

US CONSTITUTION STUDENT JOURNAL



This journal belongs to:

A large, empty rectangular box with a decorative border, intended for a student's name. The box has a light blue background and is framed by a dark blue border with decorative corner pieces.

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SEEKING TRUTH

(the 5 Ds)

Distinguishing between types of sources

- Who wrote it? Was the author an active participant or eyewitness?
- When was it written?
- Is the source contemporary (living at the same time) to the person or event?
- Does the account include only facts, both facts and opinions, or only opinions?
- Does the source provide original knowledge or only comments and information from other sources?

Digging up trusted sources

- Is it a primary or secondary source?
- Does this source share the same religious or moral outlook as I do?
- Is the source open and honest about his or her views and the purpose for promoting his or her research?
- Is this source an expert or someone with valuable experience?
- Is the source providing opinion or analysis that is supported by other research?

Determining bias of the author

- Is the author giving a one-sided view or expressing multiple viewpoints?
- Is the author predisposed to favor one belief over another?
- Is the author looking for—and forcing the information to fit into—a particular pattern?
- Is the author personally prejudiced against or expressing stereotypes about the person or idea?

Detecting any underlying or hidden agenda

- Who wrote, published, or funded the information? Was it an individual or a group with a broader purpose?
- Is the author trying to deliberately promote a particular interest or idea?
- Does the author use strong or emotional language?
- Does the author treat his or her opinions as facts?

Discovering context

- What are the circumstances surrounding the event? What is the background and the full picture of the event?
- What were the standards and norms in society at that time and in that place?
- What was said or written about the person or event at the time?
- Is there sufficient evidence to make this claim? Does the evidence necessarily lead to this claim?
- Does this claim make sense in the full picture of the person's life?

"I was bold in the pursuit of knowledge, never fearing to follow truth and reason to whatever results they led . . ."

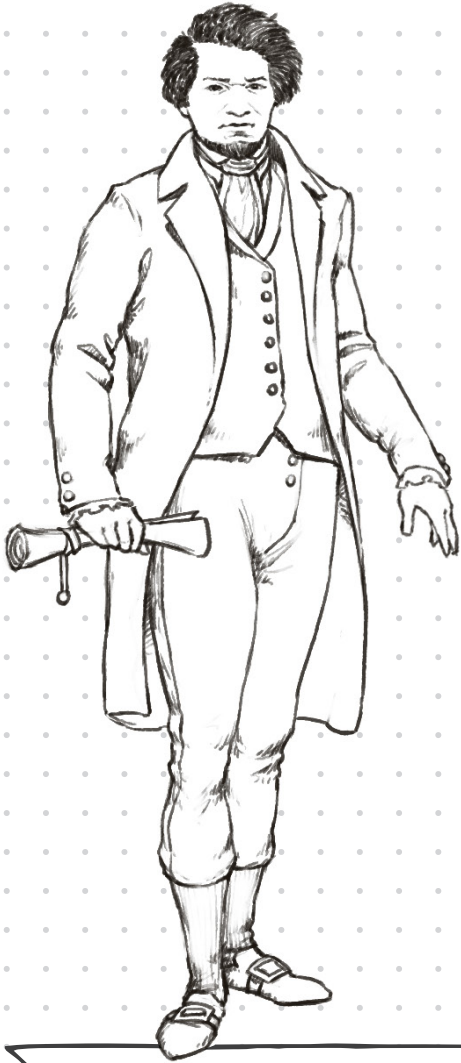
-Thomas Jefferson

US CONSTITUTION TIMELINE

- ☆ 1215:
- ☆ 1620:
- ☆ 1754-1763:
- ☆ 1765:
- ☆ 1773:
- ☆ 1774:
- ☆ 1775:
- ☆ January 1776:
- ☆ July 4, 1776:
- ☆ 1775-1781:
- ☆ 1781:
- ☆ 1783:
- ☆ May 1787:
- ☆ June 21, 1788:
- ☆ 1789-1797:
- ☆ December 15, 1791:
- ☆ December 6, 1865:
- ☆ July 9, 1868:
- ☆ February 3, 1870:
- ☆ August 18, 1920:

Attempts to Abolish Slavery

- ★ 1772: Virginia legislature writes a letter to King George III appealing to him to stop the slave trade, which is ignored.
- ★ 1774: The First Continental Congress vows to end the importation of slaves by December 1, 1774.
- ★ 1774: Georgia, Connecticut, and Rhode Island ban the importation of slaves, and Virginia takes action against importation as well.
- ★ 1776: Thomas Jefferson writes a rebuke of King George regarding slavery in the first draft of the Declaration of Independence; however, it is struck from the final draft, which is signed on July 4.
- ★ 1776: Delaware prohibits the importation of slaves.
- ★ 1777: Vermont is the first state to abolish slavery and give the right to vote to all men.
- ★ 1778: Virginia prohibits the importation of slaves to its ports.
- ★ 1779: Thomas Jefferson puts forth a plan for gradual emancipation of all slaves in Virginia, but it is not taken up by the Virginia legislature.
- ★ 1780: Pennsylvania begins gradual emancipation; Massachusetts' Constitution declares "all men are born free and equal" and gives the right to vote to all men, and by 1790 the census recorded no slaves in the state.
- ★ 1782: Virginia makes it legal for owners to free their slaves, which had been illegal; about 8,000 slaves are freed each year for the next decade in Virginia.
- ★ 1784: Thomas Jefferson proposes in the Northwest Ordinance to ban slavery from all new and unorganized territories after 1800; it fails by one state's vote.
- ★ 1787: Northwest Ordinance passes but only for the territories of the northwest, not the unorganized territories south of Ohio.
- ★ By 1787, almost all states had voluntarily banned the importation of slaves.



