

CIVICS SUMMER INSTRUCTIONAL PACKET



DIRECTIONS:

- 1. Please complete the eight Civics lesson enclosed in the packet.**
- 2. Create and keep a Civics journal (notebook) to define terms to understand and answer the questions at the end of each lesson. You will complete some of the activities by writing answers in this packet and others in your Civics journal.**
- 3. Turn in your completed Civics Summer Packet and Civics journal to your Civics teacher.**

**-Department of Social Sciences-
-Miami Dade County Public Schools-**

Students: This instructional resource is designed to give you some background knowledge you will need for success in 7th grade Civics. Go through the resource and read about the interesting manner in which the U.S. Government is organized all centered around the ideals established in the U.S. Constitution, the highest law in the land.

If you complete the activities found here, you will be on the road to success in 7th grade Civics.

Included on this page are additional Internet-based resources to assist you as well and are optional for use/completion.

Happy Learning!

Civic-related Internet Resources:

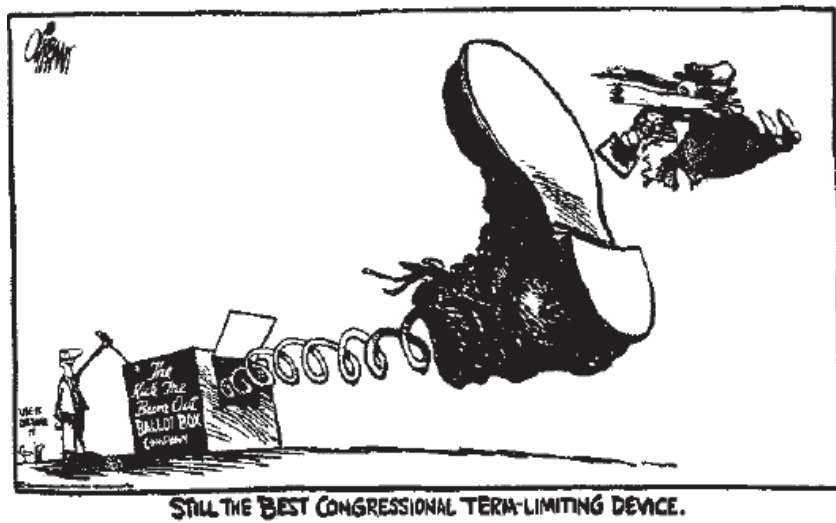
1. [M-DCPS Department of Social Sciences](#)
2. [iCivics](#) (game-based learning tool for Civics)
3. [PBS Kids](#)
4. [Branches of Government Game](#)



Political Cartoon Analysis

Political cartoons have influenced, shaped, and reported on political issues throughout much of modern history. They are an entertaining and creative way to consider opinions of current and past events. However, determining the meaning of the cartoon can be tricky. Below are several political cartoons related to Civic education. Look at them and use the sheet that follows to analyze at least one (1) cartoon.





Cartoon Analysis Worksheet

Level 1

Visuals	Words (not all cartoons include words)
<p>1. List the objects or people you see in the cartoon.</p>	<p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>

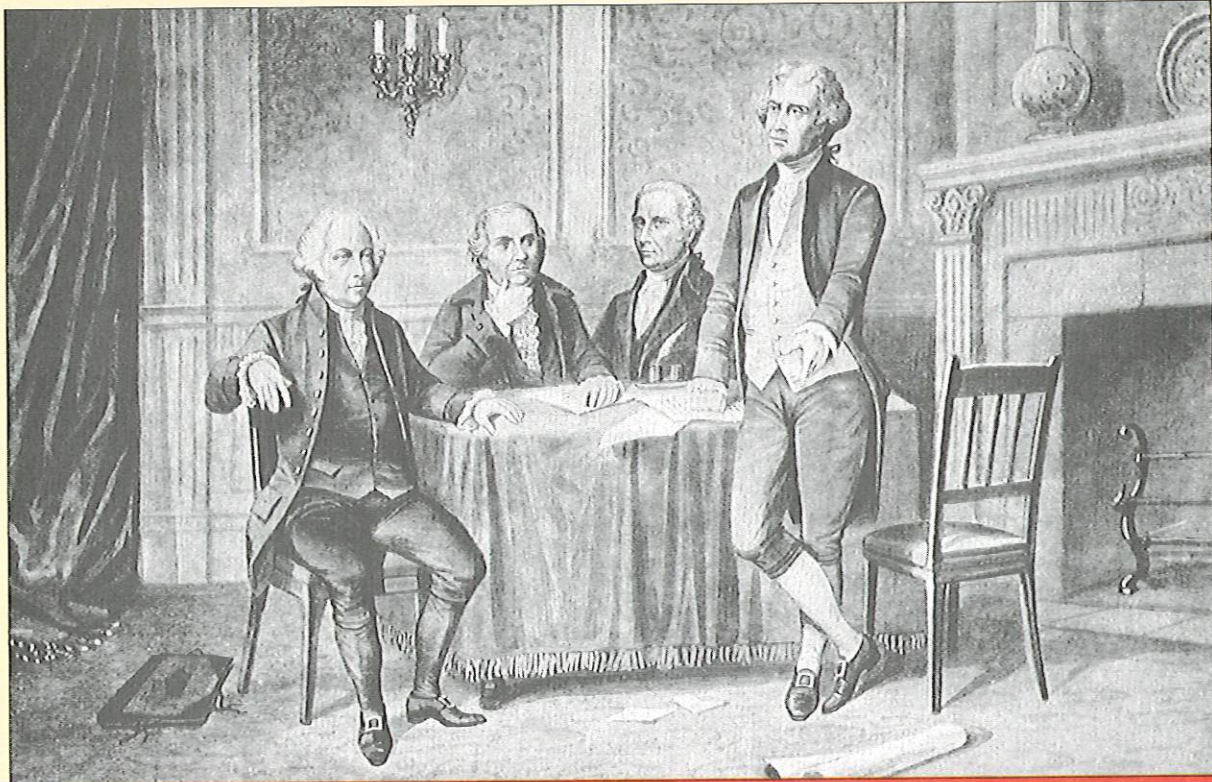
Level 2

Visuals	Words
<p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>

Level 3

- A. Describe the action taking place in the cartoon.
- B. Explain how the words in the cartoon clarify the symbols.
- C. Explain the message of the cartoon.
- D. What special interest groups would agree/disagree with the cartoon's message? Why?

Why did the Founders believe that people needed a government?

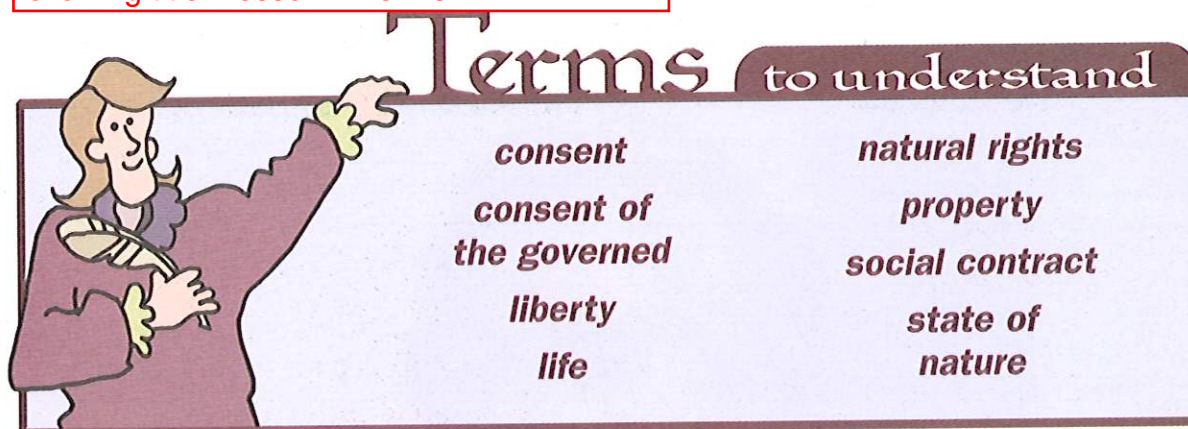


Purpose of the lesson

In this lesson, you will learn some of the Founders' most important ideas about our basic rights. You will learn the Founders' beliefs about where these rights come from. Finally, you will learn why the Founders believed that people must have government.

When you finish this lesson, you should be able to explain the Founders' ideas about our rights and the purposes of our government.

Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 1 Terms



What were the Founders' beliefs about rights?

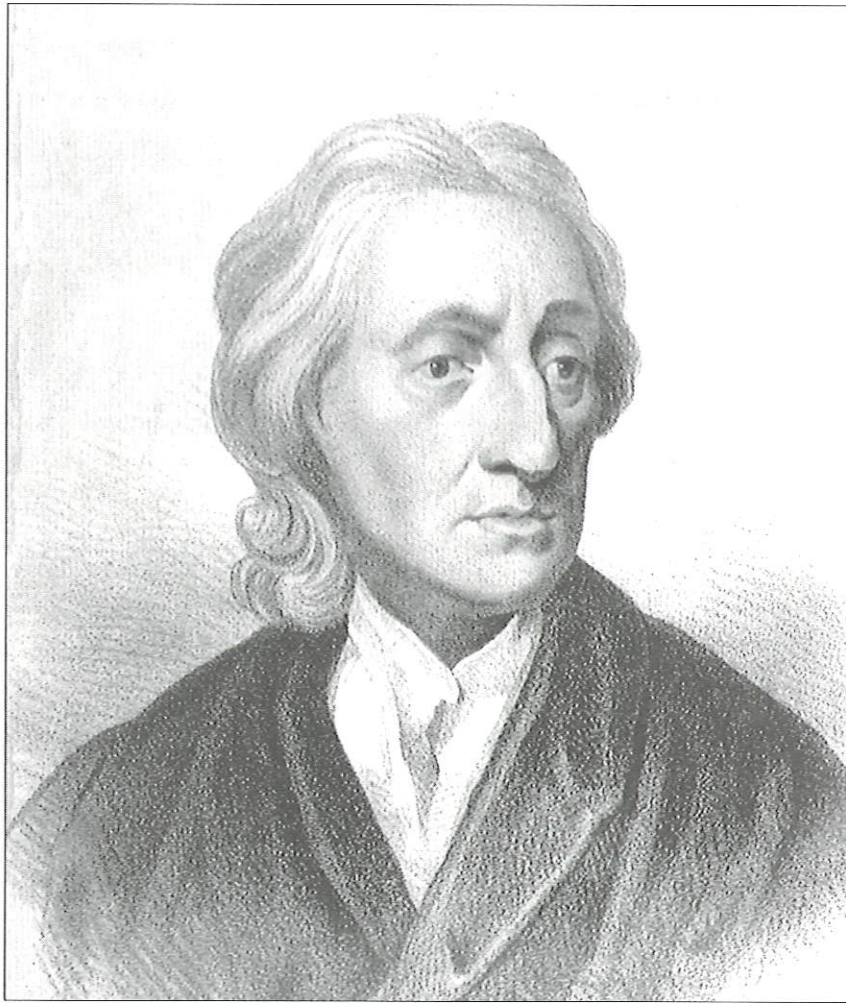
Most of the Founders believed that people have certain natural rights. Natural rights include the rights to life, liberty, and property. All persons have **natural rights** just because they are human beings. Everyone is born with these rights. No one can take these rights away. Here is what these natural rights mean.

- **Life** is the right to live without fear of being injured or killed by others.
- **Liberty** is the right to be free. Some examples of liberties are the rights to believe what you wish, to read what you want, to speak freely, and to travel wherever you want to go.

- **Property** is the right to own things such as books, a house, land, or a business. Your labor or work is also your property.



► What natural rights do all people have from the time they are born?



► Do you agree with John Locke's ideas? Why?

What problems might we have protecting our rights?

The Founders knew that protecting the rights of the people was not an easy thing to do. Sometimes people try to take the rights of others away from them. The Founders thought they should have a plan to protect their own rights and the rights of others.

Many Founders had read a book by John Locke. John Locke

was an Englishman. He lived from 1632 to 1704. Locke wrote about natural rights. His ideas help us to understand more clearly the problem of protecting the rights of people.

John Locke suggested that you imagine living in a state of nature. A **state of nature** is a situation where there is no government, no rules, no laws. Think about what your life might be like in a state of nature.



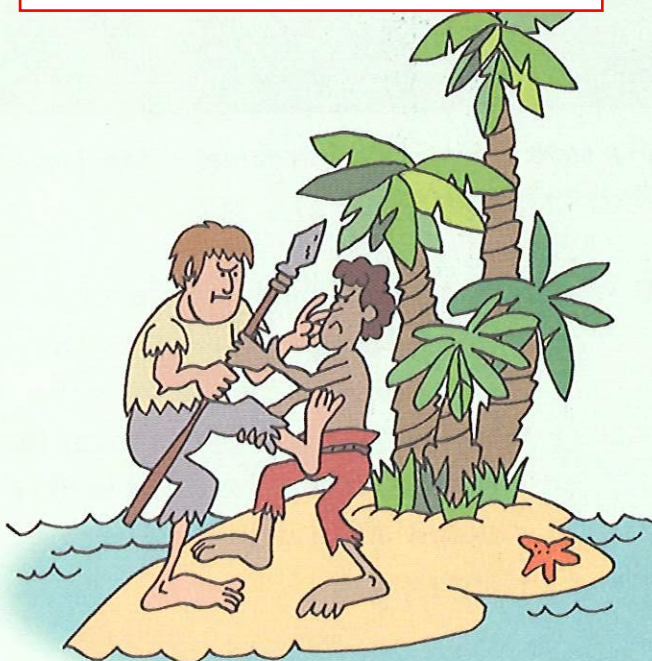
Ideas to discuss

What might happen if there were no rules, laws, or government?

Imagine that you live on an island far away. There are no rules, no laws, and no government. There is no one to tell you what to do.

Name your imaginary far away island:

Where in the world is your island located?



Answer the following questions in your journal under the following title:

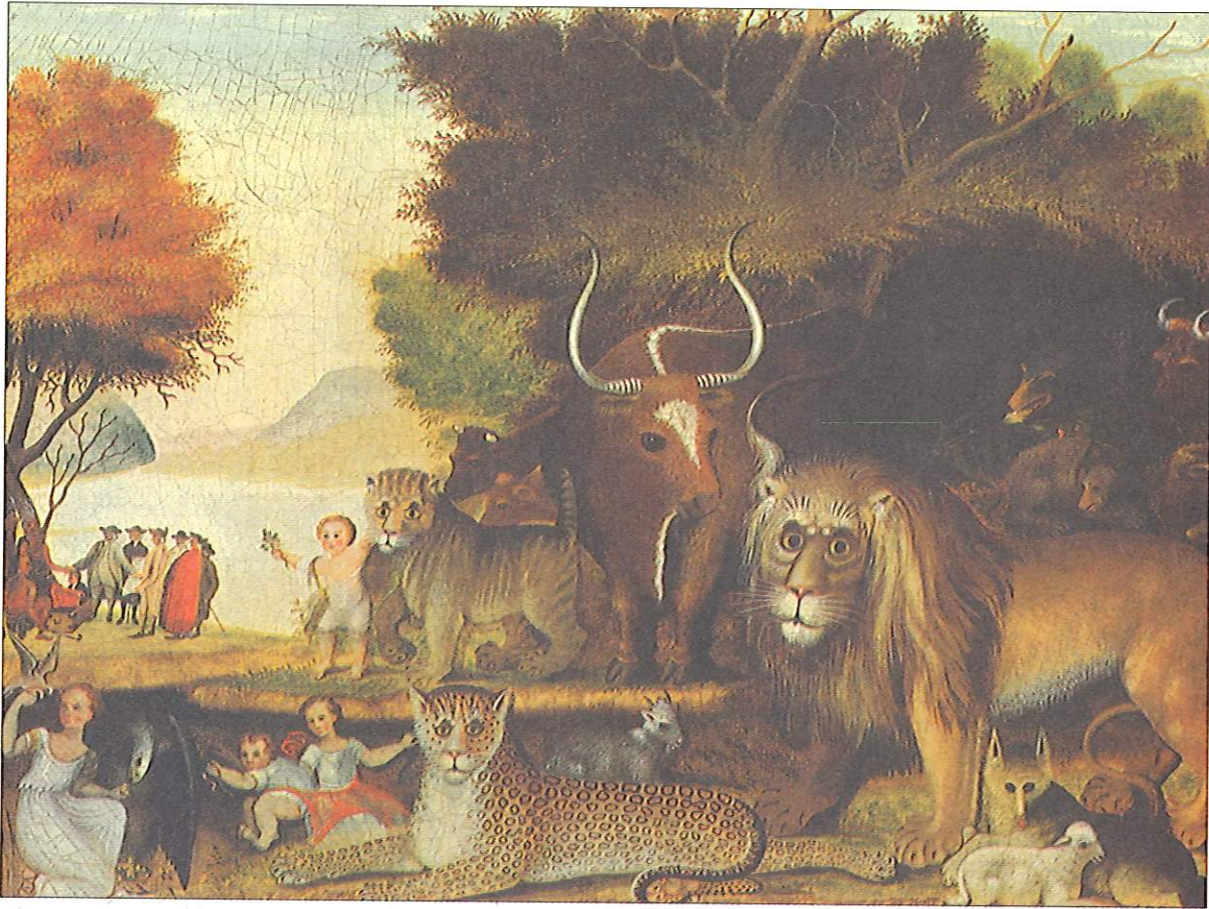
Lesson 1 Questions

1. Would anyone have the right to govern you? Would you have the right to govern anyone else? Why?
2. Would you have any rights? What might they be?
3. What might people who were smarter or stronger than others try to do? Why?
4. What might people who were not as smart as others or who were weaker than others try to do? Why?
5. What might life be like for you, your family, and everyone else in a state of nature?

