

GRADES 4-8

# US CONSTITUTION AND GOVERNMENT COURSE BOOK



  
The Good AND THE Beautiful  
CURRICULUM



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# ABOUT THE COURSE

## COURSE OVERVIEW

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

### An Emphasis on Character

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

### A Focus on Truth

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

## Engaging Material for All Types of Learners

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

## Flexible Lessons

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

## Teaches the Whole Scope of the Founding of the American Republic

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



## GOOD AND BEAUTIFUL STYLE LEARNING

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

The course includes the following unique components:

### Course Book

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

### *US Constitution Student Journal*

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

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

### Biographies

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

### *Mystery on Constitution Island*

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

### Activity Book

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

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

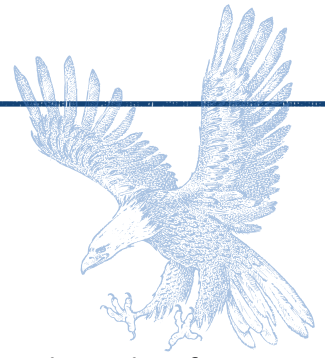


## ITEMS NEEDED:

Manila envelope or file folder

## LESSON 1:

## SEEKING TRUTH



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

☆ Read to the students:

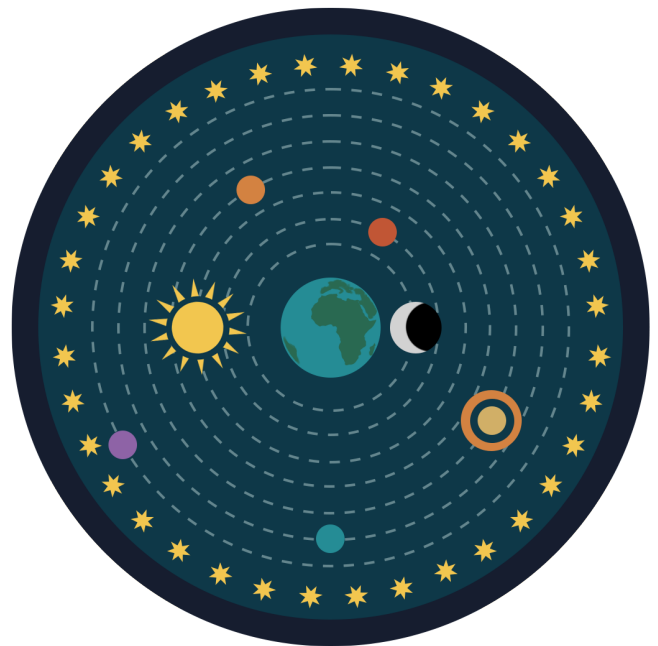
**“What is truth?”** This age-old question has been asked throughout the centuries by many people, one of the most famous being Pontius Pilate, the Roman governor of Judea presiding over the trial of Jesus. Pilate asked this question immediately after Jesus had just called himself a witness to the truth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

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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

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

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

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

## History Case File Activity

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



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

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

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

★ Read to the students:

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

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

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

★ Read to the students:

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

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

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

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

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

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

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

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

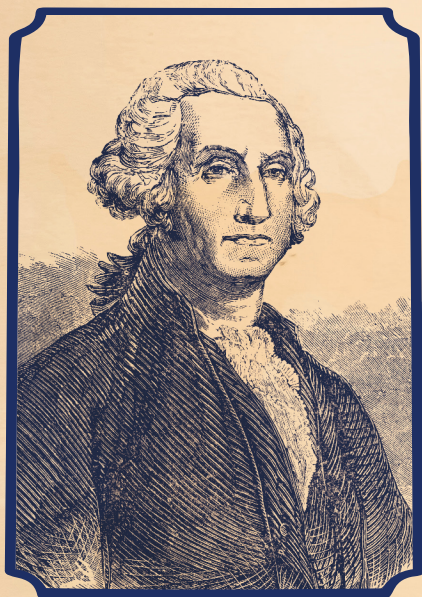
What are some examples of how you can be bold in the pursuit of knowledge? [Pause and allow for discussion.]





# HISTORY CASE FILE

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



★ ★ ★

### THE CLAIM

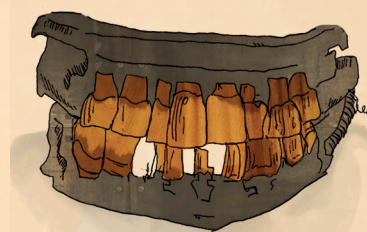
George Washington took teeth from his slaves, possibly by force, to use in his own dentures.

