid, like this:



GAME INSTRUCTIONS: This game can be played with two or more players. Choose a player to go first. Player 1 flips over two cards and reads the question or answer on each card. If Player 1 gets a match (a question and the correct answer to that question), he or she keeps the cards and gets another turn. If not, the player flips the cards back over, and it is the next player’s turn. Continue until all the matches have been found.

Remind the students that if there are any questions to which they don’t know the answer, the answers can all be found on the “An Overview of the Articles” page they created on page 23 in the *US Constitution Student Journal*.

Optional: Play the game a second time without allowing the students to look at their student journals for answers.

☆ Read to the students:

Today, we have studied what powers each branch holds in the Government. In the next lesson, we will begin reading the US Constitution together. Before we do, let’s read one more quote from Thomas Jefferson about *who* should hold the “ultimate powers.”

☆ Have a volunteer read the quote by Thomas Jefferson at the top of the “An Overview of the Articles” page in the *US Constitution Student Journal*. Then ask and discuss the following questions:

To whom did Thomas Jefferson say the ultimate powers should be deposited (given)? [The people themselves]

Should some freedoms be taken away if the people aren’t enlightened (informed) enough? [No]

If the people aren’t enlightened enough and there are abuses of constitutional power, what should be done? [The people should be educated.]

Why is it important, then, for us to study the US Constitution? [Discuss answers.]

The US CAPITOL BUILDING

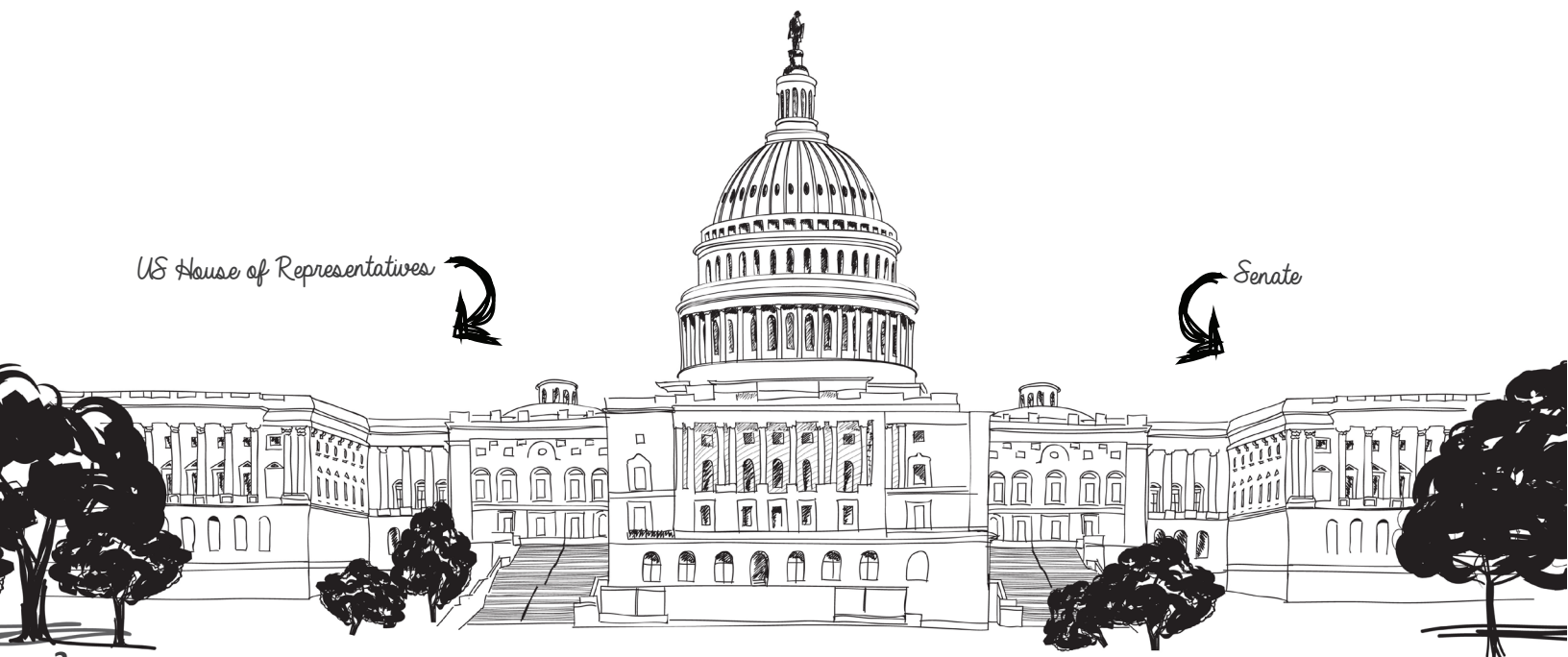




The legislative branch of the United States Government meets in the United States Capitol Building, a beautiful, sprawling complex covering over four acres and containing about 540 rooms. This grand building, with a neoclassical design chosen by George Washington in 1793, has been built, burned by the British in the War of 1812, rebuilt, and continually remodeled and expanded over the years. From the majestic columns to the famous and distinctive dome piercing the sky, from the marble facade to the Statue of Freedom standing atop the dome, the Capitol Building is a physical and symbolic beacon for our democratic processes and the American ideals of freedom and opportunity.

1

The physical layout of the Capitol Building is a fitting depiction of our legislative branch at work—two wings connect a central structure—the Senate in the north wing and the House of Representatives in the south wing. Though separated, they must work together to pass legislation by sending bills to the other chamber and finding a compromise when there is disagreement. Between the two wings lies the heart of the Capitol Building—the original structure housing the Old Senate Chamber, the National Statuary Hall, and the Rotunda. It is into these hallowed rooms that we shall wander and see something of the beauty of this storied building.



3



LESSON 15:

ARTICLE I, SECTION 7: HOW A BILL BECOMES A LAW, PART 2

Preparation: Remove page 75 and cut along the dashed lines. Read through and familiarize yourself with the activity instructions before class.

☆ Ask a student to recite the Preamble of the US Constitution.

☆ Ask the following questions:

Which phrase in the Preamble says the Constitution is there to make sure the people have freedom? [To secure the Blessings of Liberty]

What is the mnemonic device we learned for the articles of the Constitution? [Let everyone just sit and silently read.]

What are the topics of the seven articles in order? [Legislative Branch, Executive Branch, Judicial Branch, States, Amendment Process, Supremacy of the Constitution, Ratification Process]

Narrate the simplest way a bill becomes a law. [A bill is introduced in either the Senate or the House of Representatives; is passed by a majority and sent to the other House, where it is also passed by a majority; and then is sent to the President, who signs it.]

What is a Presidential veto? [The President rejects a bill and sends it back to the House that sent it to him or her with a list of objections.]

If the President vetoes a bill, name two things that can happen to it. [The two Houses of Congress can each override it with 2/3 majority, or if not, it dies.]

What groups are housed in the two wings of the Capitol Building? [Senate, House of Representatives]

Who was the American painter known as “The Painter of the Revolution”? [John Trumbull]

Name three statues found in the Capitol Building. [Answers may vary.]

☆ Read aloud or listen to Chapter 7 of *Mystery on Constitution Island*. Students may color page 61 of the student journal while listening, if desired. They will have an opportunity to finish coloring this page in a later lesson.

☆ Read to the students:

What is the official motto of the United States of America? [In God We Trust.]

The phrase comes from the US national anthem by Francis Scott Key. What is the name of the US national anthem? [“The Star-Spangled Banner”] The fourth and last verse says, “And this be our motto—In God is our Trust.”

The motto has been printed on coins since 1864 but was not printed on paper currency until 1957. The motto has been the source of some controversy, and some groups have brought lawsuits to try and remove the motto from US currency. How do you feel about the motto being printed on US currency? [Pause and allow for discussion.]

☆ Have each student open to the map on page 59 in his or her *US Constitution Student Journal*.



JOURNAL TIME

Read the following prompts and questions and have each student follow along on his or her map.

A lot has happened to the Bailey family since we last reviewed the map of Constitution Island. Their boat, *Liberty*, pulled ashore on Revolution



Beach. Then they traveled 400 yards west to Founders' Tree. Next, they walked 300 yards north to Declaration Rock. Finally, they went 350 yards northwest to Constitution Cairn. From there they had to compromise between going south and east, so they went southeast 800 yards to Hope Harbor. When they went back to Revolution Beach, do you remember what happened? [Their boat was gone.]

