

RUSD Government Packet

Name: _____

#1 National Emergency Outline Review National Emergency Diagram: Why is this relevant right now?

#2 Newsela Article w/Quiz Read article: *Protecting rights and liberties of individuals: English Bill of Rights*. After reading this article, answer the questions in the Quiz.

#3-4 Read information and complete worksheet Read about *Colonial Influence* and complete the attached activities.

#5 Ben Franklin History Read about Ben Franklin and complete the activities.

#6 Review and complete the Declaration of Independence document Complete the Declaration of Independence activity.

#7 Read information and complete worksheet Read about *Federalist and Anti-Federalist* and complete the attached activities.

#8 George Washington History Read about George Washing and complete the activities.

#9 Newsela Article w/Quiz Read article: *The Creation of the U.S. two-party political system*. After reading the article, answer the questions on the Quiz.

#10-12 You've Got Rights lesson Read through and complete the lessons in the *You've Got Rights* packet.

#13-15 Anatomy of the Constitution Complete the *Anatomy of the Constitution* packet activities.

#16 Role of Executive Branch Complete the packet *A Very Big Branch* that teaches you about the Executive Branch.

#17 Functions of Congress Read the Congress in a Flash information and then complete the activities.

#18 Role of Judicial Branch Read through the *Judicial Branch* packet and complete the activities.

#19 Newsela Article w/Quiz Read the article: *How the Great Compromise and Electoral College play in today's politics*. After reading this article, answer the questions on the Quiz.

#20 Conservative Vs Liberal

Survey: Complete the political survey and review the results to see where your opinions fall politically.

Extra Be a Good Citizen! Fill out as much of the *Who Represents Me* information as you can(ask your family members for help) if you do not have any internet access. Students with access can look up this information online.

SHEDDING LIGHT ON A STATE OF EMERGENCY

A declaration of a **State of Emergency** can activate up to 500 laws that allow the executive official issuing the order to form a response to a situation. It can provide workers, money, and resources to a state, and give the ability to make orders that suspend individual liberties. A state of emergency gives the government extra power when they need it.

WHAT COUNTS AS AN EMERGENCY?

- ✓ Natural disaster
- ✓ Threat or violent attack
- ✓ Public health emergency

THE GOVERNMENT CAN BREAK PROCEDURES, ACCESS FUNDS, AND RESTRICT RIGHTS?

Not exactly. There are checks and balances to make sure the executive does not abuse the state of emergency declaration and a legislature can end the declaration by joint resolution.

WHAT ARE THE PARTS OF THE DECLARATION?

- ✓ Reason why it's being issued
- ✓ Time and location
- ✓ Names of agencies that help
- ✓ Plan for the use of any resources and restrictions

WHO HAS THE AUTHORITY TO MAKE THE DECLARATION?

- ✓ Local level: Mayor
- ✓ State level: Governor
- ✓ Federal level: President

WHY DO WE HAVE IT?

Because our system of government protects citizens' rights and limits government, normal procedures for getting things done are usually complicated and slow. But the government must be able to respond quickly to an emergency! That's why state of emergency powers exist. They light a more efficient path and a new set of rules for getting things done.



Protecting rights and liberties of individuals: English Bill of Rights

By History.com, adapted by Newsela staff on 08.25.19

Word Count **879**

Level **1210L**



Image 1. The arrival of William of Orange in England, November 1688, which started a series of events that led to the English Bill of Rights of 1689. Image: The Print Collector/Getty Images

The English Bill of Rights was an act signed into law in 1689 by William III and Mary II, who became co-rulers in England after the overthrow of King James II. The bill outlined specific constitutional and civil rights and gave Parliament power over the monarchy. Many experts state that the English Bill of Rights set the stage for a constitutional monarchy in England and was an inspiration for the U.S. Bill of Rights.

Glorious Revolution

The Glorious Revolution, which took place in England from 1688 to 1689, removed King James II from power.

Both political and religious motives sparked the revolution. Many English citizens were Protestants who did not trust the Catholic king and disapproved of the monarchy's outright power.

Tensions were high between the British Parliament and the king, and Catholics and Protestants were also at odds.

James II was eventually replaced by his Protestant daughter, Mary, and her Dutch husband, William of Orange. The two leaders formed a joint monarchy and agreed to give Parliament more rights and power.

Part of this settlement included signing the English Bill of Rights. The document was formally known as "An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown."

Among many other items, the Bill of Rights condemned King James II for abusing his power. The document declared that the monarchy could not rule without consent of the Parliament.

What's In The Bill of Rights?

In addition to listing King James' wrongdoings, the English Bill of Rights includes 13 articles that outlined specific freedoms and confirmation that William and Mary were rightful successors to the throne of England. In general, the Bill of Rights limited the power of the monarchy, elevated the importance of Parliament and outlined specific rights of individuals.

Some of the key liberties and concepts laid out in the articles include:

- Freedom to elect members of Parliament, without the king or queen's interference
- Freedom of speech in Parliament
- Freedom from royal interference with the law
- Freedom to petition the king
- Freedom to carry arms for self-defense
- Freedom from cruel and unusual punishment and excessive bail
- Freedom from taxation by the king without the agreement of Parliament
- Freedom from fines and forfeitures without a trial
- Freedom from armies being raised during peacetime

Other important additions were that Roman Catholics could not be king or queen. Also, Parliament would be summoned to meet frequently. The succession of the throne would be passed to Mary's sister, Princess Anne of Denmark, and her heirs. The authors of the bill did not want the throne to pass to any heirs of William by a later marriage.



A Constitutional Monarchy

The English Bill of Rights created a constitutional monarchy in England. A constitutional monarchy is when the king or queen acts as head of state but his or her powers are limited by law.

Under this system, the monarchy could not rule without the consent of Parliament. The people were also given individual rights. In the modern-day British constitutional monarchy, the king or queen plays a largely ceremonial role.

An earlier historical document, the 1215 Magna Carta of England, is also credited with limiting the powers of the monarchy. Experts point to the Magna Carta as an early version of the English Bill of Rights.

Many historians also believe that the ideas of English philosopher John Locke greatly influenced the content of the Bill of Rights. Locke proposed that the role of the government is to protect its citizens' natural rights.

The Bill of Rights was quickly followed by the 1689 Mutiny Act. This law limited the maintenance of a standing army during peacetime to one year.

In 1701, the English Bill of Rights was added on to by England's Act of Settlement. It was essentially designed to further ensure Protestant succession to the throne.

A Long-Lasting Effect On England And Other Countries

The English Bill of Rights encouraged a form of government in which the rights and liberties of individuals were protected. These ideas and ways of thinking penetrated into the colonies of North America.

Many of the themes and philosophies found in the English Bill of Rights served as inspirations for principles that were eventually included in the American Declaration of Independence, the Articles of Confederation, the U.S. Constitution and, of course, the U.S. Bill of Rights.

For example, the 1791 U.S. Bill of Rights guarantees freedom of speech, trial by jury and protection from cruel and unusual punishment.

The English Bill of Rights has had a long-lasting impact on the role of government in England. It has also influenced laws, documents and ideologies in the United States, Canada, Australia, Ireland, New Zealand and other countries.

The act limited the power of the monarchy, but it also bolstered the rights and liberties of individual citizens. Without the English Bill of Rights, the role of the monarchy might be much different than it is today.

There is no question that this one act greatly affected how the English government operates and served as a stepping stone for modern-day democracies.

Quiz

1 Read the following paragraph from the section "Glorious Revolution."

Part of this settlement included signing the English Bill of Rights. The document was formally known as "An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown."

The author uses the word "subject" to mean:

- (A) Catholics and Protestants
- (B) Rights and liberties
- (C) English citizens
- (D) Bill of Rights

2 Read the sentence from the section "A Long-Lasting Effect On England And Other Countries."

Many of the themes and philosophies found in the English Bill of Rights served as inspirations for principles that were eventually included in the American Declaration of Independence, the Articles of Confederation, the U.S. Constitution and, of course, the U.S. Bill of Rights.

Which paragraph from the section helps explain what the word "principles" is referring to?

- (A) For example, the 1791 U.S. Bill of Rights guarantees freedom of speech, trial by jury and protection from cruel and unusual punishment.
- (B) The English Bill of Rights has had a long-lasting impact on the role of government in England. It has also influenced laws, documents and ideologies in the United States, Canada, Australia, Ireland, New Zealand and other countries.
- (C) The act limited the power of the monarchy, but it also bolstered the rights and liberties of individual citizens. Without the English Bill of Rights, the role of the monarchy might be much different than it is today.
- (D) There is no question that this one act greatly affected how the English government operates and served as a stepping stone for modern-day democracies.

3 Read the two sentences from the section "A Constitutional Monarchy."

A constitutional monarchy is when the king or queen acts as head of state but his or her powers are limited by law.

In the modern-day British constitutional monarchy, the king or queen plays a largely ceremonial role.

The two sentences develop the role of the English Bill of Rights by _____.

- (A) highlighting the connection to modern democracies
- (B) suggesting how it honored long-standing traditions
- (C) showing how it changed the power of the monarchy
- (D) explaining which powers were limited by law

4

Read the section "What's In The Bill of Rights?" What is the MOST LIKELY reason for including information about Princess Anne's succession to the throne?

- (A) to highlight the conflict over religion
- (B) to stress the importance of lineage
- (C) to provide historical background
- (D) to illustrate Parliament's control



Hey! Anyone Have Any Good Ideas?

Our Founding Fathers did not invent the American system of government out of thin air. They, like the other colonists, were influenced by many different ideas and traditions. The biggest influence came from their British heritage. (Remember the colonists WERE British until the American Revolution!) Events in British history and things that were happening during their own time affected the way the Founders thought government should work.

The Founders didn't have the Internet, so they got their ideas from books and other printed materials. What would have been on the minds of American colonists on the verge of a revolution? Let's take a peek at what might have been on the shelf of a private colonial library ...

King v. Nobles: Round One

Way back in the Middle Ages, England was ruled by a king who shared some of his powers with the wealthy nobility. The nobility would carry out the king's wishes, and the king would allow the nobles to make some local decisions. But in the early 1200s, King John tried to take all the power for himself! The angry nobles fought back. In 1215, they created a document called the **Magna Carta** that limited the power of the king and protected certain rights for the nobles. The nobility was powerful enough to force King John to sign the Magna Carta. This was a big deal because it introduced the concepts of *limited government*, *rule of law*, and *due process*. It also helped create the nation's Parliament (kind of like Congress in the U.S.).

The Magna Carta

We, the nobles, demand:

- A limit on the king's powers
- Laws and punishments to be fair and equal
- Due process of the law and fair trials
- Property rights

Before After



The Mayflower Compact

When we land, we will:

- create our own government
- agree that the laws will be followed by everyone
- make sure that the new government will serve the common good

I Think We Took a Wrong Turn!

Fast forward over 400 years. The next document in the colonial library is the **Mayflower Compact**. It was written to solve a basic problem: Who is in charge? The Pilgrims left England in a ship called the Mayflower headed for the Virginia colony in 1620. A strong storm blew the ship off course, and they ended up in what is now Massachusetts. This area was not under the control of the company that sent them, so the Pilgrims were in independent territory. They needed a government—fast! The men agreed to create a new government and to follow its rules. In exchange, they would all protect each other. This is called *self-government*.

Colonial Influences

Name: _____

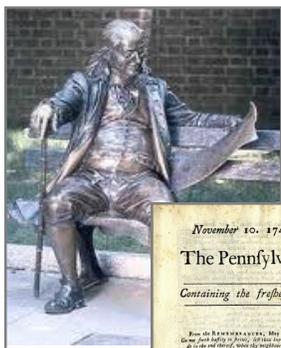
King v. Nobles: Round Two

Meanwhile, back in England, the Parliament had been battling it out with the king in a series of civil wars. Parliament eventually came out on top and passed the **English Bill of Rights** in 1689. Like the Magna Carta, this document expanded the rights of the Parliament and the people, while limiting the powers of the king even more. This document was well-known because it affected people living in Britain and the new British colonies in America.