- Born a slave around February _____ in Maryland
- Escaped slavery in _____ and married Anna Murray, a free Black woman who had helped him escape
- Became an avid reader and then a renowned and inspiring _____
- Supporter of the Declaration of _____ and the US _____
- Lived to see the _____ through _____ Amendments passed, which abolished _____ and ensured Blacks the right to _____

*"Once you learn to read,
you will be forever free."*

*"Interpreted as it ought to be
interpreted, the Constitution is a
Glorious Liberty Document!"*

**"I WOULD UNITE WITH
ANYBODY TO DO RIGHT
AND WITH NOBODY TO
DO WRONG."**

- Born in Adams, Massachusetts, February 15, _____, into a Quaker family that believed men and women are _____ before God
- Homeschooled by her _____, Daniel Anthony, an abolitionist and social reformer
- Believed women could be both _____ and homemakers
- Fought for the rights of African Americans and joined the _____ Railroad
- Worked closely with Elizabeth Cady _____ on women's suffrage
- The _____ Amendment is nicknamed after her.



suffrage

the battle to give women the right to vote in the United States, which lasted over 70 years



women's suffrage movement

the right to vote

social reform

movements for gradual changes and improvements to a whole community or society

DECLARATION OF INDEPENDENCE

Introduction

1. Jefferson wrote that the time had come to dissolve (cut) the "political bands" between which two countries?

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Preamble

2. Who gave people unalienable rights (rights that should never be taken away)?

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

3. What are three things Jefferson listed as unalienable rights?

4. When do people have the right to alter or abolish their government and create a new one?

The List of Grievances

The Declaration lists 27 charges against the king to prove that he has tried to establish a tyranny over the states.

Circle at least three grievances that you feel are cause for America to cut ties with Britain.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

☆ He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be

Slavery

AND THE FOUNDING FATHERS

A Radical New Idea

Up until the late 18th century (1700s), the institution of slavery had rarely been questioned. Freedom, throughout much of our world's history, was the exception rather than the rule. Up to 75% of people of all races who came to the British colonies may have been either indentured servants or slaves. Consequently and tragically, the Founding Fathers were born into a system of slaveholding, a world where many did not stop to think how atrocious (horrifyingly wicked) the practice was. John Jay, a Founding Father and the Nation's first Supreme Court Chief Justice, described the time this way: "Prior to the Great Revolution . . . our people had been so long accustomed to the practice and convenience of having slaves, that very few among them even doubted the propriety and rectitude of it."

Stop and discuss: How can we make sure we never treat anyone as less than a child of God?

But as colonists began to question the tyranny of the British Government and to call for the liberation of the American colonies, many people, including many of our Founding Fathers, began to contemplate the idea of freedom for ALL people, including slaves in the colonies. To understand how revolutionary this idea was, how radical the movement would be, we have to understand how tragically common slavery was around the world at this time and how long it had been so.

radical: associated with political views, practices, and policies of extreme change

The History of Slavery

For thousands of years, throughout the world, people of all colors and races had been enslaving other people of all colors and races. Early

civilizations like Sumer, Egypt, Greece, and Rome practiced slavery. People from the Middle East enslaved people from lands as far reaching as India, Asia, North Africa, and Europe for 1,300 years. The Dutch, Spanish, Portuguese, some West African kingdoms, and others persisted in the custom through what is now known as the transatlantic slave trade in the 15th through the 19th centuries. During this terrible period, more than 12.5 million Africans were shipped to the Americas (of which about 3.1%, or 388,000, went to the American colonies, according to the official Trans-Atlantic Slave Trade Database). Decades after enslaved people in the United States were freed by the Emancipation Proclamation, the Barbary pirates were still capturing Europeans by the thousands and selling them as slaves to the Ottoman Empire and North Africa. A sad truth is that even today slavery is not considered a crime in almost half of the world's nations. We must continue to fight for freedom for ALL, as more people are enslaved today than were sold as slaves from the African continent in the span of 400 years of the transatlantic slave trade.

Look at the map on page 24 of the US Constitution and Government Course Book. Answer the following questions:

1. To what region was the largest number of slaves taken during the transatlantic slave trade? _____
2. What percentage of slaves was brought to the British American colonies? _____

All Men Are Created Equal

Slavery was not part of God's plan for us or for our world. Our Father desires us to be free—physically, spiritually, and mentally. It is a fact that nations like the United States of America which were founded upon Christian principles have led the charge to abolish slavery.

Only in Western civilization, where the principles of democracy and equality were beginning to flourish, did people rise up to question the morality of slavery. Do you remember these words from the last lesson? “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Where is this quote from? _____

As more Americans began to believe the truth of these words for themselves, they began to see that they applied to everyone in America, including slaves.

One of the tyrannies of which many Founding Fathers accused Britain was their repealing of laws—including antislavery laws—passed by colonial legislatures. Thomas Jefferson’s first draft of the Declaration of Independence included a scathing rebuke of King George III and his perpetuation of the slave trade in the colonies: “[King George] has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. . . . Determined to keep open a market where MEN should be bought and sold, he has [suppressed] every legislative attempt to prohibit or to restrain this execrable [detestable] commerce.” Every colonial attempt to pass an antislavery law resulted in the British Crown’s invariable rejection. Benjamin Franklin was angered by this British overreach: “A Disposition to abolish Slavery prevails in North America, that many . . . Pennsylvanians have set their Slaves at liberty, [and] that even the Virginia Assembly have petitioned [the] King for Permission to make a Law for preventing the Importation of more Slaves into that Colony. This Request however, will probably not [be gr]anted [as their former laws of that kind have always been repealed].”

