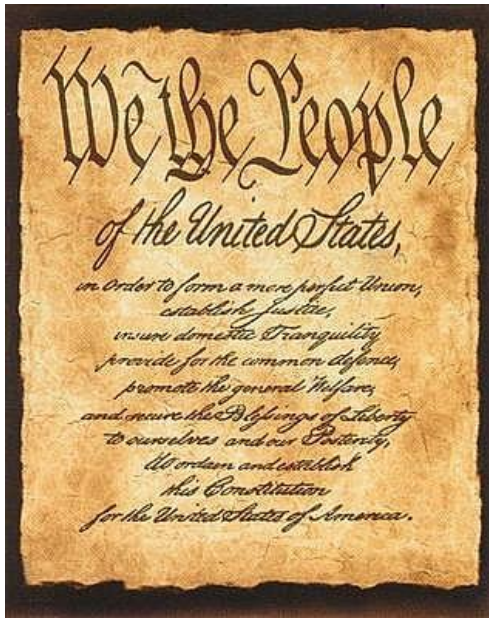


Module One: Foundations to a Democratic Society in the United States



Section One: Roots of Democracy

Taken from: <http://www.icivics.org/sites/default/files/Roots%20of%20Democracy.pdf> (accessed September 19, 2013)

I. Introduction

Democracy means rule by the people. In the United States we have a democracy, but where did it come from? There are lots of civilizations and great thinkers that influenced our Founding Fathers as they developed American democracy. One of these, Ancient Greece, was a very important civilization that existed from around 2200 BCE to 130 BCE. In this lesson, we will study five principles of American democracy and find out where these ideas came from.

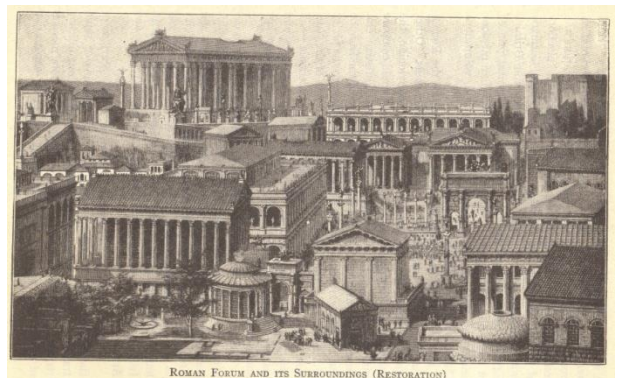
Sum it up. (W.3.4-12.4) Democracy is:

Take a Guess! Before we explore where our democracy came from, let's look at the five principles of American democracy. Using what you already know, can you guess the meaning of the following terms? (L.11-12.4)

Consent of the Governed:	Representative Government:	Rule of Law:	Individual Rights:	Checks and Balances:

Consent of the Governed.

Consent means to give permission for something. Consent of the governed means that the citizens of a country give their permission for the government to operate. This is a key feature of government in a democracy, where citizens have the right to vote. In the United States, our Declaration of Independence says that governments should get their power from the consent of the governed. This idea can be traced back to 510 BCE, when parts of Greece became democratic.



In a part of Ancient Greece called Athens, democracy required participation of the people. It came with certain responsibilities, much like our democracy today. The Greeks established the Assembly, a body of citizens that made decisions and voted on issues that affected everyone. All citizens could participate! Decisions made in the Assembly had to be approved by another group of citizens called the Council. By

participating in government, all these citizens were giving their permission, or consent, for that government to operate.

Sum it up. (W.3.4-12.4) Consent of the governed is:

Representative Government.

In a representative government, the citizens elect representatives that make decisions for the people and are responsible to the people. In the United States, we elect the people who represent us in Congress and we elect our President. Even many judges are elected (but not our U.S. Supreme Court Justices).

The beginnings of representative government could be seen in the ancient Roman empire. This civilization lasted from about 500 BCE to 476 CE. By about 150 CE, the Roman empire was at its height and stretched almost 2.5 million square miles! Rome was originally ruled by kings, but eventually it changed into a form of democracy. It was not a true representative democracy, because not all of its important officials

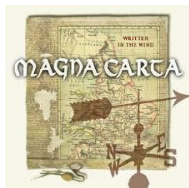
were elected. However, citizens were allowed to vote for some of their representatives, and if these representatives did not please the people, they could be voted out and replaced!



Sum it up. (W.3.4-12.4) Representative government is:

Rule of Law.

Rule of law means that no person is above the law—not even government officials. In the United States, nobody is above the law. This concept can trace its beginnings to a document called the Magna Carta. What's so great about the Magna Carta? For thousands of years, laws had applied to the people but not to kings or governments. Then, in 1215, the English wrote the Magna Carta and included a very important section: The King was no longer allowed to do whatever he wanted. Instead, the King had to follow the "law of the land" when dealing with his subjects.



The Magna Carta had a great deal of influence on the United States Constitution and on other constitutions and charters around the world. It was one of the first formal documents that made a king subject to the law. The Magna Carta set the stage for the idea that even governments should be accountable to the law.

Sum it up. (W.3.4-12.4) Rule of law is:

Individual Rights.

A right is a claim or privilege to something. Individual rights are things every person has a claim or privilege to have for themselves. Even though our United States democracy operates by majority rule, we consider individual rights to be very important. In fact, our Founding Fathers were very concerned that the majority might take advantage of the minority. In order to protect all individuals, they created the Bill of Rights and attached it to the end of the Constitution. The Bill of Rights lays out the rights of all citizens in the United States.



Individual rights is a concept that comes from many different thinkers in many different cultures. John Locke was an English philosopher. In 1689 CE, he published a book about the natural rights held by every human being. Locke's ideas about natural rights helped to form the way we think about individual rights today.

Sum it up. (W.3.4-12.4) Individual rights are:

Checks and Balances.

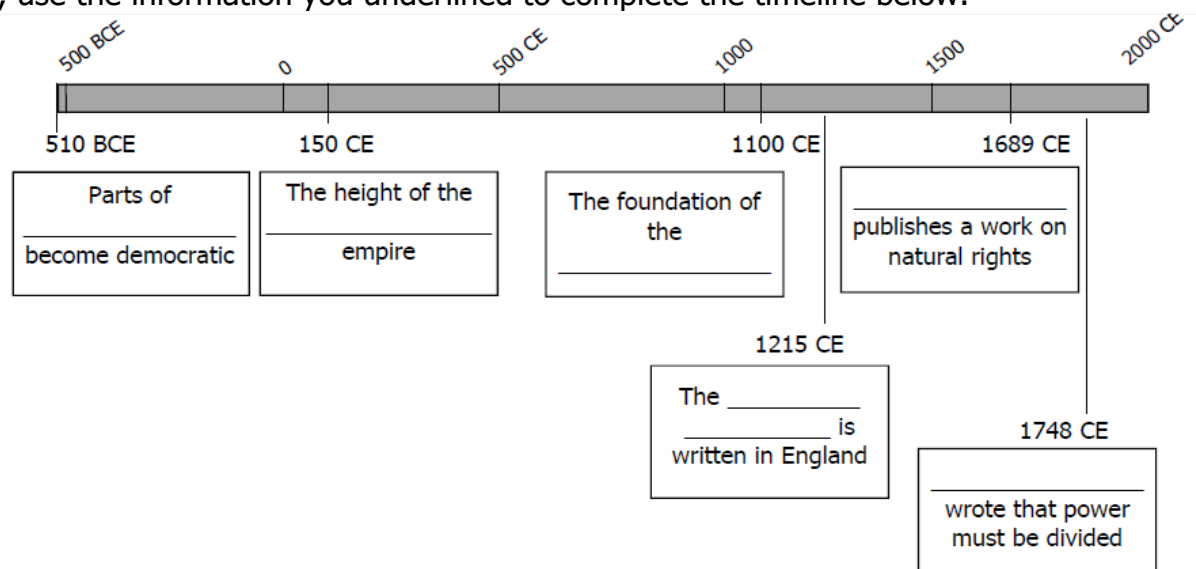
Checks and balances are limits that keep the government's power under control. The United States has two systems of checks and balances: our three branches of government and our federal system. The United States government is divided into three branches: the Executive (President), the Legislative (Congress), and the Judicial (courts). The first person to describe this kind of system in detail was a French thinker named Montesquieu. In 1748, Montesquieu wrote that power must be divided in government to prevent one part from becoming too powerful. Our Founding Fathers were influenced by Montesquieu when they designed our government.



The Founding Fathers also created a federal system that divides power between the states and the national government. Each state has its own constitution and makes its own laws. However, each state must follow the United States Constitution and all the national laws. The U.S. was not the first to do this. Around 1100 CE, the Iroquois—a group of Native American tribes—also formed an alliance to work together toward a common goal.

Sum it up. (W.3.4-12.4) Checks and balances are:

Go back to the reading. Underline every person or group who influenced our Founding Fathers. Then, use the information you underlined to complete the timeline below:



1. Abraham Lincoln, the 16th president of the United States said.....
"Government of the people, by the people, for the people."

In your own words, explain how this quote links to one or more of the principles of democracy. (RI.3.9)

2. All forms of democracy share the same basic principles:

- Separation of Powers
 - Legislative
 - Executive
 - Judicial
- Constitution
- Laws
- Decrees
- Elections
- Political Parties
- Referendums (a vote on an issue that goes directly to the people)

Using the United States as your example, explain how each of these principles works in our country and why we fit as a democracy using this definition. (SL.5.3 or W.5.9)

3. The following chart explains the three basic types of democracies --- direct, presidential, and parliamentary. Use the chart to answer the questions that follow.

Direct Democracy	Presidential Democracy	Parliamentary Democracy
Example: Switzerland	Example: USA, France	Example: UK, Germany
Head of State: Any member in turn (for one year), no practical importance	The President is head of state <i>and</i> leader of the government	Head of State is a different function than prime minister, it may be a monarch (queen/king) or an elected person
Government: Members with equal rights, elected by the parliament, representing all major parties (not really unanimous, but extremely stable)	President elected by the people nominates the ministers [members of government]	Government elected by the parliament based on a majority, may be dismissed by the parliament (especially when based on a coalition of several parties).
Parliament elected for a fixed legislative period, no dissolution; changing coalitions, sometimes even extreme right and extreme left together against the center (though for different reasons)	Parliament elected for a fixed legislative period; clear institutional separation of parliament and government (but the officials may cooperate as closely as in the other systems, if they like to do so)	Parliament elected for a legislative period, dissolution and early new elections possible if a clear majority cannot be established
Government members need not be members of parliament	Government members need not be members of parliament	Government members must be elected members of parliament