The English Bill of Rights

As Englishmen, we demand:

- Free elections to Parliament
- The rights to bear arms, to petition the government, and to a fair trial
- No excessive bail or fines or cruel and unusual punishment



Ben Franklin and his newspaper

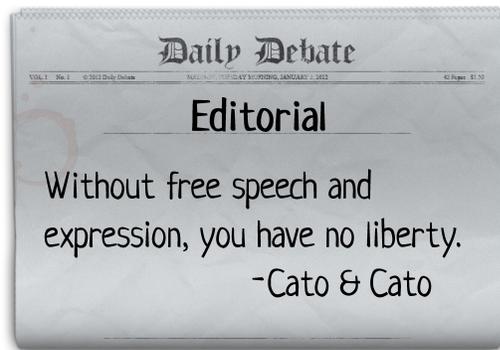


Breaking News... Colonist Style!

In addition to older documents, the colonists kept track of what was happening in Britain and around the colonies. They couldn't phone, blog, tweet, or watch tv-- so how did they keep up with the news of the day?

Hot Off the Press

In the 1720s, authors using the fake names Cato the Elder and Cato the Younger published a series of newspaper editorials in Britain. The authors argued against the king's heavy-handed rule. These articles were titled **Cato's Letters**, and they were also published in colonial American newspapers. Cato's Letters became so popular that they were collected into a book. Half of the private libraries in colonial America owned a copy! Cato's Letters discussed many different ideas, such as *freedom of expression*, which became very influential in the colonies.



Calling for Independence

By the 1700s, King George III and Parliament were making more and more demands on the colonies. Many were getting fed up and began to meet and discuss breaking away from Britain. In the mid-1770s, representatives from most of the 13 colonies met in Philadelphia. Here, the Founders discussed the options for the future. While these meetings were happening, a journalist named Thomas Paine published a pamphlet called *Common Sense* in 1776. In *Common Sense*, Paine did not introduce any new ideas. Instead, he explained the arguments for independence in a way that was easy for everyday colonists to understand. He encouraged them to support the fight for independence from Britain. Just six months later, the Declaration of Independence was signed.

Colonial Influences

Name: _____



From Big Ideas to the Constitution. Now that you have taken a look at some of the big ideas in colonial America, let's see where they show up in our founding documents. Read each big idea on the top half of the page and match it with where it shows up in the U.S. Constitution below.

Self– Government: popular or representative system where the people create and run their own government

Rule of Law: the idea that all people must follow the laws, and that the laws are enforced fairly

Due Process: People have the right to fair and reasonable laws. Officials have to follow rules when enforcing the laws and treat all people in the same way.

Rights: A set of things that people believe they should be free to do without restrictions

Limited Government: the power of government is limited by the Constitution, and each branch is limited in what it can do



A "This Constitution and the laws of the United States ... shall be the supreme law of the land." All government officials "shall be bound by an oath to support this constitution."
U.S. Constitution, Article VI

C The U.S. Constitution created three branches of government. Each branch is given the power to check, or limit the power of the other two. The system of checks and balances keeps any one branch from getting too powerful.

B The first ten amendments in the Bill of Rights guarantee certain rights and freedoms that include:

- Freedom of speech, the press, and religion
- Right to petition the government and to bear arms
- Prohibition of excessive bail or fines, or cruel and unusual punishments for crimes

D "No person shall...be deprived of life, liberty, or property, without due process of law"
U.S. Constitution, 5th Amendment

E "WE THE PEOPLE of the United States...do ordain and establish this Constitution for the United States of America."
Preamble to the Constitution, 1787

Colonial Influences

Name: _____

Colonial Comics. Comics are a great way to tell a story! Select one of the five documents that you have learned about in this lesson, and review the facts about it. Then use the comic strip below to tell that document's story. Each box has a job, so read the directions carefully.

<p>Frame One</p> <p>Who wrote the document?</p> <p>When did they write it?</p>	<p>Title: _____</p>	<p>Describe the <i>action</i> in your frame:</p>
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<p>Frame Two</p> <p>Why did they write this?</p> <p>What were they trying to accomplish?</p>		<p>Describe the <i>action</i> in your frame:</p>
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<p>Frame Three</p> <p>What did the document do?</p> <p>How did things change?</p>		<p>Describe the <i>action</i> in your frame:</p>
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Benjamin Franklin

Name: _____

Benjamin Franklin is one of the most famous Founding Fathers. We know that he was an inventor and writer, but did you know he was also a printer, diplomat, and civic leader? When he died at the age of 84, he had accomplished so much that he earned the nickname "The First American." He is the only Founding Father that signed all three major documents that founded the United States of America: the Declaration of Independence, the Treaty of Paris in 1783, and the United States Constitution.



Benjamin Franklin's signature from the Declaration of Independence.

Declaring Independence



Benjamin Franklin played an important role in creating the *Declaration of Independence*, the document that told Great Britain that the American colonies wanted to be independent. Franklin was part of a committee whose job was to write the Declaration.

Declaring independence was dangerous because the American colonists were still subjects of the King of England. By signing the Declaration of Independence, the committee members would be committing **treason**, or betraying their country. Treason was a crime punishable by death! But Franklin encouraged everyone to stand strong behind the Declaration. He said, "Yes, we must all hang together, or most assuredly we shall all hang [be put to death] separately."

An American in Paris

In 1776, during the Revolutionary War, Franklin went to Paris, France on behalf of the American colonies. The colonists hoped he could persuade France to support the colonies against Great Britain in the war. The French admired the work Franklin had done during his life, and he used that to his advantage. He convinced them to support the colonies. At the end of the war in 1783, Franklin and other American diplomats met in Paris with representatives of Great Britain. They signed the Treaty of Paris, and the United States of America became an independent nation.



This painting of the signing of the treaty was never finished because the British refused to pose for the artist!

Creating a Government



The first government the colonists created after the Revolutionary War didn't work very well. In 1787, they called a meeting to draft a new plan — the Constitution. At 81 years old, Franklin was the oldest in attendance. On the last day of the meeting, Franklin spoke to the delegates. He encouraged them to set aside any doubts about the new Constitution and trust that the new government they created would actually work. Franklin, along with 39 others, signed the Constitution of the United States on September 17, 1787.

Man of Many Talents

Politics was not the only thing Franklin was interested in. He was well known for publishing *Poor Richard's Almanack*, a yearly pamphlet that included a calendar, weather information, poems, and even Franklin's own sayings. He was the first Postmaster General of the United States. He started the first free libraries. And he invented all kinds of things, such as the lightning rod, bifocal glasses, and even swim fins!

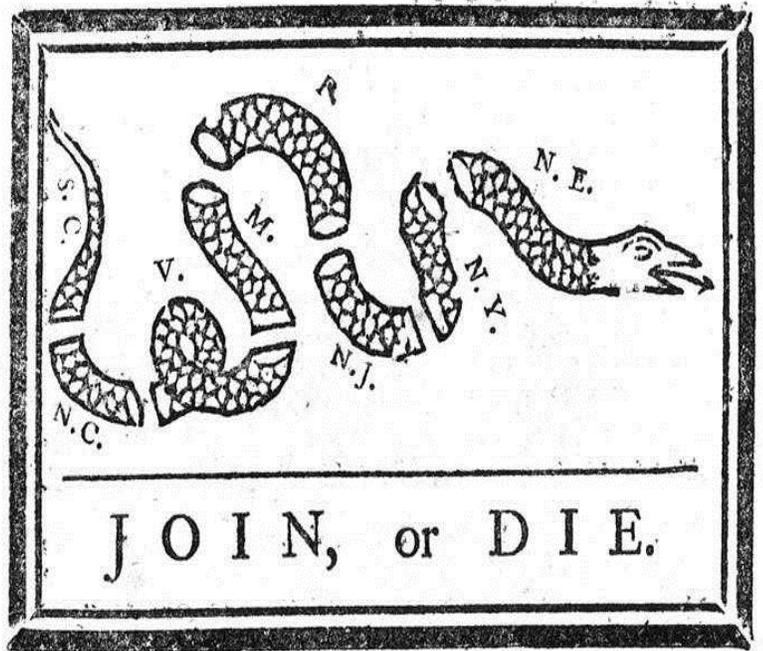


Franklin invented an odometer to measure how far his carriage traveled

Benjamin Franklin

Name: _____

Stand United! During Franklin's time, there was a superstition that a snake that had been cut into pieces could come back to life if the pieces were put together before sunset. Benjamin Franklin created the "Join, or Die" political cartoon to encourage unity between the colonies. It became a symbol of colonial freedom during the Revolutionary War.



Study the cartoon:

- Put a square around words or letters.
- Circle the symbol you see.
- Answer the questions below.

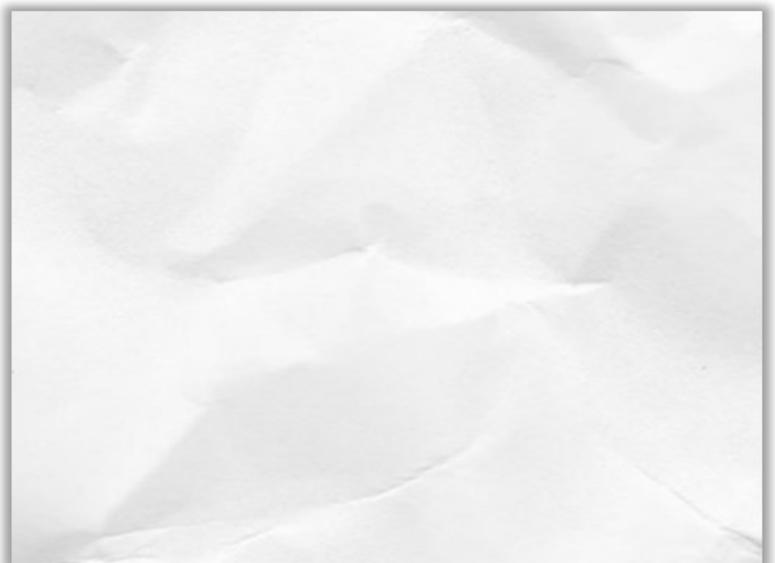
What do you think the letters by the snake represent?

Given what you read about the snake superstition, how do the words Join or Die relate to the drawing in the cartoon?

Support the Constitution! Imagine you live in 1787 and you need to convince people to support the Constitution. Draw a political cartoon that will really get people on your side!

Include at least two objects or symbols and two words or phrases that help explain the symbols.

Newspapers used political cartoons to send a clear social or political message. They usually contain simple drawings that people will easily relate to and understand.



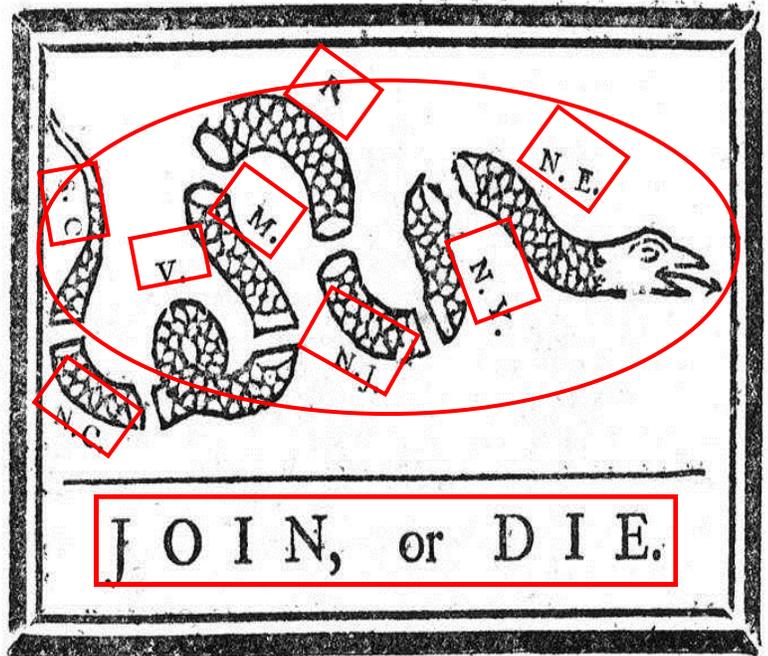
Benjamin Franklin

TEACHER GUIDE

Stand United. During Franklin's time, there was a superstition that a snake that had been cut into pieces could come back to life if the pieces were put together before sunset. Benjamin Franklin created the "Join, or Die" political cartoon to encourage unity between the colonies. It became a symbol of colonial freedom during the Revolutionary War.