Activity:

Draw a map of your imaginary island and include the following: physical features, a compass rose, a key/legend, and label your map with other features you imagine to exist on your island.

► *What would life be like without any government?
How would people protect their rights?*



How does this artist's view of life in a state of nature differ from that of John Locke?

Edward Hicks, The Peaceable Kingdom, © 1840, Holger Cahill Collection

What did John Locke say might happen if there were no rules, laws, or government?

You just had a chance to think about your rights in a state of nature. Now, you might want to compare your thinking with that of John Locke. Locke thought that life would be very difficult without laws or government. He worried about the problems that might happen. He said:

1. Some people might try to take away other people's rights. The stronger people might force the weaker people to do the things the stronger people want. The weaker people might unite against the stronger people.
2. People would have natural rights, but their rights would not be safe.
3. It would be very hard to live a safe, peaceful, and happy life in a state of nature.

Why did the Founders believe we needed a government?

John Locke wrote about how to solve the problems of life in a state of nature. He said people could make a social contract. A **social contract** is an agreement among the people to set up a government. The people agree to give up something and then they receive something in return.

The people give up some of their freedom. They **consent**, or agree, to create a government and laws. The **consent of the governed** means that the people consent to obey the laws and the government they create. The people no longer will be able to do whatever they want.

What the people gain is protection for their rights. The government protects the rights of the people. It protects their rights to life, liberty, and property. People would feel safer than they did in a state of nature. The people might live more secure and happier lives.

The Founders believed that people need government to protect their rights. Therefore, the main purpose of government, they said, is to protect a person's rights to life, liberty, and property.



► How do citizens show their consent to be governed?

Directions: Answer the following questions in your journal under the following title:
Lesson 1 Review Questions.

Review the lesson

1. What basic rights did the Founders believe people should have?
2. What are natural rights? How do you get natural rights?
3. What might life be like if there were no rules, laws, or government?
4. What is a social contract?
5. What did the Founders think should be the main purpose of government?

Lesson Fun Activities To-Do

1. Draw a cartoon or picture below explaining what life might be like in a state of nature and why we need government.

2. Write a short story that tells how the rights of life, liberty, and property apply to you and your family.

3. Civics Online Fun: Visit the following website to learn more about this topic and Civics information: <http://games.sunnylandsclassroom.org/Preview/Default.aspx>

Civics Lesson 1: Extension Activity: Debate

EQ: Have Americans lived up to the ideals in the Declaration of Independence?

Directions: Click on the following link: “Have American lived up to the ideals in the Declaration of Independence?” <http://www.debate.org/opinions/have-americans-lived-up-to-the-ideals-in-the-declaration-of-independence>.

The site is divided into various sub questions with “yes” or “no” answers are responses. Read the responses in order to shape your opinion on the essential question.

Once you have read some of the opinions expressed on Debate.org (the site reference above), fill in the chart on the next page.

EQ: Have Americans lived up to the ideals in the Declaration of Independence?

Yes	No
<div></div>	
<p>My opinion is:</p> <div></div>	

What is a constitutional government?



Purpose of the lesson

You have learned what the Founders believed about natural rights, the common good, and civic virtue. In this lesson, there are two other important things to study and understand. The first is a constitution and the other is constitutional government. You will learn to explain the difference between the two.

When you have finished this lesson, you should be able to explain what you can learn about a nation by studying its constitution. You should also be able to explain what constitutional government means. Finally, you should be able to explain the difference between a constitutional government and a dictatorial government.



Problem to solve

Which rules and laws are about government?

Activity:

Read the following Rules and Laws # 1-6.

Place a checkmark next to the rules and laws that explain how a government is to be run.

Place an "x" next to the rules and laws that do not explain how a government is to be run. Write locations and places in which these rules and laws would apply in society.

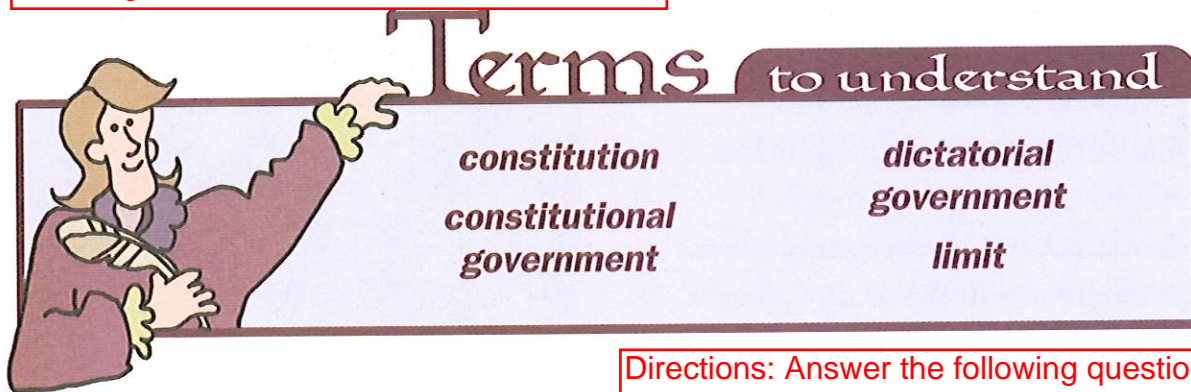
Rules and laws

1. Congress cannot make any laws that unfairly limit your right to speak freely.
2. Don't speak with your mouth full.
3. Take turns on the swings on the playground.
4. You must finish your assignment before you go out for recess.
5. The president must be elected every four years.
6. A person must be sixteen to get a driver's license.

► *Why is it important to know how a government is organized and how it operates?*



Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 2 Terms



Directions: Answer the following questions in your journal under the following title: Lesson 2 Questions

What is a constitution?

In the previous exercise, you should have found some rules and laws that explain how a government is to be run. You also should have found some rules that do not have anything to do with how a government should be run.

When you found the rules and laws that tell how a government should be run, you found parts of a constitution. A **constitution** is a set of rules and laws that explain how a government is organized and how it should be run. Most constitutions are written. Some are partly unwritten. Some are not written at all. According to our definition, every nation has a constitution. Fair governments and unfair governments have constitutions.

Studying the constitution of a government will help you answer certain questions about that government and its citizens. Here are some of the questions a constitution usually answers.

Questions about the government

- What are the purposes of the government?
- How is the government organized? What parts does it have? What does each part do?
- How is the government supposed to carry out its business? How are rules made?
- How are people chosen to serve in the government?

Questions about citizens

- Who is a citizen?
- Are citizens supposed to have control over their government? If so, how do they control it?
- What rights and responsibilities, if any, are citizens supposed to have?

What is a constitutional government?

Just because a nation has a constitution does not mean it has a constitutional government. A **constitutional government** means that there are limits on the powers of government. A **limit** is a point beyond which someone or something cannot go. The United States Constitution says there are certain kinds of laws that Congress cannot make. The Constitution does not permit the president to do whatever he or she wants to do. In a constitutional government, the constitution sets limits on what the people who run the government are allowed to do.

It is not enough for a constitution to say what the limits on the powers



▶ *How do elections help limit the power of government?*

of government are. The people who run the government must obey the constitution. A constitution also must provide ways to enforce the limits it sets forth. One way is to have regular and free elections. The citizens can vote to remove people from office if they do not obey the constitution.

What is a dictatorial government?

A **dictatorial government** means that there are no limits on the power of the people who run the government. They can do whatever they want to do.

Can you have a constitution and still have a dictatorial government? The answer is yes. A constitution might give a person unlimited power. The constitution might limit power but not have ways to enforce those limits. There might be ways to enforce the limits, but no one actually does.



▶ *Why is it important to limit the power of those who run the government?*

Hitler came to power legally in 1933. He disregarded the German Constitution and opened the first concentration camp within six weeks.

Directions: Answer the following questions in your journal under the following title:
Lesson 2 Review Questions.

Review the lesson

1. What is a constitution?
2. What can you learn about a nation's government by studying its constitution?
3. Why did the Founders think that it is necessary to limit the power of government?
4. How did the Founders think the power of government could be limited?
5. Explain the difference between a constitution and a constitutional government.
6. Explain the differences between a dictatorial government and a constitutional government.

Activity: Design a constitution for your house. Include the laws and rules of how the government in your house should be run. Also, include the natural rights of the people living in your house and the limits to the constitution.

TITLE OF MY CONSTITUTION:

LAWS AND RULES:

1.

2.

3.

4.

5.

Natural Rights:

Limits:

Civics Lesson 2: Extension Activity

How did the Constitution Guard against Tyranny?

According to <http://www.merriam-webster.com/dictionary/tyranny>, tyranny is defined as follows:

- Cruel and unfair treatment by people with power over others;
- A government in which all power bellows to one person: the rule of authority of a tyrant.

Also according to the same source aforementioned, a tyrant is:

- A ruler who has complete power over a country and who is cruel and unfair;
- Someone who uses power in a cruel and unfair way.

Use the following links to access a “student friendly” version of the U.S. Constitution.

<https://articles.usa-people-search.com/content-a-kids-guide-to-the-u.s.-constitution.aspx>

Read over the information found from the above link and make note of terms, ideas, and concepts included in the U.S. Constitution that protects the government from tyrants and tyranny.

Use the next page to create an infographic answering the essential question:

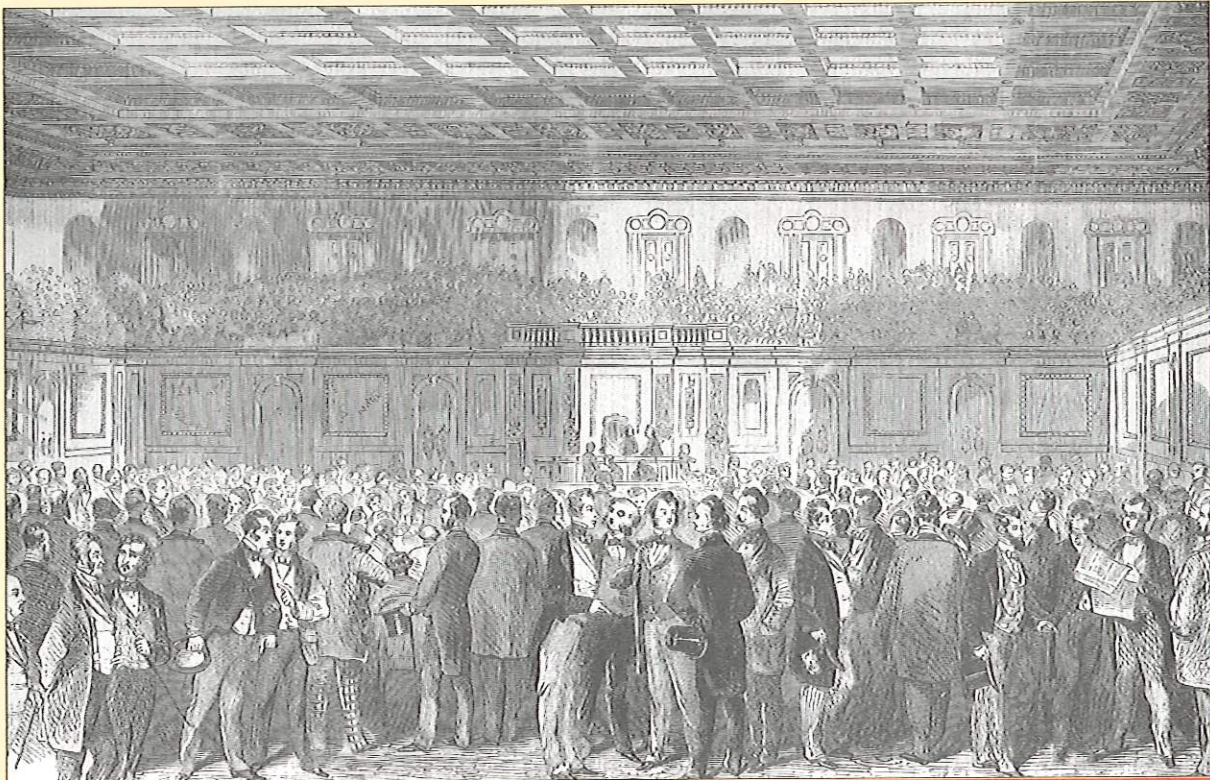
How did the Constitution Guard against Tyranny?

Infographic: How did the Constitution Guard against Tyranny?

Directions: Use the space below to create an infographic answering the above essential question. If you prefer to create an infographic online, see the following link:

<https://infogr.am/>

What was the first national government like?



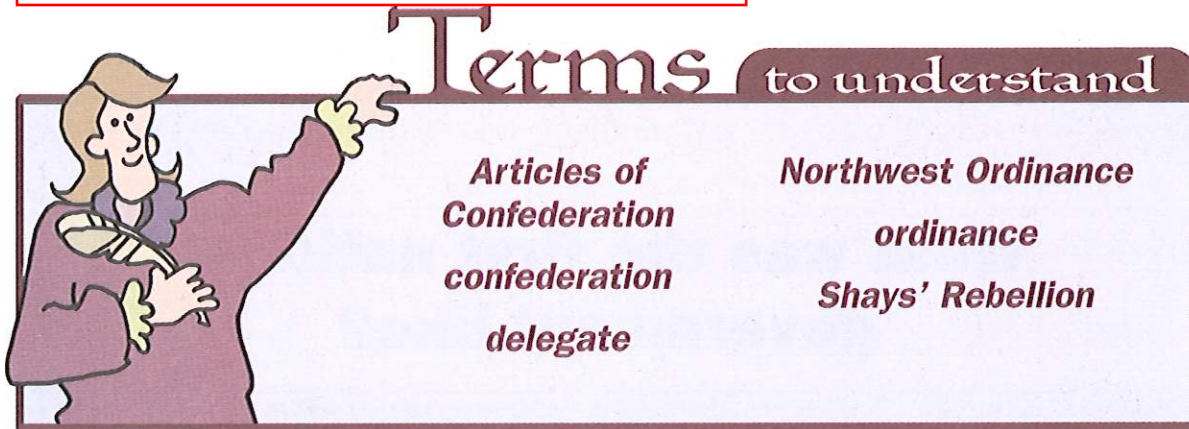
Purpose of the lesson

After the Declaration of Independence was signed, the Founders needed to create a new government for all the states of the new nation. They did this by creating our first constitution. It was called the Articles of Confederation.

When you finish this lesson, you should be able to describe the national

government under the Articles of Confederation. You should also be able to explain how the problems of the new government led the Founders to decide to write a new constitution.

Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 3 Terms



What kind of national government did the Founders create under the Articles of Confederation?

At the start of the Revolutionary War, the Second Continental Congress talked about a plan to set up a national government. At that time, the Congress was more concerned about fighting the war, so it took no action.

After the Declaration of Independence was signed, the Second Continental Congress sent the plan to the states. Congress asked the states to approve it. This first plan of government for the United States was the **Articles of Confederation**. The Articles set up a loose union of states with equal powers. We call such a union a **confederation**.



If you had been a member of the Second Continental Congress, which would have been more important to you: setting up a national government or fighting the war against Great Britain? Why?



How did the Articles of Confederation organize the first national government?

The Founders faced two main problems when they wrote the Articles of Confederation.

1. The people feared a strong national government. They just had a revolution to get rid of a strong British government. They did not want another one like it. They felt that a strong national government might take away the rights of the states and the people.
2. The people feared that some states would have more power than other states in the new government.

These fears influenced the Founders who wrote the Articles of Confederation. Therefore, they chose to set up a weak

national government. It was a government with very limited powers.

Under the Articles, there were neither national courts nor a president. The power of government was in the Congress. The Articles did not give Congress very much power, either. For example, Congress could not raise money to run the government by directly taxing the people. Congress had to ask the states for money. The states gave money if and when they wanted to. The states made sure they kept most of the power for themselves.

Each state had one vote in Congress. The size of a state's population did not matter. States with more people had the same vote as states with far fewer people. The Congress could not

do anything important without having the approval of all the state governments.

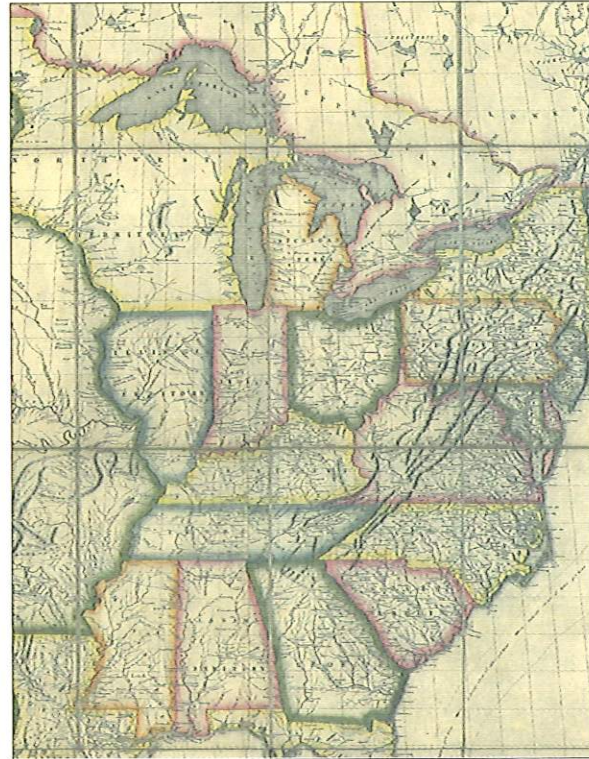
After much debate, the states approved the Articles of Confederation. The Articles were in effect for seven years. Let's look at what the people were able to do under the Articles.

What was accomplished under the Articles of Confederation?

Even with their weaknesses, the Articles of Confederation were useful to the new nation. The national government was able to accomplish the following tasks:

- keeping the states together during the war against Great Britain
- winning the war for independence
- making a peace treaty with Great Britain
- preventing each state from conducting its own foreign affairs, making treaties, and declaring war

The government under the Articles of Confederation passed the **Northwest Ordinance of 1787**. An **ordinance** is an order or law made by a government. This government order was a plan for adding new states. It



▶ *Which new states were created as a result of the Northwest Ordinance of 1787?*

allowed people living in the Northwest Territories—the land between the Mississippi River, the Great Lakes, and the Ohio River—to organize their own governments. When a territory had a large enough population, it could join the Union. The new states would be equals of the original states, not colonies. The Ordinance said that part of all public lands must be set aside for public schools. It declared slavery unlawful in any new state in the Northwest Territories. The Ordinance also guaranteed freedom of religion, speech, and press.

What problems did the national government have under the Articles of Confederation?

When the Revolution was over, each state acted as a separate country. Each had its own interests. People did not think of themselves as citizens of the United States. They thought of themselves as citizens of their own states, such as Virginians, New Yorkers, or Georgians. Often the state governments did not cooperate with each other to solve common problems.

The national government under the Articles was weak. It did not have the power to unite the states. It did not have money and it did not have the authority to get it. There were no courts to settle disputes among the states.

By 1786, there was little trade between the states or with other nations. It was hard for Americans to make a living. Many businesses were failing. Many people were in debt. Soldiers who had fought in the Revolutionary War still had not been paid.



What was the function of Congress under the Articles of Confederation?



► *Why did Daniel Shays and his followers rebel? What did they hope to gain?*

Why was Shays' Rebellion an important event?

The states had their own problems. In Massachusetts, many farmers did not have any money. They could not trade their products in other states or countries. When they could not pay their bills, they lost their farms and homes. Some were put in prison because they could not pay their bills. Many people protested because they felt this situation was unfair.

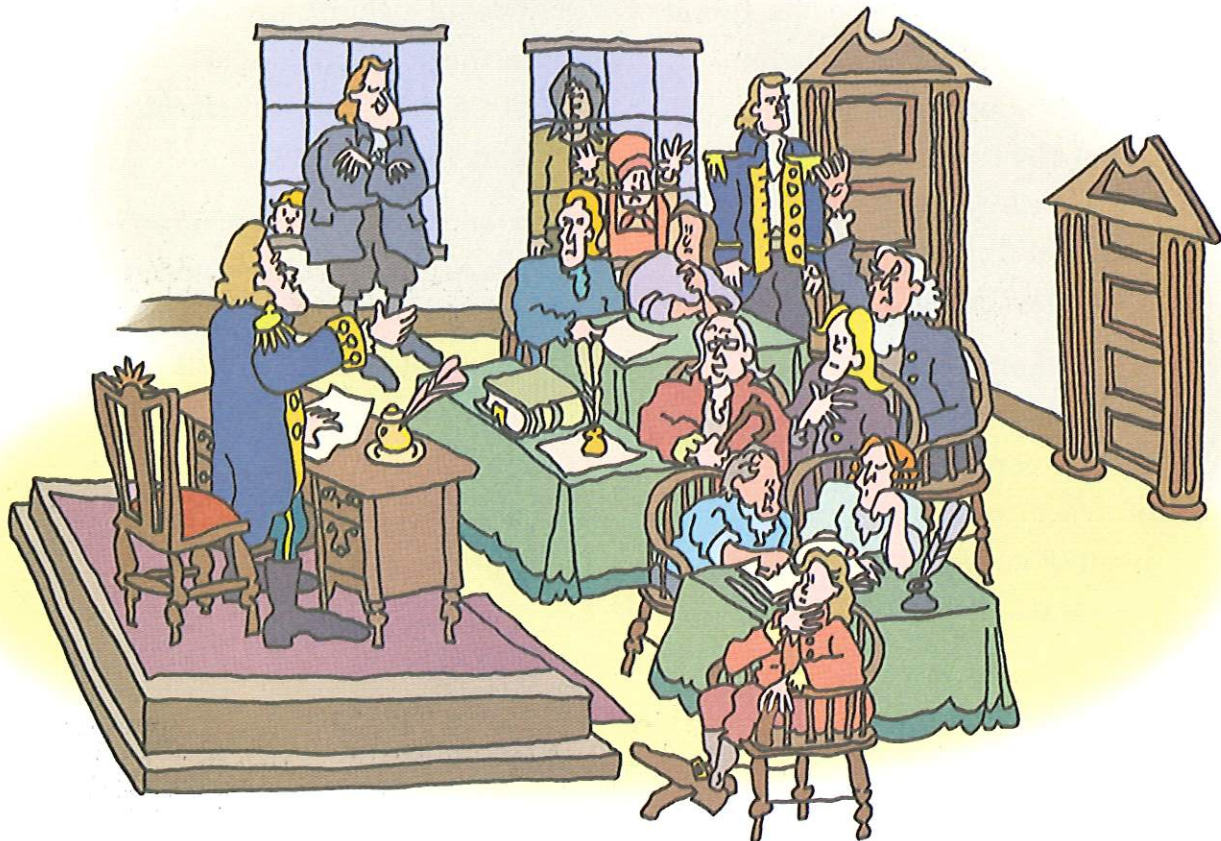
In November 1786, more than one thousand angry farmers gathered under a leader named Daniel Shays. They were ready to fight the Massachusetts government. They shut down the courts to prevent the government from taking their property and jailing them. They tried to capture weapons to use in their struggle.

State troops stopped **Shays' Rebellion**. Many people were frightened by the rebellion. They worried that it might spread to other states.

How might the national government under the Articles of Confederation be improved?

The Founders knew that the Articles of Confederation had many weaknesses. The national government under the Articles was not effective. It was time to make improvements. Congress agreed and called for a meeting to be held in Philadelphia in 1787.

Each state was asked to send delegates. A **delegate** is someone whom you trust to represent your interests. The delegates were supposed to suggest ways to improve the Articles. Once they all got together, something else happened. They decided to put the Articles aside and start over again. The delegates then began to write a new constitution.



► What did the delegates to the Philadelphia Convention decide to do about improving the Articles of Confederation?

Directions: Answer the following questions in your journal under the following title:

Lesson 3 Review Questions.

Review the lesson

1. Why did the Founders create a weak national government?
2. What did the first national government accomplish under the Articles of Confederation?
3. What were some problems under the Articles of Confederation?
4. Describe Shays' Rebellion. Why was it important?
5. What did the Northwest Ordinance of 1787 require of new states?
6. Why did the Founders decide to have a meeting?

Fun Lesson Activities:

1. Create a short rap, song or poem that shows one of the problems under the Articles of Confederation. Perform your completed assignment for your friends and family.

2. Draw a picture or cartoon of a farmer in protest during Shay's Rebellion. Label your cartoon or picture and describe the events.

How was the Philadelphia Convention organized?



Purpose of the lesson

In this lesson, you will learn about some important Framers who attended the Philadelphia Convention. You will also learn about some decisions that were made at the beginning of the convention.

When you have finished this lesson, you should be able to explain the purpose of the Philadelphia Convention. You should also be able to explain what decisions the Framers made before writing the Constitution.

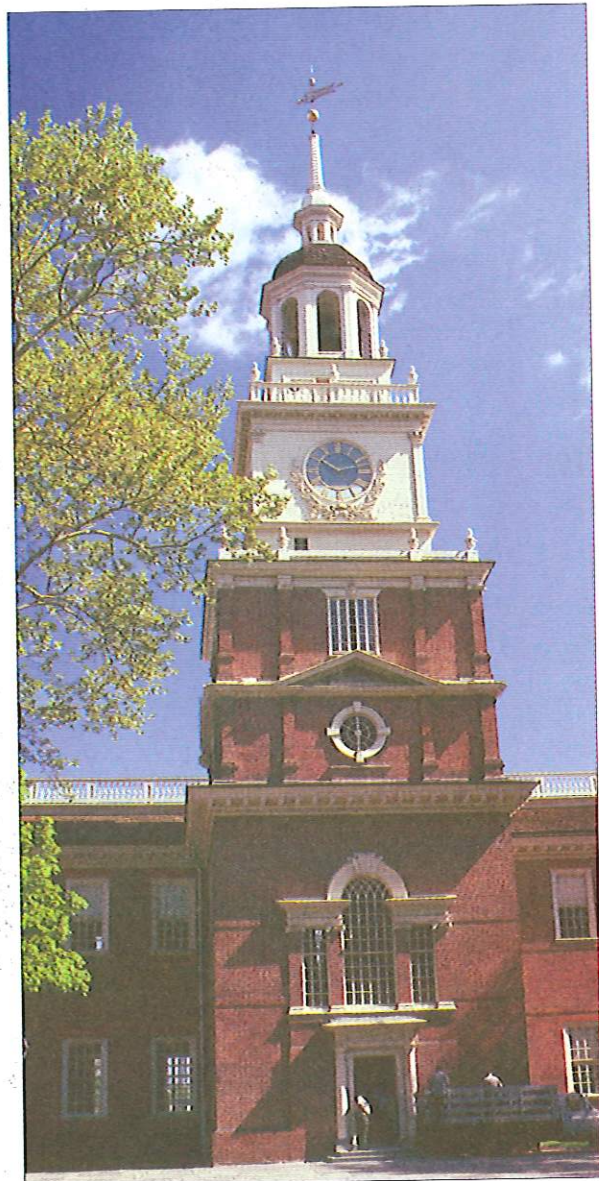
Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 4 Terms



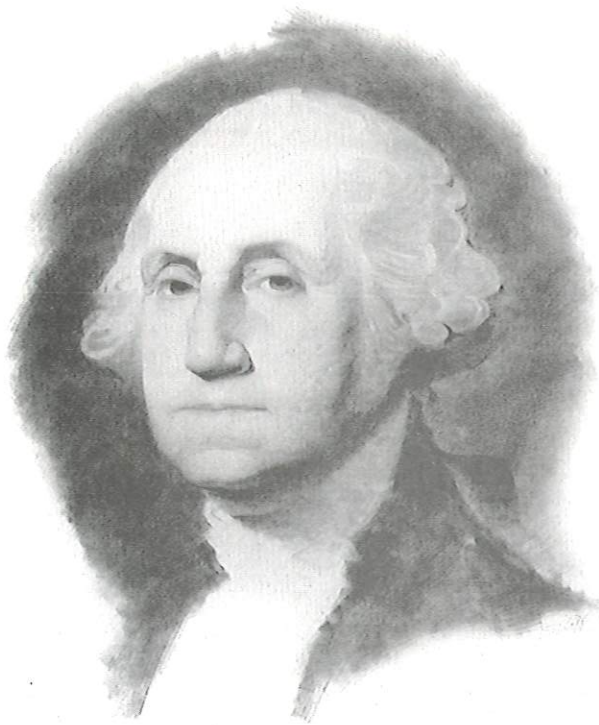
Who were the Framers?

The delegates to the Philadelphia Convention are known as the **Framers** of the United States Constitution. They are called the Framers because they organized and wrote our Constitution. Many of the Framers had been leaders during the American Revolution. About three-fourths had served in Congress. Most were leaders in their states.

The delegates were not chosen from all parts of the American population. Some were rich, but most were not. There were no poor people, no indentured servants, or young people. All the Framers were men. Their average age was forty-two. There were no women among the delegates. There were no free black men or slaves. There were no American Indians. Poor farmers—such as those who took part in Shays' Rebellion—were not present, nor were the citizens of Rhode Island. People in Rhode Island were so much against changing the Articles of



Who were the delegates to the Philadelphia Convention?



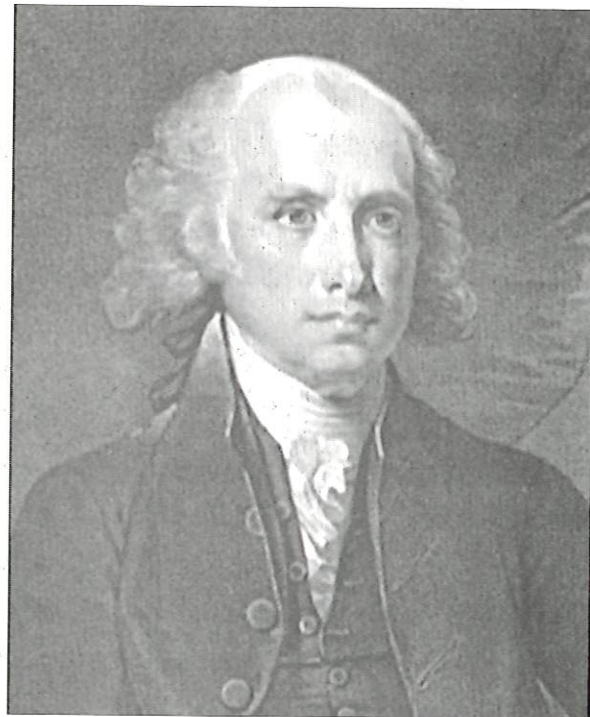
▶ *What type of government did George Washington think the country needed?*

Confederation that they refused to send any delegates!