Strong position of the people (frequent referendums on single laws)	Strong position of the president (veto)	Strong position of the political parties
<p>Laws are created in four steps:</p> <ol style="list-style-type: none"> 1. Draft by the administration 2. Consultation of federal states, political parties, entrepreneurs, unions, and other interested groups 3. Parliamentary debate and final version passed 4. Possibility of a referendum. If a strong party or lobby threatens to call for a referendum, the parliament might be inclined to a compromise. The formal consultation process gives the public a clear view of the critical aspects and the pros and cons already at an early stage. 	<p>Laws are debated and passed by the parliament; lobbyists do not have a formal right to be heard, but do exercise some influence on members of parliament in reality. The president may block a law by veto. As the president is elected as a personality (not only as a party leader) by the people (not by the parliament), he or she may or may not rely on a majority of the parliament (in practice there have been some periods with a president forced to cooperate with a majority of oppositional members of parliament)</p>	<p>Laws are proposed by the government (being the leaders of the coalition of parties). Laws are debated and passed by parliament; lobbyists do not have a formal right to be heard, but do exercise some influence on members of parliament in reality. If there is a solid majority, compromises are sought within the coalition (and may sometimes represent tactics rather than conviction). The opposition may be ignored until the next elections but then laws may be revoked or changed by a new majority.</p>
<p>The process of making laws is rather slow, which may be a handicap with more technically-oriented laws (regulating questions of broad public interest but addressing a small number of professionals). Laws concerning everybody's everyday actions, however, may get more attention and acceptance by the public and therefore be more effective due to the intense public debate.</p>	<p>A strong president may act immediately --- but there is a certain risk that he or she rushes to conclusions. He or she may hardly be willing to withdraw from them even if they prove to be unwise from a later point of view.</p>	<p>If there are many small parties in a country, the close dependence of the government on a parliamentary majority may undermine the stability of the government.</p>
<p>History shows that from time to time the Swiss people do correct decisions of parliament and government that give in too much to lobby pressure, so <i>Direct Democracy</i> seems to offer effective <i>checks and balances</i>. But sometimes it just takes a long time (decades, not years) until a new idea is finally broadly accepted.</p>	<p>The separation of powers – though it might seem very clear in theory – does not automatically provide more effective <i>checks and balances</i> between parliament and government than in a Parliamentary Democracy.</p>	<p>If there are only two relevant parties and one has a comfortable majority, the parliamentary system offers few effective <i>checks and balances</i>.</p>

A. Which type of democracy has no real system of checks and balances?
(RI/RL.1.1)

B. Which type of democracy has members of the government who are not elected?
(RI/RL.1.1)

C. Which type of democracy has a working head of state? (RI/RL.1.1)

D. Which type of democracy holds the most power based on political parties?
(RI/RL.1.1)

E. In which type of democracy do lobbyists have the most explicit power?
(RI/RL.1.1)



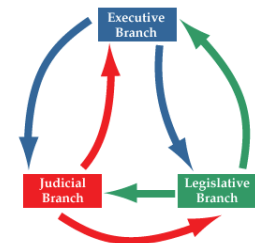
5. Winston Churchill said,



"No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government except all those other forms that have been tried from time to time."

Write an argument in support of or in disagreement to Churchill's quote? Use examples of other types of government that you think work better or worse than a democracy. (W.7.1-W/WHST9-10.1)

6. With the basic knowledge you have gained from this reading regarding the three branches of a democratic government, identify which government branch is associated with each of the powers and terms shown in the box below. Place each of these responsibilities into the chart on the following page. Then write an explanatory essay describing each power and how the branches relate to each other. (checks and balances, separation of powers) (W.4.2-8.2)



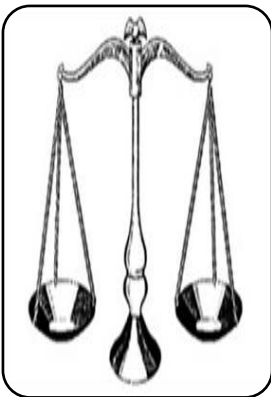
nominates federal judges	can declare laws
can veto legislation	can declare laws unconstitutional
can pass laws over President's veto	two senators from each state
controls the budget	confirms judges
makes the laws	signs laws
House of Representatives	can impeach President and judges
Senate confirms Presidential nominations	President & cabinet members
can pardon people	is elected every four years
are appointed by the President	consists of 9 Justices
House & Senate both need to pass bills from the other	
can declare Presidential acts unconstitutional	
Supreme Court, courts of appeal, and district courts	
the number of congressmen is based upon a state's population	
can overturn rulings by other courts	



Legislative



Executive



Judicial

Section Two: The Declaration of Independence

I. Pre-reading Activity

Look at the letter below. What is the purpose of this letter?

Dear.....

I'm not sure how to start this letter but I feel we need to talk. I've been thinking about us a lot lately. Things used to be so great - it was like we were M.F.E.O. I mean everyone said it was perfect. I really thought we would be together forever but then things changed.

I feel like you started to take me for granted. You just started to do whatever you wanted and never even asked me about anything or how I felt.

I've been thinking about this for a while and I don't want to hurt you but I think it is time we broke up. I mean it's just not going to work. I need some time by myself to see what it is like on my own. I'm sorry things didn't work out but I do think YOU are the one to blame. Sorry but "US" is over.

The purpose of the Declaration of Independence is exactly the same as that in the letter on the previous page. It was written to tell England the reasons why the colonies were rebelling and why they wanted to 'break-up' their relationship. The document was drafted by Thomas Jefferson and edited by other famous figures like John Adams. It lists the many reasons why colonial leaders came to the decision that would change the course of history: the decision to leave English rule and determine America's own fate as a country.

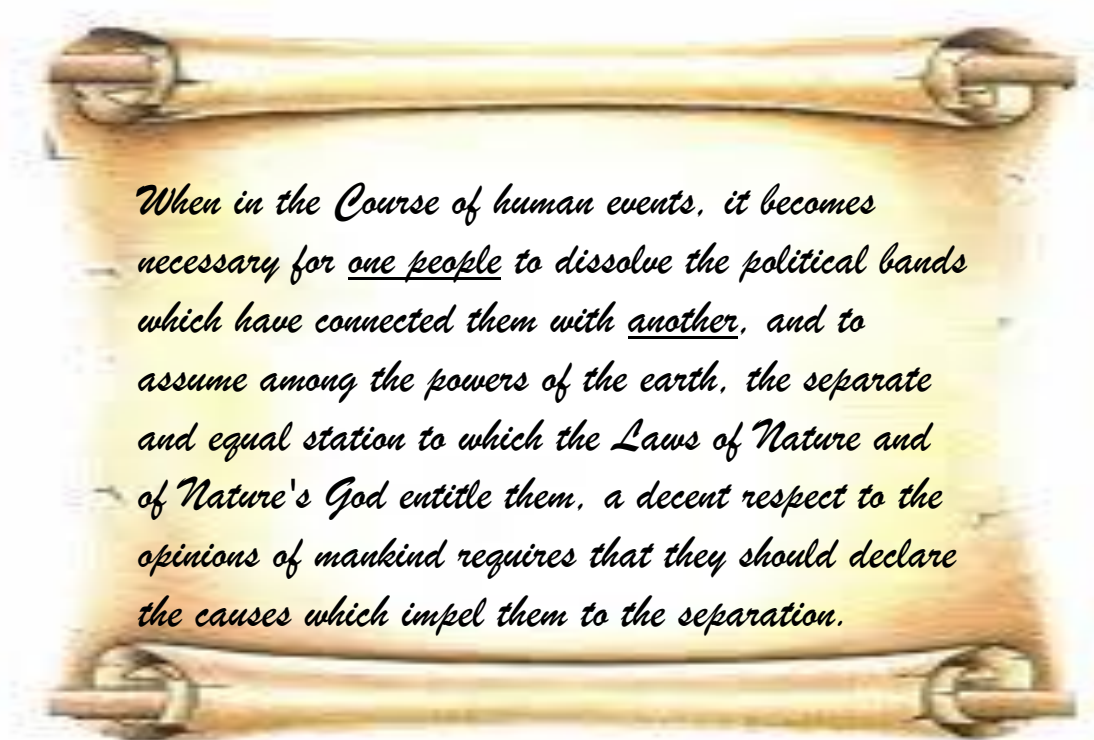


As it turned out, the great words of the Declaration of Independence did more than just start our Revolution. Since 1776, its principles have acted as a base for the Constitution and have inspired revolutionary, freedom movements across the world.

II. The Introduction

According to the *National Archives*, there are five parts to the Declaration of Independence: the introduction, the preamble, the indictment of George III, the denunciation of the British people, and the conclusion..

The **Introduction** consists of a lengthy first sentence.



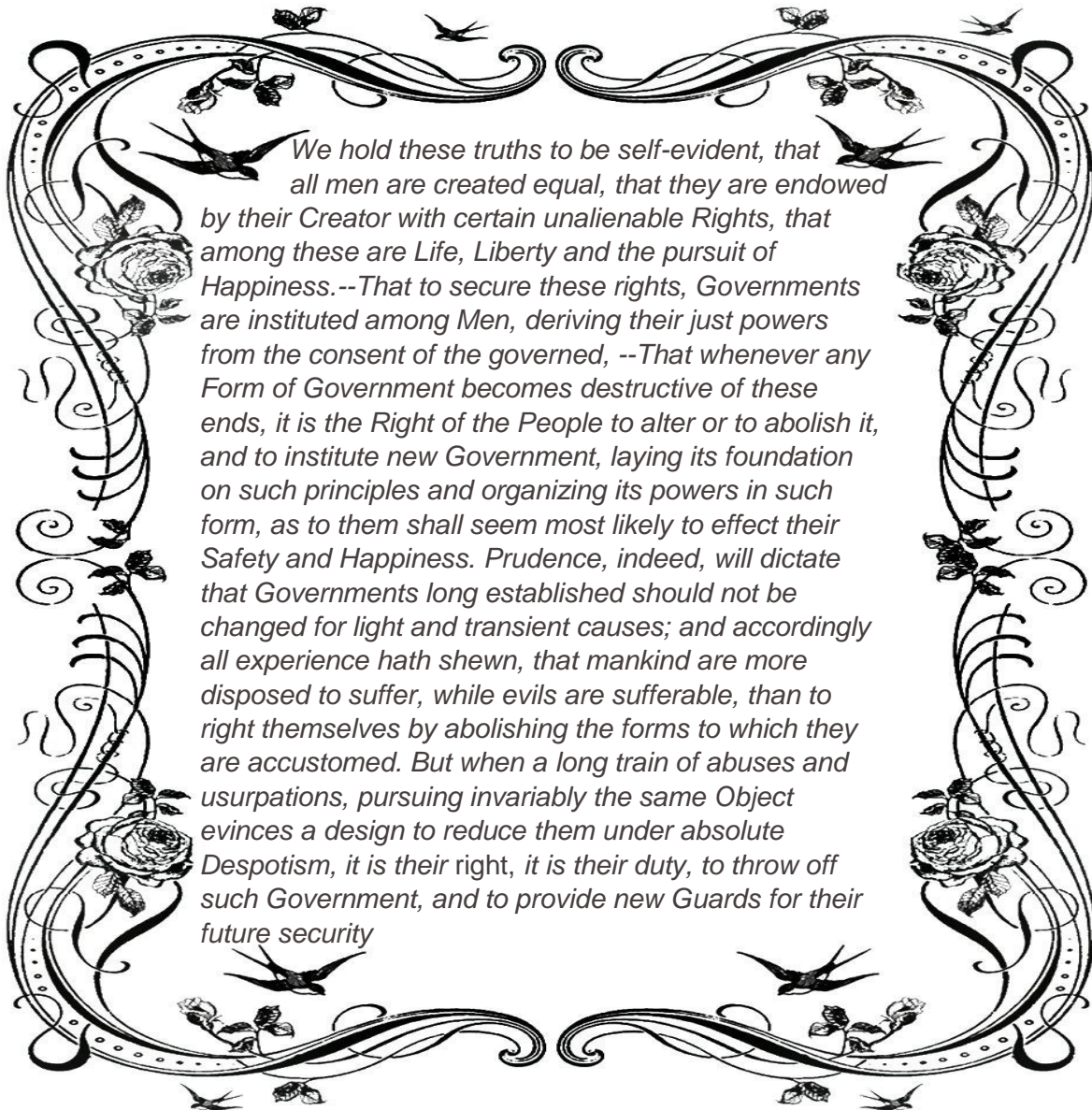
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to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



1. What words/phrases are used in this sentence to help imply that America has a legitimate reason for submitting this document to England? (RI/RL.7.1)
2. Examine the capitalized words in this sentence. What purpose do you think the authors had in capitalizing these specific words? How does the use of these words support the stance taken by the authors? (Ri.RI.6.4)
3. A. Who does 'one people' and 'another' as it is used in the introduction refer to? (RI.1.4)
- B. Analyze the use of these two references in this sentence. Explain how the use of these two referents help set the tone of the entire passage? (RI/RL9-10.4,L.6.3 & 7.3 merge)

III. The Preamble

Unlike the introduction, the preamble makes no reference to the British-American conflict. Instead, it adopts a neutral tone outlining a general philosophy of government that makes revolution justifiable, even meritorious:



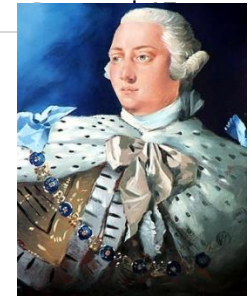
1. Find words/phrases in the preamble that have the same meaning as each of the following: (RI.3.4-RI.5.4)
 - a. Americans believe they should be treated equally.
 - b. Americans believe they have the right to be free.