Study the cartoon:

- Put a **square** around words or letters.
- **Circle** the symbol you see.
- Answer the questions below.



What do you think the letters by the snake represent?

*They are the initials for the 13 original colonies. Might want give students a hint: **N.E. stands for New England and includes 4 colonies.***

Given what you read about the snake superstition, how do the words Join or Die relate to the drawing in the cartoon?

Answers will vary. Each piece of the snake stands for a different American colony. Franklin is showing that a snake in pieces will die, just as if the colonies stand apart they will not survive. But if the colonies join together and stand as a whole, they will be able to survive, just like the legend of the snake coming alive suggests.

Support the Constitution! Imagine you live in 1787 and you need to convince people to support the Constitution. Draw a political cartoon that will really get people on your side!

Include at least two objects or symbols and two words or phrases that help explain the symbols.

Newspapers used political cartoons to send a clear social or political message. They usually contain simple drawings that people will easily relate to and understand.

Cartoons will vary. Make sure each cartoon includes:

- *2 objects that symbolize something*
- *2 phrases or words that help*
- *Deal with supporting the new Constitution*

Lesson #6 Declaration of Independence

Government

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen United States of America

Passage 1:

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

Questions:

1. According to the above passage, what do the colonists want to do?



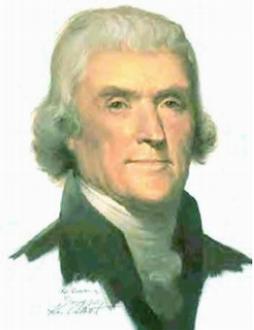
Passage 2:

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... Prudence, indeed, will dictate that Governments long established should not be changed for light and transient (temporary) causes... But when a long train of abuses... reduce them under absolute Despotism (abuse of power), it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

Questions:

1. What “truths” does Thomas Jefferson talk about in this passage?
2. Do you think the statement, “All men are created equal,” meant the same thing then as it does to us today? Explain.



3. According to the second paragraph, what is the source of government power?
4. According to this passage, when do people have the right to overthrow a government?

Passage #3:

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.

- *He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.*
- *For quartering large bodies of armed troops among us*
- *For cutting off our Trade with all parts of the world*
- *For imposing Taxes on us without our Consent*

Questions:

1. Name the specific British policies (acts) that lead to these particular grievances.
2. If you were a colonist during this time, would you have agreed with this list of grievance? Explain.
3. How well did Jefferson express the grievances of the colonists? Explain.

Passage #4:

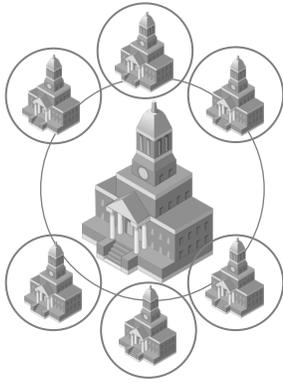
We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.

Questions:

1. What are the main ideas expressed by Thomas Jefferson in the Declaration of Independence?
2. How well did Jefferson express the ideas of the American people in 1776?
3. Do you agree with Jefferson's belief that people have to suffer many abuses in the process of creating a new government? Why or why not?
4. How effectively does the Declaration justify rebellion?
5. To what extent is the Declaration of Independence a democratic document?
6. To what extent have the democratic ideals expressed in the Declaration been achieved?

Federalists & Anti-Federalists

Name: _____

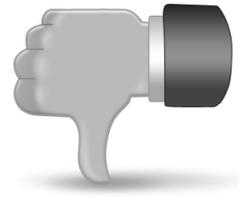


Who Needs a Central Government?

In America's earliest days, the Founders experimented with several types of government. The first one was organized under an agreement called the **Articles of Confederation**. It created a central government that had very little power. Individual state governments kept most of the power. This gave the states a lot of independence, but it also created problems. So the Founders tried again, and this time they wrote the **Constitution**. Signed by representatives from every state, the Constitution created a stronger central government that shared power with the states. The Constitution couldn't be passed until it was approved by the states, and when it was sent out for approval, a raging debate started! Many people feared a strong central government, so they feared the Constitution.

Anti-Federalists: Down with Central Government!

In a system where a central government shares power with smaller units of government, such as states, the term **federal** refers to the central government. On one side of the Constitution debate, **anti-federalists** wanted a small central government. They believed local governments best understood what citizens needed and would best protect citizens' freedom. Anti-federalists opposed parts of the Constitution they thought limited the power of the states. They feared that a strong central government would overpower state governments, and eventually state governments would lose their independence and influence. They also didn't like that the original Constitution did not guarantee citizens any specific rights. They feared that a central government would become so powerful it would be just like having a king.



Federalists: Yay for Central Government!

Federalists wanted a strong central government. They believed that a strong central government was necessary if the states were going to band together to form a nation. A strong central government could represent the nation to other countries. It could also control individual states that would not cooperate with the rest. Federalists also believed that a strong central government could best protect individual citizens' rights and freedoms. Federalists were not afraid of the central government created by the Constitution because it had three branches—the executive, legislative, and judicial—that could limit each other's power. That way, the central government could not become too powerful.



A Battle on Paper

With no TV or internet in the 1780s, the two sides duked it out in newspapers and pamphlets. James Madison, Alexander Hamilton, and John Jay used the fake name 'Publius' to write 85 letters supporting the Constitution. These were published in newspapers and are called the **Federalist Papers**. Anti-federalists responded with their own series of letters and essays arguing that the Constitution was a threat to liberty.



A Compromise

In the end, federalists agreed to add ten **amendments**, or changes, to the Constitution. Known as the **Bill of Rights**, these amendments guaranteed a list of rights to citizens. The anti-federalists were pleased with this addition because the Bill of Rights limited the central government's power.



Federalists & Anti-Federalists

Name: _____

Who Would Say That? Read each statement. If it sounds like something a Federalist would have said to support the Constitution, write **F** in the box. If it sounds like something an Anti-Federalist would have said to complain about the Constitution, write **A** on the line

___ 1. The Constitution gives the federal government enough power to overpower the states.

___ 2. It will not be possible for the federal government to overpower the states, because the states are a necessary part of the federal government.

___ 3. The Constitution contains no Bill of Rights to protect individual liberties like freedom of speech, trial by jury, and the right against searches and seizures.

___ 4. The Constitution says federal laws are "the supreme law of the land," so the federal government could just take complete control.

___ 5. Nothing in the Constitution says the federal government has power to limit peoples' freedoms in the first place.

___ 6. The Constitution gives the federal government just a few powers that are very well defined.

___ 7. The President created by the Constitution is really just a king.

___ 8. A strong President is necessary to protect the country against foreign attack and make sure laws are carried out properly.

___ 9. The Constitution creates a Supreme Court that is too powerful because the judges don't answer to anyone.

___ 10. The Constitution already contains a few rights, so we may as well add a whole Bill of Rights.

___ 11. The Supreme Court is the weakest branch of government because it doesn't control the military and can't pass laws.

___ 12. The Constitution forbids creating titles of nobility like "Duke" or "King," so the government will always belong to the people.

___ 13. The United States is too large to have a central government. People won't know their leaders and will lose control over the government.

___ 14. The Constitution is a Bill of Rights because it guarantees citizens a role in government.

Sound Off: Do We Need the Bill of Rights? Explain whether you agree with a famous federalist:



Alexander Hamilton

The Preamble (opening) of the Constitution says, "We the People...do ordain and establish this Constitution for the United States of America." The people created this Constitution. That is enough to make sure the government will never violate peoples' rights. We don't need an extra Bill of Rights!

If the Bill of Rights was REMOVED from the Constitution, would you feel secure that the "We the People" preamble protects your rights?

Sure! I would feel secure because... No way! I'd be worried because...

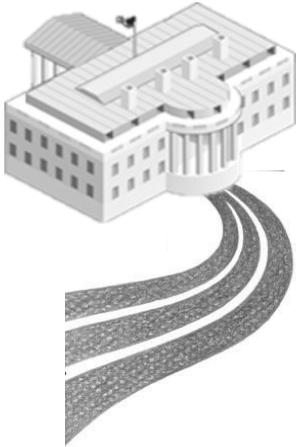
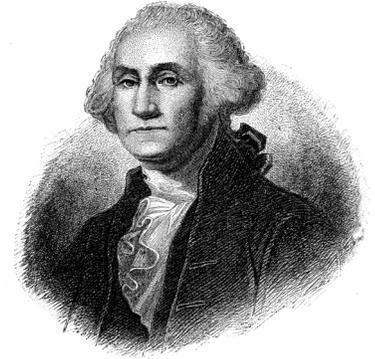
Bill of Rights

- Freedom of speech
- Freedom of religion
- Freedom of the press
- No unreasonable
- Right to due process of
- No cruel punishments
- Right to a
- Right to a fair

George Washington

Name: _____

George Washington is known as the “father of our country.” He was born in Virginia on February 22, 1732. Most people know Washington was the first president of the United States. But before he became involved in government, Washington had a successful military career. During the Revolutionary War, Washington led the American colonists to victory against the British. He became a military hero, and citizens of the new United States respected and admired him.



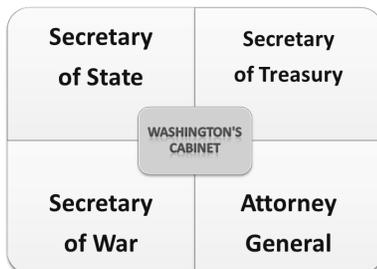
Road to the White House

Washington was one of the Founding Fathers who helped decide what the government of the new United States would be like. He was in charge of the Constitutional Convention, a meeting to decide what the new United States Constitution should say. It was a lively meeting with lots of disagreement, but Washington led the meeting without getting involved in the debates.

One important issue was who should lead the United States. Some people were nervous about putting only one person in the executive office because they feared that person might become too powerful. But many also assumed that Washington would become the first president, and that helped ease their fears. When the Constitution was finished, and Washington was unanimously elected president. They even offered to call him “Your Highness,” but he refused.

Setting up the Executive Office

When Washington became President, nobody had ever been president before. Basic presidential powers were written in the Constitution, but many issues came up that the Constitution did not address. For example, the Constitution requires the president to give Congress information “from time to time” about how the country is doing, but doesn’t say how the president should deliver this information. Washington decided that once a year he would talk to Congress by giving a “State of the Union” speech.



The Constitution also says the president may ask the heads of government departments to give their opinion on different subjects, but does not say how closely the president should work with the department heads. Washington decided to make them his group of advisors. He met with them regularly to discuss what was going on in each department. The decisions Washington made about how to handle these situations created **precedents**, or examples that were followed by presidents in the future. Presidents today still give a State of the Union speech and work closely with the heads of government departments.

The Executive

Washington knew that he would set the example for all the U.S. presidents that came after him. For this reason, he made sure to base his actions on the democratic ideals our country was founded on. Even though he held a great deal of power and influence, Washington worked hard to limit his power. This brought great respect and admiration to both Washington and the Office of the President of the United States.



George Washington

Name: _____

Setting the Precedent

Washington wanted to form an executive branch that reflected republican and democratic ideals. Match the precedents that Washington established with the democratic principle that it represents.

It is devoutly wished on my part, that these precedents may be fixed on true principles."
— George Washington

Gave State of the Union address in person.

Consulted with a Cabinet of advisors

Title shall be "President" instead of "Your Highness"

Stepped down after two terms in office.

Limit the power of any one person in office

Reject the fancy ways of royalty

Interact with other branches of government

Share the decision-making with others

All the President's Men. Washington knew he wasn't going to be able to do the job of the President alone. Good thing each member of his cabinet specialized in the duties of their individual office. Read the responsibilities of the different executive departments below. Use the word bank to help you label the responsibility with the correct cabinet title.

Treasury War State Attorney

Secretary of _____:
Handles the relationships between the United States and other countries.

Secretary of _____:
Creates and recommends new approaches to dealing with the economy.

Secretary of _____:
Provides strategies needed to protect and defend the United States.