Stop and discuss the paragraph above.

Revolutionary Ideas

Many of the Founding Fathers believed that slavery was fundamentally wrong, immoral, and that it corrupted both slaves and slaveholders alike, and they desired for the practice to be either immediately or gradually abolished. They believed and were ready to die for the idea that all people—king and colonist, African and American, statesman and farmer—had equal natural rights that were given to them by God and that protected them from the tyranny of their government. These revolutionary ideas caused many people to see them as and call them radicals.

Some men, like Benjamin Rush, John Jay, Alexander Hamilton, George Mason, and John Adams, were steadfast throughout their adult lives in their belief that slavery was an abomination. John Adams expressed this desire for the complete destruction of slavery well in a letter to Robert J. Evans in 1819:

“Every measure of prudence therefore ought to be assumed for the eventual total extirpation of slavery from the [United States] . . . I have through my whole life held the practice of slavery in . . . abhorrence.”

George Mason ended up leaving the Convention without signing the Constitution, in part because it did not immediately ban the importation of slaves. Alexander Hamilton and John Jay founded the New York Manumission Society, an abolitionist society that organized protests and boycotts against the institution and practice of slavery. John Jay, as the eventual Governor of New York, also made the slave trade illegal, which effectively ended slavery in New York within the span of a few decades.

In a few words, summarize what John Adams said about slavery: _____

George Washington

Other Founders evolved in their beliefs over the course of their lives. These men came to believe that slavery should be abolished and advocated for the end of its practice, even while some of them continued to own slaves. George Washington, who inherited slaves at the age of 11 upon his father's death, began to change his views on slavery during the War for Independence. He stopped purchasing slaves in 1775, tried to find ways to manumit (release from slavery; set free) his slaves during his life, and even when in debt, did not sell his slaves because he did not want to break up families. He wrote to Robert Morris in 1786 that "there is not a man living who wishes more sincerely than I do, to see a plan adopted for the abolition of [slavery]." Washington, in his will, freed all the slaves he legally could while ensuring that any who were freed but could not work due to age or infirmity were cared for.

Stop and discuss: In what way did George Washington's view of slavery change over time?

Benjamin Franklin

Benjamin Franklin owned slaves as a young man, and as a newspaper publisher advertised the selling of slaves, but he eventually saw the wickedness of the practice and became one of the most steadfast voices for abolition, including founding the first school for Black children in 1758 in Philadelphia. He thought that slavery was "such an atrocious debasement of human nature" that he eventually became the president of the Pennsylvania Abolitionist Society, the first antislavery society in the world. Less than three months before his death, he advocated before Congress for the end of slavery in America.

Stop and discuss: How did Benjamin Franklin feel about slavery?

Thomas Jefferson

Thomas Jefferson, the author of some of the most moving words regarding equality and the natural

rights of all people, owned slaves throughout his life. It is hard to understand how a person can say—even fight for—one thing and do another, but here are the facts.

Thomas Jefferson inherited slaves as a teenager because of his father's will. He also purchased slaves in his lifetime (the exact number is unknown, but records show that it was between ten and twenty). In stark contrast to that behavior, he labored throughout his political career to change laws—including laws that made it illegal in Virginia to free slaves, except with very strict exceptions.

Jefferson paved the way for the eventual abolishment of slavery through the ideas he promoted in the Declaration of Independence, in the legislation that was passed to abolish the importation of slaves in Virginia in 1778, and in the Northwest Ordinance, which prohibited slavery in the Northwest territories and any future states admitted into the Union. As President in 1807, he also signed a law that banned "the importation of slaves into any port or place within the jurisdiction of the United States." He greatly desired America to be rid of slavery: "I tremble for my country when I reflect that God is just; that His justice cannot sleep for ever."

As he aged, however, he realized that this task must fall to the next generation even as he continued to pray that abolition "may finally be effected and its progress hastened." In a letter written when he was 71, Jefferson said, "The love of justice and the love of country plead equally the cause of these people, and it is a moral reproach to us that they should have pleaded it so long in vain . . . [but] the hour of emancipation is advancing in the march of time. [I]t will come." Though we can neither explain nor excuse Thomas Jefferson's choice to keep slaves, we can honor his fervent attempts to abolish slavery through his political station and his writings, which have, over time, led to equality and civil liberties for all.

Stop and discuss: Name something Thomas Jefferson said, wrote, or did in opposition to slavery.

"Let Everyone Just Sit And Silently Read"

Article I **L**egislative Branch

Article II **E**xecutive Branch

Article III **J**udicial Branch

Article IV **S**tates

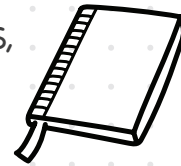
Article V **A**menendment Process

Article VI **S**upremacy of the Constitution

Article VII **R**atification Process

How Is the US Constitution Organized?

You are familiar with how books are organized into CHAPTERS, PARAGRAPHS, and SENTENCES. Similarly, the Constitution is organized into **ARTICLES**, **SECTIONS**, and **CLAUSES**.



ARTICLES: There are seven main "chapters" of the Constitution, called the articles. They are numbered with Roman numerals (I, II, III, and so on).

SECTIONS: Each article is divided into small sections made of one or more paragraphs. The sections are numbered with Arabic numerals (1, 2, 3, and so on).

CLAUSES: A clause is a single sentence or paragraph in the Constitution. The clauses are not numbered, but they are referred to in the order they appear. The first paragraph is called Clause 1, the second paragraph is called Clause 2, the third paragraph is called Clause 3, and so on.

NICKNAMES: Many of the clauses are known by a nickname, such as the Coinage Clause, the Supremacy Clause, the War Clause, and so on.