- c. People are born with certain rights that no one can take away.
- d. Americans believe that the government should protect our freedoms (rights).
- e. *Americans believe that we are the ones who say what government should do for us... We have the POWER!!*

B. Discuss how the use of these words/phrases shape the intended meaning of the preamble. (RI/RL.6.4-10.4)

- 2. Discuss how the rights outlined in the preamble parallel the principles of democracy outlined in the previous reading? Use specific examples to support your answer. (RI.9-10.9)

IV. The Indictment of George III (List of Grievances) & the Denunciation of the British People



Decoding the Declaration of Independence

Read the Declaration of Independence and annotate as necessary. Find examples in Declaration of Independence which support each of the concepts on the left. Paraphrase each of these as you write them into the chart. (RI/RL.6.4-10.4, W.5.8)

	The Preamble	List of Grievances	The Denunciation of the British People	The Conclusion (Declaring Independence)
Natural Rights				
The Social Contract				
The Right to Revolt				
Popular Sovereignty				



1. How do the events you placed into the chart above define/support the main idea of the text? (RI.11-12.3)

2. A. How did the colonists try to address the grievances they outlined in the Declaration of Independence? (RI.RL.2.1)

- B. Based upon the information presented in the Declaration of Independence, why do you think they felt it was necessary to state this in the Declaration? (RI/RL 7.1)

3. Analyze and explain how the tone set by the list of grievances and the denunciation of the British help define the primary purpose of the Declaration. (RI/RL.9-10.2, RI.11-12.3)

V. Declaring Independence (The Conclusion)

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. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.



1. A. To whom does 'the Supreme Judge of the world' refer to? (RI.1.4)

B. How does the use of this reference relate to what is said in the introductory sentence of the Declaration?(RI.6.5)

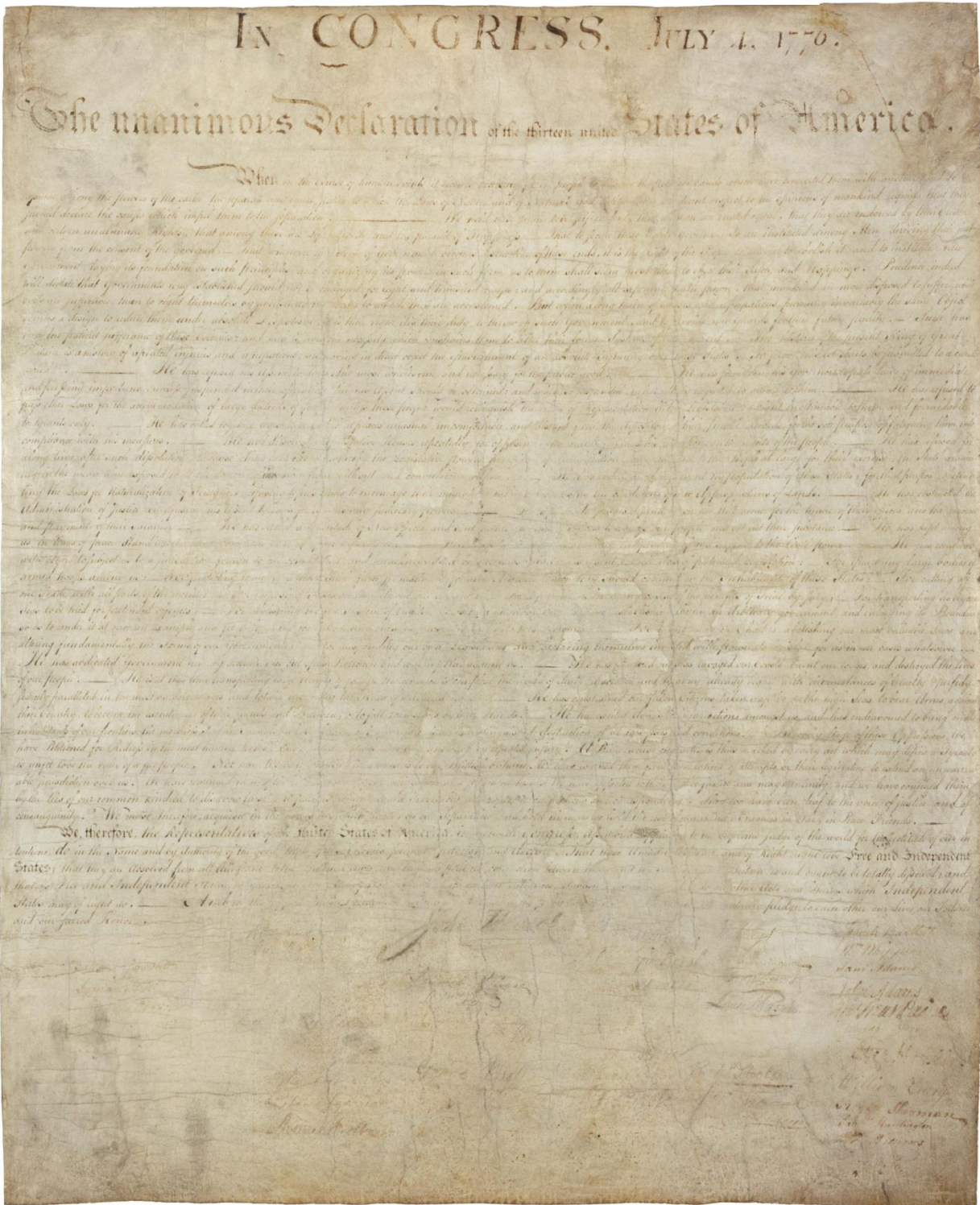
2. What words from this paragraph actually declare the colonists' independence? (L.3.3)
3. What rights and powers do they say they now have? Write an argument in support of the colonists claim and provide relevant evidence to support this claim. (W.7.1)

VI. The Signatures

Which names on the list of signatures do you recognize? Circle the names that you recognize.

1. Based upon your understanding of American history and of the details presented in the Declaration, what do you think might have happened if the Americans had lost the war against England? Cite examples to help support your answer. (RI/RL.7.1-10.1)
2. What were the risks associated with writing and signing the document? (RI/RL.2.1)
3. Would you have signed the document? Why/why not? Support your answer with factual details.(RI/RL.9-10.1)

VIII. Reading: The Declaration of Independence



The Declaration of Independence: A Transcription

Accessed: September 5, 2013 from http://www.archives.gov/exhibits/charters/constitution_transcript.html

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

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

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

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

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of

fatiguing them into compliance with his measures.

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

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

- For Quartering large bodies of armed troops among us:
For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:
- For cutting off our Trade with all parts of the world:
- For imposing Taxes on us without our Consent:
- For depriving us in many cases, of the benefits of Trial by Jury:
- For transporting us beyond Seas to be tried for pretended offences

- For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:
For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
- For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

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. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

The 56 signatures on the Declaration appear in the positions indicated:

Column 1

Georgia:

Button Gwinnett
Lyman Hall
George Walton

Column 2

North Carolina:

William Hooper
Joseph Hewes
John Penn

South Carolina:

Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

Column 3

Massachusetts:

John Hancock

Maryland:

Samuel Chase
William Paca
Thomas Stone
Charles Carroll of
Carrollton

Virginia:

George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

Column 4

Pennsylvania:

Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

Delaware:

Caesar Rodney
George Read
Thomas McKean

Column 5

New York:

William Floyd
Philip Livingston
Francis Lewis

Lewis Morris

New Jersey:

Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

Column 6

New Hampshire:

Josiah Bartlett
William Whipple

Massachusetts:

Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

Rhode Island:

Stephen Hopkins
William Ellery

Connecticut:

Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

New Hampshire:

Matthew Thornton

Section Three: The US Constitution

Adapted from: <http://www.archives.gov/legislative/resources/education/constitution/> (Accessed October 2, 2013)

I. Pre-Reading Activities: Orientation to the US Constitution

A. *Mapping the US Constitution*

To understand the Six Big Ideas which underpin the Constitution you need to be familiar with the text itself. Mapping the text of the Constitution presents the national charter in a way that illustrates the attention the Founders gave to the structure and power of government. The 4447 words of the U.S. Constitution are the foundation of our nation and establish the federal government's structures and branches. By counting the words in each article and calculating the percentage of the whole it represents, you can determine how much of the overall project was dedicated to each structure or power.

Complete the table on Handout 1 on the following page to determine the number of words contained in each Article of the Constitution, and the percentage of the whole document that represents. This can be done easily with a **digital copy** available at:

<http://www.archives.gov/legislative/resources/education/constitution/>

of the text using the word count feature available in most word processing programs.

Map the Constitution by representing the percentages from the table in a visual form on Handout 1. Using different colors for each of the Articles and the Preamble, color in the squares to represent the percentage of the whole Constitution that is dedicated to each article. Each square represents 1% of the document (round up or down as necessary). (Multiple standards apply)



Hold a class discussion to analyze the map and address the following questions:

- 1) Which topics received the most attention in the Constitution?
- 2) Does the map suggest hypotheses about the relative importance to the Founders of the powers of the new government?
- 3) To what extent do the powers of each branch of government displayed in the map match how the federal government works today?

Six Big Ideas in the Constitution

Handout 1: Outlining the Text

Count the words in each article and calculate the percentage of the whole it represents to determine how much of the text was dedicated to each structure or power.

Section of the Constitution	Number of Words	Percentage (of 4447 words)	Main Subject, Structure, or Power Addressed in Article
Preamble			
Article I			
Article II			
Article III			
Article IV			
Article V			
Article VI			
Article VII			

Mapping the Constitution

Represent the percentages from the table above in a visual form. Using different colors for each of the Articles and the Preamble, color in the squares to represent the percentage of the whole Constitution that is dedicated to each article. Each square represents 1% of the document (round up or down as necessary).

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
41.	42.	43.	44.	45.	46.	47.	48.	49.	50.
51.	52.	53.	54.	55.	56.	57.	58.	59.	60.
61.	62.	63.	64.	65.	66.	67.	68.	69.	70.
71.	72.	73.	74.	75.	76.	77.	78.	79.	80.
81.	82.	83.	84.	85.	86.	87.	88.	89.	90.
91.	92.	93.	94.	95.	96.	97.	98.	99.	100.

B. Introducing the Founders

Studying the Founders can aid in understanding the government they created. Many of the Founders knew each other before the Constitutional Convention and were able to draw on their personal relationships when trying to garner a consensus for specific proposals to be included in the Constitution. In this section of the unit, you will explore these relationships by creating a Founders' Social Network using Handout 2.