_____ General:
Enforces Federal law by preventing and controlling crime.

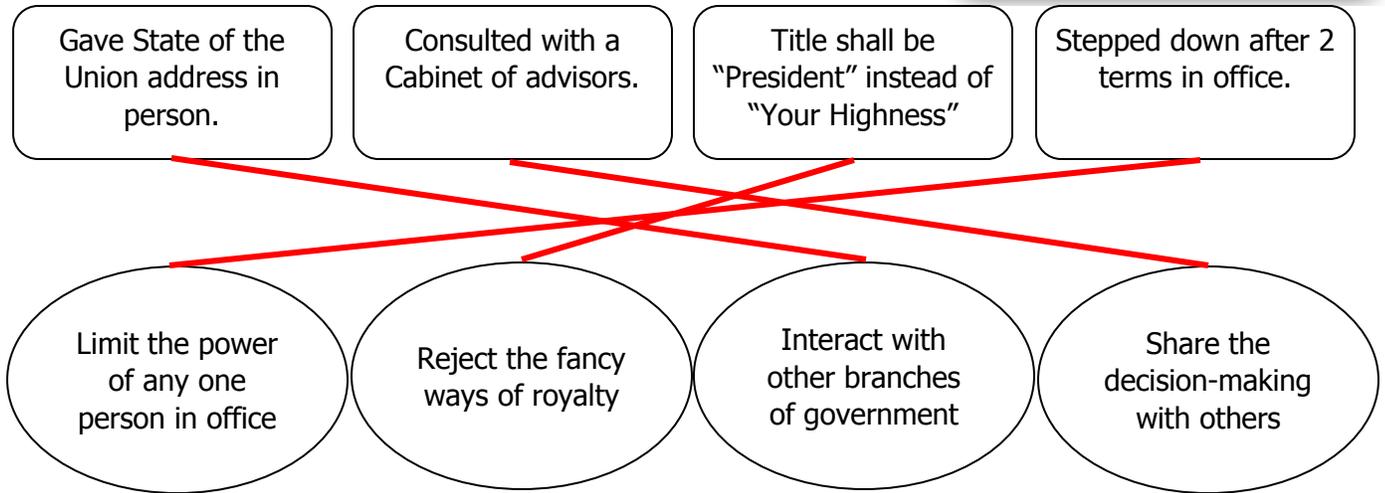
The Reluctant President. It seemed like everyone was happy to have Washington as the executive except for Washington himself. Yet he took the job anyway. Knowing what you know about Washington's past, what do you think he meant by this quote: "the office chooses the man" ?

George Washington

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Treasury War State Attorney

Secretary of **STATE** :
Handles the relationships between the United States and other countries.

Secretary of **TREASURY** :
Creates and recommends new approaches to dealing with the economy.

Secretary of **WAR** :
Provides strategies needed to protect and defend the United States.

 ATTORNEY General:
Enforces Federal law by preventing and controlling crime.

The Reluctant President. It seemed like everyone was happy to have Washington as the executive except for Washington himself. Yet he took the job anyway. Knowing what you know about Washington’s past, what do you think he meant by this quote: “the office chooses the man” ?

Answers will vary. Students should mention that Washington is someone that is committed to his duties and responsibilities. He also supported the new democratic government and wanted it to work. Therefore, Washington found the job of the Presidency a calling that he had to fulfill for the good of the country.

The creation of the U.S. two-party political system

By Gale-Cengage Learning, adapted by Newsela staff on 08.01.19

Word Count **908**

Level **1170L**



Image 1. "The Great Republican Reform Party Calling on their Candidate," an 1856 political cartoon about John C. Frémont, the first Republican candidate for president of the United States. In the 1840's and 1850's, social reform movements (such as slavery abolitionism, alcohol prohibitionism, pacifism, socialism, and after 1848, feminism) and/or what were considered eccentric currents of thought (such as Transcendentalism, Mormonism, Oneida, "spirit-rappers" or Spiritualism, etc.) were sometimes stigmatized by being lumped together as "the Isms." The people in this comic represent viewpoints of reform movements then. Image from Wikimedia/Public Domain

Since gaining its independence in 1776, the United States has elected its officials on an individual basis, one grounded in each candidate's beliefs and political principles. As time passed, politicians became aware of the advantages of organizing like-minded candidates into groups, or parties. In 1796, candidates at the local, state and national levels aligned themselves into parties for the first time. Voters, too, aligned themselves not with a single candidate but with a political party. This created the foundation for American politics as it exists today.

Alexander Hamilton's Federalists

Alexander Hamilton (1755–1804) was the first treasury secretary of the United States, serving in that office from 1789 to 1795. He favored a strong central government and focused on building a strong economy based on commerce and manufacturing. He promoted this vision to others,

developing many supporters and founded a political party called the Federalist Party in 1791 to promote and support Federalism, the idea that the central government should be a strong one. Members of the party were called Federalists.

By 1792, opposition to federalism was increasing and resulted in the birth of the country's second political party: the Democratic-Republicans, which favored individualism over government rule-making. This feeling was more popular in the South, where the economy was agricultural. Although not as wealthy or elite as most Federalists, some Democratic-Republican leaders, such as party founders Thomas Jefferson (1743–1826) and James Madison (1751–1836), came from wealthy families. Overall, however, the Democratic-Republican population was more varied than the Federalist population, its followers being primarily farmers, laborers and craftsmen.

In 1796, Federalist John Adams (1735–1826) became president of the United States, and Jefferson became his vice president. At that time, the candidate who got the most votes won the presidency, while the candidate who took second place became vice president. However, this practice caused friction between the two offices since the president and vice president could be from differing political parties. In 1804, the passage of the 12th Amendment altered the U.S. Constitution in such a way that from then on, the president and vice president were from the same political party.

The First Democratic-Republican President

Jefferson beat Adams in the 1800 election to become the first Democratic-Republican president. This victory gave the party the energy it needed to begin organizing at the state and local levels. By 1816, it was a powerhouse party, too strong for the Federalists to defeat. Once the dominating party of American politics, the Federalist Party could not pull it together to move into the new century. It was opposed to widespread suffrage, which means the right to vote, and was considered by its opponents to be elitist, meaning it catered to people who saw themselves as superior to others. The Federalists' last presidential candidate, New York's Rufus King (1755–1827), lost the 1816 race in a landslide to Democratic-Republican James Monroe (1758–1831). After that, the Federalist Party dissolved.

Monroe served two terms as president, and he remained popular throughout. The public had great faith in Monroe, but the Democratic-Republican Party did not. For a variety of reasons, the party grew unhappy with the president and fielded five candidates to succeed him in the 1824 election. War hero Andrew Jackson (1767–1845) won the popular vote and received more electoral votes than any other candidate, but he failed to receive a majority of the total. So the decision went to the House of Representatives, as required by the U.S. Constitution.



Meanwhile, runner-up John Quincy Adams (1767–1848) struck a deal with the third-place finisher and Speaker of the House Henry Clay (1777–1852). If Clay supported Adams for president, Adams would make Clay the secretary of state. With Clay's support, Adams claimed victory and won the presidency, but this enraged Jackson and his allies, so they splintered off from the Democratic-Republican Party and formed the Democratic Party. Their values reflected those of farmers and tradesmen: less government intervention and fewer economic rules, the power of the common man to participate in politics and the right for all white men of any background to vote. They organized immediately to strengthen their position in politics by forming committees and clubs, establishing their own newspapers, and fundraising for their candidates. Their efforts paid off when Jackson took the presidency from Adams in the election of 1828.

Enter The Whig Party

In response to this defeat, Adams, Clay, and what was left of the Democratic-Republican Party in 1833 formed the Whig Party, which believed in the power of Congress over the president. The Whig Party was active until the mid-1850s and boasted four presidents: William Henry Harrison, John Tyler, Zachary Taylor and Millard Fillmore. It officially dissolved in 1860, with most members joining the newly formed Republican Party.

Republican Party Forms

In 1854, the Republican Party formed. It attracted supporters mostly from the Whig Party and from smaller parties. By 1860, the party gained a foothold in American politics with its focus on stopping the spread of slavery. The party's candidate, Abraham Lincoln (1809–1865), won the presidential election of 1860. That made the Republican Party the first "third party" to rise to prominence and become a major party.

Republicans dominated American politics from 1860 to 1932, during which time they almost always controlled Congress with the majority of representatives in both the House of Representatives and the Senate, and won 14 of 18 presidential elections.

Quiz

- 1 Which option would Federalists MOST LIKELY agree with? Which line from the article supports your answer?
- (A) The primary goal of government is to control the economy: "He favored a strong central government and focused on building a strong economy based on commerce and manufacturing."
 - (B) The central government should give maximum power to the states: "He favored a strong central government and focused on building a strong economy based on commerce and manufacturing."
 - (C) Voting should be open to all people: "It was opposed to widespread suffrage, which means the right to vote, and was considered by its opponents to be elitist, meaning it catered to people who saw themselves as superior to others."
 - (D) Voting should be restricted to a select group of people: "It was opposed to widespread suffrage, which means the right to vote, and was considered by its opponents to be elitist, meaning it catered to people who saw themselves as superior to others."

- 2 Read the list of sentences from the article.

1. *By 1792, opposition to federalism was increasing and resulted in the birth of the country's second political party: the Democratic-Republicans, which favored individualism over government rule-making.*
2. *It was opposed to widespread suffrage, which means the right to vote, and was considered by its opponents to be elitist, meaning it catered to people who saw themselves as superior to others.*
3. *Their values reflected those of farmers and tradesmen: less government intervention and fewer economic rules, the power of the common man to participate in politics and the right for all white men of any background to vote.*
4. *Republicans dominated American politics from 1860 to 1932, during which time they almost always controlled Congress with the majority of representatives in both the House of Representatives and the Senate, and won 14 of 18 presidential elections.*

Which two sentences taken together provide the BEST evidence to support the idea that political parties often appealed to specific groups of people?

- (A) 1 and 2
 - (B) 2 and 3
 - (C) 3 and 4
 - (D) 1 and 4
- 3 How was the Republican Party different from the Whig Party?
- (A) The Republican Party opposed having a powerful Congress.
 - (B) The Republican Party favored individualism over anything else.
 - (C) The Republican Party appealed to wealthy families primarily.
 - (D) The Republican Party had a goal of stopping the spread of slavery.
- 4 How does the author distinguish between the Democratic-Republican Party and the Democratic Party?
- (A) by explaining the conflicting ideas of the two parties
 - (B) by explaining how the Democratic Party broke away from the Democratic-Republicans
 - (C) by highlighting how the Democratic Party supported the Whigs and the Democratic-Republicans did not
 - (D) by highlighting the importance of agriculture in the Democratic Party

Lessons #10-12: Lesson 10 Simulation Activity

We Defeated the Aliens... Now What? The year is 2056. After a huge battle with alien invaders that nearly destroyed the world, people are afraid about what rights they'll have under a new government. Leaders have decided to create the **Pamphlet of Protections** to define what rights people will have. Look at the proposed rights. *Mark with an X the 10 ideas that should be put in the **Pamphlet of Protections** to protect our most important rights!

1. _____ The people shall have the right to own weapons
2. _____ Everyone must be friends with everyone else
3. _____ People are free to express their opinions on any subject
4. _____ A person accused of a crime has the right to a fair trial
5. _____ Criminals shall not be punished in a way that is not mean or weird or cruel or unusual
6. _____ The people shall have the right to clean the streets and parks
7. _____ Laws cannot stop adult citizens from voting
8. _____ The people shall have the right to a free education
9. _____ All people shall be protected equally by laws
10. _____ The people shall never be enslaved
11. _____ No person can be searched without a good reason
12. _____ The people shall be free to drive as soon as they can operate a car
13. _____ No person shall be required to fight in a war
14. _____ No person shall be put on trial twice for the same crime
15. _____ A person can choose to follow any religion or they can choose not to

You've Got Rights!

We Defeated the British... Now What?

The year is 1791. After a bloody war against the British, the American colonists have won their independence. The new Americans are excited, but some people are afraid about what rights they'll have under a new government. They've already suffered under the heavy hand of the British king. Now, some American leaders want to create a list of rights to define what rights American citizens will have.