Three important delegates to the convention were George Washington, James Madison, and Benjamin Franklin. George Washington was from Virginia. He was probably the most respected man in the country. As commander in chief of the American army during the Revolution, he was a great hero to most people. By 1787, he had retired to his plantation and would have liked to remain there. His friends urged him to attend the convention. They said his support was necessary to get a new constitution accepted by the people. Because

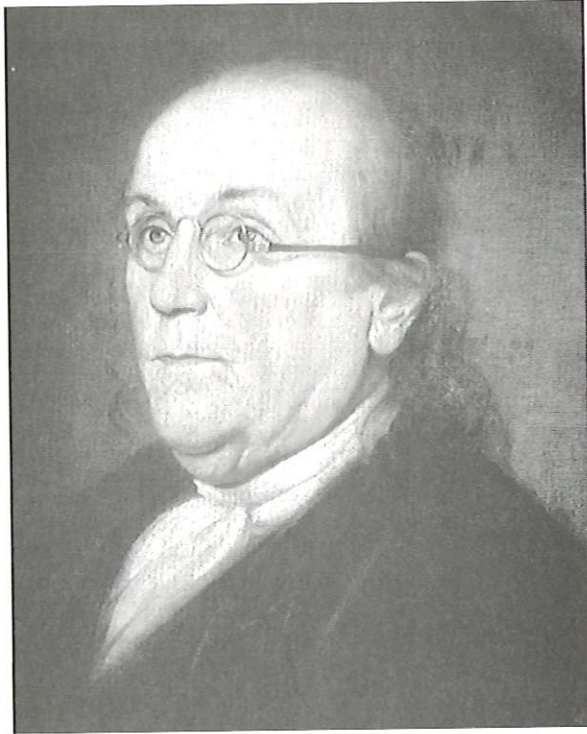
Washington thought a stronger national government was necessary, he went to Philadelphia.

James Madison is often called the “Father of the Constitution.” His ideas about government greatly influenced the other delegates. He had already developed a written plan for the new government that he brought to Philadelphia. It was known as the Virginia Plan, and it called for a strong national government. He helped put together compromises that solved some of the disagreements among the Framers. Madison took notes during the meetings. Much of what we know about the Philadelphia Convention is based on his notes.

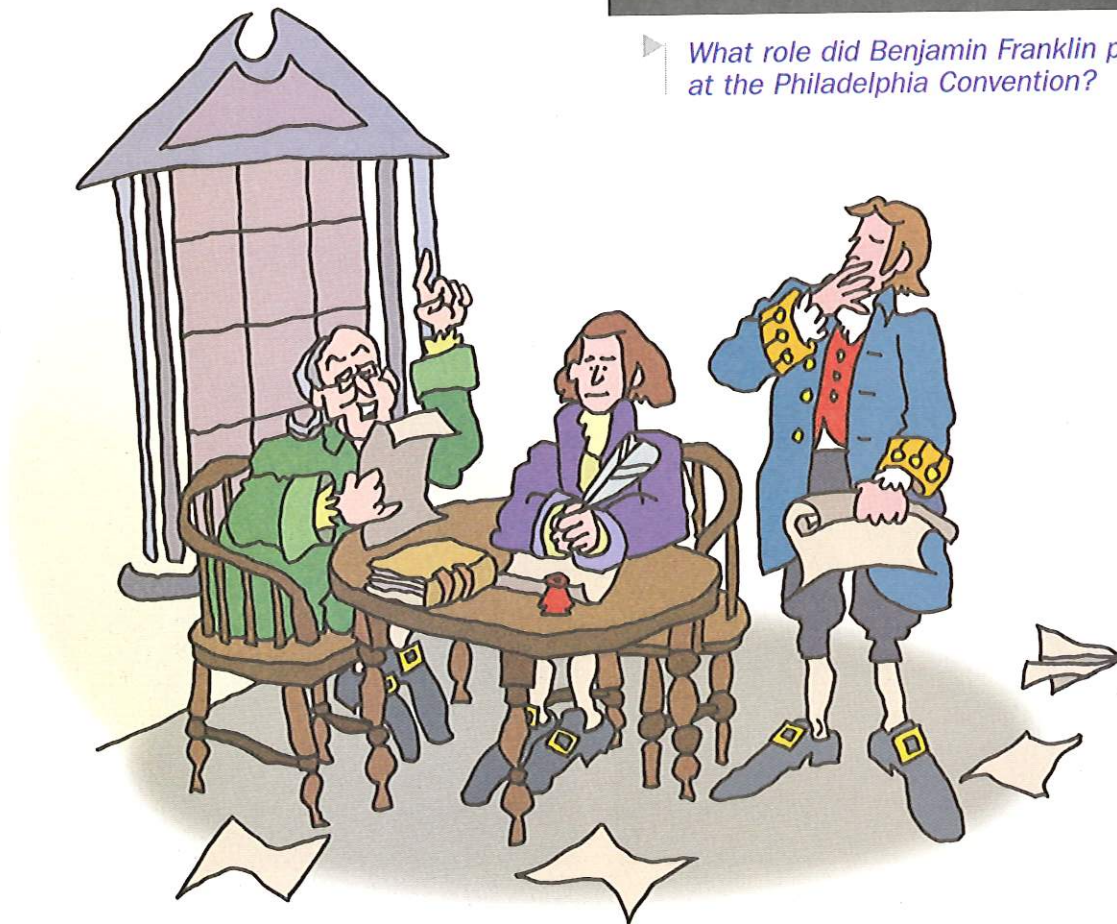


▶ *Why is James Madison called the “Father of the Constitution”?*

Benjamin Franklin attended the convention as a delegate from Pennsylvania. He was 81 years old and in poor health. Like Washington, he was highly respected by Americans. He had been a printer, inventor, and writer. He had also helped our country develop good relations with other nations. At the convention, he encouraged the delegates to cooperate with each other and work hard to settle their differences. His support of the Constitution was important to the other delegates.



▶ *What role did Benjamin Franklin play at the Philadelphia Convention?*



▶ *If you had been a delegate to the Philadelphia Convention, what role might you have played? Why?*

Who were some important Founders who were not at the convention?

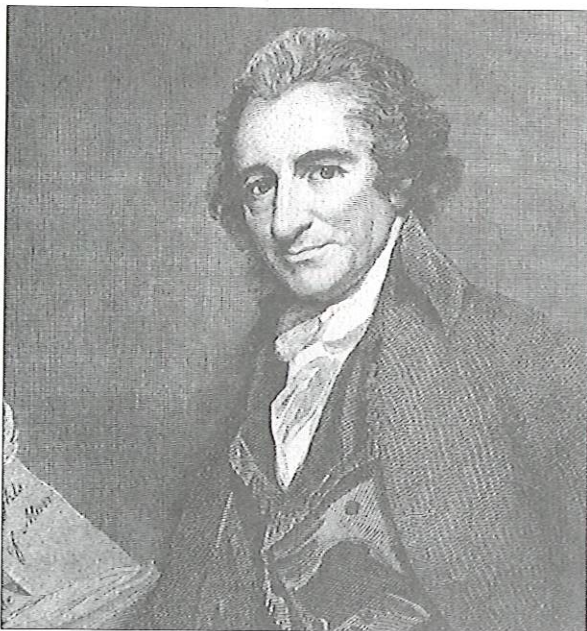
At the time of the **Philadelphia Convention**, Thomas Jefferson and Thomas Paine were in France. Jefferson had written the Declaration of Independence. Paine had written *Common Sense*, an important book that helped get support for the Revolution. John Adams, a leader during the Revolution, was in Great Britain.

Other well-known Americans refused to go to the convention. Patrick Henry of Virginia was one of them. He feared that the delegates would try to create a strong national

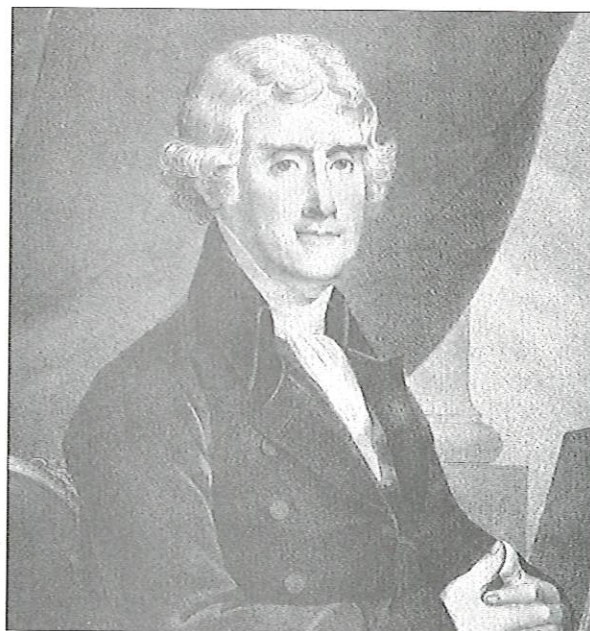


► **Why did Patrick Henry not support the new Constitution?**

government. After the convention, Henry worked hard to convince the people to reject the Constitution.



► **What did Thomas Paine contribute to the struggle for independence?**



► **Why did Thomas Jefferson not attend the Philadelphia Convention?**

What decisions did the delegates make at the start of the convention?

At the start of the convention, the Framers agreed on four things.

1. George Washington would serve as president of the convention.
2. Each state, large or small, would have one vote at the convention.
3. They would not do what Congress had asked them to do. They would not try to improve the Articles of Confederation. The Articles had too many weaknesses. They decided to write an entirely new constitution.
4. They would keep their discussions private. They decided that whatever was said at the meeting would remain a secret for thirty years.

There were good reasons for secrecy. The Framers believed they needed to speak freely. If people told others what they said, they would not feel as free to discuss their ideas. They would be less likely to change their minds during debate.

The Framers wanted the people to accept the new constitution. They feared that the people might not if they knew all the disagreements the Framers had during the writing.

Once the Framers reached these agreements, it was time to get down to work. It was time to create a constitution. In the next lessons, you will learn about some of the disagreements the Framers had and how they solved them.



► *Why did the delegates to the Philadelphia Convention decide to keep their discussions private?*

Directions: Answer the following questions in your journal under the following title:

Lesson 4 Review Questions.

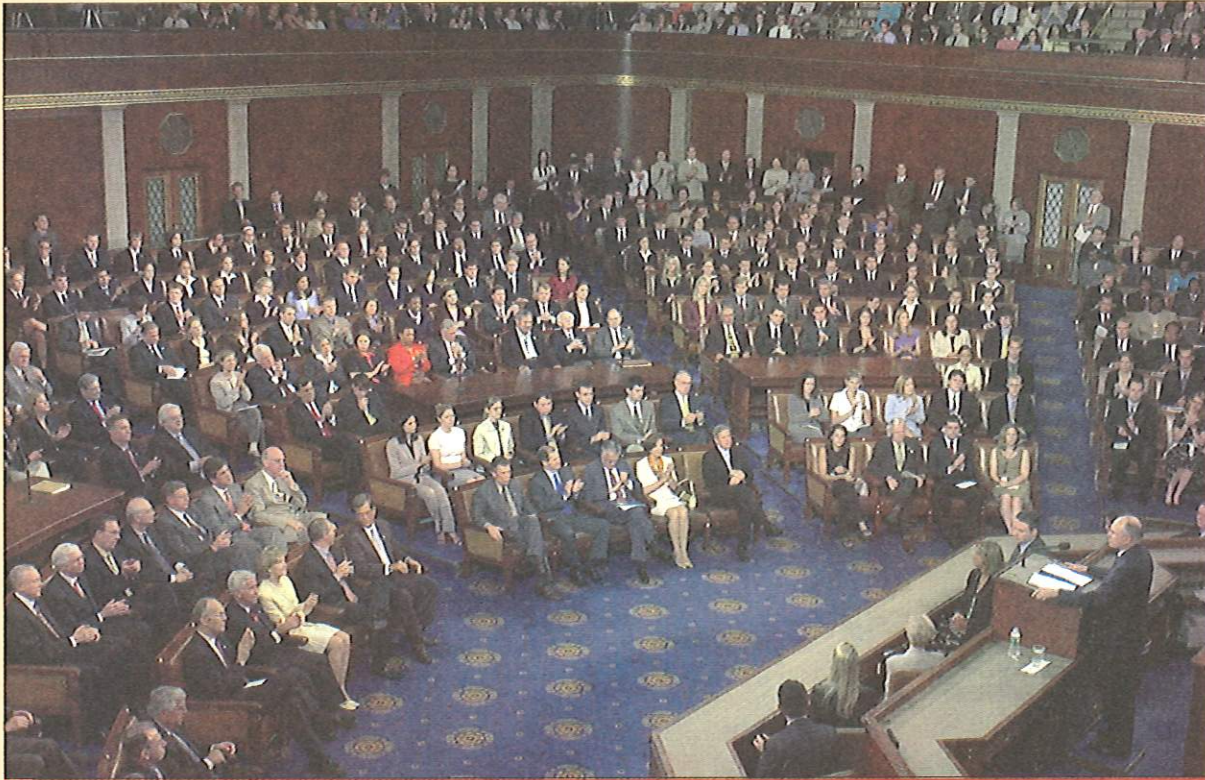
Review the lesson

1. Why did Congress call for the Philadelphia Convention?
2. Describe the members of the Philadelphia Convention as a group.
3. Who were some of the important Framers? Why are they called Framers?
4. At the start of the meeting, what important decisions did the Framers make? Why?

CIVICS FUN LESSON ACTIVITIES TO DO

1. After learning about the Framers and their role during the lesson, list some characteristics that describes a Framer during the Philadelphia Convention.
2. Should the debates that took place between the Framers been conducted in secret? Explain your answer.
3. Draw a political cartoon of Benjamin Franklin's role during the Constitutional Convention.

How many representatives should each state have in Congress?



Purpose of the lesson

The delegates to the Philadelphia Convention agreed to write a new constitution. They wanted the new constitution to provide a stronger national government. One difficult thing they had to decide was how many representatives each state would be allowed to send to

Congress. In this lesson, you will discuss this question. You will learn how the Framers solved the problem.

When you have finished this lesson, you should be able to explain why the Framers organized our Congress the way they did.

Directions: Identify/Define the following terms in your journal by writing them under the following title:
Lesson 5 Terms



What was the conflict between the large states and the small states?

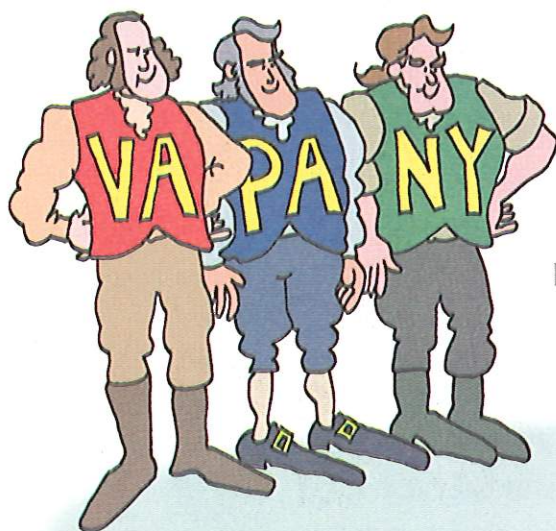
How many representatives should each state be able to send to Congress? This was one of the hardest questions that the Framers had to answer.

Delegates from states with small populations were afraid. They did not want the larger states to have more votes in Congress than they had. If that happened, the large states

would have more power. They would control the new national government.

Delegates from small states argued that each state should have the same number of representatives in Congress. Delegates from states with large populations said that was not fair. A state with more people should have more votes in Congress.

During the long debates, the Framers could not reach a decision on this issue. Neither side was willing to give in. The delegates were almost ready to quit and go home. Finally, they formed a special committee to try to find a solution. One delegate from each state was on the committee.



► Why were states with small populations afraid of states with large populations?





Problem to solve

How many representatives in Congress should each state have?

Directions:

Pretend you are a delegate. Study the bar graph on the next page and complete the chart on page 5. Read the questions and write your answers on the chart.