Your teacher will assign a Founder to you to research. Go to one of the following websites to find information about your assigned Founder.(W.3.7-W.7.7)

- A. http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html
- B. <http://www.usconstitution.net/index.html>
- C. <http://teachingamericanhistory.org/convention/intro/>

Now, complete the profile and likes section on Handout 2 below. (Multiple standards apply)

Six Big Ideas in the Constitution


Handout 2: Founders' Social Network

Name of Founder: _____

Profile:

Gender		Education	
Age in 1787		Occupation	
Place of Birth		State representing	
Religion		Previous service in colonial or state government	
Federalist or Anti-Federalist		Signed Declaration of Independence	
Revolutionary War Experience		Signed Articles of Confederation	
Member of Continental Congress		Signed Constitution (yes or no)	
Participated in Annapolis Convention			

Likes

Idea	Like  (yes or no)	Reason for liking or not
Great Compromise		
3/5ths Compromise		
Constitution		

C. Outlining the Constitution's Six Big Idea's

1. With this activity, you will analyze the text of the Constitution to identify specific examples of the Six Big Ideas in action. Look at handout #3 on the following page and complete the chart below. (RI.5.4)

What are the Six Big Ideas of the US Constitution?	Write a definition for each.
1.	
2.	
3.	
4.	
5.	
6.	

2. A. Now, look at Article II, Section 2, clause 2 of the Constitution. Find the clause that has the same meaning as: **“Two branches of the government, the President and the Congress (the Senate), have to agree before a treaty goes into effect.”** (RI/RL.9-10.4)

Example: Separation of Powers-Article II, Section 2, clause 2 says that the Executive "shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur." This means that two branches, the President and Congress (the Senate), have to agree before a treaty goes into effect.

- B. Examine the US Constitution to identify two examples of each of the 'Big Ideas'. Highlight these examples. Then complete Handout #3 on the following page as directed. (Multiple standards apply)

Six Big Ideas in the Constitution

Handout 3: Outlining the Constitution's Six Big Ideas

	Article	Section	Clause	Quote	Rephrase in your own words
Limited Government					
Republicanism					
Checks and Balances					
Federalism					
Separation of Powers					
Popular Sovereignty					

D. Analyzing Primary Source Documents to Relate the Six Big Ideas to other Historical US Documents

Choose one of the documents found in the chart below to research. (W.1.7-W/WHST.11.12.7) Then write an explanatory essay demonstrating how the concepts in your chosen document relate to one or more of the Big Ideas found in the US Constitution. (W.1.2-W/WHST9-11.2). Type your essay. Be sure to use facts to support your answer as well as in-text citations (where appropriate). (W.4.6-W.7.6)

Six Big Ideas in the Constitution

List of Primary Source Documents relating to the Six Big Ideas in the Constitution

Assign one of the documents below to student pairs to examine and determine which of the "Six Big Ideas" it most accurately reflects. Each of these documents was created or received by the federal government in the course of exercising powers under the Constitution.

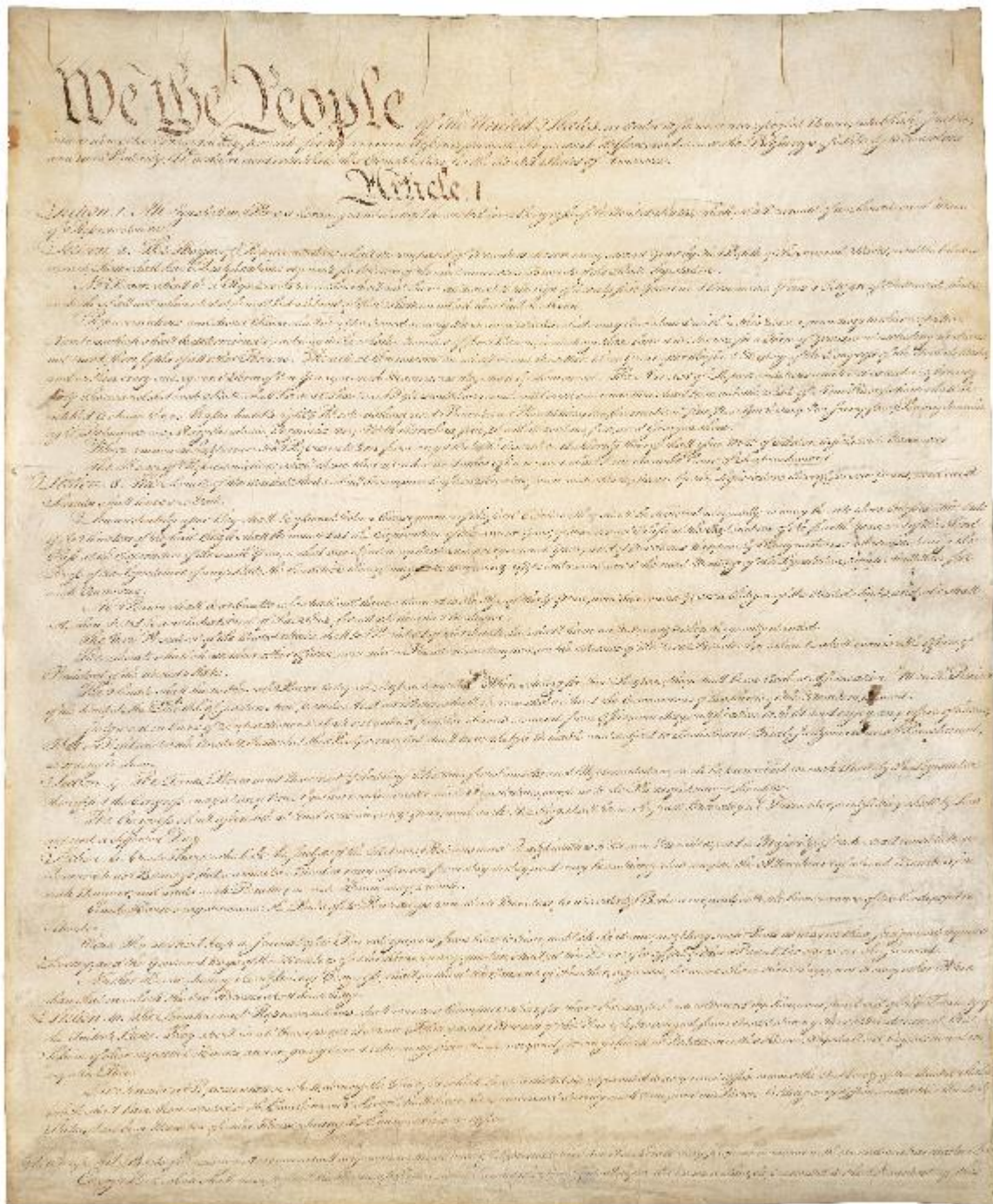
These documents are available online from the National Archives through the Archival Research Catalog at:

<http://archives.gov/research/arc/>

To go directly to a document enter the ARC Identifier number as the search term.

Document	Archival Research Catalog Number
Senate Revisions to House-Proposed Amendments to the U.S. Constitution: 9/9/1789	ARC Identifier 3535588
Act of August 6, 1965 (Voting Rights Act of 1965), Public Law 89-110, 79 STAT 437, which enforced the fifteenth amendment to the Constitution of the United States: 8/6/1965	ARC Identifier 299909
Gulf of Tonkin Resolution, as Introduced, S.J. Res. 189: 8/4/1964	ARC Identifier 2127364
Selection from President Andrew Jackson's Veto of the Bank Recharter Bill: 7/10/1832	ARC Identifier 306427
Henry Clay's Resolutions on the Removal of Deposits from the Bank of the United States: 12/23/1833	ARC Identifier 2127306
Letter from Mrs. E. Jackson in Favor of the Voting Rights Act of 1965: 03/08/1964	ARC Identifier 2173239
Senate joint resolution declaring admission of Missouri into the Union: 2/26/1821	ARC Identifier 306501
Joint Resolution Proposing the Twenty-First Amendment to the United States Constitution:	ARC Identifier 596379
Certified Copies of the Official Correspondence by and between His Excellency, Theodore Roosevelt, President of the United States, and the Hon. John Sparks, Governor of Nevada, 12/3/1907 – 12/26/1907	ARC Identifier 295933
Attempted Override of President Richard Nixon's Veto of S. 518, an Act to Abolish the Offices of the Director and Deputy Director of the Office of Management and Budget: 1973	ARC Identifier 2127368
Petition to Congress from Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton of the National Woman Suffrage Association: c. 1/1873	ARC Identifier 306687
Joint Resolution Proposing the Seventeenth Amendment to the United States Constitution: 05/13/1912 – 5/13/1912	ARC Identifier 1408966
Petition from the Union Fire Company in Lancaster, Pennsylvania in Support of the Crittenden Compromise: c. 1861	ARC Identifier 306495
Map of the United States Including Western Territories: 12/1848	ARC Identifier 2127339
Tally of the 1824 Electoral College Vote: 2/9/1825	ARC Identifier 306207

II. Reading: The US Constitution



United States; If he approve it shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall become Law, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a Question of Adjournment) shall be presented to the President of the United States, and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be rejected by a two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the Credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and Post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captives on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming and disciplining the Militia, and for governing such Part of them as may be employed on the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training them, according to the Discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Compact of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock Yards, and other needful Buildings. — And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a Tax or Duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall any Tax be laid on Imports or Exports, except as to Duties on Imports or Exports, which shall be uniform on all such Commodities.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title of any kind whatever, from any King, Prince, or foreign State.

Section 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal, coin Money, emit Bills of Credit, make any Thing but gold and silver Coin a Tender in Payment of Debts, pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing its inspection Laws; and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article II.

Section 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows.

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or Person holding an Office of Profit or Trust under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of

the same State with themselves. And they shall make a List of all the Powers voted, in and of the Number of Votes for each, which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes, shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List, the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes, which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the same shall devolve on the Vice President; and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly until the Disability be removed, or a President shall be elected.

The President shall not shall not be held liable to Impeachment, or to be removed from Office, for any Act done in the Exercise of his official Duties, while he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enters on the Execution of his Office, he shall take the following Oath or Affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in Writing, of the principal Officers in each of the executive Departments, upon any Subject relating to the Duties of his Office, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law; but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Absence of the Incumbent, by granting Commissions which shall expire at the End of their next Session.

Section 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section 4. The President, Vice President, and all civil Officers of the United States, shall be removed from Office and Disqualification for and Conviction of Treason, Bribery, or other high Crimes and Misdemeanors.

Article III.

Section 1. The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; to all Cases of Admiralty and maritime Jurisdiction; to Controversies to which the United States shall be a Party; to Controversies between two or more States, between a State and Citizens of another State, between Citizens of different States, between Citizens of the same State claiming Lands under Grants of different States, and between States, or its Citizens, foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which the State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but where not committed in any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section 3. Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Inheritance except by the Judgment of the Court.

Article IV.

Section 1. Full Faith and Credit shall be given to the public Acts, Records and judicial Proceedings of every State. And all Acts

Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from that State, to be removed to that State, to which he fled, to receive Justice, and be heard on another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to that State, to which he fled, to receive Justice of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section. 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section. 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion, and on Application of the Legislature, or the Executive (when the Legislature cannot be convened) against domestic Violence.

Article V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, provided that the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year one thousand eight hundred and eighth shall in any Manner affect the first and fourth Clauses in the seventh Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI.

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance hereof, and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

The Words, "they" being understood between the seventh and eighth Lines of the first Page, "the Word, 'They'" being partly written in an Oblique in the fifth Line of the first Page, "The Word 'is' being understood between the third and fourth Lines of the first Page, and the Word 'they' being understood between the fifth third and fourth Lines of the second Page.