Leaders of the new United States of America have already written a Constitution that explains exactly how the new government will work. The only problem? It won't take effect until it's approved by the new states. And there are some state leaders who don't like it. Known as the **Anti-Federalists**, these people don't even like the Constitution. They fear a strong central government, and they are demanding that the Constitution include a list of citizens' rights. Without such a list, they warn the national government will violate people's rights. They're threatening to stop the Constitution from being approved unless a list is added.

But another group, known as the **Federalists**, insisted the Constitution alone is enough to protect citizens' rights. They warn that it's impossible to list every single right that citizens should have. But once rights are written, the government could take advantage by violating rights that aren't on the list.

Both sides are convinced they're right. To move forward, they hammer out a compromise: The Bill of Rights. Instead of including a list of rights in the main part of the Constitution, they add it as the first ten **amendments**, or changes, to the Constitution. One of these amendments assures that the rights listed are not the only rights citizens have.

There are three main categories of rights: individual freedoms, protections against government abuse and power, and rights of people accused of crimes. In a few minutes, you'll read the actual text of the Bill of Rights and compare it to the Pamphlet of Protections you created.

Answer these questions:

1. In your own words define what the Federalists believe?
 - a.
2. In your own words define what the Anti-Federalists believe?
 - a.
3. What are the 3 main categories of rights
 - a.
 - b.
 - c.

Lesson 11

More and More Rights

As time went on, later amendments added more rights to the Constitution. Amending the Constitution is not an easy process—and it's not supposed to be. But the difficult process has meant that important rights were slow to evolve. After the bloody Civil War was fought between the northern and southern states, African Americans who had been enslaved in the United States gained their freedom. In the 1860s and 70s, the 13th, 14th, and 15th Amendments added rights for former slaves and people of color. In the 20th century, the 19th and 26th Amendments added voting rights for women and citizens as young as 18. Even today, people are campaigning to amend the constitution to add rights for groups that are still disadvantaged.

From the Reading Define the following--In Complete Sentences

Vocabulary:

1. Federalists
2. Anti-Federalists
3. 1st Ten Amendments
4. Amendment
5. Slavery Amendments
6. Voting Rights Amendments
7. 3 Categories of Rights

The Bill of Rights

Refer back to the Pamphlet of Protections(POP), and list the number from the POP that matches the BOR

<u>Pamphlet of Protections</u>	<u>THE BILL OF RIGHTS(BOR)</u>
Protection # _____	Amendment 1 Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
Protection # _____	Amendment 2 A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.
Protection # _____	Amendment 3 No soldier shall, in time of peace be quartered in any house, without the consent of the owner
Protection # _____	Amendment 4 The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
Protection # _____	Amendment 5 No person shall . . . be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation
Protection # _____	Amendment 6 In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury . . . and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.
Protection # _____	Amendment 7 In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law
Protection # _____	Amendment 8 Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Protection # _____	Amendment 9 The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
Protection # _____	Amendment 10 The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
<u>OTHER IMPORTANT AMENDMENTS</u>	
Protection # _____	Amendment 13 Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction
Protection # _____	Amendment 14 All persons born or naturalized in the United States . . . are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.
Protection # _____	Amendment 15 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
Protection # _____	Amendment 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.
Protection # _____	Amendment 26 The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

Lessons #13-15

Lesson #13 Anatomy of the Constitution

Read and complete the worksheets that follow

How Do They Govern?

The U.S. Constitution is the document that creates our nation's government. The contents of the Constitution create the three branches of our government and give directions for how the federal government works. (It does this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written over 220 years ago, it still guides our officials in running our country today. It is also the oldest written constitution in the world that is still in use.

Introducing... The Preamble

Our Constitution is divided into nine parts. The first paragraph is called the Preamble. Its job is to introduce the Constitution, explain what the Constitution is meant to do, and describe the purpose of the new government. The first 3 words of the Constitution-- "We the People"--contain the important idea of self-government.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative branch of our government. **Legislative** means law-making. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the citizens. Members of the **legislature**, or law-making body, are responsible for turning citizens' wants and needs into laws.

Represent Me!

The legislative branch makes our government a representative democracy. In a representative democracy, citizens elect people to represent their needs and concerns in government. Article I creates a legislature called Congress and divides it into two parts: the Senate and the House of Representatives. Article I describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It also describes other details of operation that each house of Congress gets to decide for itself.

	The Senate	The House of Representatives(HOR)
Qualifications	30 Years Old US Citizen for 9 Years Live in the State you represent	25 Years Old US Citizen for 7 Years Live in the State Your represent
Size	2 Per State 100 Total Senators	Number Depends on Population 435 Total Representatives 3 For Washington DC
They Represent	6 Year Terms Everyone in the State	2 Year Terms Everyone in their district
Special Duties	The Senate is the Court during Impeachment	All Bills regarding \$\$\$ must start in the HOR
Role in Lawmaking	Must approve all bills for president to sign into law	Must approve all bills for president to sign into law

Anatomy of the Constitution

Article I(1)--The Legislative Branch

Article I lists the powers Congress has. Even though Congress is a law-making body, it is not allowed to make laws about anything that's not on this list:

- Collect taxes
 - Give patents to new inventions
 - Borrow money and pay debts
 - Create the lower federal courts
 - Make rules for how to become a citizen
 - Punish pirates
 - Regulate commerce (trade) with other nations,
 - Declare war and support an army and navy between the states, and with Indian tribes
 - Make any other laws that are "necessary and
 - Coin money and punish counterfeiters
 - Establish post offices
- * Make any laws that are "**necessary and proper**" to carry out the powers in this list.

Lesson 14

Article II(2)--The Executive Branch

Article II of the Constitution describes the job of the executive branch. This branch executes, or carries out, laws. The president heads this branch, which also includes the vice president and many departments in charge of carrying out the government's day-to-day business. Article II describes who qualifies to be the president, what powers the office has, and what happens if a president misbehaves! It also explains the Electoral College, which is the process of how the president is selected.

Presidential Powers

The overall job of the executive branch is to carry out and enforce laws, but Article II gives the president a list of specific duties:

- Act as the commander-in-chief of the armed forces
- Maintain a cabinet of advisors who run the 15 executive departments like the State Department and the Treasury
- Grant pardons in all federal criminal offenses, and reprieves (postpone punishments like executions)
- Negotiate treaties with other countries
- Appoint ambassadors, Supreme Court Justices and federal court judges, and Cabinet members
- Make a State of the Union address to Congress
- Represent the United States when dealing with foreign countries
- Make sure that laws are carried out (executed)

Article III(3) The Judicial Branch

Here come the judges! Article III creates the judicial branch. The judicial branch interprets laws to decide what they mean and whether they have been followed in specific cases.

Article III creates the Supreme Court and authorizes Congress to create federal courts below the Supreme Court. These are courts that deal with United States laws, not state laws. Article III also gives directions about what kinds of cases the Supreme Court and federal courts can hear. Under Article III, federal judges are appointed, not elected. They stay on the bench until they **retire, die, or are removed for bad behavior**. Article III also guarantees trial by jury for criminal cases and explains the crime of treason.

Article IV(4) The States

States have the power to create and enforce their own laws. Article Four of the Constitution describes how the states should interact with each other.

- Each state has to respect the laws and court decisions of the other states.
- If a criminal flees from one state to another, the state where the crime was committed can request that the criminal be returned to face charges. This is called extradition.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a republican, or representative, type of government. (Sorry, states can't have kings.)

Article V(5) Amending the Constitution

The Constitution is not set in stone. Article Five describes what must be done to amend, or change, the Constitution. . A change of addition to the constitution is called an **amendment**. Given what you have learned so far do you think the founding fathers made it easy or difficult to amend the constitution? If you guessed difficult...You are correct. You will read more about this process on the next page

Article VI(6) The Supreme Law of the Land

Federalism is the idea that the **national government shares power** with the **state governments**. But what happens if a state law disagrees with a national or federal law? Article Six states that the laws and treaties of the U.S. government are "the supreme law of the land." If a state law disagrees with a federal law, federal law wins. This article also requires officials working in the state and federal governments to take an oath to support the Constitution no matter what.

Article VII(7) Ratification of the Constitution

Article Seven says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution's plan for government. But getting

approval wasn't easy. Some people thought the seven articles weren't enough. After much debate, it was agreed that ten amendments would be added to the Constitution. These amendments, called the **Bill of Rights**, would list specific rights not already mentioned in the Constitution. This put people's minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.

Amending the Constitution

Article V describes how an amendment is added to the Constitution. There are only two steps necessary. Approval by the congress and then the states. First, the amendment needs to be proposed, or introduced. Then it needs to be ratified or passed. Sound easy? Well, it isn't! Hundreds of amendment proposals are introduced in Congress each year. Only 33 have ever received enough votes to actually be proposed. Of those, 27 have become amendments to the Constitution.

The process to add an amendment can take years. There are four different ways an amendment can be added to the Constitution. But in all cases, an amendment has to be approved at the national level and the state level.

Step 1: Propose--Either method can be used

Congressional Vote- $\frac{2}{3}$ of both chambers in congress--the house of representatives and the senate--must vote yes to approve an amendment

-OR-

Congressional Convention- $\frac{2}{3}$ of State legislatures ask congress to hold a convention--then the amendment is proposed in this meeting

Step 2: Ratify

State Legislature Vote- $\frac{3}{4}$ of state legislatures vote yes to ratify(approve) the amendment

- OR-

Special State Conventions- Each state holds a special convention to consider the proposed amendment. $\frac{3}{4}$ of the state conventions vote to ratify the amendment

Regardless of how the amendment is proposed, it must be ratified by the states. Three-fourths of the state legislatures must approve of the amendment proposed by Congress. The alternative is to have three-fourths of the states approve the amendment by holding conventions to vote on it. The state convention method has only been used once, to approve the 21st Amendment repealing Prohibition in 1933. The 27th amendment was part of the original 12 proposed amendments, but wasn't ratified until 1992.

Lesson 15

Anatomy of the Constitution

A. *Vocabulary. Match the term with the correct definitions from the lesson. Type the correct letter answer in the lines next to the term.*

Example: D_1. Approve

D. Vote yes to an amendment

___ 1. ratify

A) Introduce a new amendment

___ 2. execute

B) Carry out a law

___ 3. federalism

C) A representative form of government

___ 4. republican

D) Approve or pass an amendment

___ 5. propose

E) System where the national government shares power with state governments

B. Multiple Choice. Use what you have learned in this lesson to answer the following questions.

- ___ 6. How many senators are in the U.S. Senate?
a. 50 b. 435 c. 100 d. It depends on the population.
- ___ 7. What does the Constitution say is the supreme law of the land?
a. The Bill of Rights b. State laws c. The amendments d. U.S. treaties or federal laws
- ___ 8. What was added to the Constitution that listed rights not already in the Constitution?
a. The 14th Amendment b. The approval of all 13 states c. The Bill of Rights d. The Necessary and Proper Clause
- ___ 9. What is the term for members of the House of Representatives?
a. 2 years b. 4 years c. 6 years d. Life

C. Separate Those Powers! Draw a line(*Removed 2020)

D. Article Match-Up. match each branch to the powers it has, by typing the correct letter in the line.

- ___ 10. We write the bills that become laws. A. The Judicial Branch
- ___ 11. We make sure that laws are carried out and enforced B. The Executive Branch
- ___ 12. We hear cases about the laws and decide what the laws mean C. The Legislative Branch

Match the constitutional article with the subject that it covers

- ___ 13. Discusses how states should interact with each other. A. Articles 1-3
- ___ 14. Supreme Law of the Land B. Article 4
- ___ 15. Creates the three branches C. The Amendments
- ___ 16. Additions to the Constitution D. Article 6
- ___ 17. How to amend the Constitution E. Article 7
- ___ 18. How to Ratify the Constitution F. Article 5

E. Table of Contents. Complete the Constitutional Table of Contents by filling in the missing pieces with words from the lesson. Use the word bank below if you need help. Type your answers in the middle of the blank line by placing your cursor in the middle of the line and type your answer.