### THE EVIDENCE

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

## PUTTING IT INTO CONTEXT

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



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

★ ★ ★





★ ★ ★

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

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

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

## THE VERDICT

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

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

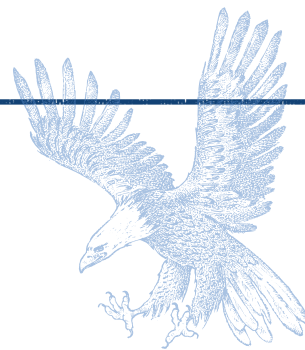


## ITEMS NEEDED:

Strawberries (optional)

## LESSON 2:

## OUR DUTY



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

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

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

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

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

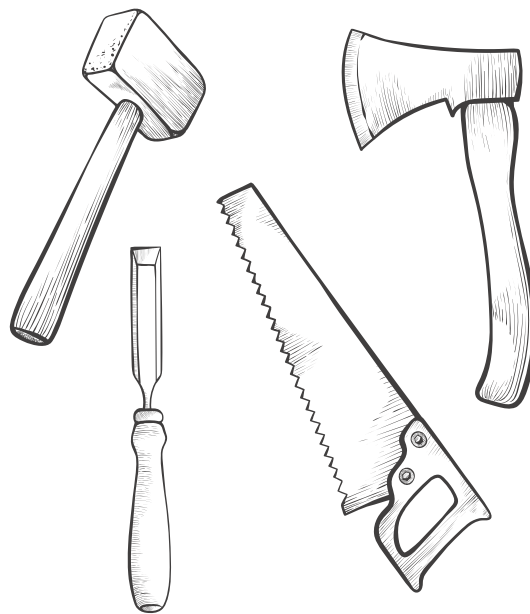
★ Point to **Image 1**.

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

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

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

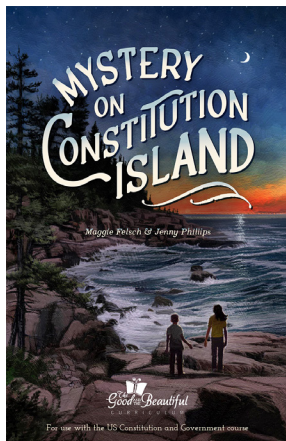
Similarly, our Founding Fathers built a nation, inspired by God and protected by a constitution, to bless us with a place of beauty and freedom.



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



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



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

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

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



## JOURNAL TIME

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

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

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

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

The year is 1787.

The place is Philadelphia's Independence Hall.