Done in Convention by the unanimous Consent of the States present the seventeenth Day of September in the Year of our Lord one thousand seven hundred and eighty seven and of the Independence of the United States of America the Twelfth

Attest William Jackson Secretary

In witness whereof

Delaware	Richard Bassett Gideon Broome James Wilson	New Hampshire	John Langdon Nicholas Paine
Maryland	Daniel Carroll	Massachusetts	Nathaniel Gorham Rufus King
Virginia	John Blair James Madison	Connecticut	Wm. L. Johnson Roger Sherman
North Carolina	Wm. Hooper Richd. Dobbs Spaight	New York	Alexander Hamilton John Jay Jesse Livermore
South Carolina	Charles Cotesworth Pinckney Charles Pinckney Pierce E. Butler	New Jersey	David Brearley Jas. Paterson Jonas Dayton
Georgia	William Few Abner Dobson	Pennsylvania	John Mifflin Thomas Mifflin Robert Morris Geo. Clymer Tho. Fitzgibbon Saml. Ingham James Wilson G. Mifflin

Transcription: The Constitution of the United States

Note: *The following text is a transcription of the Constitution in its original form. Items that are hyperlinked have since been amended or superseded.*

Taken from:

http://www.archives.gov/exhibits/charters/print_friendly.html?page=constitution_transcript_content.html&title=The%20Constitution%20of%20the%20United%20States%3A%20A%20Transcription (accessed September 5, 2013)

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1.

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

Section. 2.

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

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

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

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

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

Section. 3.

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

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

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

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

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

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

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

Section. 4.

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

Section. 5.

Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a

smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

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

Section. 6.

The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7.

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

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section. 8.

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the

States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section. 9.

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section. 10.

No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's

inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article. II.

Section. 1.

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall

any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2.

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3.

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

Section. 4.

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Article III.**Section. 1.**

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2.

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;--to Controversies between two or more States;-- between a State and Citizens of another State,--between Citizens of different States,-- between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3.

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article. IV.**Section. 1.**

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2.

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section. 3.

New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section. 4.

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

Article. V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification

may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article. VI.

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article. VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

The Word, "the," being interlined between the seventh and eighth Lines of the first Page, the Word "Thirty" being partly written on an Erasure in the fifteenth Line of the first Page, The Words "is tried" being interlined between the thirty second and thirty third Lines of the first Page and the Word "the" being interlined between the forty third and forty fourth Lines of the second Page.

Attest William Jackson Secretary

done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independance of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

G°. Washington
Presidt and deputy from Virginia

Delaware

Geo: Read
Gunning Bedford jun
John Dickinson
Richard Bassett
Jaco: Broom

Maryland

James McHenry
Dan of St Thos. Jenifer
Danl. Carroll

Virginia

John Blair
James Madison Jr.

North Carolina

Wm. Blount
Richd. Dobbs Spaight
Hu Williamson

South Carolina

J. Rutledge
Charles Cotesworth
Pinckney
Charles Pinckney
Pierce Butler

Georgia

William Few
Abr Baldwin

New Hampshire

John Langdon
Nicholas Gilman

Massachusetts

Nathaniel Gorham
Rufus King

Connecticut

Wm. Saml. Johnson
Roger Sherman

New York

Alexander Hamilton

New Jersey

Wil: Livingston
David Brearley
Wm. Paterson
Jona: Dayton

Pennsylvania

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

III. Post Reading Activities

The Constitution is one of the founding documents of our country. All of the laws that we as citizens follow are based on the tenets of the Constitution. It is vital that we are aware of what the Constitution says as we move forward and create laws in the 21st century.



1. The Constitution sets out certain requirements to become a Representative, a Senator, and President. List the requirements of each office. (RI 1.1)

2. Article 1, section 8 lists the powers of Congress. Choose 3 of these powers and, in separate paragraphs, explain why those powers are still important in today's world. Use real-world examples of how those laws affect us. (W.7.1)

3. The Constitution lists powers of the legislative, executive, and judicial branches. These are known as the enumerated powers and are specifically mentioned and defined in the Constitution. However, there are other powers that each branch has are specifically stated. These are known as the implied powers. Article 1 section 8 includes the “Necessary and Proper Clause” (also known as the Elastic Clause) which grants Congress the power to pass all laws “necessary and proper” for carrying out the enumerated list of powers. This clause is the source of the implied powers. Categorize the following powers into Enumerated Powers and Implied Powers. (RI.4.1)

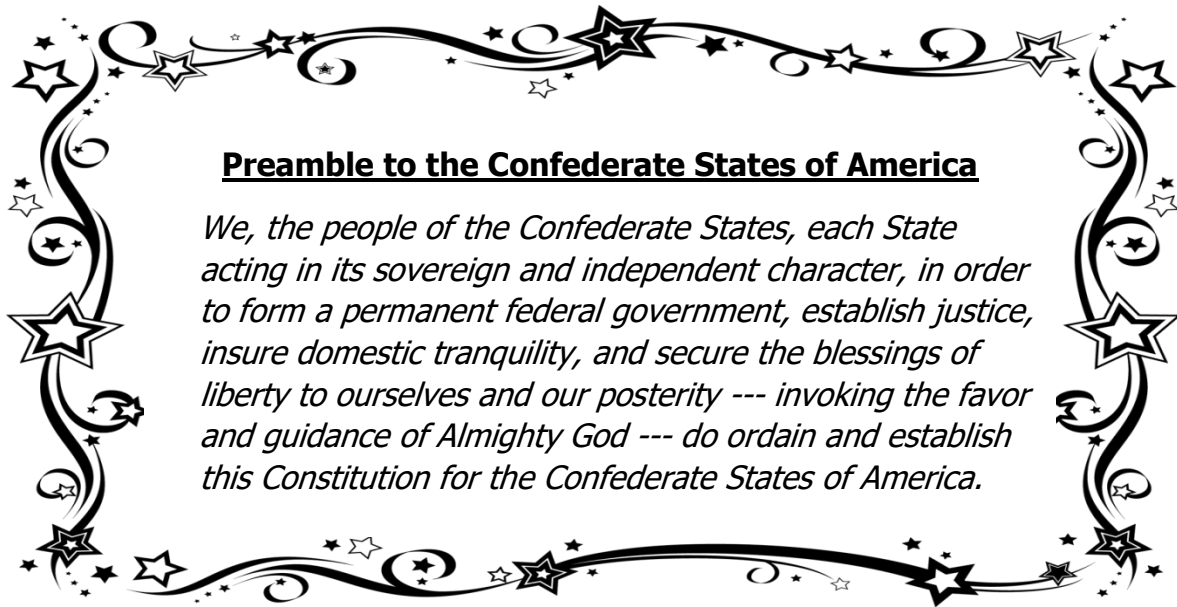
- *Establishing Post Offices
- *Creating a minimum wage
- *Creating the Environmental Protection Agency
- *Providing and maintaining a Navy
- *Providing and maintaining an Air Force
- *Providing rules for railroad safety
- *Creating a monetary system
- *Regulating commerce with foreign nations
- *Appointing ambassadors
- *Creating educational laws such as “No Child Left Behind”

4. Below are the preambles to the Constitution of the United States of America and to the Constitution of the Confederate States of America. Compare and contrast these two preambles. (RI.3.9)



Preamble to the Constitution of the United States of America

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



Preamble to the Confederate States of America

We, the people of the Confederate States, each State acting in its sovereign and independent character, in order to form a permanent federal government, establish justice, insure domestic tranquility, and secure the blessings of liberty to ourselves and our posterity --- invoking the favor and guidance of Almighty God --- do ordain and establish this Constitution for the Confederate States of America.

5. Using evidence from the Constitution, write an argumentative essay either for or against the issue of gun control. Why should Congress be allowed or not allowed to limit the types of weapons and ammunition that ordinary citizens can purchase? Make sure to introduce a precise claim, use evidence from the Constitution, develop a counterclaim, and provide a conclusion. (WHST.9-10.1)

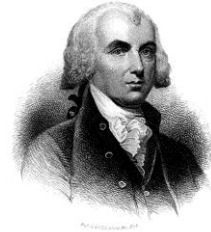
6. The 10th Amendment states that powers not specifically delegated to the federal government shall be given to individual states. Therefore, powers such as education, roads, commerce between states, and land rights are controlled by the states. Why was it so important to our founding fathers to give states some power to control themselves? (RI.6.2)
7. Which amendment gives the right against unreasonable searches and seizures?

- Which amendment gives the right to peaceably assemble? _____
- Which amendment gives the right to have a trial by jury? _____
- Which amendment gives 18-year-olds the right to vote? _____
- Which amendment prohibits slavery? _____
- Which amendment gives freedom of the press? _____
- Which amendment prohibited the sale of alcohol? _____
- Which amendment prevents Congress from giving themselves a raise?
_____ (RI.1.1)
8. Define each of the following phrases in your own words (RI.5.4):
 - a) Implied powers
 - b) Enumerated powers
 - c) Separation of powers
 - d) Federalism
 - e) Representative Government
 - f) Civic Responsibility
9. One key tenet of the Constitution is the system of checks and balances between the legislative branch, the judicial branch, and the executive branch. Using Articles 1-3, describe how each branch of the government checks on the other branches to ensure that they are not overstepping their proscribed duties. (RI.4.3)

Section Four: The Bill of Rights

Extracted from: <http://www.archives.gov/legislative/resources/education/bill-of-rights/>

The struggle over the states' ratification of the Constitution in 1787 and 1788 made a deep impression on James Madison, who witnessed firsthand the contentious battles in Virginia and New York. Madison understood that in order for the new government to be successful it needed the overwhelming allegiance of the people rather than the narrow majority support won in many of the state ratification conventions. Madison began to see how the addition of a bill of rights might calm some of the fears about the powers invested in the new national government.



James Madison worked to gain support for the Constitution by creating a list of proposed amendments drawn from various Anti-Federalist and Federalists sources. Elected as a representative to the First Congress in 1789, he took the lead in writing and speaking on behalf of legislation to amend the Constitution. By August of 1789, the House of Representatives passed a list of proposed amendments derived from Madison's list. Due in large measure to his leadership, Congress passed the Bill of Rights in 1789, and the states ratified it by 1791.

I. Analyzing the Bill of Rights

Read through the transcription of the Bill of Rights found on the following pages to analyze the list of amendments ratified by the States in 1791.



Worksheet

Then complete Worksheet #2 on page 51 to delineate the individual protections and limits on authority contained in the Bill of Rights. (multiple standards apply)

The Bill of Rights

Worksheet 2: Taking stock of the Bill of Rights

Amendment #	Summarize the rights described	Summarize the limitations described
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

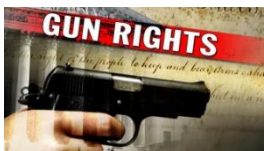
II. Applying the Bill of Rights to Today's World

Extracted from: <http://billofrightsinstitute.org/resources/educator-resources/lessons-plans/bill-of-rights-in-the-news/>

The Constitution has been amended twenty-seven times, including the Bill of Rights. The ability to amend the Constitution is critical to adapt to a changing society. However, the Founders understood that revisions to the founding charter should not be undertaken lightly, and they designed the amendment process to require a very high level of agreement for amendments to be ratified (2/3 of both Houses of Congress and 3/4 of state legislatures).

In the next readings, you will explore how the Bill of Rights has affected or is affecting issues in today's world. Choose one or two of the following topics and complete the assignment associated with the topic.

Bill of Rights in the News: Gun Rights in the 21st Century



In the wake of recent tragic shootings, there has been a significant revival of the debate over the Second Amendment and gun control. The debate, in broad generalities, is split between two sides. On one side are gun control advocates who believe that stricter regulation of guns would reduce violence. On the other side are gun rights advocates, who believe that the right to own a gun is fundamental and that more restrictions on gun ownership do not decrease violence. This divide is animated by different interpretations of the Constitution: specifically

the Second Amendment, its meaning, and its applicability in 21st century America. In this lesson you will explore some of the constitutional issues and policy proposals that make up the gun control/gun rights debate.