Word Bank: Legislative Amended Constitution Steps Executive
 Federalism Purpose Judicial States

- Preamble What does the Constitution do? What is the _____ of the government?
- Article I How does the _____ branch create laws? What powers do the states have?
- Article II How does the _____ branch execute laws?
- Article III How does the _____ branch interpret the laws?
- Article IV How should the _____ get along with each other?
- Article V How can the Constitution be _____, or changed?
- Article VI How does _____ work? Which law is supreme?
- Article VII What _____ have to be taken to make the Constitution the law of the land?
- Amendments What changes have been made to the _____?
-

Anatomy of the Constitution

Put the correct letter of which branch of government has the job listed

E= Executive Branch L=Legislative Branch J=Judicial Branch

Type the letter in the middle of the line:

Example: __J__

- ___ 1. Prints money
- ___ 2. Enforces the laws
- ___ 3. Decides what a law means
- ___ 4. Declares war
- ___ 5. Includes the president, vice president, and the cabinet
- ___ 6. Divided into the House and Senate
- ___ 7. Punishes pirates!
- ___ 8. Makes treaties with other countries
- ___ 9. Can declare laws unconstitutional
- ___ 10. Selected by the Electoral College
- ___ 11. Selected by popular vote
- ___ 12. Appoints Supreme Court Justices, federal judges,
ambassadors and cabinet members
- ___ 13. Approves presidential appointments
- ___ 14. Makes a State of the Union address each year
- ___ 15. Collect taxes

Lesson #16 A Very Big Branch(Executive)

We've Got a Job to Do

The job of the executive branch is to carry out the laws that the legislative branch passes. When you think of the executive branch, you probably think of the president. But the president is only the head of the executive branch. He is like the tip of the iceberg: underneath, there is a giant organization with lots of people doing many different jobs. In fact, the executive branch is the largest branch of our government!

1. What is the job of the executive branch?

Help From Many

Most of the executive branch is made up of departments and independent agencies.

Departments are the main organizations in the executive branch. There are 15 departments, and each one focuses on a specific type of activity such as education, transportation, defense, or energy. Each department has smaller agencies that do specific jobs. For example, the Department of Justice (DOJ) operates our justice system and works to prevent crime. Two agencies inside the DOJ are the Federal Bureau of Investigation (FBI) and the Drug Enforcement Administration (DEA). The FBI investigates certain kinds of crimes, offices within the DOJ, while the DEA deals with crime related to drugs and controlled substances.

The president appoints a **secretary** to lead each department. (But the head of the Department of Justice is called the Attorney General (AG)). These department heads make up the president's **cabinet**, which acts as a group of advisors to the president. They help the president make important decisions about how laws should be carried out.

2. What is the title of a person who leads the president's departments?

Independent agencies are government organizations that also focus on specific issues, but they are different from departments because they are independent of the president's control. Instead, these agencies are controlled by a board or commission. The president can appoint someone to the board or commission but cannot remove them.

Carrying Out Laws: Enforcement

What does it mean to "carry out" a law? That depends on the kind of law that needs to be carried out. Some laws make things illegal and describe consequences for those who do those things. Executive agencies **enforce** the law when someone isn't following it. There are several things an agency can do to enforce a law:

- Educate the public about new laws
 - Monitor the public to make sure laws are being followed
 - Catch individuals or organizations not following the law
 - Take the offenders to court
 - Follow any other enforcement procedures the agency may have
-

Carrying Out Laws: Regulations

Other laws are just instructions about something that must be done, such as installing new security procedures at the nation's airports. A law like this will not include every last detail about how it should be carried out. Instead, the law will authorize the executive branch to decide these details. The rules the executive branch makes about how the law will be carried out are called regulations. Regulations have power similar to laws. Some regulations make activity illegal, and others give instructions for how something must be done.

Agencies Enforce and Regulate

Most departments and agencies both enforce laws and make regulations. For example, the Environmental Protection Agency (EPA) is an independent agency whose goal is to protect the environment and human health. It carries out laws passed by Congress, such as the Clean Air Act that is designed to limit air pollution. The Clean Air Act authorizes the EPA to set limits on how much pollution can be put into the air. To do this, the EPA issues regulations that say exactly how much pollution vehicles, factories, and other sources can put into the air. The EPA then works to enforce these regulations. Violating them can result in penalties.



Maintaining Order and Safety

We depend on many parts of the executive branch to keep us safe and to keep order. For example, the Department of Homeland Security (DHS) is responsible for protecting the United States against all kinds of threats. It includes agencies that deal with terrorism, natural disasters, and border protection. It even includes the Secret Service, whose agents protect the

president! Inside the DHS, the Federal Emergency Management Agency (FEMA) responds to natural disasters to help people get the help they need in an orderly way. The Coast Guard, also part of DHS, patrols our nation's coastlines to watch for threats and help boats in distress.

The Department of Defense (DoD) is the biggest department. It includes all the military departments such as the Army, Navy, and Air Force, as well as many other agencies. Together, all the parts of the Department of Defense work together to make sure our armed forces are prepared to protect our nation's security.

Busy, Busy

Remember that most of the day-to-day activity in the executive branch involves ordinary people doing the work that needs to be done: an FBI agent conducts an investigation, a soldier participates in training exercises, or a worker monitors a nuclear reactor at an energy plant. The executive branch needs people to answer phones, program computers, file papers, do scientific research, process mail, fly airplanes, and clean bathrooms. In fact, the federal government is the nation's largest employer, and most of those jobs are in the executive branch.

True/False Review

Directions: Mark each statement as T or F by typing(or writing) in the middle of the blank. Ex: __T__

- ___ 1. The executive branch is only the president.
- ___ 2. Each government department has a leader called a secretary.
- ___ 3. The 15 department heads are all part of the president's cabinet.
- ___ 4. The president's cabinet is a group of people who guard the president.
- ___ 5. Government agencies only make rules; they can't enforce rules.
- ___ 6. Some parts of the executive branch are businesses the government owns.
- ___ 7. The president has total control over independent agencies.
- ___ 8. Enforcing laws can include educating the public, catching lawbreakers, and taking people to court.
- ___ 9. When Congress passes a law, the law includes every detail about how it must be carried out.
- ___ 10. Most of the work done in the executive branch is done by the president.
- ___ 11. Regulations are executive branch rules that have the power of laws.
- ___ 12. A big role of the executive branch is to keep the nation safe.

A Very Big Branch

Alphabet Soup You saw some acronyms in the reading. Can you remember what these stand for?

<u>Acronym</u>	<u>What it stands for</u>
DoJ	
DEA	
FBI	
EPA	
FEMA	
DoD	
AG	
DHS	

A. Cabinet Departments. Use the word bank to fill in the missing words from the graphic organizer: Put the correct term from the word bank into the middle of the line and type the response

Example: Countries

WORD BANK(You can Cut and Paste these answers)					
Cntrl X to Cut then Cntrl V to paste					
Attorney	armed	basic needs	college	highway	countries
farmers	military	homes	money	fuel	public lands
wages	terrorists	trade	court		

THE PRESIDENT'S CABINET

<p>Secretary of State Department of State Manages our relationship with foreign <u> Countries </u></p>	<p>Secretary of Treasury Department of Treasury Collects taxes, prints _____ deals with the nation's finances</p>	<p>Secretary of Defense Department of Defense Manages the _____ forces and conducts wars overseas</p>
<p><u> </u> General Department of Justice Fights Crime and runs the federal <u> </u> system</p>	<p>Secretary of Interior Department of Interior Manages and protects the nation's <u> </u> <u> </u></p>	<p>Secretary of Agriculture Department of Agriculture Works with _____ and regulates farm products</p>
<p>Secretary of Commerce Department of Commerce Supervises _____ and promotes US Businesses</p>	<p>Secretary of Labor Department of Labor Helps workers get fair _____ and working conditions</p>	<p>Secretary of Transportation Department of Transportation Oversees _____ safety and air, rail, and sea travel</p>
<p>Secretary of Energy Department of Energy Researches sources of _____ and electricity for the nation</p>	<p>Secretary of Education Department of Education Gives Money for K-12 schools and student _____ loans</p>	<p>Secretary of Veterans Affairs Department of Veterans Affairs Provides services for people who served in the _____</p>
<p>Secretary of Health & Human Services Department of Health & Human Services Gives services for Americans health and _____ <u> </u></p>	<p>Secretary of Homeland Security Department of Homeland Security Protects against _____ and other threats</p>	<p>Secretary of Housing and Urban Development Department of Urban Development Creates strong communities and affordable _____</p>

B. Who Said That? Identify which secretary might give the following advice or information:
Use the above chart to figure out the correct answer.

1) "Mr. President, we need to invest in more solar electricity."	Sec. of
2) "Mr. President, we saw a decrease in highway deaths this year."	Sec. of
3) "Mr. President, agents intercepted a terrorist threat this morning."	Sec. of
4) "Mr. President, it's time to take the penny out of circulation."	Sec. of
5) "Mr. President, we need to combat bark beetles in the national forest."	Sec. of

Answers: Energy, Transportation, Homeland Security, Treasury, Interior

C. Whose Job Is It, Anyway? Identify the Executive Agency that would most likely execute each act:
Put the correct agency in the box beneath.

The Veterans Educational Assistance Act (2008) 
Increases educational benefits for military veterans who have served since September 11, 2001.

Protect America Act (2007) 
Provides the intelligence community tools to gather important information about terrorists.

Violent Crime Control and Law Enforcement Act (1994) 
Increased the number of police officers, funding for prisons, and crime prevention programs.

Secretary of Defense		
----------------------	--	--

No Child Left Behind Act (2001) 
Ensures that students in every public school achieve important learning goals by well-prepared teachers.

Helping Families Save Their Homes Act (2009) 
Prevents families from losing their homes to foreclosure.

American Recovery and Reinvestment Act (2009) 
Gives funds to projects like ones that support improving roads, bridges, and other public structures.

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The Patient Protection and Affordable Care Act (2010) 
Makes it easier for Americans to be covered by health insurance and get medical attention.

Farm Security and Rural Investment Act (2002) 
Provides support to American farmers.

The Clean Air Act (1963) 
Controls air pollution on a national level.

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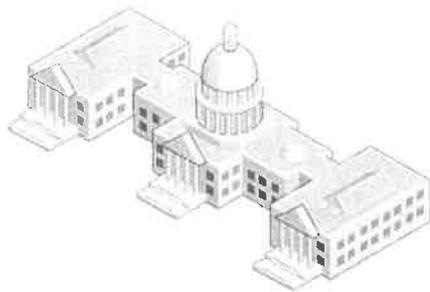
Congress in a *FLASH*

Name: _____

What is Congress?

The United States Congress is the **legislative** (lawmaking) branch of our federal government. Congress meets in Washington, D.C. to make **federal laws**—laws that apply to the entire country. Congress is **bicameral**, which means it is made up of two chambers: the Senate and the House of Representatives. Each chamber includes elected officials from all fifty states. Congress was created by the Constitution, and that document describes how this branch of government works.

Legislate: a verb that means “to make laws”
 Legislator: a person who makes laws
 Legislative: an adjective that means “lawmaking” (the legislative branch is the lawmaking branch)
 Legislation: a written document that is or may become a law



Why Congress?

When the Constitution was written, the goal was to create a government that represented the people. Congress works toward this goal by creating laws that reflect the needs and wants of United States citizens. The work Congress does serves the nation as a whole. Senators help by representing the needs of their entire state, while members of the House (also called Representatives) work for the people in a specific section of their state called a **district**.

How does it work?

All of the instructions for Congress can be found in the first section of the Constitution, Article I. It is the longest section of the Constitution, and it covers a lot of ground. How old do you have to be to serve in Congress? How long do you get to serve? How does Congress relate to the other branches? All of this and more can be found in a close read of Article I, but this handy chart shows some of the basics!



	The Senate	The House of Representatives
Size	Two senators from each state = 100 total	The number of representatives from each state depends on the population = 435 total
Who qualifies?	Senators must be at least 30, a U.S. citizen for at least nine years, and live in the state they represent.	Representatives must be at least 25, a U.S. citizen for at least seven years, and live in the state and district they represent.
They represent...	... the interests of the citizens across their entire state for a term of six years.	... the interests of the citizens who live in their district (section of a state) for a term of two years.
Special Duties	The Senate approves presidential appointments, like ambassadors, judges, and cabinet members.	All bills that deal with raising money (like taxes) must start in the House.
Checks & Balances	Congress can call for the impeachment of the president, pass bills over a presidential veto with 2/3 vote, and create lower federal courts. The president can veto bills from Congress and the Supreme Court can strike down laws as unconstitutional.	
Role in Lawmaking	A bill can start in either chamber unless it's a tax bill, which must start in the House. A bill must be approved by both chambers of Congress before it can go to the president to be signed into law.	