An Overview of the Articles

Remove page 71 from this book. Cut out the boxes, read the information in each one, and arrange them in the proper order on this page.

"I know no safe depository of the ultimate powers of the society, but the people themselves: and if we think them not enlightened enough to exercise their controul with a wholesome discretion, the remedy is, not to take it from them, but to inform their discretion by education. This is the true corrective of abuses of constitutional power."

-Thomas Jefferson

Legislative Branch



Executive Branch



Judicial Branch



States



Amendment Process



Supremacy of the Constitution



Ratification Process





The United States Constitution

Who has the sole power to make laws for the Nation?

Our Congress is often called *bicameral*, which means it has two legislative chambers.

How long is the term of a Representative?

Write the name of your current Representative. If you don't know, look on <https://www.house.gov/representatives/find-your-representative>.

In the clause to the right, underline the three requirements of a Representative.

apportioned: divided among a group proportionally

What two things are "apportioned among the several States"?

- 1.
- 2.

*This is known as the Three-fifths Compromise. It was abolished by the Thirteenth and Fourteenth Amendments.

Originally, there was one Representative for about every 30,000 people in a state. Even though the number of Representatives has increased from 65 in 1790 to 435 today, the proportion of Representatives has not kept pace with the population of the United States. Look up the current population of the US and divide it by 435 to find out about how many people each member of the House represents today.

If the Constitution had stated that every 30,000 people must have a single Representative, how many Representatives would be in the House today? (Hint: Divide the US population by 30,000.)

Discuss whether you think the House is still as "representative" of the people as it was in the early days of our republic.

Article I

Section 1

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



Section 2

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.



No Person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.



Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, ¹*which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons*. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; *and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.*



¹ All light gray, italicized text has become obsolete or has been amended or nullified by later amendments.



Article I, Section 2 continued

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.



Section 3

The Senate of the United States shall be composed of two Senators from each State, *chosen by the Legislature thereof*, for six Years; and each Senator shall have one Vote.



Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. *The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.*

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.



What is the name of the "executive authority" of each state? (Hint: Who is the leader of a state?)

Who is the current Speaker of the House?

Who has the sole power of impeachment?

We will discuss impeachment in more detail in later lessons. For now, just remember that the House is the only Government body that can bring charges of impeachment against a Federal official.

How many Senators does each state have?

The House of Representatives represents the people; the Senate represents the s_____.

Senators were chosen by the Legislature originally. With the passage of the 17th Amendment, this was changed, and now Senators are elected by the people of their state. This will be discussed further in the lesson on the 17th Amendment.

Senators are divided into three "classes" for purposes of elections, so that 1/3 of Senators are elected every two years. Discuss why this is important.

Who are the two Senators that represent your state? If you don't know, look them up here: <https://www.senate.gov/senators/index.htm>.

- 1.
- 2.





Article I, Section 3 continued

Who is the current President of the Senate?

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

When does the Vice President get to vote in the Senate?



In everyday activities, the leader of the Senate is called the Senate majority leader, and is the head of the majority party (the party with the most members in the Senate). Who is the current Senate majority leader?

pro tempore: for the time being

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.



The House of Representatives has the sole power to bring charges of impeachment; the Senate has the sole power to try all impeachments.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Underline the proportion of the Senate that must vote to convict in order to remove a Federal official.



In the clause to the right, underline two punishments that can happen to someone who is convicted in an impeachment trial.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.



House of Representatives		Senate
	Number of Members	
	Length of Term	
	Minimum Age Allowed	
	Who It Represents	
	Official Leader	
	Impeachment Duties	





Article I Section 7: How a Bill Becomes a Law

START HERE

A bill is introduced in the House.
Does it pass with a majority vote?

OR START HERE

A bill is introduced in the Senate.
Does it pass with a majority vote?

no

The bill is sent to the House. Does it pass with a majority vote?

yes

yes

no

no

no

The bill is sent to the Senate. Does it pass with a majority vote?

The bill dies.

yes

Does each chamber agree on a compromise?

yes

no

yes

The bill dies.

The bill goes to the President.
Does the President sign the bill within ten days?

no

Have ten days passed without the President signing OR vetoing the bill, and is Congress still in session?

yes

yes

no

The bill becomes a law.

Does the President veto the bill?

no

yes

no

The bill goes back to Congress.
Does it pass with a 2/3 majority vote in both houses?

yes



SEPARATION OF POWERS

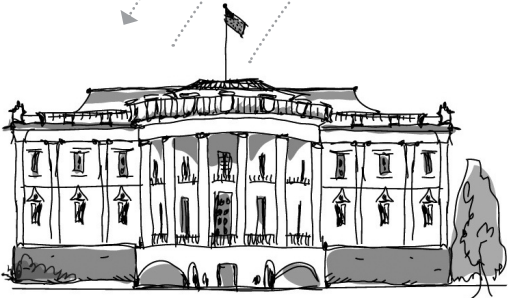
AND

Checks & Balances



LEGISLATIVE POWERS

Four horizontal dotted lines for writing notes on legislative powers.