Go to the following website and complete the readings and assigned questions. (multiple standards apply)

<http://billofrightsinstitute.org/wp-content/uploads/2013/02/eLessonGunRights.pdf>

Snyder v. Phelps (2011)

The Supreme Court recently handed down a decision on the controversial First Amendment case, *Snyder v. Phelps (2011)*, involving inflammatory protest signs at the funeral of a slain American soldier. Decisions like this one test our commitment to the protection of free speech guaranteed by the First Amendment



Go to the following website and complete the readings and assigned questions. (multiple standards apply)

<http://billofrightsinstitute.org/wp-content/uploads/2011/12/SnydervPhelps.pdf>

Bill of Rights in the News: Searching for the Fourth Amendment

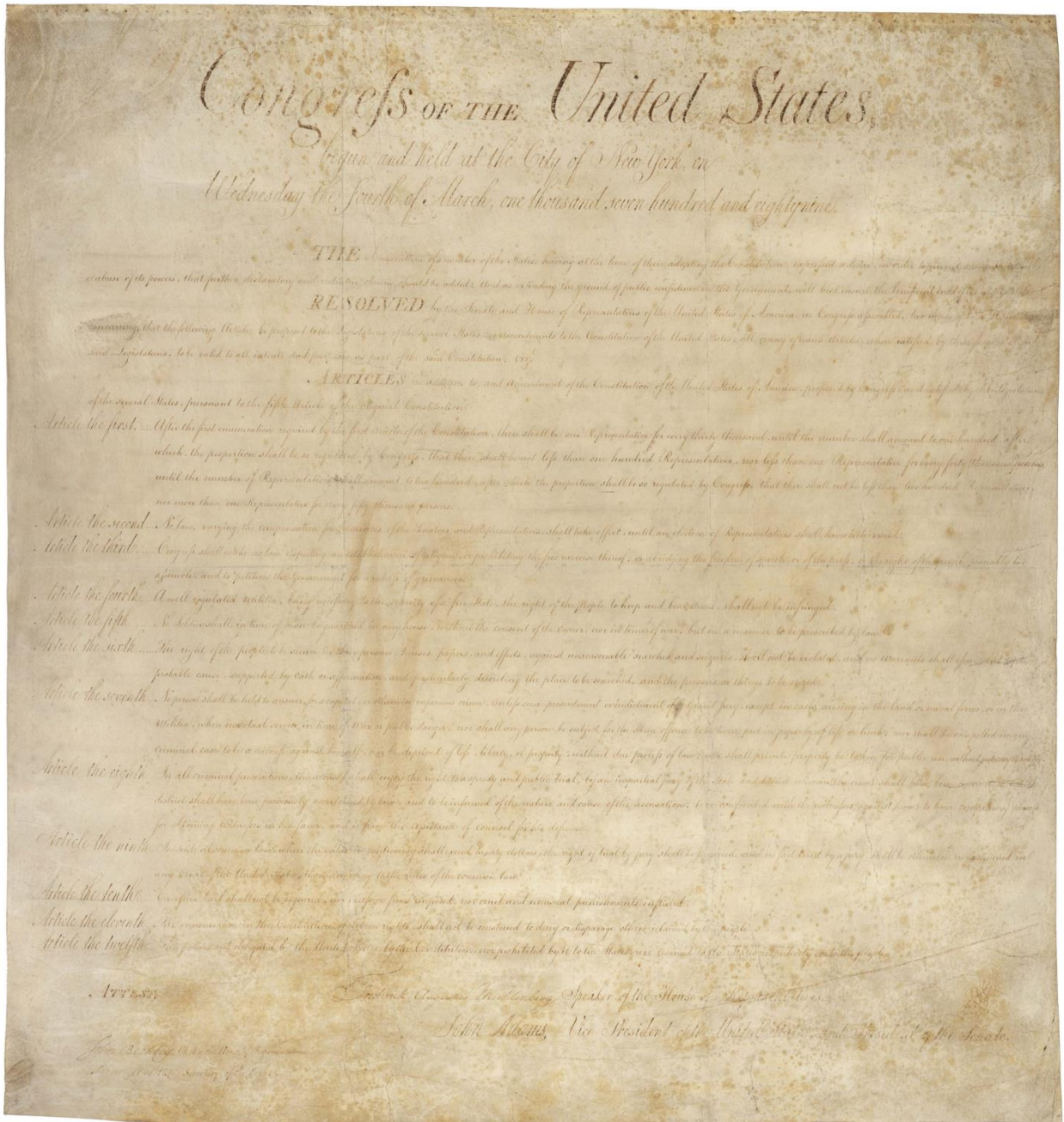
The steady march of science and technology has a way of bringing settled law into new areas, challenging what was once convention. An upcoming court case involves just such a predicament – whether or not the government can search your laptop or cell phone without a warrant at border crossings. While it's long been accepted that the government can search people entering the country, does that also imply to email or text messages? Another case is the use of 'full body scanners' by the TSA, which use a type of sensor to create an image of a person, arguably searching them. Explore these and other current issues related to the Fourth Amendment in this lesson.



Go to the following website and complete the readings and assigned questions. (multiple standards apply)

<http://billofrightsintitute.org/wp-content/uploads/2012/12/SearchingForTheFourthAmendment.pdf>

III. Reading: The Bill of Rights





The Bill of Rights: A Transcription

The Preamble to The Bill of Rights

Congress of the United States begun and held at the City of New-York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both Houses concurring, that the following Articles be proposed to the Legislatures of the several States, as amendments to the Constitution of the United States, all, or any of which Articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the original Constitution.

Note: The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

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

Amendment IX

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

Amendment X


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.


Section Five: Amending the Constitution

Reproducible from: http://www.scholastic.com/content/collateral_resources/pdf/a/abota_stu_repro_6.pdf
(Accessed October 14, 2013)

Name: _____

Student Reproducible 6





Review the amendment process below, then answer the questions that follow.

THE AMENDMENT PROCESS

2/3 of Congress (made up of the House of Representatives and the Senate) proposes an amendment.

2/3 of state legislatures ask for a meeting to propose an amendment.

A special convention is called and the amendment is proposed.

3/4 of state legislatures ratify (accept) the amendment.
OR
3/4 of special state conventions ratify (accept) the amendment.

AN AMENDMENT IS MADE!

QUESTIONS:

1. What branch of the federal government is able to propose an amendment?

2. How many states are needed to make up the 3/4 majority that can ratify an amendment?

3. If you were a member of a state legislature, what would you need to do to get an amendment ratified?

Rarely Ratified

- ✓ Thousands of amendments have been proposed since the Constitution was written, but only 27 have been ratified.
- ✓ All 27 ratified Amendments were proposed by Congress. There has never been an amendment proposed by the states.
- ✓ The Twentieth Amendment, which set the date for the beginning and ending of presidential and congressional terms, is the only amendment ever to be ratified by 100 percent of the states.
- ✓ Between 1989 and 1999, Congress proposed more than 850 amendments!
- ✓ Failed amendments that have been debated by Congress:
 - Changing the voting age to 16
 - Eliminating income tax
 - Making English the official language
 - Providing moments of silence in schools
 - Changing the way amendments are ratified

Photo: from top: © Digital Vision/Getty Images; © VisionofAmerica/Joe SchmDigital Vision/Getty Images.

Section Six: How a Bill Become Law

I. Video



Watch the video at:

<http://www.youtube.com/watch?v=Otbml6WlQPo>

II. Pre-reading activities

After watching the video, discuss the following questions with your instructor / classmates.

1. How does a bill become a law?
2. Who is involved in this process?
3. Why do we have laws?
4. What makes a good law?

III. The Process

Extracted from: <http://kids.clerk.house.gov/middle-school/lesson.html?intID=17> (Accessed October 15, 2013)

Making and enacting laws is Congress's greatest responsibility. The U.S. House of Representatives and the U.S. Senate consider legislation in four forms:

- Bills: There are two types of bills, public and private. Public bills affect the general public while private bills affect a specific individual or group. In order to become law, bills must be approved by both Chambers and the President.
- Joint resolution: Similar to a bill, joint resolutions originate in either the U.S. House of Representatives or the U.S. Senate, but—opposite of what the name suggests—never jointly in both Chambers. Also like bills, joint resolutions require the President's approval to become law.
- Concurrent resolution: Legislation addressing a matter affecting the operations of both the U.S. House of Representatives and the U.S. Senate, concurrent resolutions are voted on by both Chambers of Congress and do not need the President's signature to pass.
- Simple resolution: Legislation addressing a matter affecting the operations of either the U.S. House of Representatives or the U.S. Senate, simple resolutions only need to pass in the Chamber it effects.

Bills are the most common form of legislation. While most bills can originate in either Chamber, bills regarding revenue always begin in the U.S. House of Representatives.

BEGINNING OF THE BILL

Although ideas for bills can come from anywhere, the two most common sources are Members and their constituents. For example, a bill may be inspired by campaign promises made by Members. Or constituents with ideas for laws may contact their Representatives. The Constitution guarantees a constituent's right to submit ideas for legislation to his or her Representative in Congress.

INTRODUCTION TO THE BILL

The Hopper

In the U.S. House of Representatives, any Member, Delegate, or Resident Commissioner may introduce a bill any time the House is in session. In order to officially introduce the bill, the Member places it in the "hopper," a wooden box on the side of the Clerk's desk. The Member introducing the bill is known as its primary sponsor, and an unlimited number of Members can cosponsor a bill.

When a bill is introduced, the title of the bill is entered in the *House Journal* and printed in the *Congressional Record*. The Clerk assigns the bill a legislative number and the Speaker of the House assigns the bill to the appropriate committee.

THE BILL GOES TO COMMITTEE

Committee Meeting Room

When the Chairman of the committee receives a copy of a bill, the clerk of the committee places the bill on the committee's legislative calendar. While the bill is in committee, the committee members will seek expert input, hold "mark-up" sessions to make any changes or updates deemed important, and, if necessary, send the bill to a subcommittee for further analysis through research and hearings.

When the committee is satisfied with the content of the bill, it is sent back to the House for debate. It is also possible for a bill to die in committee if the legislation is deemed unnecessary.

CONSIDERATION AND DEBATE

By tradition, all bills must be given consideration by the entire membership of the House, with adequate opportunity for the Members to debate and propose amendments. The rules of debate are decided during the first day of each new Congress, including the amount of time allocated for debate on the bill. Typically, the bill is read section by section and Members are given the opportunity to propose amendments and debate the bill's content.

When debate is over, the Speaker asks "shall the bill be engrossed and read a third time?" If the Members agree, the bill is read by title only.

VOTING

If deemed necessary by the Speaker, voting on a bill may be delayed up to two days. There are three methods for voting:

- Viva voce (voice vote): The Speaker asks the Members who support the bill to say "aye" and those who oppose to say "no."
- Division: The Speaker says "those in favor, rise and stand to be counted," and then again for those who oppose to stand and be counted.
- Recorded: The most common way to collect votes, Members either slide their electronic voting cards into the electronic voting machine and select "yea," "nay," or "present," or complete a paper ballot which is handed to the tally clerk to be recorded.

The votes are tallied and, if a majority of the House has voted in favor of the legislation, it passes and is sent to the U.S. Senate. If the bill fails, yet the Speaker feels the bill should become a law, it may be sent back to committee for further research and updates. Otherwise, the bill dies.