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

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

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

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

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

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

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

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

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

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

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



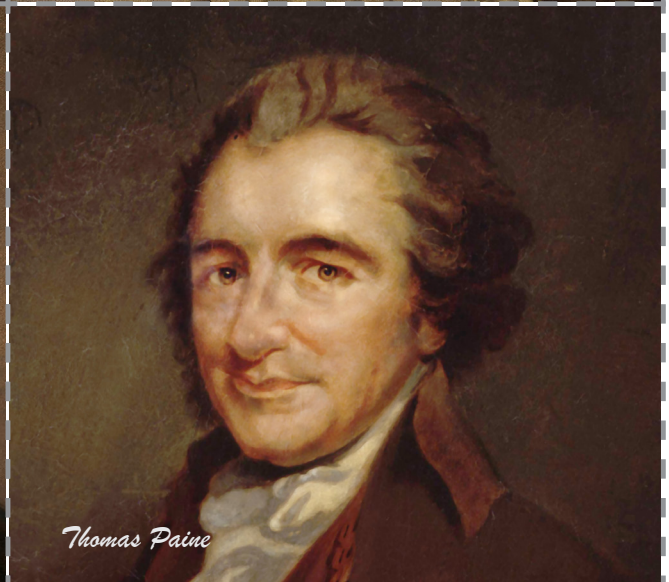
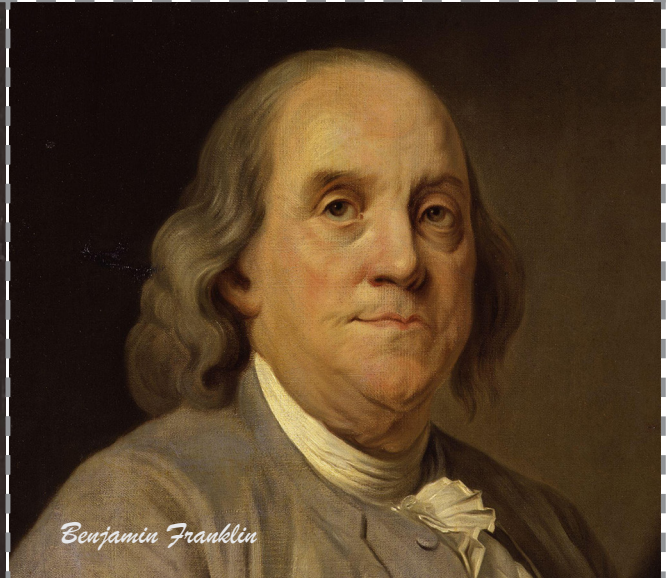
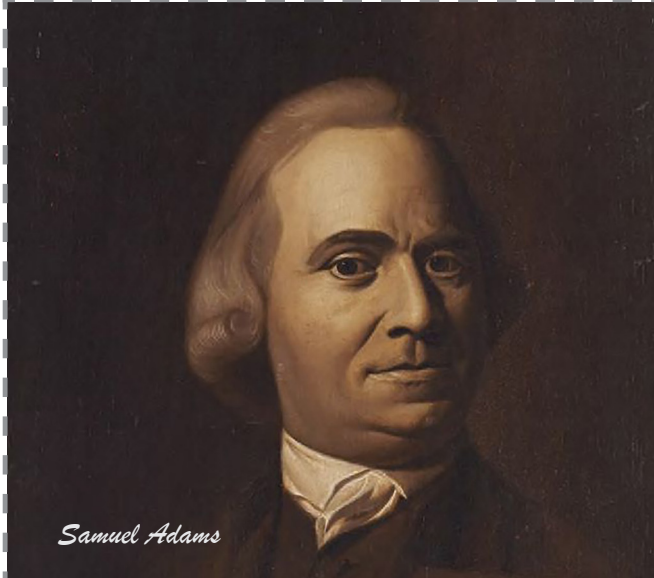
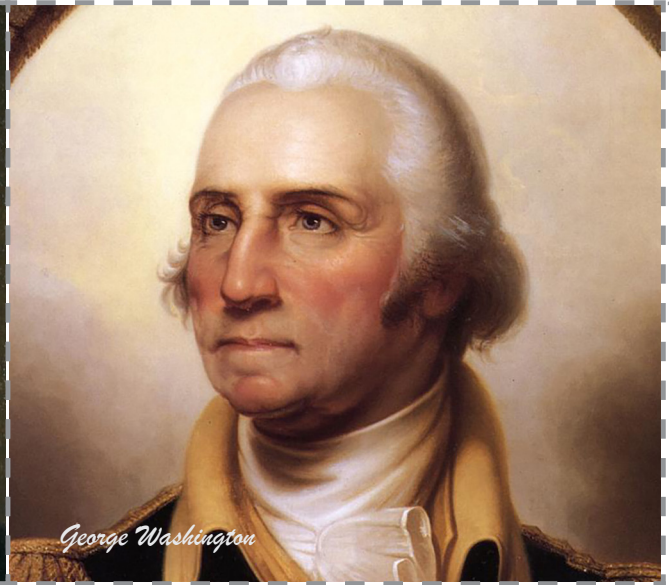
Benjamin  
Franklin







# We the People



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

*—George Washington*

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

*—James Madison*

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

*—Benjamin Franklin*

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

*—Samuel Adams*

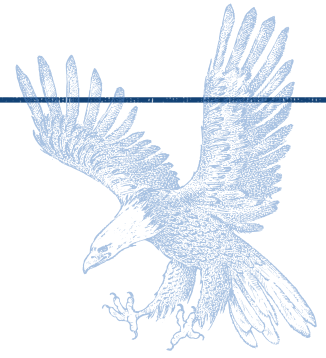
***“Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it.”***