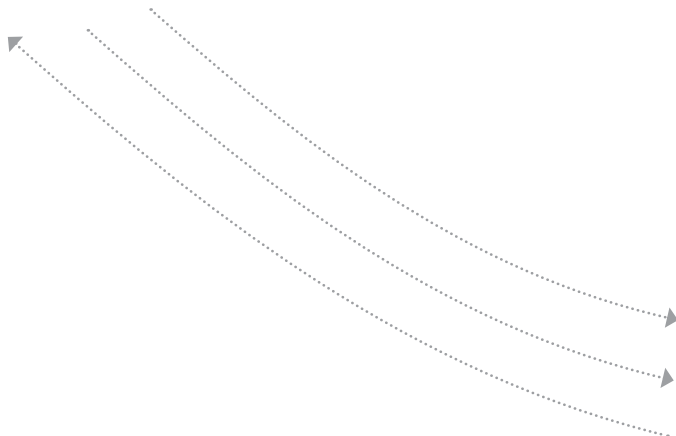
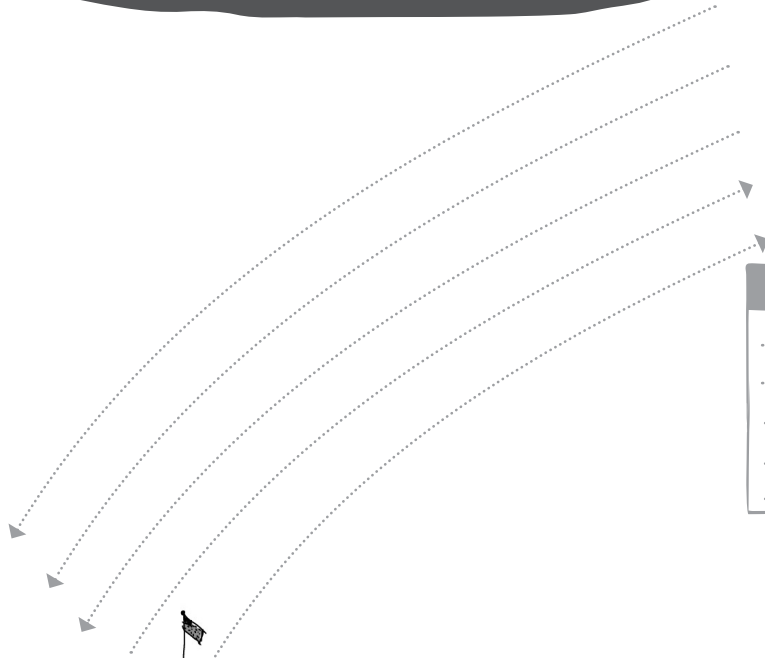
EXECUTIVE POWERS

Four horizontal dotted lines for writing notes on executive powers.



JUDICIAL POWERS

Four horizontal dotted lines for writing notes on judicial powers.



BILL OF RIGHTS



➤ The first 10 Amendments to the US Constitution ➤

Freedom of religion
Freedom of speech
Freedom of the press
Freedom of assembly
Right to petition the
government

I

Right to keep and bear
arms

II

Protection against
quartering (housing
soldiers in civilian homes)

III

Protection against
unreasonable search and
seizure

Protection against the
issuing of warrants
without probable cause

IV

HISTORY CASE FILE

★ True or False? The Constitution calls for a "separation of church and state."

True / False

★ Where does the phrase "separation of church and state" come from?

Based on the First Amendment, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," what do you believe the Founders' purpose was?

- to keep all religion out of the public square (schools, currency, etc.)
- to prevent the Government from establishing one religion (like the Church of England) and from stopping religious freedom
- something else _____

★ DISCUSS: What is the meaning of George Washington's quote? Do you agree or disagree?

★ The "wall of separation" that Jefferson referred to between church and state in his letter was

- a wall to keep the National Government on one side in order to protect the states and religious institutions on the other side.
- a wall to protect governmental institutions from anything religious or faithful, such as public prayers or mention of God.

★ DISCUSS: What are your thoughts on Justice Rutledge's statement that the purpose of the First Amendment was "to uproot" all religious establishments and "to create a complete and permanent separation of the spheres of religious activity and civil authority by comprehensively forbidding every form of public aid or support for religion"?

★ DISCUSS: Did you know these things have been ruled unconstitutional? What do you think about that?

★ Write your verdict in the box: Did the Founding Fathers want no religion in the public square? Is religious freedom a violation of the First Amendment, or should it be protected by the First Amendment?

AMENDMENT XIX (19)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

WHEN: The Nineteenth Amendment to the US Constitution was ratified August 18, 1920.

WHAT: It gives women the right to vote.

AMENDMENT XX (20)

SECTION 1: The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

SECTION 2: The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

SECTION 3: If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

SECTION 4: The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

SECTION 5: Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

SECTION 6: This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

WHEN: The Twentieth Amendment to the US Constitution was ratified January 23, 1933.

WHAT: It sets new term start dates for Congress members and the President.

AMENDMENT XXII (22)

SECTION 1: No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President, when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

SECTION 2: This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

WHEN: The Twenty-second Amendment to the US Constitution was ratified February 27, 1951.

WHAT: It limits a President to serving a maximum of two four-year terms.

AMENDMENT XXIII (23)

SECTION 1: The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

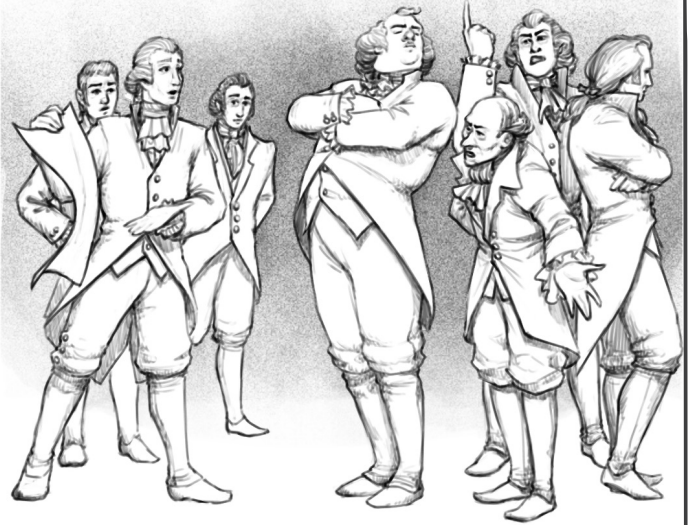
SECTION 2: The Congress shall have power to enforce this article by appropriate legislation.