SENATE ACTION

If a bill passes in the U.S. House of Representatives, an exact copy is sent to the U.S. Senate. The bill is sent to a Senate committee for review and discussion before proceeding to the Senate floor for a vote. The Senate, like the House, considers each amendment separately before the bill is voted on. Unlike the House, the Senate typically votes by voice.

THE BILL RETURNS TO THE HOUSE

If the bill is passed by the Senate, both the House and Senate bills are returned to the House with a note indicating any changes. If the Senate has made amendments, the House must vote on the bill again as both Chambers of Congress must agree to identical legislation in order for it to become law. If the Speaker of the House decides the Senate amendments require further research, the bill can be sent back to committee before the House votes again.

THE BILL IS ENROLLED

When both Chambers have passed identical legislation, the enrolling clerk prepares the final document for presentation to the President of the United States. The enrolled bill is printed on parchment paper and certified by the Clerk of the House. The Clerk reviews the bill to ensure it is accurate and sends it to the Speaker to be signed. The Speaker then passes the document to the President of the Senate for signature.

PRESIDENTIAL ACTION

Once the leaders of both Chambers have signed-off, the Clerk of the House delivers the bill to a clerk at the White House and obtains a receipt. When the President receives the bill, he has three options:

- **Pass:** If the President approves the bill he signs it and, usually, writes “approved” and the date, although the Constitution only requires his signature.
- **Veto:** If the President does not approve the bill, he must return it to its Chamber of origin with his objections within 10 days.
- **Pocket Veto:** If the President receives the bill and does not sign or return it to Congress with objections within 10 days—excluding Sundays—it becomes law as long as Congress remains in session. If Congress recesses before the 10 days have passed, the bill dies.

BACK TO CONGRESS

If the President vetoes the bill, it is sent back to the U.S. House of Representatives. From here, the Speaker may decide not to pursue the bill further, send it back to committee for further consideration, or return to the bill to the House floor for a vote. In order to override the President’s veto, the bill will need to pass by two-thirds majority in both Chambers of Congress.



Questions: Use the information presented in the reading and/or the internet to answer the questions below.

1. A. What is a bill? (RI/RL.2.1)

B. What is a law? (RI/RL.2.1)

C. Are the two related? Explain your answers using details from the reading. (RH.6-8.1)

2. Identify the process a bill can take on its way to becoming law by writing the steps on the left in the correct order on the right. (RI.4.2)

Steps

- a. Vote on a bill
- b. Sign bill
- c. Put bill before full House
- d. Bill becomes law
- e. Send bill to committee
- f. Send bill to Senate
- g. Vote on bill
- h. Send bill to committee
- i. Put bill before full Senate
- j. Vote on bill
- k. Write a bill
- l. Idea for bill

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

3. A. Where in the process is most of the legislative work done? (RI/RL.2.1)

B. What happens to the bill during this step? (RI/RL.6.2)

4. What must happen to a bill to keep it moving along the process? (RI.4.2)

5. Give three examples of how individuals and groups outside of Congress can influence the law making process.(RST.6-8.2)

6. Where in the process can decisions be influenced? (RI.3.2)

7. Describe how the leadership in Congress can influence the legislation. (RST.6-8.2)

Speaker of the House:

Majority Leader:

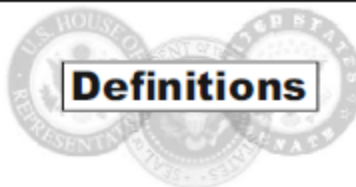
Minority Leader:

8. What two steps must occur before a bill gets to the President? (RI/RL.6.2)

9. What two branches of government share lawmaking responsibility? What is the primary lawmaking function of each? (RI.4.2)



10. Write Definitions as Instructed. (RI.5.4)



Instructions: Write a definition for each of the following terms.
Sketch a picture that will help you remember what each definition means.

Term	Definition	Picture
Bill		
Standing committee		
Subcommittee		
Debate		
Amendment		
Floor		
Conference committee		
Law without signature		
Veto		
Pocket veto		
Law		

Section Seven: Understanding and Applying Historical Statistics

Throughout our long history, the population make up of our country has changed a great deal. From the time of the Declaration of Independence to the present day and beyond, our nation is ever changing. On the next few pages you will examine charts and graphs depicting statistical changes that have occurred or will occur at local, regional or national levels. Read the information presented in the charts to answer the questions.

U.S. Population in 1776 and 1790

January 16, 2011 by Norbert Haupt

The first census was done in 1790. The population of the U.S. was found to be 3,929,214 people. In 1776, at the time of the Declaration of Independence, historians estimate the population to have been about 2.5 million people. That is less than the population of San Diego County today.

It's also interesting to compare population and population growth of the white versus African-American population, including the percentage of black slaves:

Year	Total US Population	African American	% of Total Population	Slaves	% of African Americans in Slavery
1790	3,929,214	757,208	19.27%	697,681	92%
1800	5,308,483	1,002,037	18.88%	893,602	89%
1810	7,239,881	1,377,808	19.03%	1,191,362	86%
1820	9,638,453	1,771,656	18.38%	1,538,022	87%
1830	12,860,702	2,328,642	18.11%	2,009,043	86%
1840	17,063,353	2,873,648	16.84%	2,487,355	87%
1850	23,191,876	3,638,808	15.69%	3,204,287	88%
1860	31,443,321	4,441,830	14.13%	3,953,731	89%

<http://norberthaupt.com/2011/01/16/u-s-population-in-1776-and-1790/> (accessed October 10, 2013)



1. By how much did the US population grow from the time of the Declaration of Independence to the first US census? (2.NBT.6)
2. How does the information presented in this chart support Lincoln's reason(s) for emancipating the slaves in his Emancipation Proclamation speech? (W/WHST.6-8.9)

3. The US Constitution and the Bill of Rights were ratified in 1789 and 1791 respectively. Assuming there was a steady 5% increase in the total population across the years, what was the total US population in: (4.MD.2)
 - A) 1789
 - B) 1791

4. A. How many more slaves were there in the US in 1860 as compared to 1790? (2.OA.1)

B. Determine the ratio between the African American population and the total US population in 1830. (6.RP.1)

5. Which year saw the largest growth in the US population? (2.NBT.8)

6. Assume the total US population continued to grow at the same rate as in 1850 to 1860. Determine the total US population in 1900. (7.EE.3)

7. What was the percentage of growth in total population from 1790 to 1860? (4.MD.2)

8. A. What percentage of the African American population were held as slaves in: (1.MD.4)
 - a. 1800
 - b. 1850
B. Change these numbers to decimals.

9. Explain why as the total number of slaves increased across the years, the percentage held as slaves decreased. (MP.7)

Census 1790

Statistics	Connecticut	Delaware	Georgia	Maryland	Massachusetts	New Hampshire	New Jersey	New York	North Carolina	Northwest Territory	Pennsylvania	Southwest Territory	Vermont	Virginia	TOTAL (All Selected States)
T1. Total Population															
Total Population	237,655	59,096	82,548	319,728	378,556	141,899	184,139	340,241	395,005		433,611		85,341	747,610	* 3,405,429
T9. Race															
Total Population:	237,655	59,096	82,548	319,728	378,556	141,899	184,139	340,241	395,005		433,611		85,341	747,610	* 3,405,429
White	232,236 97.7%	46,310 78.4%	52,886 64.1%	208,649 65.3%	373,187 98.6%	141,112 99.5%	169,954 92.3%	314,366 92.4%	289,181 73.2%		423,373 97.6%		85,072 99.7%	442,117 59.1%	* 2,778,443 81.6%
Nonwhite	5,419 2.3%	12,786 21.6%	29,662 35.9%	111,079 34.7%	5,369 1.4%	787 0.6%	14,185 7.7%	25,875 7.6%	105,824 26.8%		10,238 2.4%		269 0.3%	305,493 40.9%	* 626,986 18.4%
T10. Slave Status															
Total Population:	237,655	59,096	82,548	319,728	378,556	141,899	184,139	340,241	395,005		433,611		85,341	747,610	* 3,405,429
Free Population	235,007 98.9%	50,209 85.0%	53,284 64.6%	216,692 67.8%	378,556 100.0%	141,742 99.9%	172,716 93.8%	319,048 93.8%	294,222 74.5%		429,904 99.2%		85,341 100.0%	454,983 60.9%	* 2,831,704 83.2%
Slave Population	2,648 1.1%	8,887 15.0%	29,264 35.5%	103,036 32.2%	0 0%	157 0.1%	11,423 6.2%	21,193 6.2%	100,783 25.5%		3,707 0.9%		0 0%	292,627 39.1%	* 573,725 16.9%
T11. Slave Status (Nonwhite Population)															
Nonwhite:	5,419	12,786	29,662	111,079	5,369	787	14,185	25,875	105,824		10,238		269	305,493	* 626,986
Nonwhite Free Population	2,771 51.1%	3,899 30.5%	398 1.3%	8,043 7.2%	5,369 100.0%	630 80.1%	2,762 19.5%	4,682 18.1%	5,041 4.8%		6,531 63.8%		269 100.0%	12,866 4.2%	* 53,261 8.5%
Slave Population	2,648 48.9%	8,887 69.5%	29,264 98.7%	103,036 92.8%	0 0%	157 20.0%	11,423 80.5%	21,193 81.9%	100,783 95.2%		3,707 36.2%		0 0%	292,627 95.8%	* 573,725 91.5%
T12. Slave Status By Race															
Total Population:	237,655	59,096	82,548	319,728	378,556	141,899	184,139	340,241	395,005		433,611		85,341	747,610	* 3,405,429
Free Population:	235,007 98.9%	50,209 85.0%	53,284 64.6%	216,692 67.8%	378,556 100.0%	141,742 99.9%	172,716 93.8%	319,048 93.8%	294,222 74.5%		429,904 99.2%		85,341 100.0%	454,983 60.9%	* 2,831,704 83.2%
White	232,236 97.7%	46,310 78.4%	52,886 64.1%	208,649 65.3%	373,187 98.6%	141,112 99.5%	169,954 92.3%	314,366 92.4%	289,181 73.2%		423,373 97.6%		85,072 99.7%	442,117 59.1%	* 2,778,443 81.6%
Nonwhite	2,771 1.2%	3,899 6.6%	398 0.5%	8,043 2.5%	5,369 1.4%	630 0.4%	2,762 1.5%	4,682 1.4%	5,041 1.3%		6,531 1.5%		269 0.3%	12,866 1.7%	* 53,261 1.6%
Slave Population	2,648 1.1%	8,887 15.0%	29,264 35.5%	103,036 32.2%	0 0%	157 0.1%	11,423 6.2%	21,193 6.2%	100,783 25.5%		3,707 0.9%		0 0%	292,627 39.1%	* 573,725 16.9%



1790 Population Density
1 dot represents 50,000 people

Census 2000

Statistics	TOTAL (All Selected States)	
SE:T1. Total Population		
Total Population	280,210,369	
SE:T14. Race		
Total Population:	280,210,369	
White Alone	211,166,524	75.4%
Black or African American Alone	34,636,187	12.4%
American Indian and Alaska Native Alone	2,472,421	0.9%
Asian Alone	9,739,130	3.5%
Native Hawaiian and Other Pacific Islander Alone	285,296	0.1%
Some other race Alone	15,343,926	5.5%
Two or more races	6,566,885	2.3%



1. How many states were there in the 1790 census?

2. Which state had the:
 - a) largest population
 - b) largest white slave population
 - c) smallest free slave population
 - d) smallest percentage of non-white free slaves

3. A. Which 3 states had the highest percentage of indentured slaves in the 1790 census? List the states and the percentages.

 B. Which 3 states had the lowest percentage of indentured slaves in the 1790 census? List these states and their percentages.

 C. Explain why there was such a difference in the indentured slave population between these two groups of states. (i.e. those with the highest percentage and those with the lowest percentage.)