They spent the night on the beach, and the next day they split up. Who stayed on the beach? [Mom, Roger, Benjamin, and Daisy]

Who left to continue following Grandpa Bailey's clues? [Dad, Martha, and James]

Dad, Martha, and James went back to Hope Harbor, where they had gotten the last clue and biography. From there they went north 550 yards to Legislative Lighthouse. **Label Legislative Lighthouse on your map.**

In which direction did they travel in today's chapter? [North] What happened when they reached the ledge? [They went down the ravine. Dad slipped and injured his ankle. They found a cave and the second house with a clue and a biography of Alexander Hamilton.]

Label the cave.

have a good understanding of both sides of the issue.

Divide your students into two groups. (If you only have one student, your student can act as one chamber, and you can act as the other. If desired, you may flip a coin to simulate the President's decision.) One group will act as the Senate and the other as the House of Representatives. You can act as the President, or if you have a larger group, you can appoint a student to act as President. Have each chamber decide on its leader (Speaker of the House or Senate majority leader), and assign one of the bills to one of the chambers to be introduced. If there are two or more students in each chamber, allow them to discuss, debate, and vote amongst themselves whether their chamber will pass the bill or not. When both chambers are ready, the leader will then stand up, read the title and language of the bill, and announce their vote using the following phrase: "By a vote of [number of majority votes] to [number of minority votes] the [House of Representatives/Senate] [passes/defeats] [title of the bill]." The phrase, which is printed on the back of the "Pros and Cons" page, can be used for reference.

If the bill passed their House, they will "send" it over to the other chamber (by handing the bill to the other leader). That leader will then announce the results of their chamber's vote in the same manner as above. If it passed, the leader will hand the bill to the President, who will announce whether he or she will sign or veto the bill. As President, you may want to vary your decision for purposes of the activity. Continue with the other bills. **Optional:** If the President vetoes the bill, he or she can send it back to the House that introduced the bill with a list of objections, and then both Houses can decide whether to modify the bill or let it die.

Optional: If you want to continue this activity, you can choose your own topic, such as a ban on the use of cell phones while operating a motor vehicle or eliminating taxes placed upon an estate when someone dies. Then follow the same steps to see if you can get the bill to become a law.

How a Bill Becomes a Law Activity 2

- ☆ This activity is best done with multiple students. So, if possible, ask siblings, family members, or friends to join in if you have a small class.

On the three cards that you cut out are three "Bills," which are all topics that lawmakers and the American public have discussed as possible legislation. **Take each topic one at a time** and ask the students to come up with pros for the possible bill first, and then the cons. Have them write both pros and cons in a notebook or on a whiteboard. Use the worksheet on page 73, titled "Pros and Cons," to help you flesh out the discussion and to make sure that all students

An Act to Limit the Number of Terms a Member of Congress May Serve

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled that,

Section 1. No person who has served 3 terms as a Representative shall be eligible for election to the House of Representatives.

Section 2. No person who has served 2 terms as a Senator shall be eligible for election or appointment to the Senate.

Section 3. No term beginning before the date of the ratification of this article shall be taken into account in determining eligibility for election or appointment under this article.

A Bill to Make Daylight Saving Time (DST) Permanent

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled that,

Section 1. Optional Year-Long Application of Daylight Saving Time. Amend Section 3(a) of the Uniform Time Act of 1966 to allow any state to choose to stay in Daylight Saving Time for the entire year.

An Act to Make College Free for All

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled that,

Section 1. (1) The Secretary of Education shall award grants to States to allow States to eliminate tuition and required fees at public institutions of higher education.

(2) Matching Funds Requirement: Each State that receives a grant shall provide matching funds in an amount that is equal to one-half the amount received toward reducing the cost of attendance at public institutions of higher education in the State.

A State that receives a grant shall use the grant funds and the matching funds required under this section to eliminate tuition and required fees for students at public institutions of higher education in the State.

The WHITE HOUSE



West Wing



East Wing

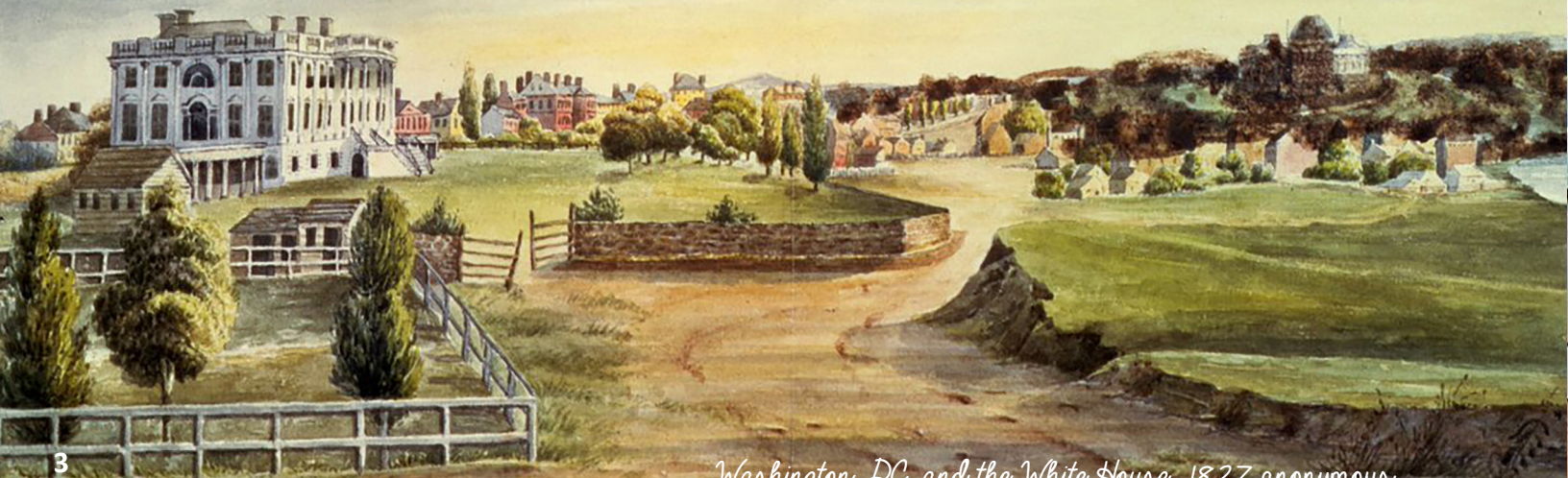


The White House may be the most famous house in America. It is the home of the President of the United States, with two wings where important work takes place. The West Wing serves as the hub for the executive branch, containing offices for top staff. The East Wing houses offices for the First Lady and her staff. Situated in the middle of Washington, DC, the White House was the first building designed and built in what George Washington had envisioned as the “Federal City.” When President Washington appointed Major Andrew Ellicott to survey the new city and Major Pierre L’Enfant, an engineer and architect born in France, to lay out the new city, the area was only marshy, mosquito-infested swampland. Major Ellicott asked a free Black man, Benjamin Banneker, to be his assistant. Banneker, with his scientific mind, knew how to use astronomical instruments and kept exact notes and observations. Even though it was difficult to see how the untamed swamp could ever become a place fit for the President of the United States, Washington had a grand vision for the city, and for the President’s House, too. He and L’Enfant agreed that it should have “the sumptuousness of a palace, the convenience of a house, and the agreeableness of a country seat.”