WHEN: The Twenty-third Amendment to the US Constitution was ratified March 29, 1961.

WHAT: It grants the District of Columbia (Washington, DC) three electors in Presidential elections.

— The Ratification Battle —

After months of deliberation, study, work, and prayer, the Constitution was finally written and signed. Article VII (7) of the Constitution—the final article—declared that nine of the thirteen states would need to ratify the new Constitution to make it official.

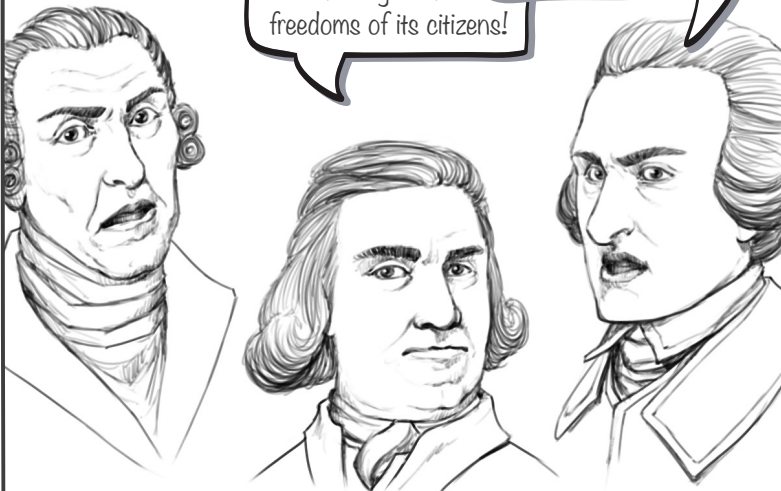


And so the delegates set out to have it ratified. As each state faced the decision whether or not to ratify it, heated debates spread like wildfires across the states. Two parties began to form—the Federalists, who supported the Constitution and wanted it ratified, and the Anti-Federalists, who opposed it.

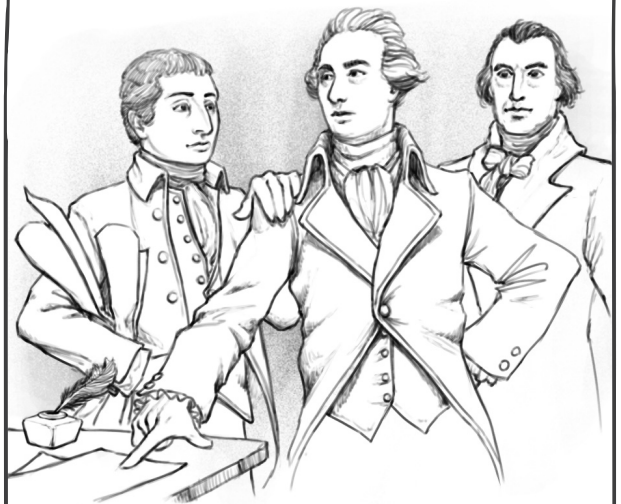
The Constitution creates too strong of a central government!

It doesn't protect the basic rights and freedoms of its citizens!

It never should have been written in the first place; we already have the Articles of Confederation!