Step 1 There are seven small states and six large states. Which states are they? Write their names in column one on your chart.

Step 2 Look at the graph and figure out the population of each state. Write these numbers in column two on your chart.

Step 3 Suppose each state sends only one representative to Congress, write the number one in column three on your chart.

Step 4 Now, suppose it is decided that each state would have one representative for every 30,000 people in the state. How many representatives would each state have? Divide the population by 30,000. Write these numbers in column four on your chart.

Step 5 Add the numbers in each column. Put your answers in the total boxes.

Discuss and answer the following questions.

- A. If it were decided that there should be one representative for each state, how many representatives would all the small states have together? How many would all the large states have together?
- B. If it were decided that representation should be based on the population of each state, how many representatives would the small states have together? How many would the large states have together?
- C. In each state, how many people would each representative represent?
- D. Why would the small states favor the idea of having one representative for the whole state?
- E. Why would the large states favor the idea of having one representative for every 30,000 people in the state?



Problem to solve

Make a decision based on the lesson.

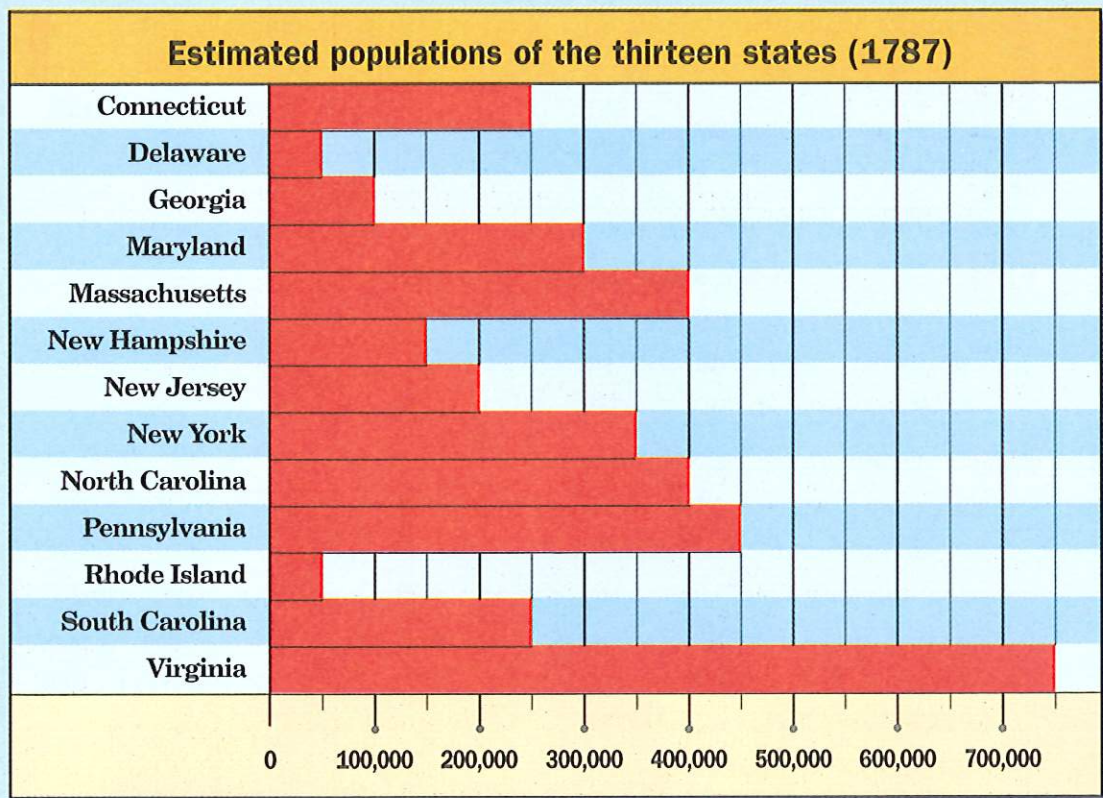
1. Should the number of representatives that each state sends to Congress be based population? Or, should each state send one representative?
2. What would happen if you divide Congress into two parts or houses, so that in one house, each state would have one representative, and in the other house, each

state would have representatives based on its population?

3. What might be the advantages of dividing Congress into two houses as described above? What might be the disadvantages?

Directions: Answer the questions in your journal under the following title:

Lesson 5, Problem to Solve Questions



HOW MANY REPRESENTATIVES SHOULD A STATE HAVE?

Small States			
Step 1	Step 2	Step 3	Step 4
List the small states	List the population	List one representative for each state	List the number of representatives by population (30,000 people = 1 representative)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Step 5 TOTALS			

Large States			
Step 1	Step 2	Step 3	Step 4
List the large states	List the population	List one representative for each state	List the number of representatives by population (30,000 people = 1 representative)
1.			
2.			
3.			
4.			
5.			
6.			
Step 5 TOTALS			

What was the Great Compromise?

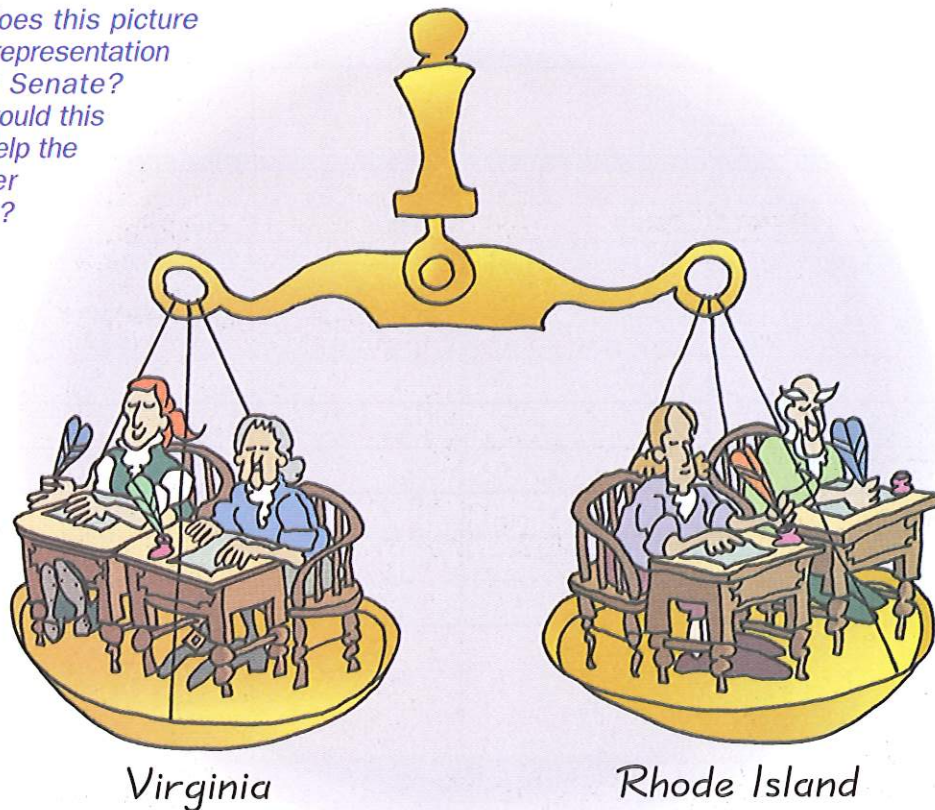
Compromise is a way of dealing with a problem. Each side must be willing to give up something in order to solve the problem. Both sides have to agree on the solution. The Framers knew that they had to find a way to solve the problem of representation. They wanted a compromise the delegates would accept.

They appointed a committee to make a plan. The result of the committee's work is known as the **Great Compromise**.

It is the plan the delegates accepted for representation in Congress. These are the main parts of the Great Compromise.

- Congress would have two parts, or houses: the **Senate** and the **House of Representatives**.
- Each state, large or small, would have two representatives in the Senate.
- In the House of Representatives, the number of representatives from each state would be based on the number of people living in that state.

How does this picture show representation in the Senate?
How would this plan help the smaller states?

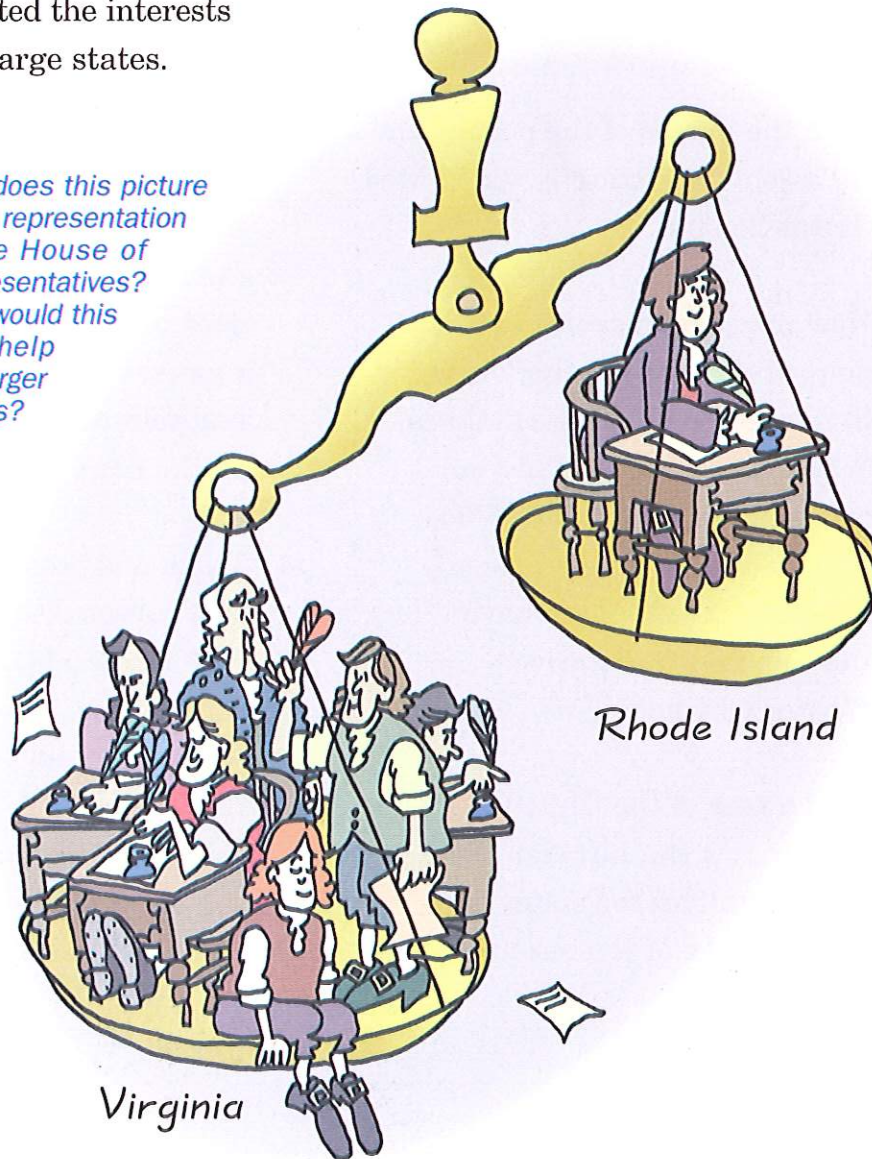


Senate

This agreement meant that each state would have equal power in the Senate. The states with more people would have more power in the House of Representatives. A law could not be passed unless a majority in both houses voted for it. This meant that large and small states could check each other's power. The Great Compromise protected the interests of both small and large states.

Some Framers did not like the compromise. It was hard for them to give up what they wanted. Nevertheless, the delegates voted and the Great Compromise was agreed upon.

How does this picture show representation in the House of Representatives? How would this plan help the larger states?



House of Representatives

Directions: Answer the following questions
in your journal under the following title:
Lesson 5 Review Questions.

Review the lesson

1. Why was it hard for the Framers to agree on how many representatives a state should be able to send to Congress?
2. How did the Great Compromise solve the problem of representation in Congress?

CIVICS FUN LESSON ACTIVITIES TO-DO

1. Think of a problem in your school or with your classmates or friends that causes disagreements. Make a list of things to consider when you compromise or negotiate. What things should you do? What things should you not do? Then, try working out a compromise that your classmates would agree to.

2. Find the names of the people who represent your state in the United States Senate.

Go online to the following website to get your answers for the Senate.
http://www.senate.gov/general/contact_information/senators_cfm.cfm

3. How many representatives does your state have in the United States House of Representatives? What is the number of your congressional district? Who is your representative?

Go online to the following website to get your answers for the House of Representatives.
<http://www.house.gov/representatives/>

Civics Lesson 5: Extension Activity

Essential Question: Should the Electoral College Be Abolished?

The 2000 election and its aftermath prompted renewed debate over our system for electing the President and Vice President

By Kay Maxwell, Robert Hardaway

YES

When the Constitution was written, the typical voter had few opportunities to learn about presidential candidates, so the job of choosing the President was given to the Electoral College: Electors, who were appointed by their states, were better educated than average citizens, who were not thought capable of making an informed choice.

Today, with universal education, TV, radio, newspapers, and the Internet, voters can learn about candidates for themselves. And they should be trusted to choose their President.

The Electoral College is unfair in several ways. First, it gives more weight to votes cast in small states. (Each state's electoral votes are equal to the number of members it has in the House and Senate combined.) Second, because the Electoral College is "winner take all" in all but two states (Maine and Nebraska), people who disagree with the majority in their state are not represented. Finally, the system allows the election of a President who does not have the support of a majority of voters.

Without the Electoral College, candidates would campaign to get as many individual votes as possible in every state, instead of focusing on states that provide key electoral votes. Each vote would make a difference and voters would feel they truly had a stake in the elections, which could lead to increased voting across the country. With a system of direct election, all votes would be equally important and equally sought after. We need to abolish the Electoral College and make our presidential elections one person, one vote.

—Kay J. Maxwell

President, League of Women Voters

Claim, Evidence, Reasoning: Read the above opinion that provides a “Yes” answer to the essential question and answer the questions below:

1. What is the author claiming?
2. What evidence does the author use to support their claim?
3. What is the reasoning behind using the evidence to support the claim (make a connection between the two):

NO

The Electoral College is a key part of federalism, which is the foundation of our system of government. It was a part of the compromise between large and small states at the Constitutional Convention of 1787. (The other part was the Senate, in which all states were given two Senators regardless of population.) As President John F. Kennedy noted in opposing abolition of the Electoral College, we cannot change one component of federalism without considering the others.

In spite of what happened in 2000, our system has served us well. Usually, it ensures that the candidate with the most votes wins. Without it, splinter parties would flourish and no candidate would be likely to get a majority.

With the Electoral College, supporters of fringe candidates realize they have little chance of winning a majority in their state, and thus, its electoral votes. Instead of "throwing away" their votes, many compromise by supporting the major-party candidate who more closely fits their views.

The Founding Fathers also wanted to ensure that support for a candidate was broad as well as deep, so that, for example, a candidate who received 90 percent of the vote in Southern states and a slim majority of votes nationally could not be elected against the will of the rest of the country.

Without the Electoral College, close elections would require recounts in every state and hamlet, not just in one state (like Florida in 2000), thus delaying final results for months or longer.

The Founding Fathers had great wisdom, and the federalism they created should not be undermined.

—Robert Hardaway

Professor of Law, University of Denver

Claim, Evidence, Reasoning: Read the above opinion that provides a “No” answer to the essential question and answer the questions below:

4. What is the author claiming?
5. What evidence does the author use to support their claim?
6. What is the reasoning behind using the evidence to support the claim (make a connection between the two):

What basic ideas about government are included in the Preamble to the Constitution?



Purpose of the lesson

The Framers wrote an introduction, also called a **preamble**, to the Constitution. The Preamble states the purposes of our Constitution. It includes some basic

ideas about government that you have studied in this book. When you finish this lesson, you should be able to explain these ideas.