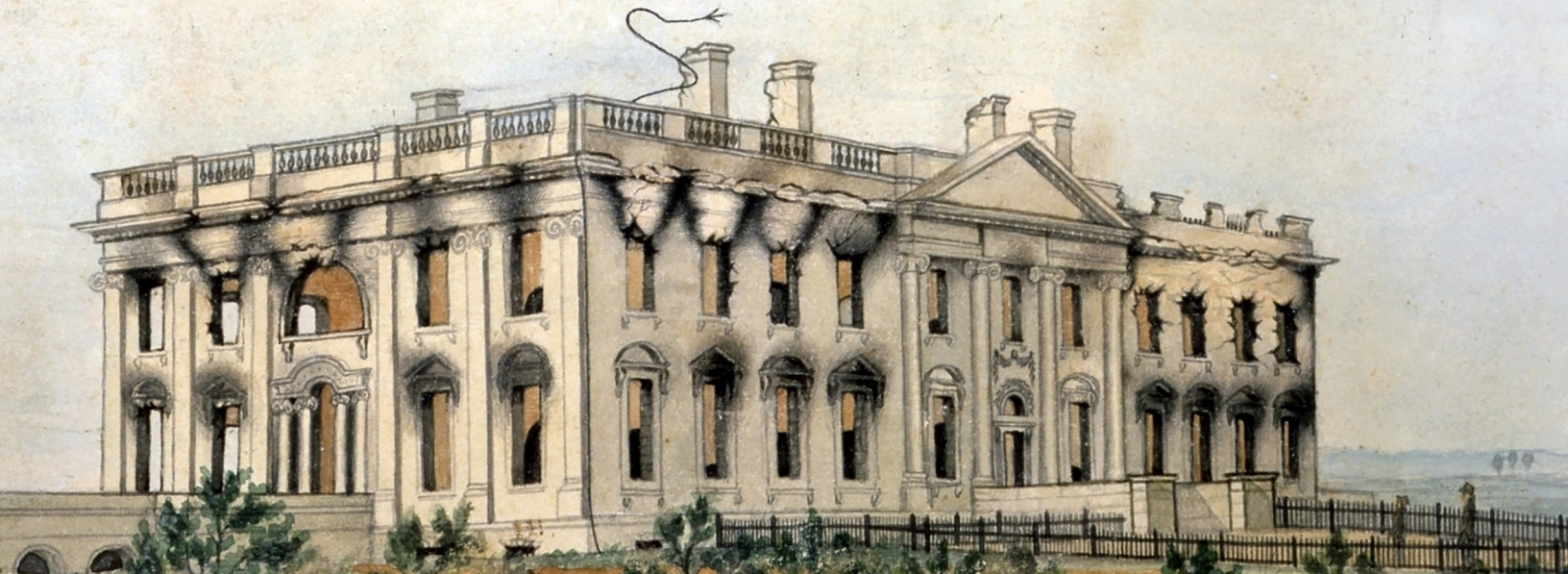


← L'Enfant Plan for Washington, DC, 1800

The architect of the White House was James Hoban from South Carolina, who won a contest sponsored by the Commissioners of the District of Columbia to design the President's house. Congress laid aside \$200,000—a huge sum of money at that time—to construct the building. The cornerstone was laid in 1792, but due to a limited supply of money and workers, it wasn't until eight years later, on November 1, 1800, that the first residents, John and Abigail Adams, moved in. Only six rooms were finished, but Abigail made the most of it by using the large, unfinished East Room to hang her laundry! John and Abigail knew how important "this House for ages to come," as Abigail called it, would be to America and its future. John Adams wrote: "I pray heaven to bestow the best of blessings on this house and all that shall hereafter inhabit it. May none but honest and wise men ever rule under this roof." One hundred forty years later, President Franklin D. Roosevelt had these very words inscribed on the mantle of the fireplace below the famous portrait of Abraham Lincoln in the State Dining Room.

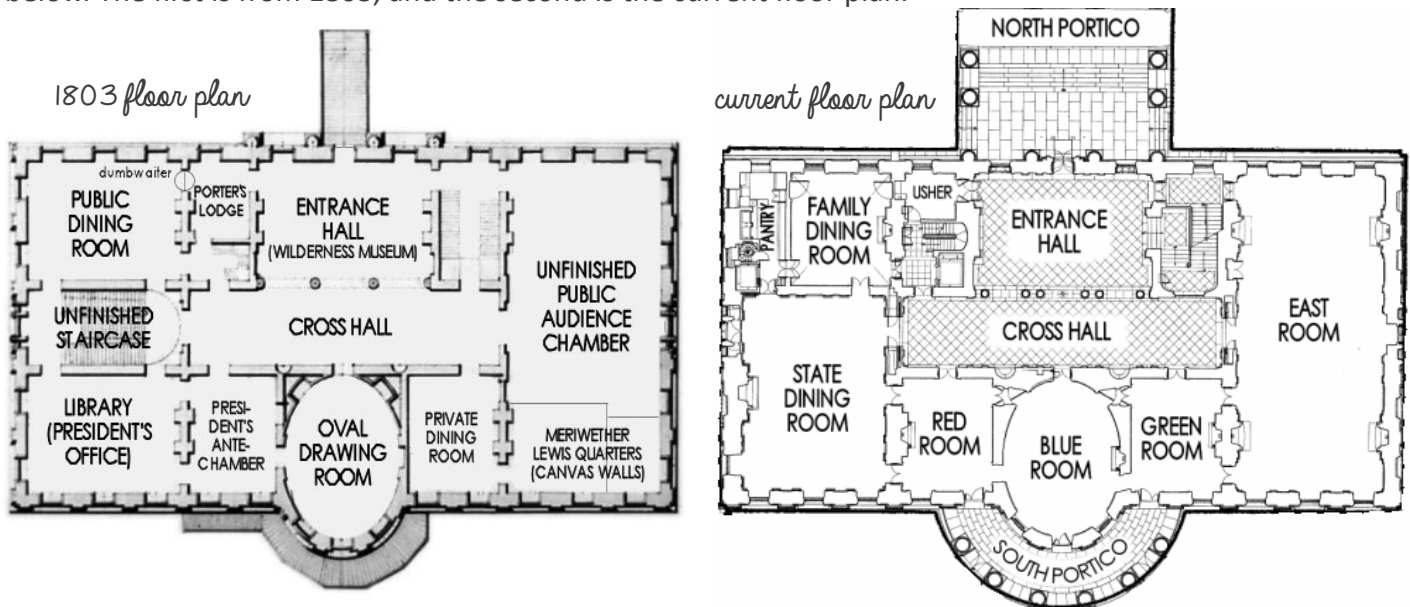


Washington, DC, and the White House, 1827, anonymous

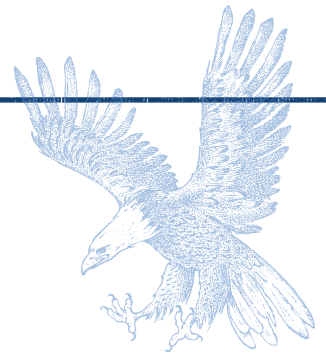


In 1814 British soldiers were marching on Washington, DC, during what is now called the War of 1812. James Madison was President, but he was away from the White House. His wife, Dolley, stayed until the very last minute securing important historical papers and saving many valued items. The most important item she helped secure may have been the full-length portrait of George Washington painted by Gilbert Stuart, which had to be broken out of its frame for safe transport. After the complete interior of the White House was burned by the British, James Hoban was called back to Washington to rebuild the President's home to his original, exact specifications. The building was painted white in part to cover the charred and soot-stained exterior, earning its name, "The White House," which Teddy Roosevelt made the official name in 1902.

The two rooms mentioned so far, the State Dining Room and the East Room, are two of the five "State Rooms" on the very important "State Floor," the first floor of the White House where formal receptions of state are held. This floor looked very different in Thomas Jefferson's day! Compare the two floor plans below. The first is from 1803, and the second is the current floor plan.



Can you guess the names of these rooms on the next page? If you guessed Red Room, Blue Room, and Green Room, you're right! The Green Room serves as a drawing room used for receptions and small formal dinners. The Red Room traditionally is used as a sitting area or for small dinner parties. The Blue Room is used today as a formal reception area, with many distinguished guests and foreign dignitaries being received in this elegant oval room. The White House Christmas Tree is also placed in the middle of the Blue Room every holiday season. Marble busts of Amerigo Vespucci, Christopher Columbus, and George Washington adorn the Blue Room, along with portraits of Presidents, such as James Monroe and John Tyler.



ITEMS NEEDED:

Brass paper fastener (brad)
for each student

LESSON 19:

ARTICLE II,
SECTIONS 2-4

Preparation: none

☆ Ask a student to recite the Preamble of the US Constitution. Each student has a copy on page 60 of his or her student journal.

☆ Ask the following questions:

What is the mnemonic device we learned for the articles of the Constitution? [Let everyone just sit and silently read.]

What are the topics of the seven articles in order? [Legislative Branch, Executive Branch, Judicial Branch, States, Amendment Process, Supremacy of the Constitution, Ratification Process]

We are studying Article II right now, which is about which branch of Government? [Executive]

Who is the head of the executive branch? [The US President]

Which US Government building represents the executive branch? [The White House]

☆ Read aloud or listen to Chapter 9 of *Mystery on Constitution Island*. Students may color page 62 of the student journal while listening, if desired.

☆ Ask the following questions:

Which article of the Constitution did James and Martha learn about in the story, and what is that article about? [Article II, the executive branch]

What is the name for the group of advisers to the President? [Cabinet]

☆ Read to the students:

The legislative branch and the judicial branch are both made up of groups of people that collectively

make decisions for the country, but the head of the executive branch, the President of the United States, is only one person. Responsible for very important issues from domestic policy (policies affecting us here at home in the US) to foreign policy, treaties to taxes, and enforcing laws to receiving foreign officials, the presidency is a big job for just one person.

Article II, Section 2 grants the *ability* for the President to appoint a Cabinet. A Cabinet is a group of advisers, each of whom also serves as the head of his or her respective executive department. There is no requirement for the President to appoint Cabinet members, but every President since George Washington has followed his example in doing so.

The President asks Cabinet members for their advice and opinions on various policies, either individually or during group Cabinet meetings held in the West Wing. The head of each department has the title of Secretary, except for the head of the Department of Justice, who is called the Attorney General and serves as the lead attorney for the United States.