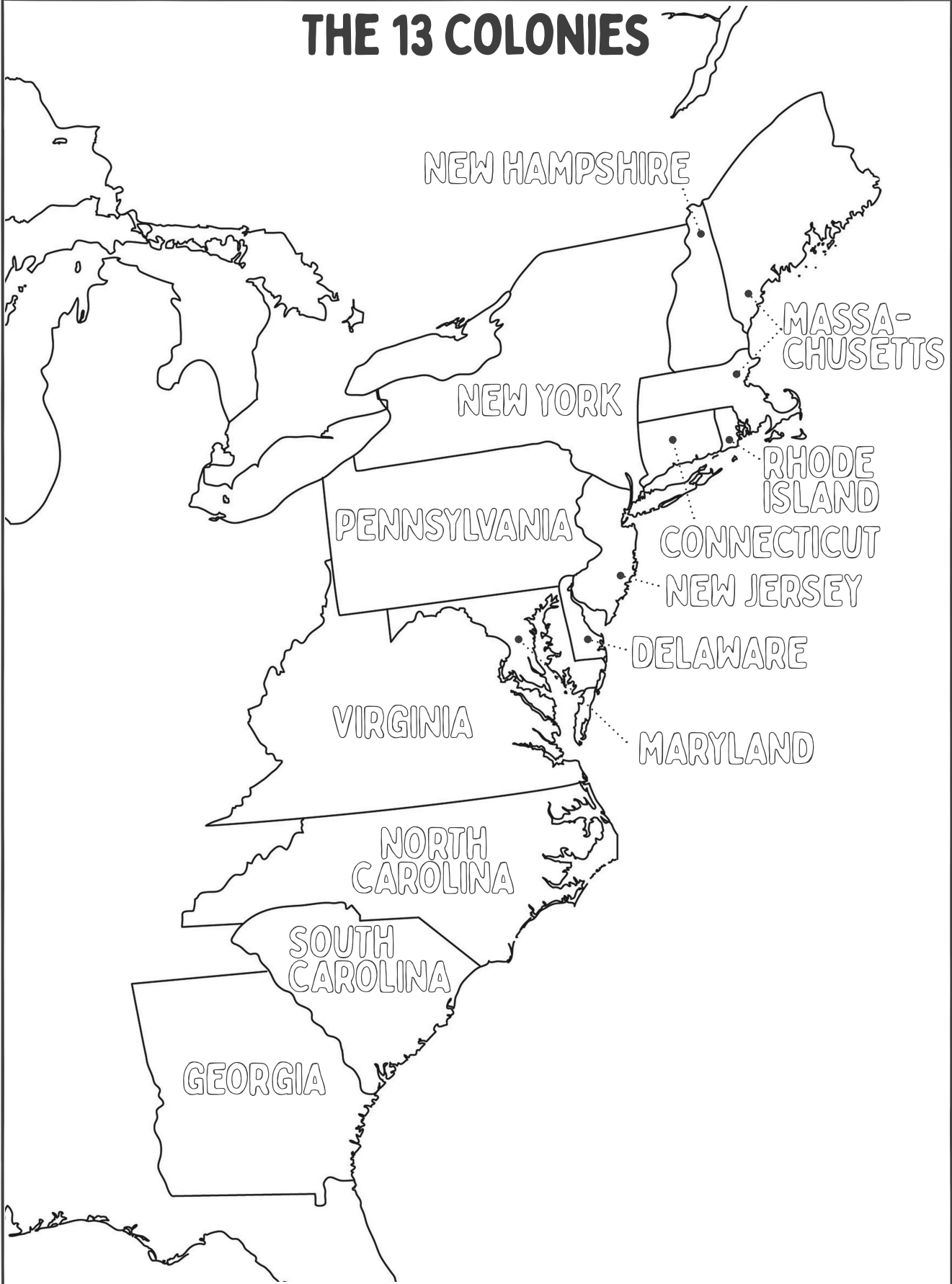


Some of the best-known Anti-Federalists were Patrick Henry, Samuel Adams, and John Hancock.



In response to the criticisms, Alexander Hamilton, who had served as a delegate for New York at the Constitutional Convention, decided to write a series of essays to persuade people that they should ratify the Constitution. He enlisted the help of John Jay and James Madison to write the persuasive essays, which we now know as **The Federalist Papers**.

THE 13 COLONIES

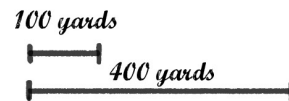
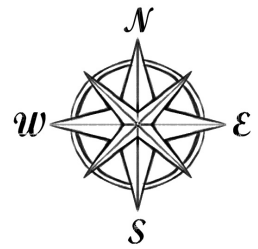


Nothing but
INDEPENDENCE
can keep the peace
of the continent.

A GOVERNMENT OF
OUR OWN
IS OUR
natural right.

-Thomas Paine

Constitution Island



Controversies at the Constitutional Convention

Instructions: Read through the paragraphs on the top, which are some of the controversial issues that the Founding Fathers faced at the Constitutional Convention. Fill in the blanks. Then read the paragraphs on the bottom, which are the compromises and resolutions the delegates finally agreed on. Fill in the blanks. Finally, draw lines to match the issues on the top with the resolutions on the bottom.

1. Some delegates felt strongly about having a strong national government while others feared a powerful national government and fought to protect the _____ of the individual states.

2. States with large populations wanted representation to be determined by population, while states with _____ populations wanted equal representation for every state.

3. Some delegates from the South wanted slaves to be counted for representation in Congress but not for taxation; some delegates from the _____ said slaves should be counted for taxation but not for representation.

4. Known as the _____-fifths Compromise, three-fifths of the slave population would count toward both taxes and representation in the House of Representatives.

5. The Constitution would be the supreme law of the land. The National Government would only have power over things that the Constitution expressly gave the National Government; all other powers would be retained by the people and the _____.

6. Known as the Great Compromise, Congress would have two houses—one with representation based on _____ and the other with equal representation for every state.

After the brutal Seven Years' War,
Money is what Great Britain lacked.
So Parliament met with great King George,
And they cleverly implemented the _____ Act.

In Boston the colonists held a Tea Party;
In response, they got the Intolerable Acts.
First and _____ Continental Congress
Asked King George to remove the tax.

When the king refused, they didn't know what to do
Until Thomas Paine shared *Common Sense*.
Finally, the people knew it was time
For a Declaration of Independence.