*—Thomas Paine*

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

*—John Adams*





## LESSON 5: SLAVERY AND THE FOUNDING FATHERS

Preparation: none

### ★ Read to the students:

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

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

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

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

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

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

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

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

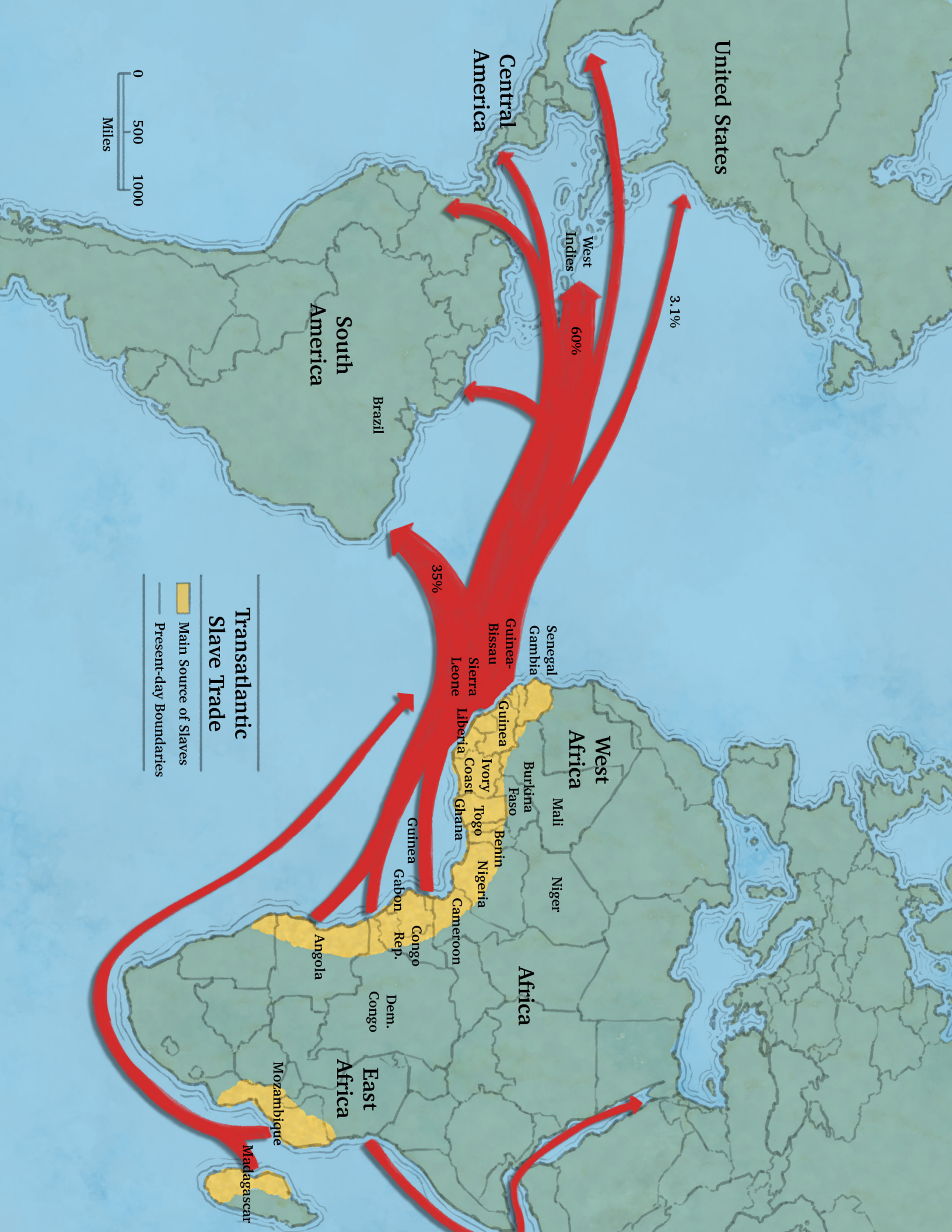
### ★ Ask the following timeline review questions:

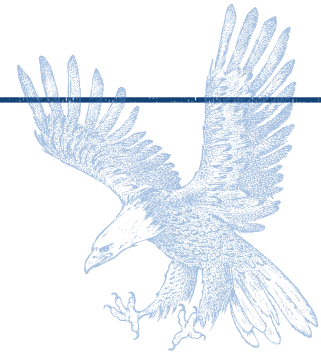
Did the Boston Tea Party happen before or after the Virginia legislature wrote a letter to King George appealing to him to stop the slave trade, a letter which was ignored? [After]

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

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







## LESSON 9:

FEDERALISTS AND  
ANTI-FEDERALISTS

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

☆ Read to the students:

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

Let's listen to the biography now.

- ☆ Listen to the biography of James Madison, which can be found at [goodandbeautiful.com/usconstitution](http://goodandbeautiful.com/usconstitution). Students may color page 7 of the student journal while listening, if desired.
- ☆ Have each student open to page 7 in the *US Constitution Student Journal* if it hasn't been opened already.



## JOURNAL TIME

Read to the students:

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

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

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

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

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

- ☆ Have each student open to pages 52–53 in his or her *US Constitution Student Journal*. Read together the comic strip story titled *The Ratification Battle* and answer the review questions.
- ☆ Have each student turn to the timeline on page 2 in his or her *US Constitution Student Journal*. Read to the students:

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

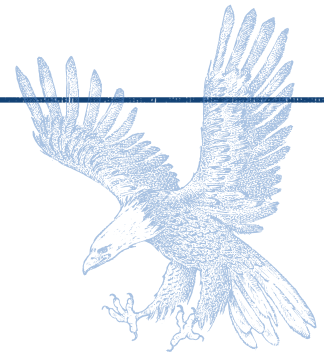
## Paper Cutout Activity

- ☆ Have students take turns choosing a card and reading the quote on the back. While many of *The Federalist Papers* were written by Alexander Hamilton and John Jay, this lesson only focuses on the quotes by James Madison. Discuss the meaning of each quote as it is read. Then let the students piece together the puzzle picture.
- ☆ Have each student turn back to page 7 in his or her *US Constitution Student Journal*.