The Powers of Congress

The Constitution also lists the powers Congress has that the other branches and the individual states do not have. These are called **enumerated**, expressed, or listed powers. The Constitution doesn't go into much detail, though, which often creates controversy about what Congress is actually allowed to do. Depending on how you count them, there are between 17 and 35 powers on the list. Here are a few:

- Create rules on how to become a citizen
- Collect taxes, pay debts, and borrow money
- Regulate commerce (trade) between the states and with other countries
- Coin money and punish counterfeiters
- Punish pirates (!)
- Establish post offices
- Protect patents and copyrights
- Create lower federal courts
- Declare war, raise and support an Army and Navy
- Make any other laws that are "necessary and proper" to carry out the powers in this list



Nancy Pelosi (D—California) is the current Speaker of the House.

Who's In Charge?

In addition to listing the powers of Congress, the Constitution says who is in charge of each chamber. You may be surprised to learn that the vice president of the United States is also the president of the Senate! (The VP doesn't get a vote though, except when there's a tie.) But the VP can't always be there, so senators also elect a "**president pro tempore**" who leads when the VP isn't available. In the House of Representatives, the leader is called the **speaker of the House**. The representatives vote to decide who their speaker will be. It's an important job—the speaker is second in line to become president of the United States in an emergency, after the Vice President!

Making Laws

Congress makes a law by introducing an idea, discussing and changing it, voting on it, and sending it to the president for approval. The rough draft of a law is called a bill. Bills can start in either chamber of Congress, but the example below starts in the House of Representatives.

1. The Proposal

A representative writes a bill and gets support from others in the House.

2. The Introduction

The bill is assigned a number and is read aloud on the House floor.

3. The Committee Report

The bill is sent to a committee for a close review. If the committee approves, the bill will be sent to all members of the House.

4. The Floor Debate

In the House chamber, members debate whether to support or oppose the bill. The bill is read again, and members suggest changes.

5. The Vote

If changes are made, the bill is read again. Then, the House votes on the bill. Representatives can vote yes, no, or present (if they don't want to vote on that particular bill).

6. The Hand-Off

The bill is sent to the Senate, where it goes through the same debate. Often, changes are made, and the Senate votes to approve the bill with the changes.

7. The Compromise

Members of the House and Senate form a "conference committee" to work out a compromise bill that both chambers can accept.

8. Another Vote

The House and Senate each vote on the compromise bill. The bill can't move on unless both chambers pass the exact same version.

9. To the President!

Finally, the bill lands on the president's desk. Three things could happen:

- The president signs the bill and it becomes law.
- The president ignores the bill. If Congress is in session, the bill automatically becomes law after 10 days. If not, it doesn't.
- The president vetoes the bill. If this happens, Congress can override the veto if 2/3 of the members vote in favor.

Judicial Branch in a Flash

It's All About the Robes

Actually, it's not. The cool black robe judges wear is the first thing a lot of people think of when they hear the word "judicial." But the first thing you really need to know is how courts were created. The only court the United States Constitution actually creates is the Supreme Court—the highest court in the country. The Constitution also allows Congress to create other courts. When Congress created those courts, the federal court system was born.

1. What is the main idea of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.

Two Court Systems

Here's the confusing part: There are two systems of courts in the United States. The federal court system deals with disputes about laws that apply to the entire United States. State court systems mostly deal with disputes about state laws. Each state has its own court system created by its own state constitution. Whether people take their case to a federal or state court depends on the laws involved in the case. The good news is that state court systems usually work just like the federal court system. Each State makes its own laws according to their constitution, however, the laws cannot violate the US Constitution.

2. What are the big ideas of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.
 - b.
 - c.



Which Court to Use

Each court system deals with certain kinds of cases. Federal courts hear cases involving federal laws, the U.S. Constitution, or disputes between citizens of different states. State courts hear cases involving state laws or the state's constitution. They also deal with disagreements between citizens of the state. State courts normally resolve the kinds of issues you hear about in everyday life, such as family matters, accidents, crimes, and traffic violations.

3. What are 2 big ideas of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.
 - b.

Criminal v. Civil

Most trials you see on TV involve a person who has been accused of a crime. But criminal cases are not the only kind of cases that go to trial. Sometimes people have a disagreement that they can't resolve on their own. Often, one side feels that the other side violated their rights in some way. This kind of case is called a civil case. The goal of a civil case is not to find out whether someone is innocent or guilty, but to decide which side's version of the story is correct.

4. What are 2 big ideas of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.
 - b.

You're On Trial!

The trial court is the first court to hear a case. Both the state and federal systems have trial courts. In the Federal system, the trial court is called a District Court. In the trial court, lawyers use evidence to try to prove that their client's side of the story is what really happened. Evidence can be almost anything—witnesses, videos, photographs, a letter, a piece of fabric, or even a murder weapon! In a jury trial, a group of twelve people listens to the evidence and decides who wins the case. That decision is called the verdict. In a bench trial there is no jury, so the judge gives the verdict

5. What are 3 big ideas of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.
 - b.
 - c.

It's Not Over Until It's Over

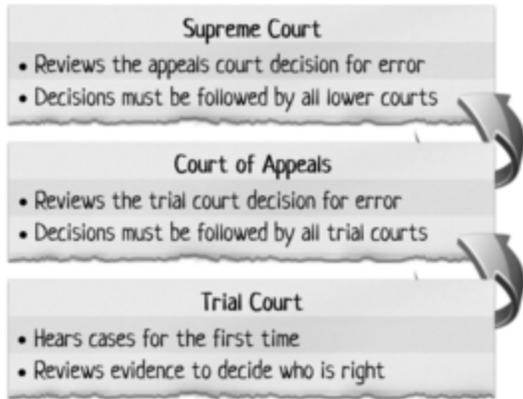
Losing in the trial court doesn't mean the case is over. If the losing side thinks there's been an error, they can ask a higher court to review the verdict and replace it with a different decision. The courts above the trial court are called appellate courts. The federal system and most state systems have two appellate-level courts: a Court of Appeals and a Supreme Court. (Your state might have a different name for these courts!) Asking an appellate court to review a case is called making an appeal.

6. What are 2 big ideas of this paragraph--if you were going to summarize this for someone(like your teacher) what would you say this is about?
 - a.
 - b.
 - c.

Going Up! (And Sometimes Down)

Want to sound like a legal eagle? Then you can say that a case is "brought up on appeal." Cases are thought of as going "up" through the court system. A trial court decision is brought up to the appeals court; an appeals court decision is brought up to the highest court. Once a case has been heard by the highest court, there is nowhere left to go.

Appellate courts review lower courts' decisions to see if a mistake was made. When an appellate court makes a decision, all lower courts must follow that decision in the future when the same issue comes up again.



Look at the graphic above to answer these questions

7. What court hears the evidence for the first time?
 - a.
8. What is the court of appeals looking for from the trial court?
 - a.
9. What is the supreme court looking for from the appeals court?
 - a.

Judges and More Judges

While a trial court only has one judge, most Court of Appeals cases are heard by three judges! When more than one judge listens to a case, the group of judges is called a panel. Usually, the judges decide the case by majority vote. At the appellate level, there is never a jury. That's because a jury's only job is to look at evidence and decide what happened. In an appellate court, the judges are deciding whether legal errors have been made. For the losing side in the Court of Appeals, there is one more chance: the Supreme Court, which is the highest court.

10. What is the job of a jury at the trial court?
 - a.
11. What is the job of the judges on the appeals court? What are they looking for?
 - a.

And That's Final!

At the U.S. Supreme Court, a panel of nine justices hears the cases. (State supreme courts often have fewer justices.) The Supreme Court gets to choose which cases to take — and it doesn't take very many! Often, cases that make it to the Supreme Court are disputes about whether a law goes against the Constitution. Once the Supreme Court has said something is unconstitutional, that's it! Only the Court itself can reverse that decision. This power of deciding what is constitutional is called judicial review. The U.S. Supreme Court has this power over federal laws. State supreme courts have this power over state laws.

12. What does the supreme court decide about laws?
 - a.
13. What is Judicial Review?
 - a.

Judicial Branch in a Flash Questions

Use the terms and ideas that you learned in this lesson to answer each question.

1. What is the only court the Constitution creates?
 - a.
2. What are the the two court systems in the United States?
 - a.
 - b.
3. What are the two kinds of legal cases?
 - a.
 - b.
4. What is the job of the Court of Appeals?
 - a.
5. Why is it difficult to take a case to the Supreme Court?
6. If you lose a case in the trial court, what option do you have?
7. If an appellate court **affirms** a case, what does that mean?
8. If a law is unconstitutional, what can the Supreme Court do?
9. What is evidence is used for in a trial?
10. What is a trial without a jury called?

B. Making Comparisons. Decide whether each description fits trial court's only, appellate courts only, or both. Then type in or write in the letter of the description in the correct part of the diagram.

- a. hears civil cases
- b. might have a jury trial
- c. Does not hear cases for the first time
- d. Hears criminal cases
- e. reviews a verdict to look for mistakes
- f. Usually has three-judge panels
- g. Hears a case for the first time
- h. Works with laws

Trial Court	Both Courts	Appeals Courts

How the Great Compromise and Electoral College play in today's politics

By History.com, adapted by Newsela staff on 09.25.19

Word Count 888

Level 1150L



Image 1. The Connecticut Compromise, or Great Compromise, painted by Bradley Stevens in 2006. On the left is Oliver Ellsworth and on the right is Roger Sherman. The painting hangs in the U.S. Senate building. Image courtesy of the U.S. Senate

The Great Compromise was created during a heated dispute during the 1787 Constitutional Convention. States with larger populations wanted congressional representation based on population, while smaller states demanded equal representation. To keep the convention from dissolving into chaos, the Founding Fathers came up with the Great Compromise. The agreement created today's system of congressional representation. It now influences everything from "pork barrel" legislation to the way votes are counted in the Electoral College during presidential elections.

The Constitutional Convention was held in 1787. Delegates from larger states believed each state's representation in the newly proposed Senate should be proportionate to population. Under this system, states with larger populations would have more representatives in the Senate, and states with smaller populations would have fewer representatives.

Smaller states argued that such an arrangement would lead to an unfair dominance of larger states in the new nation's government. They argued that each state should have equal representation, regardless of population.

The disagreement over representation threatened to derail the ratification, or signing, of the U.S. Constitution. Delegates from both sides of the dispute vowed to reject the document if they didn't get their way. The solution came in the form of a compromise proposed by statesmen Roger Sherman and Oliver Ellsworth of Connecticut.

Debating House And Senate Creation

The Great Compromise was also known as the Sherman Compromise or the Connecticut Compromise. The deal combined the proposals from the Virginia (large state) plan and the New Jersey (small state) plan.

According to the Great Compromise, there would be two national legislatures in a Congress that was bicameral, meaning that it had two branches. Members of the first branch, the House of Representatives, would be allocated according to each state's population and elected by the people.

In the second body — the Senate — each state would have two representatives regardless of the state's size, and state legislatures would choose senators. (In 1913, the 17th Amendment was passed, changing the system so that senators would be elected by the people.)

The plan was at first rejected but then approved by a slim margin on July 23, 1787.

At the time of the Constitutional Convention, states' populations varied, but not by nearly as much as they do today. One of the main political effects of the Great Compromise is that states with smaller populations have a disproportionately bigger voice in the nation's Congress.

Checking An Imbalance Of Power

George Edwards III is a political scientist at Texas A&M University. California has about 68 times more people than Wyoming, he says, yet both states have the same number of votes in the Senate.

"The founders never imagined ... the great differences in the population of states that exist today," Edwards says. "If you happen to live in a low-population state you get a disproportionately bigger say in American government."



The imbalance of power favoring smaller states in the Senate has major consequences. Business interests in those states, such as mining in West Virginia or hog farming in Iowa, are more likely to get attention — and money — from federal coffers.

"In the Senate when they're trying to get to 51 votes to pass a bill, every vote counts," says Todd Estes, a historian at Oakland University. "That's when the smaller states can demand amendments and additions to bills to look out for their own state's interest." Such benefits are often referred to as "pork barrel" legislation.