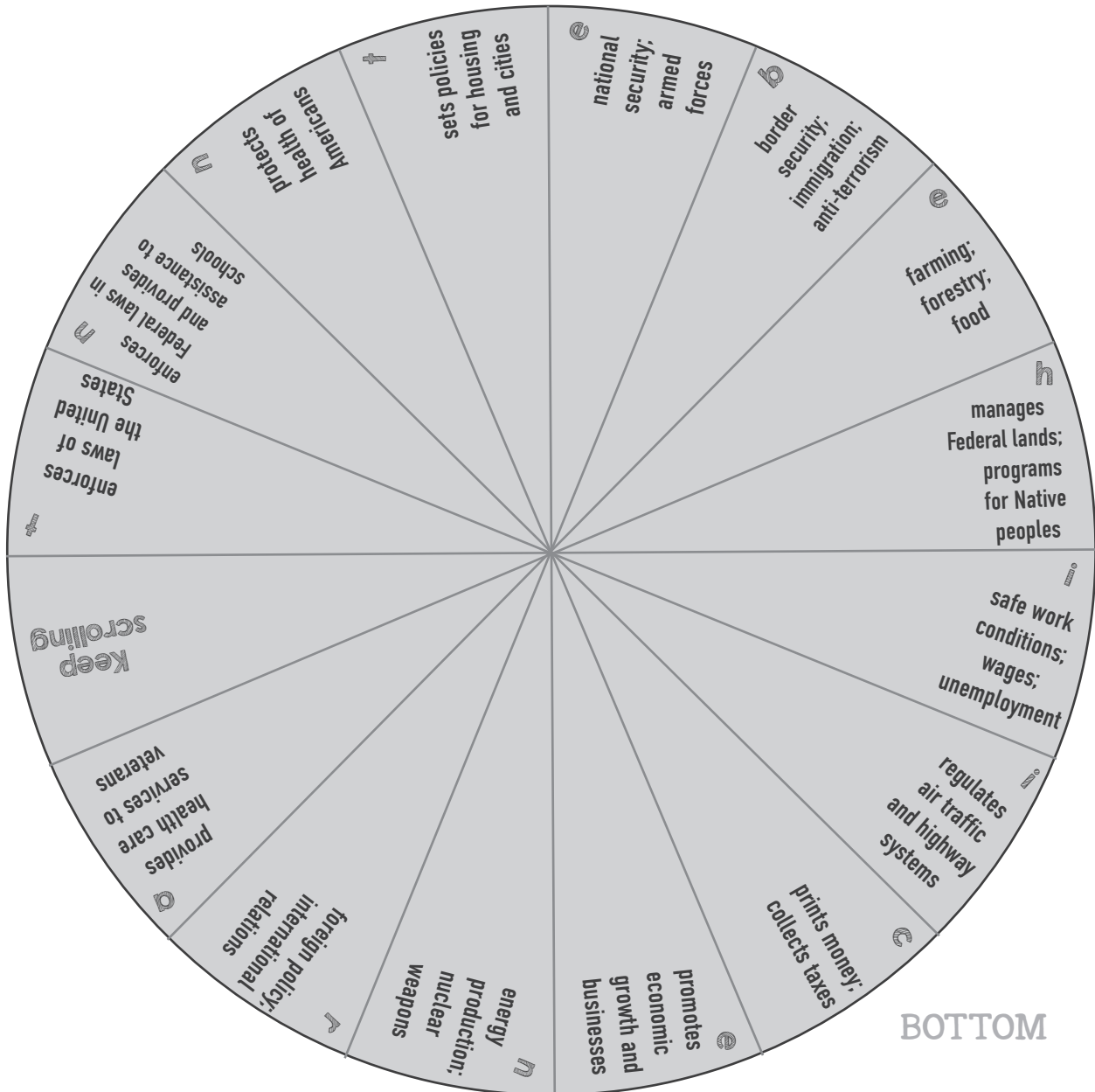
Washington victoriously led America through
Her years of change and revolution.
When the Articles of Confederation weren't enough,
It was time for a _____ Convention.

The Convention was filled with delegates—
Smart, experienced, and wise.
Yet their young nation was doomed to fail,
Except they pray and _____.

CABINET WHEEL INSTRUCTIONS:

ASSEMBLY: Cut out all three wheels along the solid outer line. Stack the three wheels from bottom to top, face up, with the centers aligned. Pierce a brass paper fastener (brad) through the center and fold the fastener pieces over on the bottom of the wheel.

ACTIVITY: Align a Cabinet department and the date that it was instituted in the window of the top wheel. Next, rotate the bottom wheel until the description matches the Cabinet department. When you have made a match, use the number and letter to solve the riddle on the top wheel. Repeat for each Cabinet.



EVENTS LEADING TO THE ABOLISHMENT OF SLAVERY

1833: Garrison establishes the American Anti-Slavery Society

1838: Frederick Douglass escapes slavery and goes to New York

1831: Nat Turner's Rebellion

1808: Act Prohibiting Importation of Slaves takes effect; signed into law in 1807 by Thomas Jefferson



1793



1820



1830s

1840s–1850s: Underground Railroad



1845



1849

1851: Sojourner Truth gives her "Ain't I a Woman?" speech

1852: *Uncle Tom's Cabin* is published; sells 300,000 copies the first year

1854: Kansas-Nebraska Act

1859: Harpers Ferry, Virginia: John Brown and his supporters try to capture the Federal armory



1850



1857

1860: South Carolina secedes

1861–1865: US Civil War

1865: Slavery is abolished with Amendment XIII (13)



1860

STUDENT JOURNAL QUOTE INSTRUCTIONS:

Read each quote on this page and page 85 and discuss it as a group. Color the designs. Cut out the boxes along the outer dashed lines (do not cut along the inner dotted lines) and glue the tab of each box into the inside margin of the student journal on whatever page you desire. Ideas of where to glue each quote are included above or below each quote. (Note: Depending on which side the tab is on, you may need to glue the quote to the inside margin of the facing page.)

Suggestion: page 2 or 6



It is of infinite moment, that you should properly estimate the immense value of your national Union to your collective and individual happiness.

-George Washington



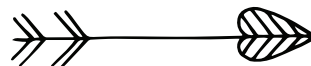
If it be asked, What is the most sacred duty and the greatest source of our security in a Republic? The answer would be, An inviolable [never to be broken] respect for the Constitution and Laws. . . . A sacred respect for the constitutional law is the vital principle, the sustaining energy of a free government.

-Alexander Hamilton

Suggestion: page 9 or 52

Suggestion: page 13 or 16

Whether this will prove a Blessing or a Curse, will depend on the Use our people make of the Blessings which a gracious God hath bestowed on us. If they are wise, they will be great and happy. If they are of a contrary character, they will be miserable. Righteousness alone can exalt them as a Nation [Proverbs 14:34]. Reader! whoever thou art, remember this, and in thy Sphere: practice Virtue thyself, and encourage it in others.



-Patrick Henry



Every government degenerates when trusted to the rulers of the people alone. The people themselves, therefore, are its only safe depositories. And to render even them safe, their minds must be improved.

-Thomas Jefferson



Suggestion: page 5 or 16