4. A. Using the information presented in the map on page 60, which state had the highest population density?
- B. Using what you know about US history and what you've learned in this unit, explain why this state had the highest density in 1790.
5. How does the data presented in the 1790 census compare to that of the 2000 census? Complete the Venn Diagram below to compare and contrast the similarities/differences. Then write an essay explaining why these differences have occurred. Use facts from primary and secondary source documents and in-text citations to support your answers. (W.1.2-W/WHST.9-10.2; W.3.4-W/WHST.11-12.4; W.3.7-W/WHST11-12.7)

Venn Diagram

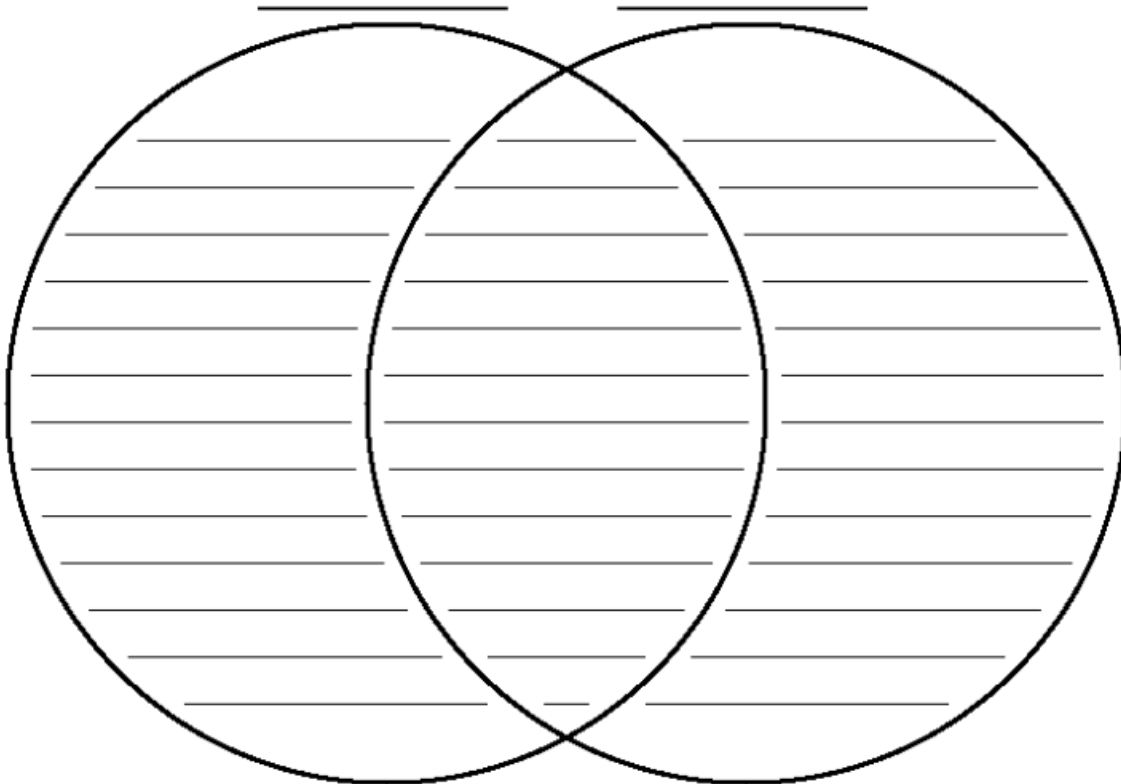


Table 5. Projected U.S. Population, by Race: 2000-2050
(numbers in thousands)

Population	2000	2010	2020	2030	2040	2050
Total	282,125 (100.0)	310,233 (100.0)	341,387 (100.0)	373,504 (100.0)	405,655 (100.0)	439,010 (100.0)
White alone	228,548 (81.0)	246,630 (79.5)	266,275 (78.0)	286,109 (76.6)	305,247 (75.2)	324,800 (74.0)
Black alone	35,818 (12.7)	39,909 (12.9)	44,389 (13.0)	48,728 (13.0)	52,868 (13.0)	56,944 (13.0)
Asian alone	10,684 (3.8)	14,415 (4.6)	18,756 (5.5)	23,586 (6.3)	28,836 (7.1)	34,399 (7.8)
All other races ^a	7,075 (2.5)	9,279 (3.0)	11,967 (3.5)	15,081 (4.0)	18,704 (4.6)	22,867 (5.2)

Source: For years 2010-2050: U.S. Census Bureau, Population Division. "Table 4. Projections of the Population by Sex, Race, and Hispanic Origin for the United States: 2010 to 2050." (NP2008-T4). Release date: August 14, 2008. For year 2000: U.S. Census Bureau, "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin," Internet release data: March 18, 2004, at <http://www.census.gov/ipc/www/usinterimproj/>.

<http://www.fas.org/sqp/crs/misc/RL32701.pdf> (accessed October 10, 2013)

6. A. According to the predictions made in the chart above, how much will the total US population increase by the year 2050? (2.NBT.7)

- B. What is the percentile change in population growth from 2000 to 2050? (6.SP.5)

- C. Write the steps you used to solve the problem above. (6.EE.2)

- D. Calculate the mean Asian population by random sampling three year's statistics.(7.SP.2)

- E. Predict the white population in 2060 if the growth rate is the median rate of 2000, 2020 & 2030 for the white population.(7.SP.2)

7. A. Use the statistics given in the 1790 census to solve the following problems.

Assume the following:

- DW represents Delaware's white population
- PW represents Pennsylvania's white population
- MN represents Maryland's nonwhite population
- VN represents Virginia's nonwhite population

Solve each of the following for 'X'. (multiple standards apply)

a) $(DW+PW) + (MN+VN)=X$

k) $(VN+PW) + (MN+VN)=X$

b) $(VN-DW) + (PW-MN)=X$

l) $(MN-DW) - (VN+MN)=X$

c) $(PW-VN) - (VN-DW)=X$

m) $(PW-MN) + DW=X$

d) $\frac{DW}{2} = X$

n) $\frac{VN}{3} = X$

e) $\frac{MN}{4} = X$

o) $\frac{PW}{5} = X$

f) $\frac{2(VN-MN)}{1} = X$

p) $\frac{4(DW)}{2} = X$

$$g) \frac{0(PW+VN)}{6} = X$$

$$q) \frac{1(VN)}{5} = X$$

$$h) \frac{2(PW-MN)}{4} + X = 200,000$$

$$r) X + \frac{(VN-DW)}{12} = 21,600$$

$$i) X - 1 = DW$$

$$s) X - MN = PW$$

$$j) X - \frac{(PW-VN)}{10} = DW$$

$$t) \frac{X}{1} + \frac{(MN+DW)}{100} = \frac{(PW-VN)}{10}$$

B. Write out the steps you used to solve 'j'.

Census 1890

<http://www.socialexplorer.com/tables/C2010/R10571119>

For Wyoming

Statistics	Unorganized Territory County, North Dakota	Wyoming
T1. Total Population		
Total Population	511	60,705
T2. Urban Population (Places of 2,500 and over)		
Total Population:	511	60,705
Urban Population of Places With 2,500 People and Over	0 0%	21,484 35.4%
T3. Urban Population (Cities of 25,000 and over)		
Total Population:	511	60,705
Urban Population of Cities With 25,000 People and Over	0 0%	0 0%
T4. Sex		
Total Population:	511	60,705
Male	404 79.1%	39,343 64.8%
Female	107 20.9%	21,362 35.2%
T14. Race		
Total Population:	511	60,705
White	505 98.8%	59,275 97.6%
Black	1 0.2%	922 1.5%
Chinese	3 0.6%	465 0.8%
Japanese	0 0%	0 0%
Civilized Indian	2 0.4%	43 0.1%

Census 2010

For Wyoming

Statistics	Wyoming
SE:T1. Total Population	
Total Population	563,626
SE:T2. Population Density (per sq. mile)	
Total Population	563,626
Population Density (per sq. mile)	5.8
Area (Land)	97,093.14
SE:T2A. Land Area (sq. miles)	
Area Total:	97,813.01
Area (Land)	97,093.14 99.3%
Area (Water)	719.87 0.7%
SE:T3. Sex	
Total Population:	563,626
Male	287,437 51.0%
Female	276,189 49.0%
SE:T54. Race	
Total population:	563,626
White alone	511,279 90.7%
Black or African American alone	4,748 0.8%
American Indian and Alaska Native alone	13,336 2.4%
Asian alone	4,426 0.8%
Native Hawaiian and Other Pacific Islander alone	427 0.1%
Some Other Race alone	17,049 3.0%
Two or More Races	12,361 2.2%

8. Assume the size of Wyoming didn't change from 1890 to 2010. How many people per square mile were there in:
a) 1890 b) 2010
9. A. How many men were there per square mile in 2010?
B. How many women were there per square mile in 1890?
10. Assume a 3% yearly growth in population. What will be the total population of Wyoming by the year 2015?
11. Determine the mean minority population for both years.
12. Use the information presented in the Wyoming census charts for both years to solve the following problems. Assume:
W=2010 percentage for the white population
A=2010 percentage for the Asian population
T=2010 percentage for the population with two or more races
B=1890 percentage for the black population
I=1890 percentage for the Indian population
C=1890 percentage for the Chinese population

Solve each of the following for X, rounding to the nearest whole percentile number.

a) $W + C = X$

k) $(A-C)^4 = X$

b) $I + A = X$

l) $\frac{(T-I)^2}{2} = X$

c) $2(B+A) = X$

m) $6T + X = 14\%$

d) $6(I \times T) = X$

n) $2B \div 1 = X$

e) $5B - X = 0$

o) $\frac{3I}{1} + \frac{2(B-I)}{2} = X$

f) $\frac{3(T \times C)}{2} - 1 = X$

p) $X + W = 100\%$

g) $\frac{W}{2} \div \frac{B}{5} = X$

q) $\frac{(B+A+C)}{2} + X = 2\%$

h) $C^2 = X$

r) $2X = T$

i) $B^3 = X$

s) $3X = B$

j) $I^2 + B^2 = X$

t) $3X + (B-I)$

Sources

1. http://www.archives.gov/exhibits/charters/declaration_transcript.html
2. <http://www.archives.gov/exhibits/charters/>
3. <http://www.archives.gov/education/lessons/constitution-workshop/>
4. <http://www.ait.org.tw/infousa/zhtw/docs/demopaper/dmpaper1.html>
5. <http://chnm.gmu.edu/loudountah//lessons/lesson9/StudentHandoutsPacket.pdf>
6. <http://journalism.okstate.edu/faculty/jsenat/foioklahoma/EFF/Declaring%20Independence.ppt>
7. <http://www.icivics.org/teachers>
8. http://www.archives.gov/exhibits/charters/constitution_founding_fathers.html
9. <http://www.usconstitution.net/index.html>
10. <http://teachingamericanhistory.org/convention/intro/>
11. <http://norberthaupt.com/2011/01/16/u-s-population-in-1776-and-1790/>
12. <http://www.fas.org/sgp/crs/misc/RL32701.pdf>
13. <http://www.socialexplorer.com/explore>
14. <http://michigan.campquest.org/pdfs/billofrights.pdf>
15. <http://www.archives.gov/legislative/resources/education/bill-of-rights/>
16. <http://kids.clerk.house.gov/middle-school/lesson.html?intID=17>
17. <http://thomas.loc.gov>
18. <http://www.annenberghclassroom.org/files/documents/lessonplans/HowBillBecomesFederalLaw.pdf>
19. http://www.congresslink.org/print_lp_amending.htm
20. http://www.scholastic.com/content/collateral_resources/pdf/a/abota_stu_repro_6.pdf