Look at the print titled “Washington and His Cabinet,” by Currier and Ives, on the next page. Do you recognize any of these people from previous lessons? [Show the picture and allow for discussion.]

George Washington had four members in his Cabinet: Henry Knox as Secretary of War (now called the Secretary of Defense), Alexander Hamilton as Secretary of the Treasury, Thomas Jefferson as Secretary of State, and Edmund Randolph as Attorney General.

As governing the United States has become more complex over the past two centuries, the Federal



Government has grown much larger. Agencies have been added, dissolved, and combined. Today, we have 15 agencies, the leaders of which—along with the Vice President—are part of the President’s Cabinet. The newest agency is the Department of Homeland Security, which was created in the aftermath of the terrorist attacks of September 11, 2001. It addresses public security issues, including those connected to immigration and terrorism.

Today, the 15 executive departments employ a total of 4 million people and have a combined budget of over 2.7 *trillion* dollars, and that doesn’t include the 19 other independent regulatory agencies, like the National Institutes of Health and the Centers for Disease Control and Prevention, under the executive branch umbrella! If George Washington were alive today, he might have a hard time believing how his small, intimate Cabinet with four members has expanded to become such a huge part of the Federal Government.

☆ Have each student open to page 38 in his or her *US Constitution Student Journal*.



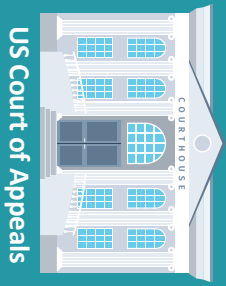
JOURNAL TIME

Read to the students:

We are going to read Article II, Sections 2–4 today, pausing at each star, as in previous lessons, to answer the questions in the margins. We will learn more about the President’s responsibilities and powers as well as the ability to choose Cabinet members.

Cabinet Wheel Activity

- ☆ Give each student a brass paper fastener (brad). Have the students cut out and assemble the Cabinet Wheel on pages 73 and 75 in their student journals and then complete the activity. (The instructions are in the student journal.)
- ☆ After the students have finished the Cabinet Wheel activity, read the following section to the students and ask the questions:



US Court of Appeals

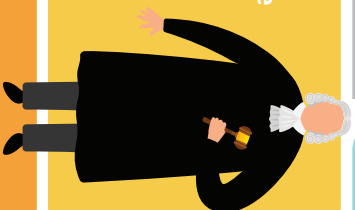


Place (but do not glue) the completed Supreme Court 3D Model here with the steps facing this way.



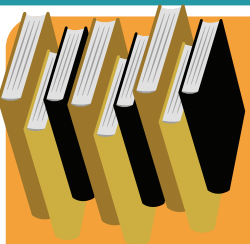
Supreme Court Justices

- There are nine Supreme Court Justices—a Chief Justice and eight Associate Justices.
- Justices are appointed for life as long as they have “good behavior.”
- Openings on the Supreme Court occur when a Justice dies or retires.
- When an opening needs to be filled, the President nominates a candidate. The Senate must confirm the nominee.



Number of Cases Each Year

- The Supreme Court receives 7,000–8,000 requests for review every year.
- The Court only hears oral arguments from about 1% (about 80) of cases a year.
- Only one or two of the cases each year are under original jurisdiction (the rest are under appellate jurisdiction, meaning they come to the Court through the appeals process).



What Happens When a Case is Selected?

Justices review written arguments and hear oral arguments.

In private, the Justices discuss the case and vote. Whichever side has the most votes writes the majority opinion.

After the Justices finalize their opinions, the Court “hands down” its decision, releasing both majority and dissenting opinions to the public.

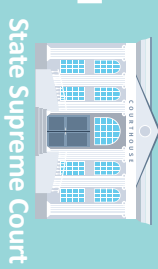
Fun Fact: Each side has only 30 minutes to present its case!



Fun Fact: The Justices in the minority get to write a dissenting opinion!



Fun Fact: It may take up to nine months to issue a decision!



State Supreme Court



State Court of Appeals



State Trial Court

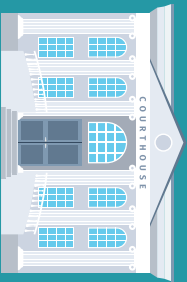
On appeal from a State court system (ONLY if a case deals with Federal law)

2 State Courts

There are 3 WAYS a case can reach the Supreme Court.

1 Original Jurisdiction

(cases not tried in any other court, such as a case between two states)



Federal Trial Court



On appeal from the Federal court system (the majority of Supreme Court cases originate in the Federal court system)

3 Federal Courts

Scavenger Hunt Activity

★ **PREPARATION:** Before class, hide the six “puzzle” pieces around the classroom in the locations written in red below. Try to place the pieces where students won’t notice them before the scavenger hunt activity.

★ **Read to the students:**

To review Article IV, we will have a little scavenger hunt of our own! I will read you the riddles, and you need to find the clues. Once we have found all six clues, we will read and answer the questions. Then we can put the clues together to make a picture.

Ready? Here is the first riddle.

★ **Read the first riddle to the students. Do not read the text in red aloud. When the clue has been found, read the next riddle. Continue until all the clues have been found. Do not have the students read the text on the clues yet.**

SEAT (on the bottom of a chair):

When you need to rest your feet,
You find a place to take a ____.

DOOR (somewhere in or above a doorway):

Enter or exit, in or out,
Through the ____ you pass, no doubt.

WINDOW (on a window or window frame):

Through the ____ you can see
A small bird in the apple tree.

CLOCK:

When you need to know the time of day,
Check the ____ and be on your way.

TABLE:

On the ____ you can dine
Or write or draw a neat design.

LIGHT:

You can use this in the night
To turn the darkness into ____.

★ When all six clues have been found, have the student with number 1 read the question on the back. The answers are listed below. When the student has answered the question correctly (other students may help, if desired), he or she may set the picture piece down to start the “puzzle.” Continue with all the clues until the puzzle picture is completed.

1. It must respect Colorado’s laws.
2. The United States Constitution
3. False
4. Both state legislatures and Congress
5. Invasion or attack
6. A republic

★ If there is extra time for class, ask the students the following question:

What do you predict is going to happen in *Mystery on Constitution Island*? [Accept any answer.]

INFLUENCES

on the Constitution



Historical Influences

The United States Constitution is a magnificent document bringing together the very best ideas from governments and political philosophers of times ancient and contemporary to the 18th century. When the Founding Fathers set out in 1789 to write a constitution for their new government, it was the first time a document like this had ever been written. All other constitutions in the past had formed organically out of the workings of the already-established government, in which the leaders codified in writing the way the government already functioned in practice. In the new United States of America, the constitution would be drafted first, giving the rules for how the government would then operate.

The Founders were educated men who studied classic texts (like *The Iliad* and *The Aeneid*) and European political philosophers, and who possessed a deep knowledge and appreciation for the history and godly principles found in the Bible. They had learned about ancient Biblical civilizations, Greek city-states, Roman republics, and medieval British monarchies. All of these ideas helped inform the Founders on what makes a good government, and they hoped to craft a document that would unite all of the best ideas from the past.



ITEMS NEEDED:

- Paper clip
- 3D models (Capitol Building, White House, Supreme Court)
- A prize for the winning team (optional)

LESSON 23:

SEPARATION OF POWERS,
CHECKS & BALANCES

Preparation: Remove pages 125–128 and cut along the dashed lines. Stack the “Power” cards in one deck and the “Checks and Balances” cards in a separate deck.

★ Ask a student to recite the Preamble of the US Constitution. Each student has a copy on page 60 of his or her student journal.

★ Ask the following review questions:

What are the topics of the seven articles in order? [Legislative Branch, Executive Branch, Judicial Branch, States, Amendment Process, Supremacy of the Constitution, Ratification Process]

Name five influences on the Constitution that we read about in the mini book in our last lesson.

[Answers may include ancient governments, the English Bill of Rights, the Magna Carta, the Mayflower Compact, state constitutions, Enlightenment philosophers, the Iroquois Confederacy, and the Holy Bible.]

★ Read aloud or listen to Chapter 11 of *Mystery on Constitution Island*. Students may color page 63 of the student journal while listening, if desired.

★ Have each student open to page 59 in his or her *US Constitution Student Journal*. Read to the students:

From Founders’ Tree, Dad, Martha, and James went in which direction to find the next clue? [Northeast] Label the map where you think they are now with a small star or asterisk.

From Revolution Beach, Mom, Roger, and Benjamin had traveled west, past Founders’ Tree, until they reached the cabin on the shore. Label the map where you think the cabin is with the word “cabin.” You may sketch a small cabin if you’d like.