Read to the students:

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





## ITEMS NEEDED:

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

## LESSON 11:

OVERVIEW OF  
THE CONSTITUTION

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

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

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

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

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

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

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

- ★ Read to the students:

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

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

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

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

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

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



## JOURNAL TIME

Read to the students:

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

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



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

★ Ask the following review questions:

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

How many articles are in the Constitution? [Seven]

How are the articles numbered? [Roman numerals]

How are the sections numbered? [Arabic numerals]

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

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

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

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

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



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

Remind the students that if there are any questions to which they don’t know the answer, the answers can all be found on the “An Overview of the Articles” page they created on page 23 in the *US Constitution Student Journal*. **Optional:** Play the game a second time without allowing the students to look at their student journals for answers.

★ Read to the students:

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

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

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

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

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

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



# The US CAPITOL BUILDING



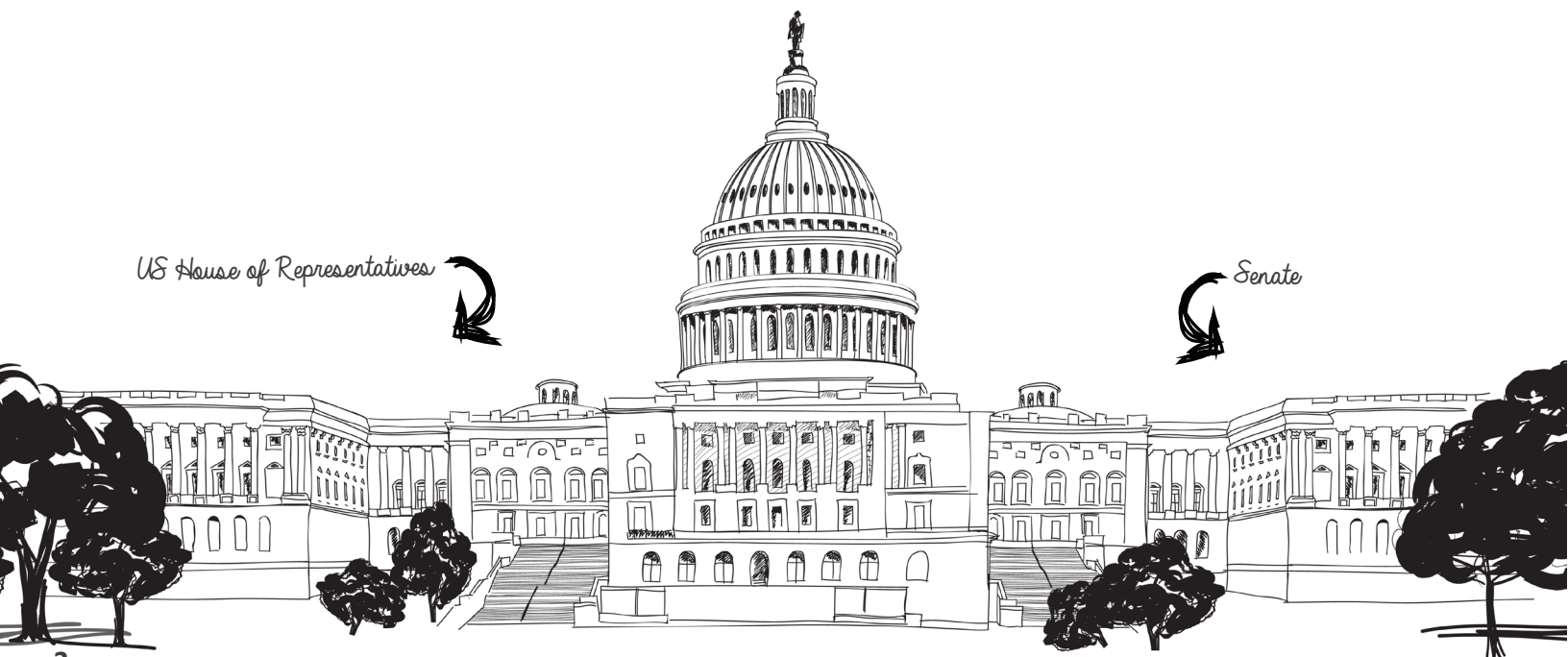




The legislative branch of the United States Government meets in the United States Capitol Building, a beautiful, sprawling complex covering over four acres and containing about 540 rooms. This grand building, with a neoclassical design chosen by George Washington in 1793, has been built, burned by the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

1

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



3



## LESSON 15:

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

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

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

★ Ask the following questions:

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

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

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

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

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

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

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

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

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

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

★ Read to the students:

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

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

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

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



## JOURNAL TIME

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

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



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

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

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

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

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

**Label the cave.**

have a good understanding of both sides of the issue.