Ideas to discuss

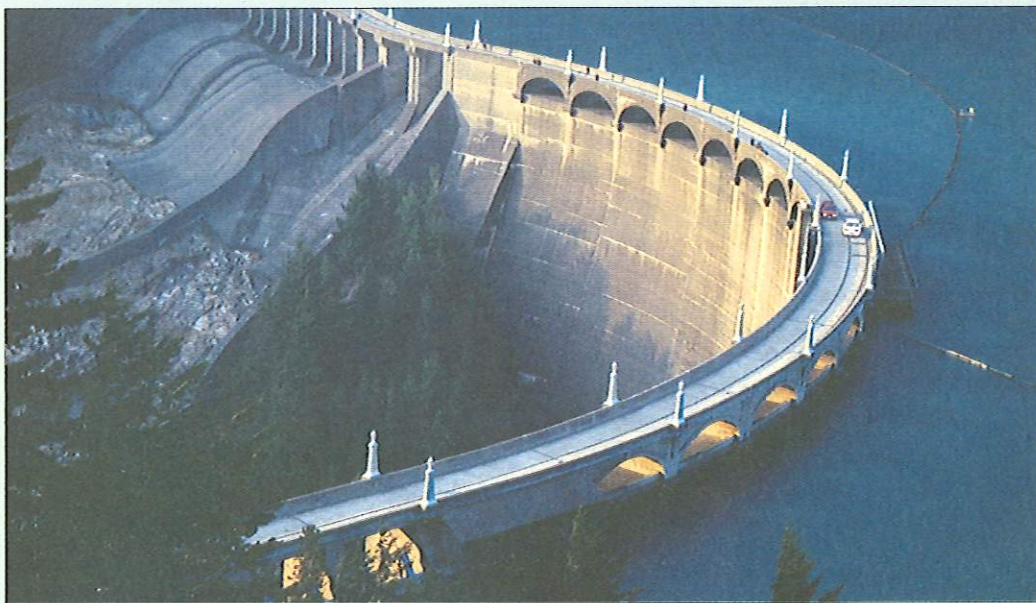
What do you think should be the purposes of government?

Before you learn about the purposes stated in the Preamble, let's examine your own ideas. Then you can compare your ideas with those in the Constitution. You might find that you and the Framers have many of the same ideas.

Brainstorm and Identify:
Read the following questions and write your thoughts in your Civics journal under the following title:

Lesson 6 - Ideas to Discuss

1. What is a purpose?
2. Why is it important to know what your own purposes are?
3. Why is it important to know what the purposes of a government are?
4. List five or six purposes that you think a government should have.
5. Explain why you think each of the purposes you have listed for government is important.



▶ *The Federal Power Commission approved the construction of the Diablo Dam in Washington in 1927. Do you think government should regulate this type of project? Why or Why not?*

Directions: Identify/Define the following terms in your journal by writing them under the following title:
Lesson 6 Terms



Why does the Preamble say “We the People... do ordain and establish this Constitution for the United States of America”?

In 1787, the Framers wrote and signed the Constitution. The Preamble to the Constitution says that “We the People of the United States... do **ordain** (give official approval) and **establish** (accept) this Constitution for the United States of America.” This means that the Constitution was approved by the people of the United States and that they agreed to live under the government it created. Each generation of Americans—including yours—must give its approval or consent to live under the government created by the Constitution.

- How do you and other Americans show that you consent to be governed under the Constitution?
- How do you, as one of the people, ordain and establish the Constitution?

There are many ways of answering these questions. One way is by willingly obeying the laws. Another way to show your consent is by repeating the Pledge of Allegiance. When you are older, you can give your consent by voting, serving on a jury, or holding public office. You also give consent when you take part in solving your community’s problems. Taking your place as a citizen, one of “We the People,” means that you consent to live under the Constitution.



How can citizens show that they give approval to be governed by the Constitution?



Problem to solve

What ideas are expressed in the Preamble?

The Preamble to the Constitution explains who created the Constitution and the basic purposes of our government. "We the People..." are the first words in the Preamble. These words are very important. They show that the power to govern belongs to the people. The people established the Constitution. They used it to create a government to protect their rights and their welfare.



Why are the first words of the Constitution, "We the People," so important?

The ideas in the Preamble are so important that you should study them carefully. To do this, first read the entire Preamble.

Preamble to the Constitution of the United States

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.

The Preamble is made up of many words that might be hard to understand when you first read them. But if you study them, you will find they are not that difficult.

Let's examine the basic ideas in the Preamble to see how important they are to all of us. To do this, your class may work in small groups. Each group should study one part of the Preamble.

Directions: Answer the following questions
in your journal under the following title:

Lesson 6 Review Questions.

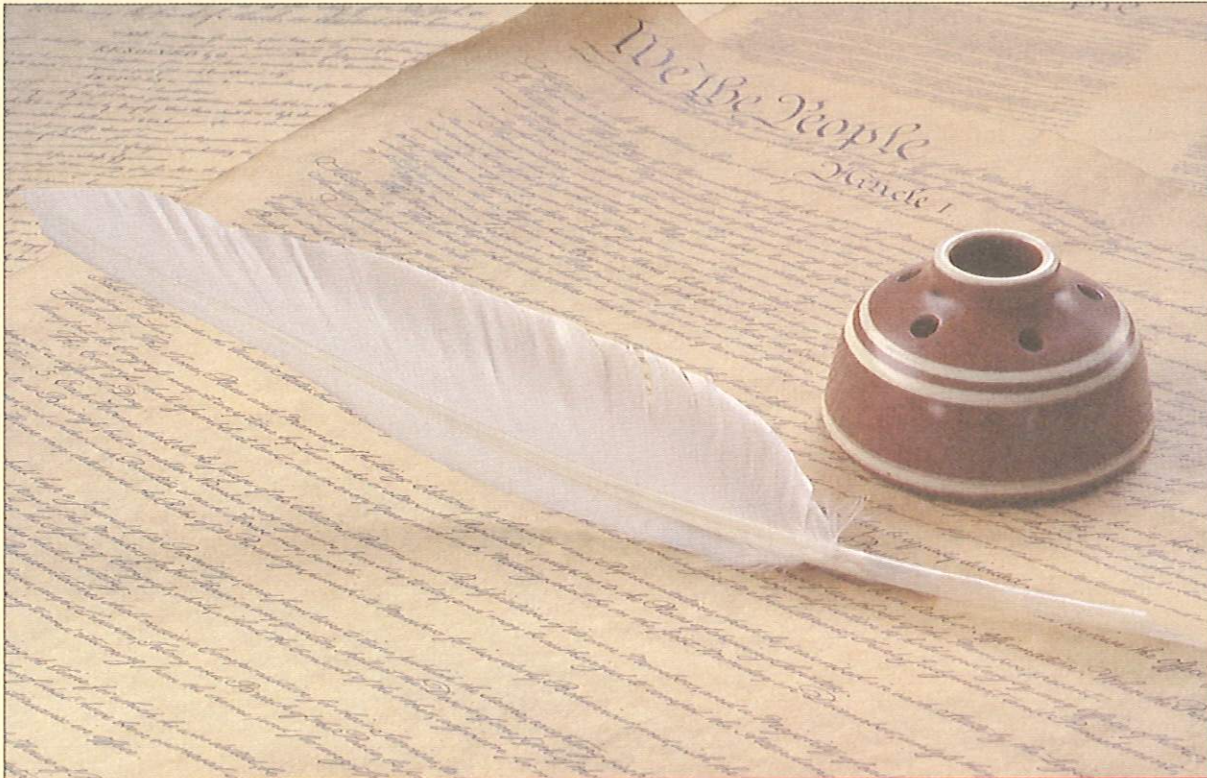
Review the lesson

1. Some people have said the most important words in our Constitution are the first three words of the Preamble. These are the words, "We the People." Explain why you agree or disagree with this opinion.
2. In your own words, explain what establishing justice means. Why is this an important purpose of government?
3. Explain the difference between ensuring domestic tranquility and providing for the common defense.
4. What is the general welfare? What are some ways to promote the general welfare?
5. What are some of the blessings of liberty that you enjoy? How can you help to make sure that future generations will also enjoy them?
6. How can you and other Americans show that you consent to live under the Constitution?

CIVICS FUN LESSON ACTIVITIES TO-DO

1. Create six symbols to represent each of the six parts of the Preamble. In your own words, write a sentence that tells what each symbol means. Use the six symbols to create a poster or dividers in your journal.

How does the Constitution limit the powers of our government?



Purpose of the lesson

The Framers wanted to limit the powers of our national government. They wanted to be sure that no one group of people in government would have too much power. So, they divided the powers of government among three groups or branches. In this lesson, you will learn more about the separation of powers and checks and balances.

When you have finished this lesson, you should be able to explain why the Framers separated the powers of our government. You should also be able to explain how the Constitution balances and checks the powers of each branch of government.



Ideas to discuss

How would you organize your government?

Suppose you want to create a government for your class. Think how you might organize that government. It would need to have the following powers:

1. Power to make rules. This is called **legislative power**.
2. Power to carry out and enforce the rules. This is called **executive power**.
3. Power to settle disagreements about the rules. This includes the power to say what the rules mean. This is called **judicial power**.

Directions:

Think about how you might distribute these powers in your class or home government. Answer the following questions in your Civics journal under the following title:

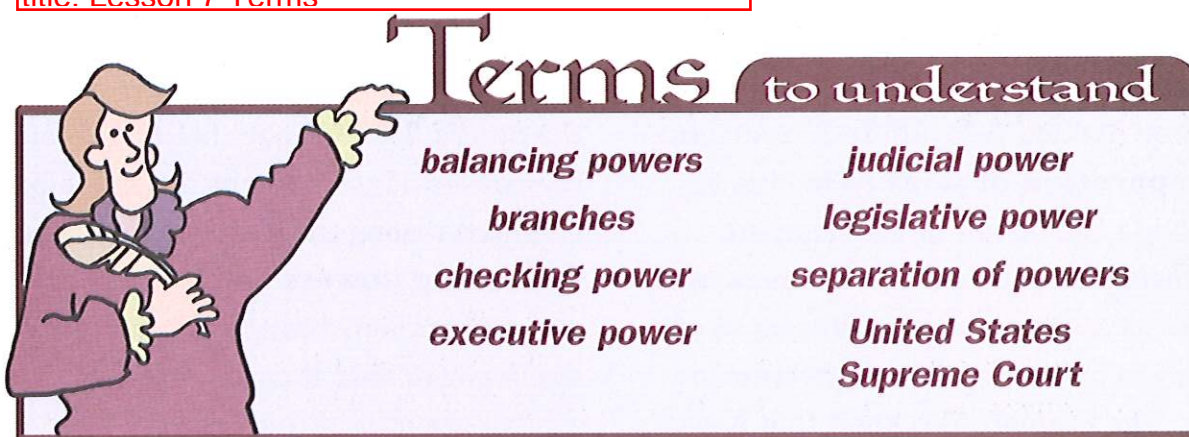
Lesson 7 Idea Questions

1. Suppose you decide to give all the powers of your class government to one group of students. What would be the advantages and disadvantages of doing this?
2. Suppose you decide to give the power to three different groups of students. You divide the powers of your government among them. What would be the advantages and disadvantages of doing this?



▶ *How might you use the idea of separation of powers to organize a school government?*

Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 7 Terms



What ideas did the Framers use to limit the power of government?

When the Framers organized our national government, they knew they needed to limit its powers. The Framers did this by dividing the government into three parts. They called these parts the three **branches** of government. They gave certain powers to each branch.

- Legislative branch. The Framers gave this branch the power to make laws. They called our national legislature Congress. Congress has two parts or houses. They are the Senate and the House of Representatives.
- Executive branch. The Framers gave this branch the power to carry out and enforce the laws made by Congress. The president is the head of this branch.
- Judicial branch. The Framers gave this branch the power to

settle disagreements about what the laws mean. The **United States Supreme Court** is the highest court in this branch.

What else did the Framers do to limit the power of government?

The Framers knew that governments often gain too much power. When they do, they can violate the rights of the people. They work for the selfish interests of a few people instead of for the common good. They do not treat people fairly.

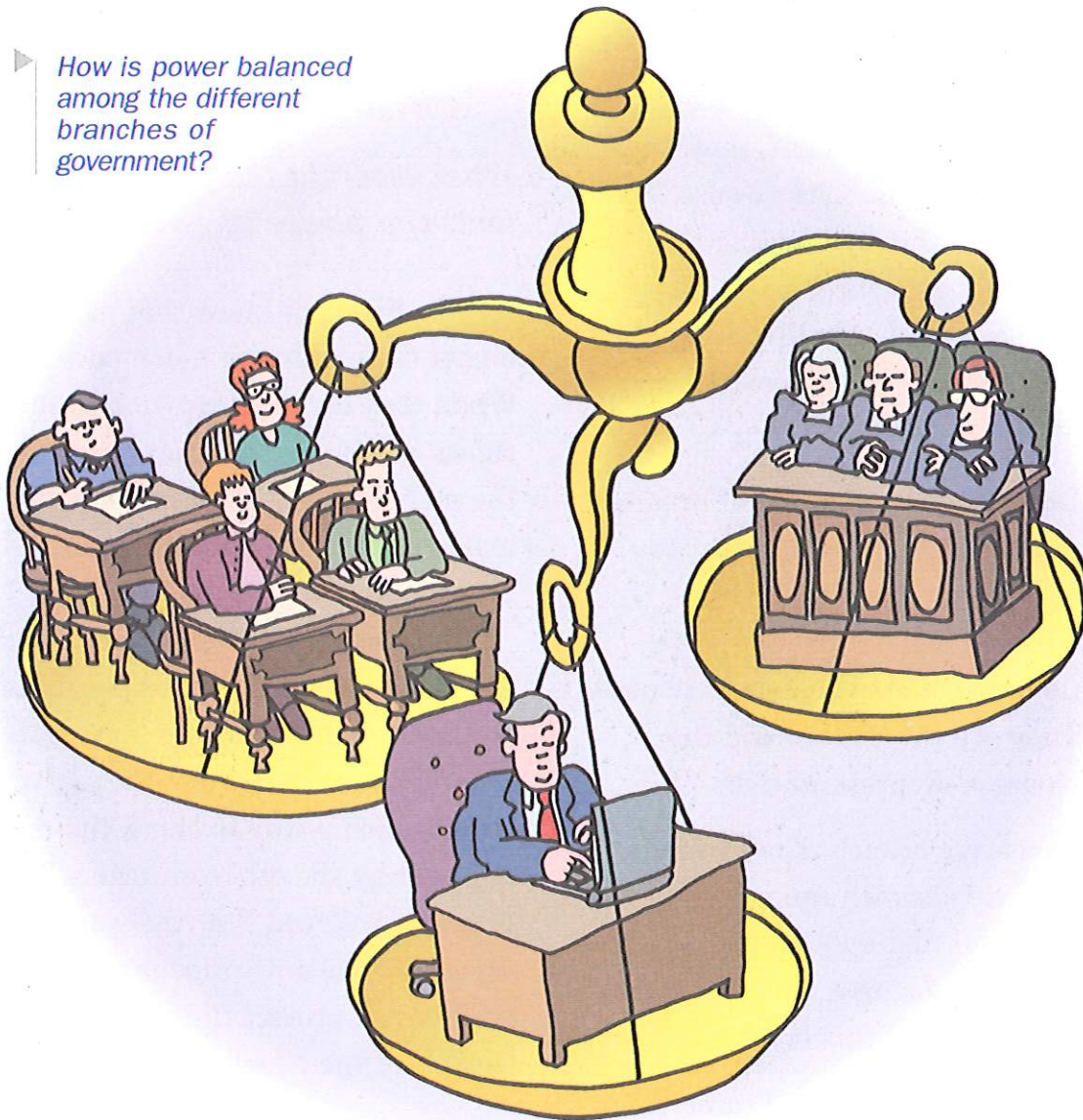
The Framers wanted to make sure this could not happen. They separated and balanced the powers among the different branches. Then they gave each branch a way to check the use of power by the other branches. The Framers believed that the way they organized the government was the best way to protect the rights and welfare of the people.

The Framers knew from history that constitutional governments are often divided into different branches. **Separation of powers** means to divide the power of government among its branches. The Framers used the idea of separation of powers as one way to limit the power of government.