In today’s chapter, where did they go? [Back to Revolution Beach]

★ Ask the following review questions:

What does “separation of powers” mean? [No one person or branch of government has all the power; the power is separated and shared among the different branches.]

What does it mean when we say there are “checks and balances” in the government? [It means each branch of government is given the power to “check” the other two branches and prevent any one branch from having too much power; these checks allow for a balanced distribution of power.]

Separation of Powers and Checks & Balances
Game

INSTRUCTIONS: Place the two separate decks of cards facedown on a table. Place the three 3D models (Capitol Building, White House, and Supreme Court) in a triangle around the cards, about 18–24 inches apart from each other.

Split the students into two teams. If you only have one student, you can be one team and the student can be the other. Each team chooses a team name and writes it on the scoreboard on page 123. (Some patriotic team name ideas include Patriots, Stars and Stripes, Liberty League, For the People, Star-Spangled Society, or the name of a favorite Founder.)

Choose a team to go first. A player from Team 1 places a paper clip over the center of the spinner on page 123, then places a pencil tip on the dot in the center, inside the paper clip. Then the player flicks the paper clip to spin it.



If the spinner lands on a red POWER space, the player draws a red POWER card from the deck and reads it aloud. Then the player determines which government branch holds that power (LEGISLATIVE: Capitol Building, EXECUTIVE: White House, or JUDICIAL: Supreme Court) and places the card at the stairs of the corresponding 3D Model. If the player is correct (if necessary, use page 43 of the ANSWER KEY), the player's team earns **one point**. Additionally, if the spinner lands on the red POWER space with the same branch listed as the answer of the player's card, the player's team earns **two points**. If the player places the card incorrectly, the card goes to the bottom of the POWER deck and no points are awarded.

If the spinner lands on a blue CHECKS & BALANCES space, the player draws a blue CHECKS AND BALANCES card from the deck and reads it aloud. Then the player determines which *two branches* the card refers to and places the card between the two corresponding 3D Models. If the player is correct, the player's team earns **one point**. If the spinner lands on the blue space with the name of *either* of the correct government branches, the player's team earns **two points**. If the player is incorrect, the card goes to the bottom of the CHECKS & BALANCES deck and no points are awarded.

If the spinner lands on the SKIP YOUR TURN! space, the player has to skip his or her turn.

Team 2 follows the same steps, and the game continues until all the cards have been chosen and correctly placed. If, toward the end of the game, the spinner lands on a color and there are no remaining cards of that color, the team forfeits its turn.

Points are tracked with tally marks on the scoreboard. When the cards run out, the game is over, and the team with the most points wins!

☆ **When the game is over**, leave the 3D Models and the cards where they were placed for the game. Have the students turn to page 43 in their student journals, and then have them use the cards to write down the powers of the three government branches and the checks and balances between the branches. Point out that the arrows point to the branch being checked on. Younger students may cut and paste the answers from the printed Answer Key, if desired. Note: Not all powers of each branch are included, and each power included is associated with only one branch.



SCOREBOARD

Team 1 Name:

Team 2 Name:

Points:

Points:

Can impeach and remove Federal judges



Can propose amendments to overrule judicial decisions



Can declare laws to be unconstitutional



Can impeach and remove a President



Can override a Presidential veto



Can refuse to approve of Presidential appointments



Can propose bills and call special sessions of Congress



Can veto bills



Can declare executive actions unconstitutional

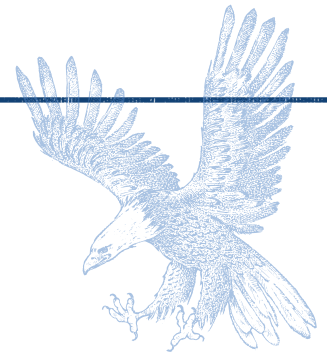


Can grant pardons



Appoints all Federal judges





ITEMS NEEDED:

- Manila envelope or file folder
- Scissors and glue for each student

LESSON 25:

FIRST AMENDMENT

Preparation: Remove pages 135–138 from the course book. Insert the “History Case File” pages into a manila envelope or file folder. Label the envelope or folder “History Case File” with a pen or marker.

Read “Instructions to the Teacher” on page 134.

★ Ask the students the following review questions:

How many articles are in the Constitution? [Seven]

What are the topics of the seven articles in order?
[Legislative Branch, Executive Branch, Judicial Branch, States, Amendment Process, Supremacy of the Constitution, Ratification Process]

The first 10 amendments are collectively known as what? [The Bill of Rights]

Patrick Henry, George Mason, and others did not believe the Constitution should be ratified until it contained what? [A Bill of Rights]

The Bill of Rights was ratified on December 15, 1791, officially becoming part of the US Constitution.

★ Have each student open to the timeline on page 2 in his or her *US Constitution Student Journal*. Review the events on page 2. Then prompt the students to write where indicated in red.



JOURNAL TIME

Where it says **December 15, 1791**, on the timeline, write **Bill of Rights ratified**.

How long after the ratification of the Constitution were the first 10 amendments officially added? [A little over three years]

★ Read to the students:

In this lesson we will begin studying the Bill of Rights by learning about the First Amendment.

Have each student open to page 77 in his or her *US Constitution Student Journal* and cut out the first box next to the words “Lesson 25” along the dashed lines (but not the dotted line). Then have the students apply glue to the back side of the tab on the side of the box and paste it to the First Amendment box on page 44 of the student journal.

Have a student read the First Amendment aloud.

Have a student list the five freedoms guaranteed in the First Amendment.

★ Read to the students:

Before we dive more into the First Amendment, we are going to seek truth about one subject in particular: freedom of religion.

History Case File Activity

★ Have each student open to page 46 in his or her *US Constitution Student Journal*. Hold up the labeled envelope or folder with the History Case File. Remove the History Case File and have the students read through it together, taking turns and pausing at each numbered star to answer the questions in the student journal.

HISTORY CASE FILE

First Amendment Debate Activity

★ Read to the students:

The freedom of religion is not the only right protected by the First Amendment. Can you remember what the other rights are? [Freedom of speech; freedom of the press; the right to assemble peaceably; the right to petition the government for a redress of grievances]

Each of the rights protected in the First Amendment is vital to a republic, but which one is the most important? What if the Founders had included only ONE of these rights in the First Amendment? Which one do you think they would have included? Which one right would you absolutely NOT want to give up? These are tough questions, so we're going to discuss and think through them together in order that we can more fully appreciate ALL the rights enumerated in the First Amendment.

★ Read the "Instructions to the Teacher" on the right. When the students have completed the activity, read the following to the students:

As you've discussed the importance of each of the five liberties in the First Amendment, what have you discovered? Was it easy to choose which ones you thought were more important than others? [Pause for discussion.]

Let's think about what it would be like to have only the (insert whatever freedom the students chose). Some of the questions to ask or topics to cover include the following: Could we have freedom of religion if we did not have the freedom to assemble peaceably? Could we have freedom of the press if we did not have the freedom of speech? Could we have true freedom of speech if we did not have the right to petition our government? What if we had four of the liberties, but only lost one, like the freedom of speech?

All the rights in the First Amendment support each other. It is impossible to have one without the protection of the others. Even the loss of just one of these rights would affect the ability to fully practice all the others.



Instructions to the Teacher

The purpose of the First Amendment Debate Activity is to demonstrate how the First Amendment liberties support each other and ALL of them are necessary for our society to function properly. If you have a large class, divide the students into groups sized to encourage robust discussion. Have the students discuss this question:

If you had to eliminate one of the rights listed in the First Amendment, which one would it be?

Let the students discuss and decide which right they would eliminate from the First Amendment. Allow about two minutes for discussion and, if desired, encourage the students to write down some of their ideas to share with the class.

After time is up, have the students in each group present which right they chose to eliminate and defend the reason why they chose that one. Encourage a lively, yet respectful, debate that touches on the importance of the right they are considering eliminating. Then have the students vote. The students can change their minds if they were persuaded by another group's argument!

Repeat three more times with the remaining rights until the students have eliminated all but one right.





HISTORY CASE FILE

DID THE FOUNDING FATHERS WANT NO RELIGION IN THE PUBLIC SQUARE?
WHAT IS THE MEANING OF THE PHRASE "SEPARATION OF CHURCH AND STATE"?