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

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

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

## How a Bill Becomes a Law Activity 2

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

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

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

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

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

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

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

**A Bill to Make Daylight Saving Time  
(DST) Permanent**

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

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

**An Act to Make College Free for All**

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

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

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

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



# The WHITE HOUSE



West Wing



East Wing



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





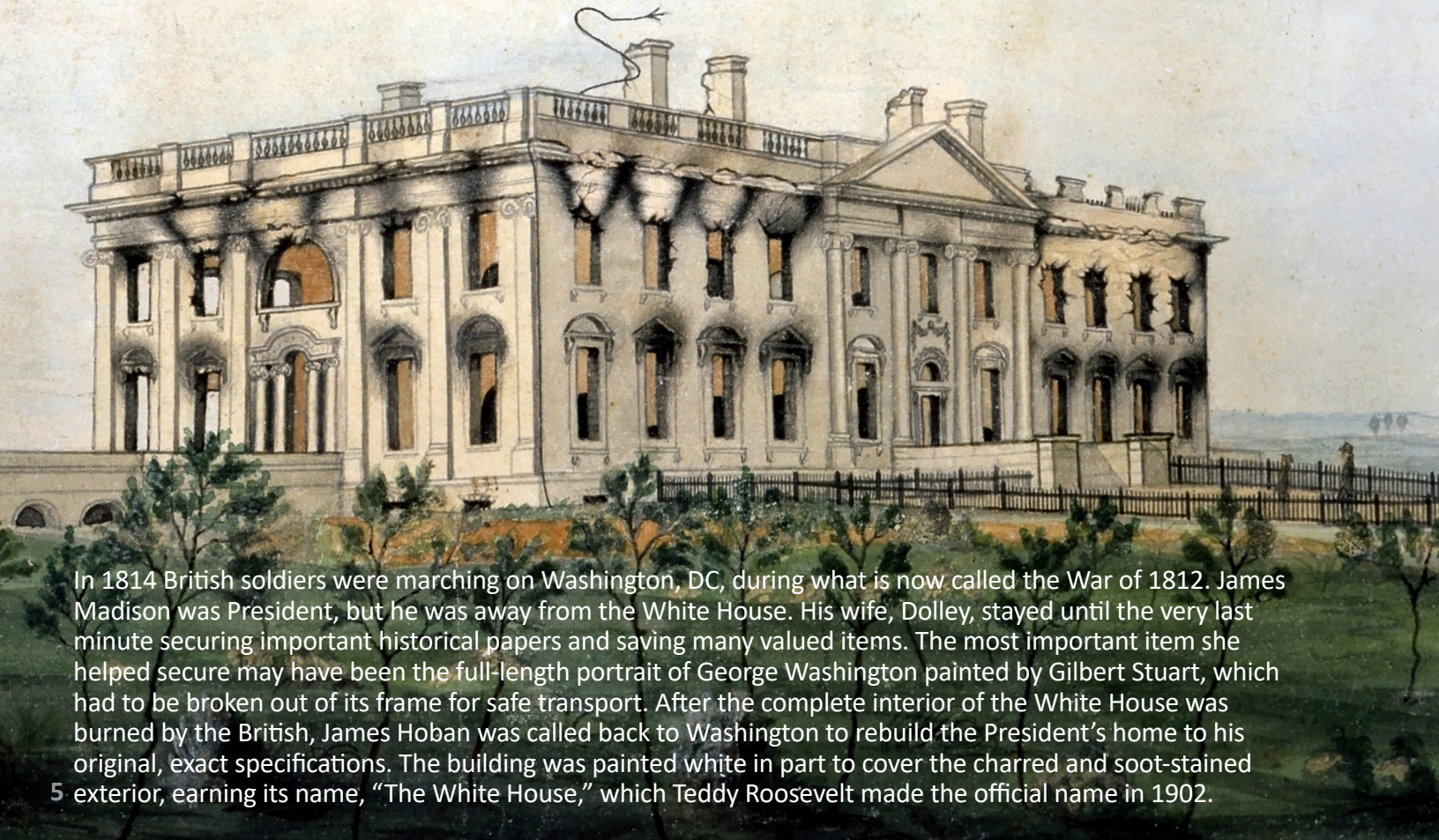
← L'Enfant Plan for Washington, DC, 1800