The Framers also knew that it was not enough just to separate the powers

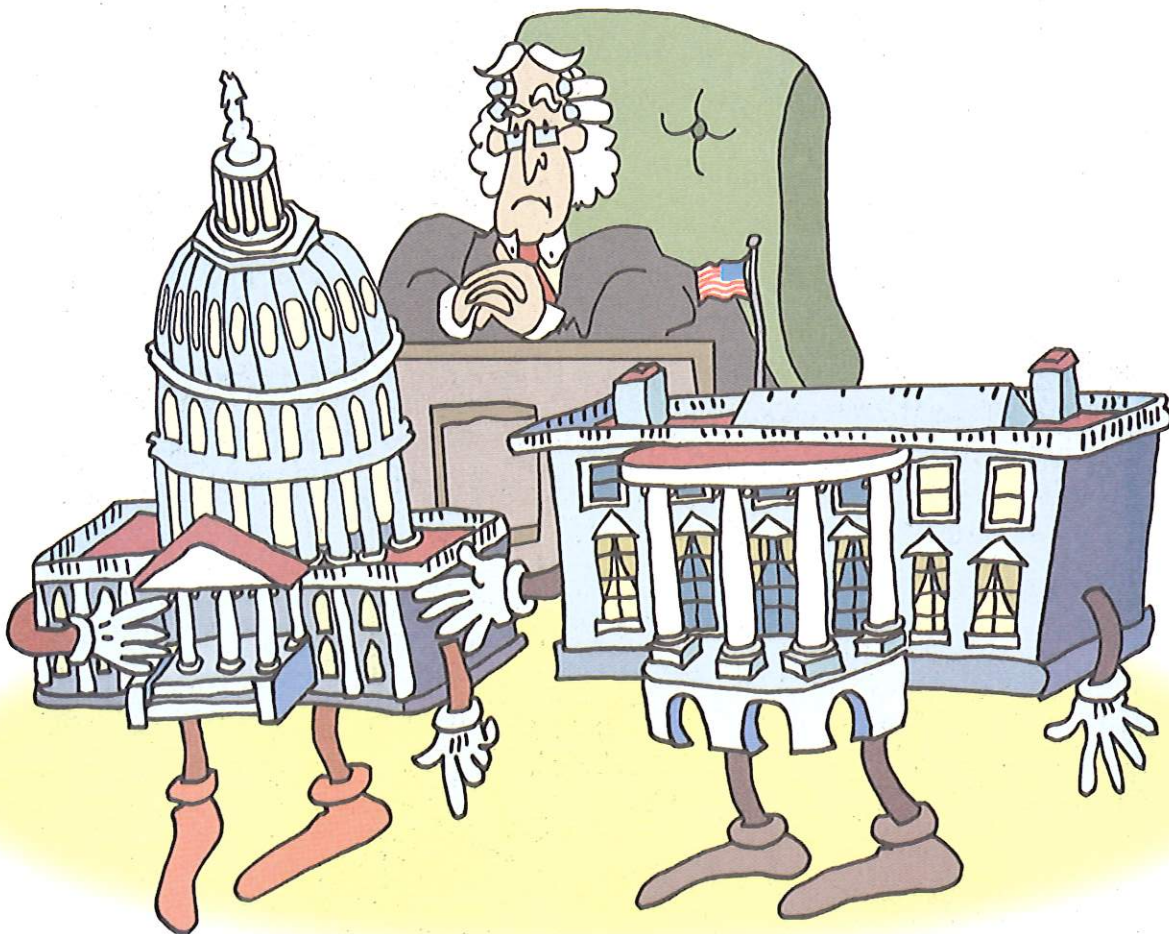
of government. If you gave too much power to one branch, it might control the others. The Framers believed that the powers of government needed to be balanced among the different branches. **Balancing powers** means that no one government branch is given so much power that it can completely control the other branches.

▶ *How is power balanced among the different branches of government?*



The Framers used one more way to limit the power of government. They gave each branch ways to check the other branches. **Checking powers** means that each branch can stop the other branches from making final decisions or from taking certain actions. For example, Congress has the power to make laws. The president can stop or control this power by refusing to approve a bill passed by

Congress. But, the bill might still become law. Two-thirds of the members of Congress would have to vote to make it a law. Suppose the bill does become law. The judicial branch has the power to check Congress and the president. If a case is brought before them, the courts have the power to say that a certain law is not allowed by the Constitution.



▶ How does the judicial branch check the power of the executive and legislative branches?

Directions: Answer the following questions in your journal under the following title:
Lesson 7 Review Questions.

Review the lesson

1. What are the three branches of our government? What power does each branch have?
2. Why did the Framers separate the powers of our government? How are they separated?
3. Why did the Framers balance the powers of our government?
4. Why did the Framers provide ways for each branch of our government to check the powers of the other branches? Give an example of how one branch can check the power of another.

CIVICS FUN LESSON ACTIVITIES TO-DO

1. Draw a diagram showing your understanding of the separation of powers and checks and balances
2. Watch the news or read an article that is about one of the branches of government. Detail below which branch of government it is discussing and summarize in a short paragraph the article or news story in your own words. Include information about where the Constitution delegates this power to the branch of government mentioned in your article or news story.

What are some important responsibilities of citizens?



Purpose of the lesson

Suppose your government does everything it can to protect your rights. Is this enough? Will your rights be protected? Do we have any responsibility to protect not only our own rights, but each other's as well? In this lesson, you will discuss some important questions about the responsibilities of citizens. You must develop your own answers to these

questions. We hope this lesson helps you develop good answers.

When you have finished this lesson, you should be able to explain some of the responsibilities related to important rights. You should also be able to evaluate a situation in which the rights of individuals conflict with the common good, and take and defend a position on the issue.

Directions: Identify/Define the following terms in your journal by writing them under the following title: Lesson 8 Terms



Who is a citizen of the United States?

A **citizen** is a member of an official political body, such as a nation or a state. Citizens of the United States are those who are



► What rights do resident aliens have?
What rights don't they have?

- born in the United States
- born to United States citizens living in another country
- born elsewhere, living legally in the United States, and have passed a test on the Constitution and history of the United States to become **naturalized citizens**
- children of naturalized citizens who were under the age of 18 when their parents became citizens

The national government protects the rights of all people who live in the United States. People who are not citizens, but who live legally in the United States, are called resident aliens. **Resident aliens** enjoy most of the rights of citizens. They have the same right to due process of law as citizens.

Resident aliens do not have the right to vote, serve on a jury, or run for public office. Like citizens, resident aliens have a responsibility to obey the law.

Is a good constitution enough to protect your rights?

The Framers planned our government carefully. They organized it so its powers were limited. They separated the powers of our government among three different branches. They balanced the powers among these branches. They provided ways each branch could check or limit the powers of the other branches. Finally, they added a Bill of Rights. The Bill of Rights now protects our rights from unfair treatment by our national, state, and local governments.

Some of the Framers believed they had organized the government very well. They believed the way they planned the government was enough to make sure our rights and the common good would be protected.

Other Framers did not agree. They believed that the government would only work well if there were good people running it. They also believed it would only succeed if the citizens were good citizens.

Today, most people agree that a well-written constitution is not enough to protect our rights. We need to elect leaders who will make and enforce laws that protect our rights and promote our welfare.

Even a good constitution and good leaders may not be enough. If we want

to protect our rights and welfare, we, the people, have certain responsibilities to fulfill. Let's examine what some of these responsibilities might be.



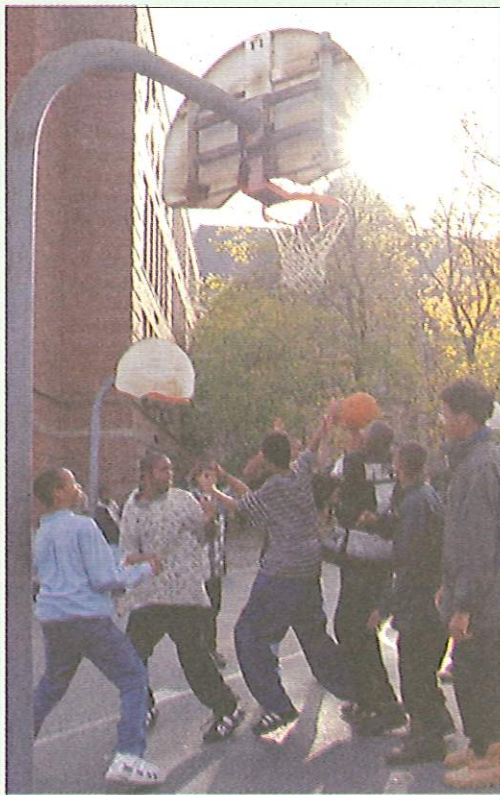
► *What might happen if people did not exercise their rights?*



Ideas to discuss

What responsibilities go along with these rights?

Activity: Let's examine some responsibilities that might go along with your basic rights. Design a small booklet (with five pages), and answer the following sets of questions for each right in each of the five pages of your booklet.



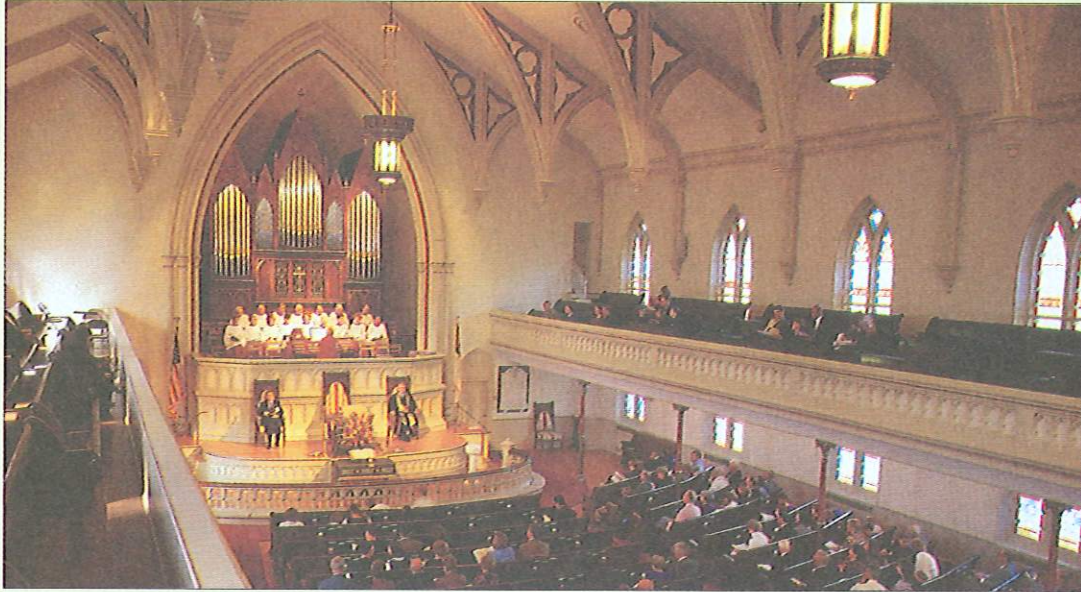
► *Why might people have different ideas about new playground rules? How can we handle different opinions?*

Booklet Page 1

The right to freedom of expression

Suppose you attend a meeting of students in your school. The purpose of the meeting is to suggest rules for the playground. Every student has the right to speak and to make suggestions.

1. What should be your responsibilities for the way you speak and what you say?
2. What should be your responsibilities toward the right of others to speak?
3. What responsibilities should the other students have to you and your right to speak?
4. Government may not unfairly limit your right to express your ideas freely. What responsibilities should you have that might go along with this right?
5. Suppose no one fulfilled the responsibilities that you have discussed. What might happen to our right to freedom of expression?



► *What does it mean to practice religion responsibly?*

**Booklet
Page 2**

The right to freedom of religion

Suppose you believe in a particular religion. You attend a church, meeting hall, mosque, or temple in your community.

1. What responsibilities should you have in the way you practice your religious beliefs?
2. What responsibilities should you have toward the right of other people to practice their religious beliefs?
3. What responsibilities should people who hold different religious beliefs have toward your right to practice your religious beliefs?
4. Government may not interfere with your right to believe as you wish. It may not unfairly limit your right to practice your religious beliefs. What responsibilities should you have that go along with these rights?
5. Suppose no one fulfilled the responsibilities that you have discussed. What might happen to our right to freedom of religion?



Ideas to discuss

Booklet Page 3

The right to the equal protection of the law

Suppose your city government officials are planning a picnic for the people who live in your community.

1. What responsibilities should officials have to you regardless of your age, gender, race, or religion?
2. If you volunteer to help plan the city's picnic, what responsibilities should you have to others?
3. Government is not permitted to favor some people over others because of their age, gender, race, or religion. What responsibilities should you have that go along with this right?
4. Suppose no one fulfilled the responsibilities that you have discussed. What might happen to our right to the equal protection of the law?

Booklet Page 4

The right to due process of law

Suppose someone accused you of doing something wrong in your school.

1. What responsibilities should the accuser have toward you?
2. If you were the one who accused another student of doing something wrong, what responsibilities should you have toward her or him?
3. Government must be fair to you when it is gathering information and making decisions. What responsibilities should you have that go along with this right?
4. Suppose no one fulfilled the responsibilities that you have discussed. What might happen to our right to due process of the law?



► *What ideas should people consider when deciding how to vote?*

**Booklet
Page 5**

The right to vote and run for public office

Suppose you are about to vote in a school election. You must choose between two people running for class president.

1. What responsibilities should you have?
2. You have decided to vote for Bill. Your friends want to vote for John. What responsibilities should you have about their right to vote?
3. What responsibilities should they have about your right to vote?
4. When you are 18, you will have the right to vote in government elections. You will also have the right to run for some public offices. What responsibilities should go along with these rights?
5. Suppose that no one fulfilled the responsibilities that you have discussed. What might happen to our right to vote?

Directions: Answer the following questions in your journal under the following title:
Lesson 8 Review Questions

Review the lesson

1. How does a person become a citizen of the United States?
2. What are some responsibilities of citizens? Why is fulfilling these responsibilities important?
3. What are some responsibilities that go along with your right to free expression, freedom of religion, equal protection of the laws, due process of the laws, and the right to vote?

CIVICS FUN LESSON ACTIVITIES TO-DO

1. Write a short story about what can happen in a community where people do not exercise their responsibility to be good citizens.
2. Create a poster that shows some rights of citizens and the responsibilities that those rights carry.
3. Draw a picture of someone famous or someone you know that is a naturalized citizen making an important contribution to the United States.

Civics Lesson 8: Extension Activity

Directions: Read the following article that describes, in a concise (clear and brief) manner, the Bill of Rights, the 1st 10 amendments (changes/additions) to the U.S. Constitution.

Explaining the Bill of Rights

Clear, concise, and in-depth summaries of the first 10 amendments and how they relate to students' lives. Plus, the origins of the Bill of Rights.

By Barbara Silberdick Feinberg

The History of the Bill of Rights

Remember how delighted you were when you got your own bicycle? You could ride it all over the neighborhood much more quickly than you could walk. However, you needed to remember the safety rules. That way you didn't have an accident and hurt pedestrians or yourself. What might have happened if nobody bothered to tell you the rules? What if everyone took those rules so much for granted that no one even wrote them down? How could you watch out for pedestrians' rights if you weren't sure what those rights were?

When the delegates sought to have the new Constitution ratified, they faced a similar problem. They thought everyone knew what individual rights were, so they did not define them in the Constitution. However, the lack of specific guarantees of personal liberty was one of the main reasons why a number of states were reluctant to accept the Constitution.

Objections to the Constitution

In order to approve the new Constitution, voters were to elect representatives to special state conventions. In New York, Virginia, and Massachusetts, the people and their representatives were strongly opposed to the Constitution. They were called the "Antifederalists." The Antifederalists included such patriots as Patrick Henry, the Virginia orator; Sam Adams, the Massachusetts agitator; George Mason, who had written much of the Virginian Constitution; and Richard Henry Lee, who had served as Virginia's delegate to the Continental Congress.

The Antifederalists argued that the states would be absorbed into an all-too-powerful national government. They claimed that the limits on direct voting and the long terms of the president and senators would create an aristocratic class. They also feared that the president might become another monarch. In other words, these Antifederalists felt that the new Constitution was most undemocratic.