THE CLAIM

The Constitution calls for a "separation of church and state," meaning that the government should not support or encourage religion in any way, nor should religion be allowed in any form in the public square or government. ★

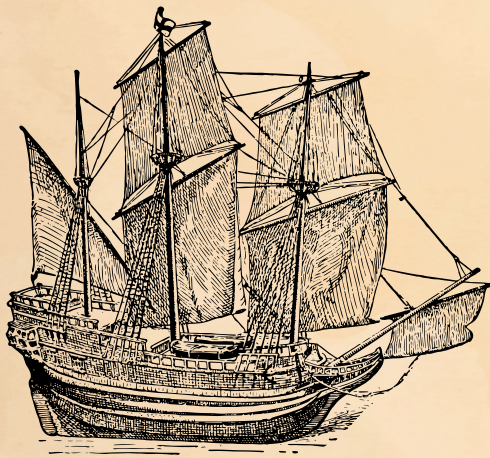
THE EVIDENCE

The Constitution itself does not include the phrase "separation of church and state." Rather, Thomas Jefferson penned a letter in 1802 that stated the First Amendment had built "a wall of separation between Church & State." The First Amendment states, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." ★



PUTTING IT INTO CONTEXT

It is safe to say that the Constitution would not have been ratified in its current form, except that assurances were given that a Bill of Rights would promptly be added. The state delegates wanted to ensure that a Bill of Rights would provide protection to the people by restricting the powers of the Federal Government.



The colonies were largely made up of descendants of Christians who had come to America over the years seeking religious freedom. When it came time to form a national government, many states did not want any restrictions put on the ways they worshipped God, and the delegates to the Convention agreed. Not only did the different states have allegiance to varying denominations, but so did the Founders. They did not want an established State church like the Church of England, and neither did they want any particular denomination favored in the new union.

However, this did not mean that they did not want the general beliefs and principles of the Christian faith to be reflected in the government and encouraged in the populace.

George Washington, often called the "Father of His Country," declared that "while we are zealously performing the duties of good Citizens and soldiers we certainly ought not to be inattentive to the higher duties of religion—To the distinguished Character of Patriot, it should be our highest Glory to add the more distinguished Character of Christian." Rather than wanting religion ousted from politics, the Founders spoke as if they believed religion was a necessary part of self-government. ★

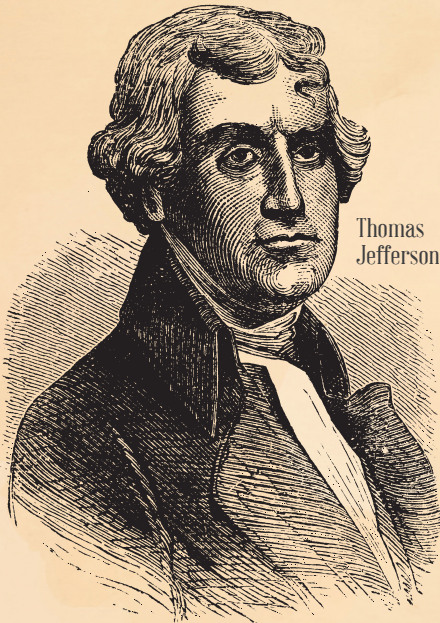


THE ORIGINS OF "SEPARATION OF CHURCH AND STATE"

After Thomas Jefferson became President in 1801, the Danbury Baptist Association of Connecticut penned him a letter of congratulations but also asked whether the First Amendment was not sufficient protection against Federal Government overreach into religious matters. Thomas Jefferson's reply was an attempt to reassure them that their right to worship was a natural and inalienable right:

"Believing with you that religion is a matter which lies solely between Man & his God . . . I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should 'make no law respecting an establishment of religion, or prohibiting the free exercise thereof,' thus building a wall of separation between Church & State."

Jefferson's purpose in this letter was to assure them of their free exercise of their religion, NOT to restrict religious practices in the public square. In fact, two days after Jefferson wrote this letter, he attended a worship service held in the House of Representatives, a practice that he continued throughout his term. Jefferson was a well-known advocate of religious liberty going back to the Virginia Statute for Religious Freedom passed in 1786 and the Kentucky Resolutions he authored in 1798. He strongly believed that there was "no power over the freedom of religion . . . being delegated to the US by the constitution" and that the people were "guarded against all abridgement by the US of the freedom of religious opinions and exercises." ★

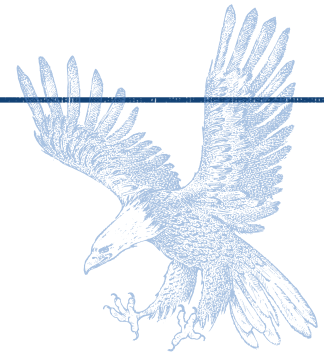


Thomas
Jefferson

WHEN AND WHY DID IT CHANGE?

This perspective on the meaning of the First Amendment was maintained throughout the nineteenth and early twentieth centuries in the courts and in the legislature. After an 1850s Congressional investigation into the issue of freedom of religion, the Senate reported about the Founders, "They intended, by this amendment, to prohibit 'an establishment of religion' such as the English Church presented, or any thing like it. But they had no fear or jealousy of religion itself, nor did they wish to see us an irreligious people." The House concurred: "At the time of the adoption of the Constitution and the amendments, the universal sentiment was that Christianity should be encouraged—not any one sect. Any attempt to level and discard all religion would have been viewed with universal indignation."

In the first 160 years of the existence of the Supreme Court, the rulings on the First Amendment followed a typical pattern of judicial temperament—looking at the intent of the Founders and following precedent. In cases throughout the 1800s, the Supreme Court continued to affirm that freedom of religion was an inherent part of our common law and that the First Amendment was a restraint on the Federal Government's ability to favor one Christian group over another. This traditional view of the First Amendment continued up through the 1950s with the Supreme Court writing in *Zorach v. Clauson*: "The First Amendment . . . does not say that in every and all respects there shall be a separation of Church and State. . . . We are a religious people whose institutions presuppose a Supreme Being."



ITEMS NEEDED:

- Scissors and glue for each student
- Paper or whiteboard (optional)

LESSON 27:

SIXTH *through*
TENTH AMENDMENTS

Preparation: Remove pages 147–152. Cut the “Historical Context/You Be the Judge” pages in half along the dashed lines.

Cut out the ten “Amendments” cards on page 151.

★ Ask a student to recite the Preamble of the US Constitution. Each student has a copy on page 60 of his or her student journal.

★ Read to the students:

In this lesson we will learn about the Sixth through the Tenth Amendments.

★ Have each student open to page 79 in his or her *US Constitution Student Journal* and cut out the five boxes next to the words “Lesson 27” along the dashed lines (but not the dotted lines).

★ Have a student choose one of the boxes (amendments) and read it aloud. Then have the students figure out which amendment it is (by reading the summaries on page 45 of the student journal), apply glue to the back side of the tab on the side of the box and paste it in the correct place. Repeat with the remaining four boxes (amendments).

You Be the Judge Activity

INSTRUCTIONS: Give a student the “Amendment VI Historical Context” page and have him or her first read the front of the page, then pause to discuss. Then have the student flip the page over and read the section titled “You Be the Judge.”

Have the students discuss how they would rule on the case if they were the judges. If desired, write down the rulings on a paper or whiteboard before moving to the next step.

When the students have discussed and “ruled” on the case, read the ruling for Amendment VI aloud from page 146 under “Court Rulings on the Amendments.” Discuss the ruling with the students using questions such as “Do you agree or disagree with the ruling?,” “Does the ruling change your mind at all?,” and so on.

Repeat with Amendments VII, VIII, IX, and X.

Arrange the Amendments Review Activity

INSTRUCTIONS: Lay out the 10 “Amendments” cards in random order **with the numbers facedown**.

Have the students read the summaries of the amendments and, without aid from the student journals or any other help, try to put them in order, one through ten.

When the students think the cards are in the correct order, have them flip the cards over in place to check their work.

OPTIONS: You can have the students all work together, split them into teams and time them to see which team correctly completes the arrangement fastest, or have each student take a turn to arrange the cards by himself or herself.

Court Rulings on the Amendments

Amendment VI

The Supreme Court ruled in this case, *Johnson v. Zerbst*, in the men's favor and reversed their conviction. The Court's opinion said that all defendants in all Federal cases have the right to have a lawyer appointed for them by the Court unless they sign a waiver denying counsel, even if the defendant is not aware that counsel must be provided.

Amendment VII

The Supreme Court ruled that due to the large amount of damages awarded, Feltner was entitled to have a trial by jury according to the provisions of the Seventh Amendment. The judgment was reversed and sent back to the lower court. (The jury that heard the case awarded more than \$31 million to Columbia—more than 3.5 times what the initial award amount had been!)

Amendment VIII

(Discuss: Do you think it's reasonable for people to disagree on some hard issues? Why or why not?)

There are no right or wrong answers.

Amendments IX & X

The Supreme Court ruled 6 to 3 in favor of New York. The majority opinion declared that "the Federal Government may not compel the States to enact or administer a Federal regulatory program." The opinion also stated that the Federal Government "crossed the line distinguishing encouragement from coercion" (forcing someone to do something) and that because a "core of state sovereignty" is enshrined in the Tenth Amendment, such coercion would not be in line with the American model of federalism (power being divided between a federal government and state governments).