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



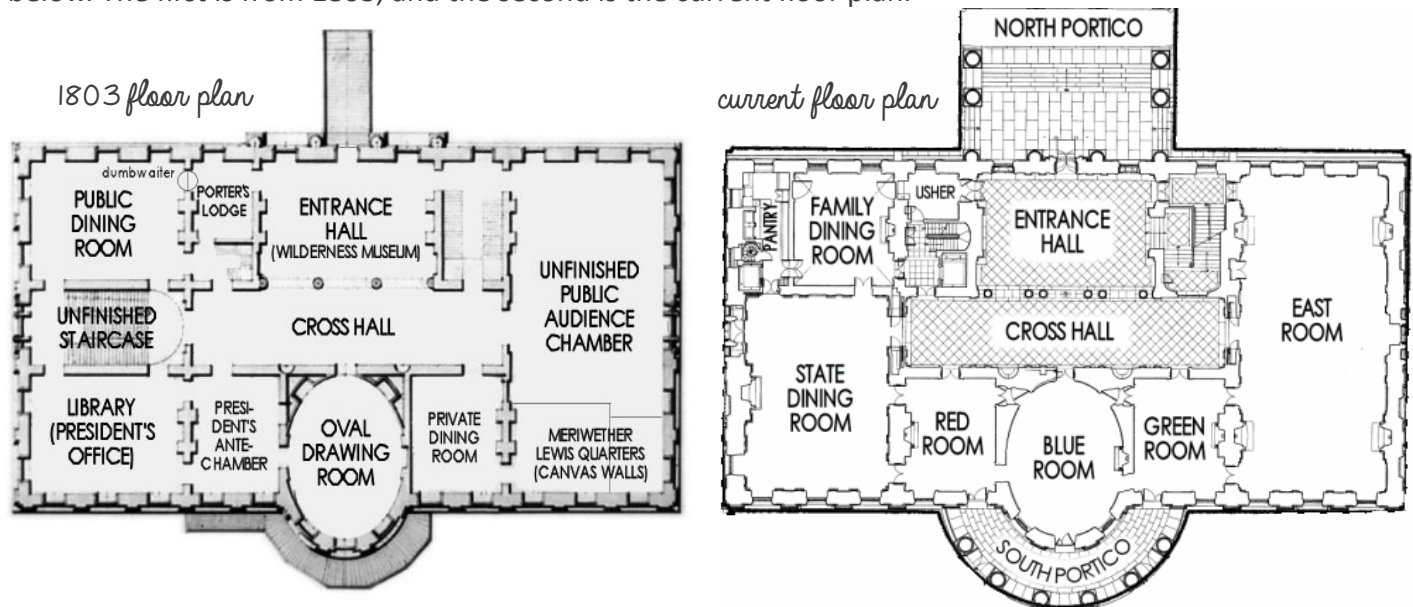
Washington, DC, and the White House, 1827, anonymous





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

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



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



## ITEMS NEEDED:

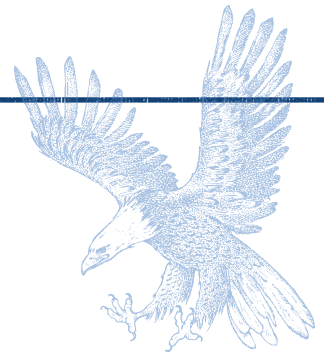
Brass paper fastener (brad)  
for each student

We the People



### LESSON 19:

# ARTICLE II, SECTIONS 2-4



Preparation: none

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

☆ Ask the following questions:

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

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

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

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

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

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

☆ Ask the following questions:

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

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

☆ Read to the students:

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

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

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

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

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

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

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





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

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

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



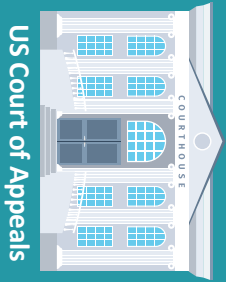
## JOURNAL TIME

Read to the students:

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

## Cabinet Wheel Activity

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



US Court of Appeals



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



State Supreme Court



State Court of Appeals



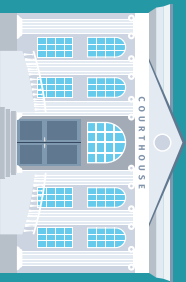
State Trial Court

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

## 2 State Courts

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

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

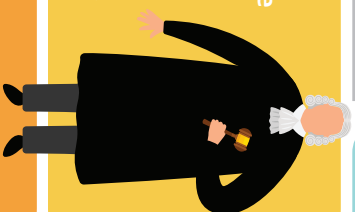


Federal Trial Court

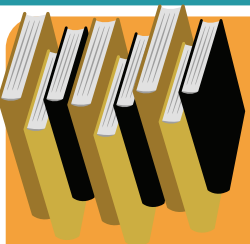


### Supreme Court Justices

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



### Number of Cases Each Year



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

### What Happens When a Case is Selected?

Justices review written arguments and hear oral arguments.

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

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

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



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



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



## 3 Federal Courts



## Scavenger Hunt Activity

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

★ Read to the students:

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

Ready? Here is the first riddle.