Their major objection to the new Constitution was its lack of a bill of rights. "Bills of rights" list the specific freedoms that governments cannot threaten or take away. When the Constitution was being written, many state constitutions already had bills of rights. For that reason, the authors of the Constitution did not feel it was necessary to have another one. The antifederalists believed that without a list of personal freedoms, the new national government might abuse its powers. They worried that it would destroy the liberties won in the Revolution.

Supporters of the Constitution

Supporters of the new system were called "Federalists." They included George Washington and two future Supreme Court Chief Justices, John Marshall and John Jay. To help win support for the new Constitution, Alexander Hamilton, James Madison, and John Jay wrote a series of essays for the newspaper. These were eventually published under the title "The Federalist."

In these essays, they described the Constitution and explained how it would work. They answered its critics calmly and effectively. They pointed out how the new government was a republic with safeguards against the abuse of power.

By the end of July 1788, 11 states had ratified the Constitution. But the new government could not go into effect: North Carolina and Rhode Island did not approve the Constitution until after the government was set up. However, the Antifederalists' criticisms were not ignored. As soon as the new Congress met, the legislature, under the leadership of Madison, prepared 10 "amendments," or additions, to the Constitution. They were all approved by 1791 and became known as the Bill of Rights.

The 10 Amendments and What They Protect

The First Amendment: Basic Liberties

The First Amendment is perhaps the most important part of the Bill of Rights. It protects five of the most basic liberties. They are freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and freedom to petition the government to right wrongs. These were the guarantees that the Antifederalists missed most in the new Constitution.

Freedom of Religion. Freedom of religion means that the government may not force you to accept one set of religious beliefs nor may it interfere with the way you worship.

One of the most heated debates of our time involves the issue of prayer in schools. Do students have the right to pray in class? Or would a prayer interfere with another student's rights "not" to pray? A number of cases have been brought before the Supreme Court to settle this matter. The Supreme Court has held that prayers or even a moment of silence would violate the principles of the First Amendment.

Freedom of Speech. This freedom entitles American citizens to say what they think, provided they do not intentionally hurt someone else's reputation by making false accusations. Neither may they make irresponsible statements deliberately harmful to others, such as yelling, "Fire!" in a crowded theater when there is no fire. There are many issues about which Americans disagree, from child-rearing practices to baseball teams to Presidential candidates. Freedom of speech enables people to state their opinions openly to try to convince others to change their minds.

The First Amendment also gives you the right to disagree with what others say without fear of punishment by the government authorities. However, if you make an outrageous statement, such as, "The earth is flat," free speech will not keep people from making fun of you. If you express an unpopular opinion — for example, that students do not get enough homework — don't be surprised if your classmates avoid you. The First Amendment does not prevent social or peer pressure to conform to what others think.

Freedom of the Press. This freedom makes it possible for Americans to keep informed about what is going on in government. It helps them to be responsible citizens. Reporters and editors can criticize the government without the risk of punishment, provided they do not deliberately tell lies. Newspapers, magazines, and books, as well as television and movie scripts, do not have to be submitted for government inspection before they are published. This censorship would violate the First Amendment.

Freedom of Assembly. This freedom makes it possible for Americans to join clubs or political parties, even if those groups represent unpopular views. Because of the First Amendment, people can join groups to promote animal rights, the nuclear freeze, or conservation. They can join groups to protest government intervention in Haiti, imported clothes and shoes, toxic wastes, or aid to Serbia or Bosnia. By sharing common interests, Americans can learn to work together. There are groups devoted to the interests of young people. Scout troops and 4-H clubs are but two examples.

Freedom to Petition. This important freedom allows people to tell the government what they think is needed. They can try to prevent the government from acting in a certain way. They can complain to the government without fear of penalty when things aren't going the way they should. For example, if people dump garbage near your school, you and your parents can petition the government to clean it up. Freedom to petition helps the government to clean it up. Freedom to petition can also let the government know how well it is doing its job.

The Second Amendment: The Right to Bear Arms

The Second Amendment guarantees individual states the right to maintain "a well regulated militia," and citizens the right to "keep and bear arms." Because criminals often used unlicensed weapons to hurt others, some people have urged the national government to control the sale of guns. Other people have argued that gun control is a violation of the Second Amendment.

The Third Amendment: Housing Troops The Third Amendment pledges that in peacetime, citizens will never have to keep soldiers in their homes without consenting. Before the Revolution, the British forced Americans to provide lodging and food for their troops. The colonists bitterly resented this intrusion on their privacy as well as the cost of feeding hungry soldiers.

The Fourth Amendment: Searchers and Seizure

The Fourth through Eighth Amendments concern the rights of people suspected of crime. The Fourth Amendment protects citizens from improper searches of their bodies, possessions, or homes. It requires that a detailed warrant be issued by a judge listing what can be searched. There has to be a good reason for the search. For example, suppose the police knew that someone in your school was selling drugs. The Constitution does not let them search the home of every student. In fact, they could not search the homes of even one or two without a court order.

The Fifth Amendment: Rights of the Accused, Due Process of the Law, and Eminent Domain

Rights of the Accused. The Fifth Amendment protects the rights of anyone accused of a crime. It assumes that everyone is innocent until proven guilty. In some countries, exactly the opposite is true. Suspects must prove that they are innocent. When a person is accused of a crime for which the punishment could be death, the Fifth Amendment requires that a "grand jury" look at the charges before that person can be brought trial. A grand jury is a group of citizens who decide if there is enough evidence to try a person. It is intended to prevent people from being falsely accused of a serious crime. Today, grand juries consider most serious criminal charges. The Fifth Amendment also states that the person cannot be tried twice for the same crime.

The section of the Fifth Amendment that has received the most publicity is the guarantee against "self-incrimination." This means people cannot be forced to testify against themselves. Under the Fifth Amendment, law enforcement officials must produce the evidence necessary to convict a person of a crime. The accused person cannot be made to provide it. In earlier times, people were tortured until they confessed to crimes they may not even have committed. The guarantee against self-incrimination makes sure that unfair pressure cannot be used to make a person confess.

In the 1950's, this section of the Fifth Amendment sparked a public uproar. Notorious criminals accused of having ties with the underworld claimed the Fifth Amendment protected them from having to testify. If they had denied those accusations, they probably would have been found guilty of "perjury," or lying under oath. Perjury is punishable by law. If they had told the truth, they would have risked punishment. Instead, they refused to testify on the grounds that they might incriminate themselves. Law enforcement officials had to come up with evidence against them or free them.

The right to remain silent also protects innocent people. During the 1950's, the government became concerned about Communists. Politicians held hearings in which people were asked which organizations they had joined and who their friends were. If they answered that they had been involved in certain groups or friendships, they were accused of being Communists. At times, the accusations became wild and unfounded. Many people took refuge in the Fifth Amendment protection against self-incrimination. Some, perhaps, were Communists who might have wished to see the government overthrown. Others, however, were innocent citizens who had been caught up in a hysterical movement. The Constitution protected them against ruthless accusations.

Due Process of the Law. Another section of the Fifth Amendment holds that "no one can be deprived of life, liberty, or property without due process of law." In other words, the government must follow certain legal procedures before deciding on a penalty. It can't jail a person because it suspects that the person committed a crime. It must prove the accusation by following certain rules and methods. However, "due process of law" is a rather vague and general term. As times have changed, so has its meaning.

In the 1930's, photographers and newsreel cameramen were allowed to record trials. (There was no television news.) The trial of a man accused of kidnapping the aviator Charles Lindbergh's child took on the atmosphere of a circus. Lawyers and witnesses became more interested in creating publicity than in determining justice. They began to make exaggerated claims.

In later years, to discourage publicity stunts and other distractions, only artists and reporters were allowed to be present in court. Now some judges permit television cameras to record trials. How might the presence or absence of cameras affect a defendant's right to due process?

Eminent Domain. Finally, the Fifth Amendment requires the government to pay citizens when it takes over their property for a public use. The government's right to take this property is called "eminent domain." Suppose the state wanted to build a highway which would run right through your residence. It would have to pay the owners a reasonable price for the property. The government could force you to move, but at least it would have to provide you with the money to relocate.

The Sixth Amendment: Fair and Speedy Trials

The Sixth Amendment provides more requirements for a fair trial in criminal cases. It guarantees a speedy, public trial by an impartial jury in the area where the crime was committed. The defendant must be able to question the accusers and to force favorable witnesses to testify. The accused has a right to a lawyer.

How would you feel if you were falsely accused of cheating on a test? Suppose you had no idea who was accusing you. How could you question your accuser? How could you defend yourself? Your reputation could be hurt if you had to wait a long time before the matter was cleared up. Wouldn't you want a chance to prove your innocence? This is why the Sixth Amendment is so important.

The Seventh Amendment: Jury Trials

The Seventh Amendment guarantees that Americans will receive a jury trial in civil (as opposed to criminal) cases involving property worth more than \$20. Today, however, people do not bring such cases to federal courts unless a much larger sum of money is involved.

The Eighth Amendment: Bails, Fines, and Punishments

The Eighth Amendment protects people from having to pay unreasonably high "bail" in order to be released from prison before they go to trial. Bail is money given to pledge that a person accused of a crime will appear for trial. The Eighth Amendment also protects people from unreasonably high fines. Finally, it outlaws cruel and unusual punishment. This requirement, as well as the Fifth Amendment's guarantee against self-incrimination, protects citizens from the use of torture. Some people have argued that the death penalty is a form of cruel and unusual punishment.

The Ninth and Tenth Amendments: Reserved Powers

The last two amendments address the liberties of citizens and the rights of states. The Ninth Amendment states that the Constitution and the Bill of Rights do not define all of the fundamental rights people have. Such rights exist whether or not they are defined. The Tenth Amendment makes a similar claim concerning the rights of the states. It holds that the states and the people have powers that are set aside and not listed item by item. These powers are called "reserved powers." They can be contrasted with "express powers," which are specifically defined in the Constitution.

In this way the Constitution allows for growth and change. With the invention of radio, movies, television, automobiles, jet planes, computers, and satellites, what rights might the states and the people now claim? How else can the Constitution be kept up to date? Adapted from *The Constitution: Yesterday, Today, and Tomorrow*, by Barbara Silberdick Feinberg. Scholastic, Inc., 1987 Source: <http://www.scholastic.com/teachers/article/explaining-bill-rights>

The Bill of Rights: In my own words and drawings!

Activity: Use the following chart to create your own “cheat sheet” to understanding the Bill of Rights. It is important to use evidence from the above article in your chart.

Amendment # (Fill in main idea of each amendment)	Key Words/My Understanding (What does the Amendment do?)	My Drawing (Representing the main idea of the Amendment)
1		
2		
3		
4		

Amendment # (Fill in main idea of each amendment)	Key Words/My Understanding (What does the Amendment do?)	My Drawing (Representing the main idea of the Amendment)
5		
6		
7		
8		

Amendment # (Fill in main idea of each amendment)	Key Words/My Understanding (What does the Amendment do?)	My Drawing (Representing the main idea of the Amendment)
9		
10		

Civics Lesson 9:

Should the U.S. Lower the Voting Age?

By [Rachel Laskow](#)

Miranda Rosenberg is just like many other 16-year-olds. She likes Harry Potter, enjoys her high school psychology class, and pays taxes. But Miranda wants to do one more thing: vote.

Currently, only people ages 18 and older are allowed to vote in elections. Miranda thinks that's unfair. She has to pay taxes, so why can't she vote?

A little over a year ago, Miranda decided she would try to get the voting age lowered in Florida, her home state. Although some people agree with Miranda, many think that 16- and 17-year-olds are not mature enough to vote.

"Why does someone become mature the day they turn 18?" Miranda asked.

Miranda thinks that people who are interested in politics are the ones who vote, no matter how old they are. Some adults don't vote because they aren't interested in politics, while some 16-year-olds might vote because they are interested in politics.

Some people who oppose Miranda's initiative say that the 18-24 age group has the lowest percentage of voters. They believe that fact proves that 16- and 17-year-olds are not as likely to vote. However, that might not be the case, says Miranda. In 1996, the state of Lower Saxony in Germany lowered its voting age to 16 for local elections. More 16- and 17-year-olds turned out to vote in the election than people ages 18-24.

Miranda believes that 16- and 17-year-olds are at the perfect age to start voting because they can talk about issues at home and at school. She took a government class in high school and her family's kitchen TV is always tuned in to CNN. "I've been surrounded by politics my whole life," she said.

She believes it's more difficult to have 18-year-olds vote because they are at college and voting is not necessarily the first thing on their minds. Also, many teens attend college out of state and have to send absentee ballots, which is more work than just going to the voting booth.

The Issues

Miranda's goal isn't an easy one. For the issue to be brought before the Florida Supreme Court, Miranda must collect 489,000 signatures from registered voters in Florida. She's collected a few thousand since she started her quest about a year ago, but admits that it's a difficult task.

"I'm a 16-year-old trying to balance school and activities," she said.

Miranda isn't giving up. She believes her collection of signatures brings awareness to issues that are important to young people, such as the environment and education.

"The publicity is more important than lowering the voting age," she said.

In fact, many politicians have seen Miranda's ambition and admitted that they should address more issues that affect young people. She spoke to the Broward County Democratic Society and to a political science class at a local community college.

Miranda is undecided about her future plans, but for now she enjoys talking to her friends and just "being a normal teen."

What do you think? Should the U.S. lower the voting age? [Vote Now!](#)

To read more about Miranda's cause, visit www.voteat16.com.

Source: <http://www.scholastic.com/browse/article.jsp?id=5628>

My Thoughts on the Issue: Should the U.S. Lower the Voting Age?

- 1. What's the main idea of the article?**

- 2. My opinion on this issue is.....**

Civics Lesson 10: Should Legal Immigrants be Allowed to Vote?

Should legal immigrants be allowed to vote?

New York and other cities are thinking about letting legal immigrants vote in local elections, right only citizens currently have

By: Mark Krikorian

YES

In my hometown, Takoma Park, Md., all adults can vote in local elections, whether or not they're U.S. citizens. Everyone wants good schools and clean parks, and the city wants everyone to participate in local government. So why would we disenfranchise our neighbors who have recently come from Canada, El Salvador, or Haiti?

Some people say that legal immigrants should have to wait until they become citizens to vote. When it comes to national elections, I agree.

But at the local level, all residents are already "citizens" in the sense that one definition of citizen is "an inhabitant of a city or town." Immigrants should not have to wait until they're naturalized to be able to vote for the school board or the city council, which have important effects on their lives.

We have no problem making immigrants pay income, property, and sales taxes. They are subject to all our laws and eligible to serve in the military. Many are fighting, and dying, in Iraq. We should not impose the duties of citizenship but withhold the right to participate in local government.

There is nothing radical about "alien suffrage." In the 18th and 19th centuries, many states granted immigrants the right to vote, even in state and national elections. (These rights were revoked in the early 20th century.)

I wouldn't go that far today, but the U.S. has 20 million recent immigrants who would benefit from a taste of American political democracy at the local level. It will make them hungry to become citizens, and it will be good for all of us to have them participating.

Jamin Raskin

Professor of Law
American University

NO

Our Constitution begins "We the people of the United States," not "We the inhabitants" or "We the taxpayers" or "We the consumers." Access to our political institutions should therefore be reserved for the American people—citizens either by birth or by choice.

Newcomers to countries where membership is based on race or ethnicity can never really become full members of that society. Someone who is Irish, after all, can't become Japanese. But America is different. In 2002, nearly half a million foreigners became Americans—a number that's likely to be even higher this year.

Think of becoming a U.S. citizen as getting married to America. The oath of citizenship even sounds like a wedding vow: "I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty." Until they become citizens, immigrants and America are just living together, learning about each other before considering a permanent commitment.

Here's another analogy: When foreigners become U.S. citizens, it's as though they are adopting a new religion. Not their actual religion, of course, but a new "civil religion," based on the principles of the Declaration of Independence and the Constitution. This "civic baptism" can't be conferred on arrival.

Voting is like a sacrament of America's civil religion, part of what makes you an American. Extending the vote to noncitizens would eliminate a key characteristic of being an American.

Mark Krikorian

Executive Director
Center for Immigration Studies

My Thoughts on the Issue: Should Legal Immigrant Be Allowed to Vote?

- 1. What's the main idea of the article?**
- 2. My opinion on this issue is.....**