Preserving Interests

The principle of protecting small states through equal representation in the Senate carries over into the Electoral College, which elects the president. The number of electoral votes designated to each state is based on a state's combined number of representatives in the House and Senate.

Wyoming, with the smallest population of all the states, only has three votes in the Electoral College. However, each one of those votes represents a far smaller group of people than each of the 55 electoral votes in the most populous state of California.

Some scholars see the small-state bias in the Senate as critical. The arrangement means that power in the Senate is distributed geographically, if not by population, ensuring that interests across the entire country are represented.

Gary L. Gregg II is a political scientist at the University of Louisville. In a 2012 article, he argues that major metropolitan areas already hold power by hosting major media, donor, academic and government centers. The structure of the Senate, he says, ensures that the interests of rural and small-town America are preserved.

Equal-State Representation

Was that the intention of the Founding Fathers? Edwards is doubtful since, as he points out, the majority of Americans at the time of the Constitutional Convention came from rural areas, not urban. "No one was thinking about protecting rural interests," Edwards says, since those interests were already "dominant at the time."

Whatever the viewpoint on the fairness of the Great Compromise's distribution of delegates to the Senate, it is unlikely to ever change. This is because equal-state representation in the Senate is specifically protected in the Constitution.

According to Article V of the Constitution, no state can lose its equal representation in the Senate without the state's permission. No state is likely to willingly give up its say in the Senate.

Quiz

- 1 Which answer choice BEST explains how the Great Compromise interacts with the Electoral College?
- (A) The Great Compromise's principle of equal representation in the Senate is the basic principle of the Electoral College, meaning all states have the same number of votes regardless of size or population.
 - (B) The Great Compromise's principle of equal representation in the Senate is also part of the Electoral College, meaning residents of less populous states have more representation in electing the president.
 - (C) The Great Compromise was developed after the creation of the Electoral College, so electoral votes given to each state are based only on proportionate representation according to the size of the state's population.
 - (D) The Great Compromise was developed at the same time as the Electoral College, so Roger Sherman and Oliver Ellsworth made sure the plan for electors was ratified at the same time as the plan for bicameral representation.

- 2 How are George Edwards III's and Gary L. Gregg II's opinions connected to each other?
- (A) Edwards' opinion that smaller states overuse pork barrel legislation is further supported by Gregg's opinion.
 - (B) Edwards' opinion that state populations are different now from the past is elaborated on by Gregg's opinion.
 - (C) Edwards' opinion that rural areas have disproportionately high representation is opposed by Gregg's opinion.
 - (D) Edwards' opinion that the Founding Fathers were only thinking about rural interests is contradicted by Gregg's opinion.

- 3 Read the following sentence from the introduction [paragraphs 1-4].

To keep the convention from dissolving into chaos, the Founding Fathers came up with the Great Compromise.

The author uses the word "dissolving" to mean...

- (A) liquefying quickly.
 - (B) vanishing instantly.
 - (C) splitting angrily.
 - (D) growing confidently.
- 4 Read the following selection from the section "Debating House And Senate Creation."
- One of the main political effects of the Great Compromise is that states with smaller populations have a disproportionately bigger voice in the nation's Congress.*

How does the metaphor of a "bigger voice" help the reader to understand power in Congress?

- (A) It conveys that small states' opinions and demands are given more weight.
- (B) It shows that small states' residents get to speak directly to Congress.
- (C) It demonstrates that small states' populations are most likely to vote.
- (D) It suggests that small states' representatives must speak louder to be heard.

- The best way to improve economic problems is to lower taxes, so businesses and people will hire and spend.

Conservatives believe in less govt. and lower taxes, believing that it will generate more tax revenues. Liberals believe government's role should be increased.

A = right 2 B = right 1 C = left 1 D = left 2

- The United States should allow marriage to include same-sex partners.

While more and more people are becoming comfortable with same-sex couples, the majority of people do not believe in same-sex marriage... the use of the idea of "marriage." Conservatives will strongly state that marriage is between a man and a woman only. Liberals are likely to recognize same-sex marriage.

A = left 2 B = left 1 C = right 1 D = right 2

- Economic considerations (jobs) should take priority over environmental concerns (government regulations).

Environmental concerns are generally the cause of liberals, in fact, a very liberal concern. Conservatives, and most moderates do not believe that the ability of businesses and corporations to keep and create jobs should be affected by the protection of a species

A = right 2 B = right 1 C = left 1 D = left 2

- The government should allow families to take public money and use it to go toward private school tuition.

Conservatives have strongly endorsed voucher programs like this.

Moderates believe that this should only be done in public schools that are failing (Cleveland City, not Green).

Liberals don't believe that this should be done in any circumstance.

A = right 2 B = right 1 C = left 1 D = left 2

- People who contribute large amounts to political campaigns should be able to have more impact over legislation (making laws) than regular citizens who don't give political money.

Neither political party would ever support this idea. It happens in both parties, with more corrupt legislators... But many legislators create laws to eliminate this idea.

NO POINTS

- Affirmative action, the idea that businesses should actively hire minorities, should be encouraged and even required by the federal government.

Conservatives believe that the government should prosecute racist hiring practices... but that there should be no requirement for businesses to hire minorities based upon their skin color. Liberals believe government's role should be to encourage, and even demand that businesses hire minorities, providing opportunities, especially in light of economic hardships of minorities traced all the way back to slavery.

A = left 2 B = left 1 C = right 1 D = right 2

- The government should not only require the registration of handguns, but should continually look for ways to make it as difficult as possible to own a gun in our country

Conservatives believe strongly in the second amendment, the right of an individual to bear arms, citing that when any federal government eliminates individual ways of defense, that only criminals and police will have guns... how will the individual protect themselves, even against government. Liberals don't believe in the end of democracy argument, and typically paint gun owners as hunters from rural areas that just want to shoot up things. They point to violent crime statistics and believe it is the fault of guns.

Conservatives will rebut : guns don't kill people, people kill people.

A = left 2 B = left 1 C = right 1 D = right 2

- The death penalty should be abolished.

Conservatives believe that the death penalty is a just consequence, and that it deters murder. Liberals do not believe the government should take a life in any circumstance. Also, they will point to statistics that point to wrongful convictions: the death penalty for innocent men.

A = left 2 B = left 1 C = right 1 D = right 2

- The U.S. should tighten take stronger measures to eliminate illegal immigration

Conservatives and liberals are not so divided on this point. If you disagree with this idea, you are with the most liberal parts of the political spectrum.

A = right 1 B = no movement C = left 2 D = left 3

- The U.S. should resume the draft.

While conservatives are more defense oriented, neither party is considering any kind of military draft at this time. There are many benefits to a volunteer army. They volunteer service, but are paid for that service.

No points

- The United States should put more restrictions on Tobacco Companies.

With devastating health effects of tobacco use, most people are coming around to the need to control or sig. reduce tob. production. This doesn't fly in tob. States, however, because of its job ramifications. And in these states, it is typically a business conservative that is defending the industry. Strongly disagreeing

<p>with this statement is likely to make you among the most conservative... at least the most regionalized. A = left 1 B = no move C = right 2 D = right 3</p>
<ul style="list-style-type: none"> The U.S. should serve to protect and foster freedom throughout the world <p>Conservatives are more likely to fight for world movements toward free societies, while Liberals are more like to adopt a “live and let live” approach. Liberals do not endorse dictatorships, but are known for wanting to stay out of world affairs in a military sense. A = right 1 B = no move C = left 2 D = left 3</p>
<ul style="list-style-type: none"> The U.S. should turn to protective tariffs to protect American industry and American jobs <p>As the world becomes smaller because of advances in technology for communication and transportation, companies are becoming increasingly global... Conservatives are more likely to disagree with this statement. But Bill Clinton was a strong supporter of free trade agreements... particularly NAFTA. Liberals, to protect American workers, are most likely to agree with the statement A = left 2 B = left 1 C = right 1 D = right 2</p>
<ul style="list-style-type: none"> The U.S. government should control more aspects surrounding how health care is guaranteed, funded, and run. <p>Conservatives believe that the US health care system, despite some holes, is the best in the world. Liberals believe that healthcare should be regulated by the federal government, with guarantee of coverage for all. A = left 2 B = left 1 C = right 1 D = right 2</p>
<ul style="list-style-type: none"> The U.S. government should allow drilling for oil in the Alaskan National Wildlife Reserve. <p>Conservatives are for this, believing that the US should be drilling as much as possible to reduce reliance on foreign oil that is regulated by foreign countries that may not share the same cultural values- or worse. Liberals re more likely to resist these calls, because of environmental concerns. A = right 2 B = right 1 C = left 1 D = left 2</p>

Conservatives usually value:

A strong role for business, entrepreneurship, and corporate ownership

An increased importance of religion and more strict Judeo-Christian values

A reduced role of government, less taxes, and less government programs, that government should not do things for people that they can and ought to do for themselves.

A strong defense and military

Liberals usually value:

The role of the worker, the laborer, and labor unions

The rights of special interest groups, and organizations promoting minority groups that believe they are victimized by traditions that are white, and male.

The increased role of government to service & support those in society that are not successful

A leaning toward anti-war.

Formation of Political Philosophy:

*It is true that most people get their politics by agreeing with their parents, or by disagreeing with them.... that parental influence positively or negatively is a chief factor in political philosophy.

*Often, growth in age and exposure to different elements of society and thinking will move younger generations (ages 15-30) in a fluid fashion one way or another... but into adulthood (30 and above), people settle in to a philosophy and are unlikely to move significantly in either direction.

*Significant world events will often move people in adulthood. 9/11 was an example that might have moved people in one direction or another. The pendulum swings, especially among those who consider themselves moderates.

*Also, significant personal experiences impact political thinking. Let’s say that you were strictly against abortion, yet you had a daughter that became pregnant at 15 years old... would that change your view? Let’s say that you were anti-gay rights, then had a son who says he is gay, do you love him less, or wish to deny his want to marry? Some people are anti-death penalty until someone murders their wife... does it change his view?

*Finally, one of the effects of a strong two-party system is that sometimes, a political party will pick up issues that aren’t necessarily a core issue for them, but since one side has taken grasp of an issue, they automatically take the other side... just to justify the existence of the two-party system.

WQ: Who Represents Me?

Name: _____

Directions: As you go through the WebQuest, use this sheet to collect information about the people who represent you in government.



President of the United States

Name:

Party:

Mailing Address:

Website Contact Page:

Phone Numbers:

Explain which method YOU would feel most comfortable using:

U.S. Senator #1

Name:

Party:

Year Term Expires:

Mailing Address (in Washington, D.C.):

Mailing Address (closest to you):

Is there a page on the senator's website where you can leave a comment?

Phone Numbers:

U.S. Senator #2

Name:

Party:

Year Term Expires:

Mailing Address (in Washington, D.C.):

Mailing Address (closest to you):

Is there a page on the senator's website where you can leave a comment?

Phone Numbers:

Member - U.S. House of Representatives

Name:

Party:

Congressional District:

Mailing Address (in Washington, D.C.):

Mailing Address (closest to you):

Website contact page OR email address:

Phone Numbers:

What surprised you about the shape of your district?

WQ: Who Represents Me?

Name: _____



State Governor

Name: _____

Party: _____

Mailing Address: _____

Website Contact Page / Email Address: _____

Phone Numbers: _____

An interesting fact about your governor: _____

State Senator

Name: _____

Party: _____

Legislative District: _____

Mailing Address: _____

Website Contact Page / Email Address: _____

Phone Numbers: _____

Committees your senator serves on: _____

Member-State House of Representatives

Name: _____

Party: _____

Legislative District: _____

Mailing Address: _____

Website Contact Page / Email Address: _____

Phone Numbers: _____

Committees your representative serves on: _____

County Officials

County Name: _____

Smaller units county is divided into: _____

Board Members' Title: _____

Name of Board Chair: _____

Chair's Email Address: _____

Titles of three other types of county officials: _____

Local Elected Official

Name: _____

Title: _____

Party (if applicable): _____

Mailing Address: _____

Website Contact Page / Email Address: _____

Phone Number: _____

What else does the website tell you about this person? _____