Amendment VII *Historical Context*

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.

The right to a trial by jury was such a fundamental right that the Founders included it in the Constitution itself, in Article III, Section 2, where trial by jury was guaranteed in Federal courts for all criminal cases. Criminal cases are those in which the Government brings the lawsuit because it is deemed to be a crime against society—crimes like murder, assault, burglary, and arson. The Seventh Amendment extends that right to civil cases in Federal court—cases in which one party brings a suit against another party for a private reason. These cases include issues dealing with real estate, breach of contract, or motor vehicle accidents.

Trial by jury had been the practice in the colonies long before the Constitution was enacted. Many colonial charters and then state constitutions had guaranteed the right to trial by jury. Even so, the British Government appointed its own judges to the colonies, and during the Revolutionary War, the Crown ruled that colonists could be shipped to Britain for trial for certain crimes. This meant that they would have to wait many months for a trial, would be denied the ability to have supporting witnesses, and would not have an impartial jury.

Even though the Seventh Amendment extends the right to trial by jury to most Federal civil cases, in reality only less than 1% of all civil cases that are filed are decided by a jury. The cost of taking a case to court is very expensive, so people usually find it cheaper and quicker to choose to have a judge decide, or to have the two parties meet and come to an agreement, called a settlement. The Seventh Amendment also guarantees that a Federal judge cannot reexamine the case at a later date and overturn the jury's decision.

Amendment VI *Historical Context*

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.

Imagine living in the Middle Ages and a man accuses you of the theft of his horse. You deny it, but the accuser continues to insist that you, in fact, stole his horse. You have no evidence to prove your innocence; he has no evidence to prove your guilt. It is your word against his. Therefore, your fate must be decided in a trial by combat. You must duel with your accuser to the death, and then the matter is considered resolved.

Or, consider another medieval way of deciding justice: trial by ordeal. In trial by ordeal, one who was accused of a crime would have to undergo a test to see if he or she was innocent or guilty. One common method was to bind the accused and throw them into a pond or lake. If they sank, they were innocent. If they floated, they were guilty, and would then have to undergo some cruel physical punishment. Another method of trial by ordeal was to require people to carry a red-hot iron bar and walk nine feet. If the wound healed within three days, they were innocent. If not, they were guilty.

These forms of trials seem barbaric to us, and they were! Yet, once judges and juries were established within English law, the trials were still not always fair. The Founders did not want trials in America to be like those that had occurred in England; especially like William Penn's trial! He was a Quaker who had been arrested for preaching privately. He was not told what crime he was being accused of; he was kept in prison for a long time, even after receiving a "not guilty" verdict from the jury; and he was removed from the court during the trial so that he could not even hear the witnesses or proceedings! The judge even threw the jury in prison because they refused to return a guilty verdict! Thankfully, the Sixth Amendment ensures that each American can have a fair trial: one in which the accused is informed of the charges against him or her and can have a lawyer to defend him or her. The Sixth Amendment also ensures a quick and public trial in which the accused can hear from and question the accusers, and a trial that is fairly decided by a jury (a group of fellow citizens chosen to hear the evidence and determine guilt or innocence).



You Be the Judge!

The company of Elvin Feltner—which operated 3 TV stations—ran TV shows licensed by Columbia Pictures and was required to pay money, called royalties, to Columbia in order to broadcast the TV shows on his stations. After Feltner neglected to pay the royalties, Columbia took away the license from Feltner that had allowed him to air the TV shows. Feltner continued to air the shows. Columbia sued, and the lower trial court denied Feltner's request for a trial by jury. They awarded Columbia \$8.8 million in damages, which an appeals court upheld. Feltner appealed to the Supreme Court, claiming in part that he should have been allowed a trial by jury.

If you were a Supreme Court Justice, how would you rule?

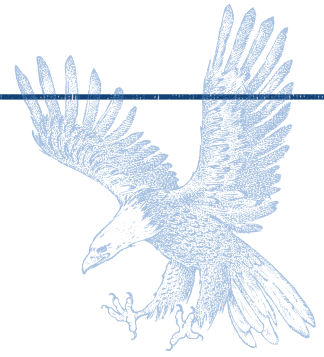


You Be the Judge!

In 1938 John Johnson and an accomplice were convicted of having counterfeit money. They had talked to a lawyer two months prior to the trial, but they did not have a lawyer to represent them in court. After being notified of the charges, tried, convicted, and sentenced all in one day, they were sent to prison two days later. They did not know that they could have counsel to help defend them, nor that they could appeal their sentence as long as it was within a certain time. When they learned these facts after the deadline for appeal had passed, they appealed to the Supreme Court, citing a violation of their Sixth Amendment rights.

If you were a Supreme Court Justice, how would you rule?





ITEMS NEEDED:

Scissors and tape for each student

LESSON 29: RECONSTRUCTION AMENDMENTS

Preparation: Remove pages 159–166. Cut the timeline cards out along the dashed lines.

Optional: With a dry-erase marker, draw a timeline from 1790–1890 on a whiteboard or window with a label and tick mark every ten years.

☆ Read to the students:

Last time we read from *Mystery on Constitution Island*, Martha, Dad, and James found a biography in a toolbox, which was inside a toolshed in an apple orchard. Do you remember who the biography was about? [Frederick Douglass]

Let's listen to the biography now.

☆ Listen to the biography of Frederick Douglass. Students may color page 14 of the student journal while listening, if desired.

☆ Have each student open to page 14 in his or her *US Constitution Student Journal* if it hasn't already been opened. Read to the students:



JOURNAL TIME

This is Frederick Douglass. Write **Frederick Douglass** in the banner at his feet.

Complete the following five facts about Frederick Douglass on your page as I read them.

- Born a slave around February **1818** in Maryland
- Escaped slavery in **1838** and married Anna Murray, a free Black woman who had helped him escape

- Became an avid reader and then a renowned and inspiring speaker
- Supporter of the Declaration of Independence and the US Constitution
- Lived to see the Thirteenth through Fifteenth Amendments passed, which abolished slavery and ensured Blacks the right to vote

Together, read the quotes at the bottom of page 14 in the student journal. Discuss each quote as it is read, and then have the students doodle/draw a border around each of the quotes, if desired.

☆ Read to the students:

The Founding Fathers had not taken on the issue of slavery directly during the debate over the Constitution. They had seen no way to address it that would lead to anything but division and failure. Remember—the Northern delegates would not agree to a Constitution that tolerated or encouraged slavery whatsoever, and the Southern delegates would have abandoned the idea of unity altogether had slavery been abolished or limited in any way.

After the Twelfth Amendment was passed in 1804—the amendment that changed the electoral voting process—it was more than 60 years before another amendment would pass. In those 60 years, the country had changed and grown tremendously. On one front, however, not much had changed—the ever-present yet ignored issue of slavery.

We are going to piece together a timeline of significant people and events that led up to the Thirteenth, Fourteenth, and Fifteenth Amendments, which finally addressed the terrible practice of slavery.



Abolishment of Slavery Timeline Activity

INSTRUCTIONS: Have the students turn to page 81 in their student journals. (The page is not numbered, but is a timeline of events leading to the abolishment of slavery.) Have the students prepare their timelines by following these steps:

1. Remove the abolishment of slavery timeline.
2. Cut the page in half along the dashed line.
3. Fold along the dotted lines in a fan or accordian-style fold.
4. Tape the two edges together to make one continuous timeline.

Lay out the timeline cards that were removed from the course book faceup in random order. If you drew a timeline on a whiteboard or window, have the students figure out the chronological order of the cards and place them on the timeline accordingly. If you did not draw the timeline, have the students lay out the cards in chronological order.

Have a student read the first timeline card (1793: Invention of the Cotton Gin) aloud. Discuss, and then follow the directions on the back of the card.

Repeat with the remaining seven cards.

☆ Read to the students:

The Thirteenth through Fifteenth Amendments are often referred to as the Reconstruction Amendments. The Reconstruction Era is the period immediately following the Civil War, from 1865 to about 1877, when the Nation and the devastated South were trying to heal and “reconstruct.” The Reconstruction Amendments were all passed during these years of rebuilding. They significantly changed millions of lives—in fact, they impacted the entire world.

Now that we have a basic understanding of how significant the Reconstruction Amendments are, let’s read them together.

☆ Have each student open to page 48 in his or her *US Constitution Student Journal*. Have each student write in the banner at the top “Reconstruction Amendments.” Read Amendments Thirteen through Fifteen together, encouraging the students to underline phrases that stand out to them.

☆ Have each student open to the timeline on page 2 in his or her *US Constitution Student Journal*. Prompt the students to write where indicated in red.

Where it says **December 6, 1865**, on the timeline, write **Amendment 13 Ratified; Slavery Abolished**.

Where it says **July 9, 1868**, on the timeline, write **Amendment 14 Ratified; Citizenship Granted to African Americans**.

Where it says **February 3, 1870**, on the timeline, write **Amendment 15 Ratified; African-American Men Can Vote**.

☆ Read to the students:

Even though the wording of the Fourteenth and Fifteenth Amendments suggested that people of all races that had been born in the United States were now citizens and that men of all races could vote, it was not actually the case. The Federal and state governments interpreted the law in a way that would exclude Native Americans from citizenship, and it was not until the Indian Citizenship Act of 1924 that Native Americans became full citizens of the United States. Even after they became citizens, however, many Native Americans could not vote because the right to vote was governed by each state, many of which would not allow it. It wasn’t until 1962 when Utah became the final state to grant Native Americans the ability to vote that the Fifteenth Amendment became a fully accurate statement: “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.”

1845

FREDERICK DOUGLASS

One of the most amazing stories of the abolitionist movement is that of Frederick Douglass, an escaped slave who went on to become one of the most prominent figures in pre-Civil War America. He experienced unimaginable cruelty and witnessed unspeakable horrors, some of which he brought to life in his autobiography, *Narrative of the Life of Frederick Douglass: An American Slave*, published in 1845. He continually risked his life and freedom by traveling around the North, speaking to sympathetic audiences about his experiences as a slave. His powerful speeches and brilliant words spoke of a nation whose foundational principles of equality and justice he loved, but whose hypocritical toleration of slavery he despised. For he knew, "No man can put a chain about the ankle of his fellow man without at last finding the other end fastened about his own neck."



1830s

WILLIAM LLOYD GARRISON

There were people in both the North and the South who opposed slavery and thought it should be made illegal, but they thought it should be stopped gradually by outlawing the slave trade and/or making all slaves born after a certain point free. That would have left millions in bondage for the rest of their lives. Many abolitionists did not want just a gradual emancipation; they wanted an immediate end to slavery and an immediate freeing of all slaves. The earliest abolitionists had been Quakers, a group of persecuted Christians who had settled in Pennsylvania. The sentiment had then spread to other Christians who were also influenced by their belief that all men had been created by God. William Lloyd Garrison was such an abolitionist. In 1831 he began his paper, *The Liberator*, which was dedicated to the immediate end of slavery. In the first issue, he called the slave "a Man and a brother." Garrison was a devout Christian who saw it as his mission to work fervently toward the immediate emancipation of all slaves. He established the American Anti-Slavery Society in 1833, which held to the idea that "slaveholding is a heinous crime in the sight of God." Garrison was a controversial figure, even with other abolitionists, some of whom saw a gradual emancipation of slaves as more likely to succeed. It cannot be denied, however, that Garrison was one of the most influential figures in the abolitionist movement.



Where your timeline says 1845, write
“Autobiography of Frederick Douglass is
published.”

Where your timeline says 1830s, write
“William Lloyd Garrison starts *The Liberator*
and the Anti-Slavery Society.”



LESSON 31:
NINETEENTH *through*
TWENTY-THIRD AMENDMENTS

Preparation: None.

☆ Read to the students:

Last time we read from *Mystery on Constitution Island*, the Bailey family found a biography and an American flag. Do you remember who the biography was about? [Susan B. Anthony]

Let's listen to the biography now.

☆ Listen to the biography of Susan B. Anthony. Students may color page 15 of the student journal while listening, if desired.

☆ Have each student open to page 15 in his or her *US Constitution Student Journal* if it hasn't been opened already. Read to the students:



JOURNAL TIME

This is Susan B. Anthony. Write **Susan B. Anthony** in the banner at her feet.

Complete the following six facts about Susan B. Anthony on your page as I read them.

- Born in Adams, Massachusetts, February 15, 1820, into a Quaker family that believed men and women are equal before God
- Homeschooled by her father, Daniel Anthony, an abolitionist and social reformer
- Believed women could be both educated and homemakers
- Fought for the rights of African Americans and joined the Underground Railroad

- Worked closely with Elizabeth Cady Stanton on women's suffrage
- The Nineteenth Amendment is nicknamed after her.

Have the students read the vocabulary words and terms in the box at the bottom of the Susan B. Anthony student journal page. Have them match each word or term to the correct definition.

☆ Read to the students:

Listen to this quote by Abigail Adams, written in a letter to her husband, John, while he worked in the Continental Congress:

"In the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation."

How do you think Abigail Adams felt about women's rights? [Pause for discussion.]

Women had been working and fighting for equal rights in America even before Abigail Adams penned her heartfelt letter to John in 1776 asking him to "Remember the Ladies." When the twentieth century (the 1900s) began, women still did not have the right to vote. Women have played a crucial role in the expansion of freedom throughout America's history.

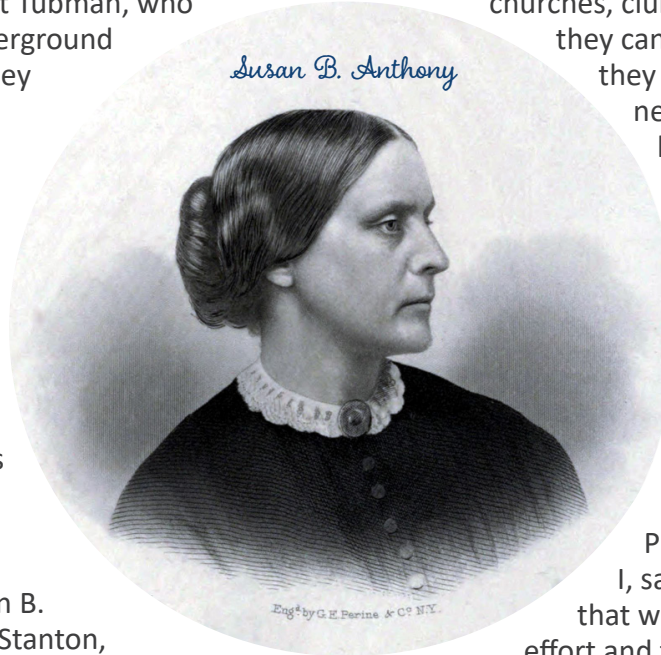
Can you name some of the women you have learned about in this course and how they had a positive influence on the direction of America?

[Answers may include Harriet Tubman, who was a conductor on the Underground Railroad; Abigail Adams; Dolley Madison, who saved many important items during the War of 1812; Mercy Otis Warren, who was a supporter of the War for Independence and author of books on the history of the Revolution; Susan B. Anthony; and others.]

In the late 1800s, the leaders of the women's suffrage movement were divided on how to best achieve their goal. One group, led by Susan B. Anthony and Elizabeth Cady Stanton, believed that a national movement aimed at a constitutional amendment securing the right to vote for women was necessary. Other suffragettes (women who fought for the right to vote) believed that the movement would have better success by working toward voting rights in individual states first. Wyoming, Colorado, Utah, and Idaho were the first four states to give women the right to vote, but then no more state victories were to be won for more than a decade. On the national front, one amendment, dubbed the Susan B. Anthony Amendment, had been introduced by a sympathetic Senator in 1878 and had been soundly defeated. New ideas and new energy were needed.

A renewed vision and a shift in tactics were pursued by the younger generation of women who took up the charge of suffrage. In a republican form of government like America has, change takes time. It is necessary to gather support from a large group of people who can then rally the nation and their representatives to act. Carrie Catt, a young woman who understood the need to rally the country behind their cause, followed in Susan B. Anthony's footsteps. Catt's enthusiastic leadership brought a revived passion to the women's suffrage movement.

With public support on the rise, the newly organized suffragettes put their political machine to work. They organized parades; they spoke at churches, clubs, and on street corners; they canvassed neighborhoods; they staged rallies; they started newspapers; they flooded legislators' offices with petitions. And then something happened that no one expected—World War I. When the men went off to war, women stepped in to take over factory work and other activities in support of the war. Woodrow Wilson, President during World War I, saw the great contributions that women had made to the war effort and threw his support behind the Susan B. Anthony Amendment. In trying to convince Senators to pass the amendment, he appealed to them in a speech:



“Are we alone to ask and take the utmost that our women can give—service and sacrifice of every kind—and still say we do not see what title that gives them to stand by our sides in the guidance of the affairs of their nation and ours? We have made partners of the women in this war; shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right? This war could not have been fought, either by the other nations engaged or by America, if it had not been for the services of the women—services rendered in every sphere—not merely in the fields of effort in which we have been accustomed to see them work, but wherever men have worked and upon the very skirts and edges of the battle itself.”

Wilson's support did not win the day in the Senate, yet his speech had a profound effect on the American public.