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

**SEAT (on the bottom of a chair):**

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

**DOOR (somewhere in or above a doorway):**

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

**WINDOW (on a window or window frame):**

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

**CLOCK:**

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

**TABLE:**

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

**LIGHT:**

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

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

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

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

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



# INFLUENCES

on the Constitution



## Historical Influences

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

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





## ITEMS NEEDED:

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

## LESSON 23:

SEPARATION OF POWERS,  
CHECKS & BALANCES

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

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

- ★ Ask the following review questions:

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

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

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

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

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

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

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

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

- ★ Ask the following review questions:

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

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

Separation of Powers and Checks & Balances  
Game

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

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

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



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

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

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

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

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

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



## SCOREBOARD

Team 1 Name:

Team 2 Name:

Points:

Points:



Can impeach and remove Federal judges



Can propose amendments to overrule judicial decisions



Can declare laws to be unconstitutional



Can impeach and remove a President



Can override a Presidential veto



Can refuse to approve of Presidential appointments



Can propose bills and call special sessions of Congress



Can veto bills



Can declare executive actions unconstitutional

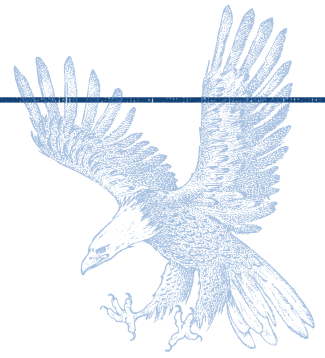


Can grant pardons



Appoints all Federal judges





## ITEMS NEEDED:

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

## LESSON 25:

## FIRST AMENDMENT

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

Read “Instructions to the Teacher” on page 134.

## ★ Read to the students:

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

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

Have a student read the First Amendment aloud.

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

## ★ Ask the students the following review questions:

How many articles are in the Constitution? [Seven]

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

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

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

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

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



## JOURNAL TIME

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

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

## ★ Read to the students:

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

## History Case File Activity

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

HISTORY CASE FILE



## First Amendment Debate Activity

★ Read to the students:

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

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

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

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

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

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



## Instructions to the Teacher

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

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

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

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

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







# HISTORY CASE FILE

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

## THE CLAIM

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

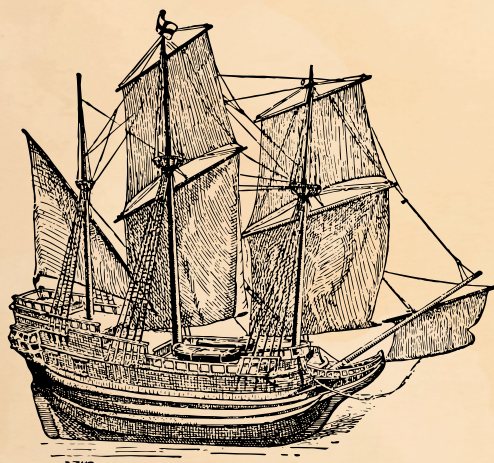
## THE EVIDENCE

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



## PUTTING IT INTO CONTEXT

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



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

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

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



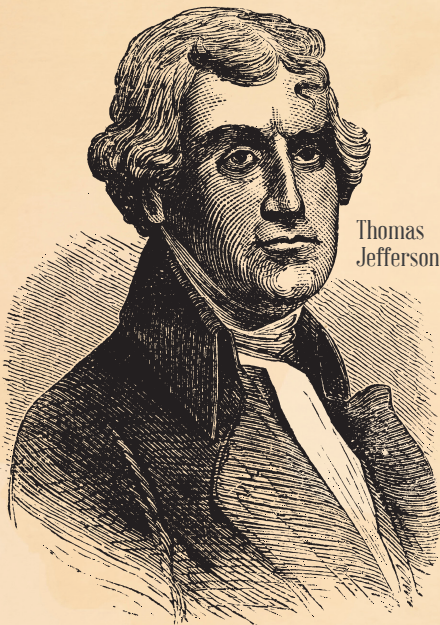


## THE ORIGINS OF "SEPARATION OF CHURCH AND STATE"

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

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

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



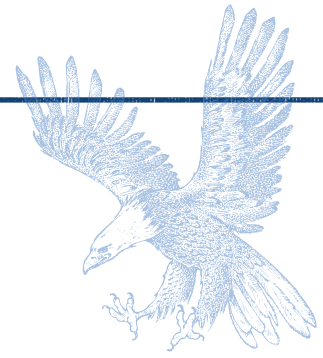
Thomas Jefferson

## WHEN AND WHY DID IT CHANGE?

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

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





## ITEMS NEEDED:

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

## LESSON 27:

SIXTH *through*  
TENTH AMENDMENTS

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

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

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

- ☆ Read to the students:

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

- ☆ Have each student open to page 79 in his or her *US Constitution Student Journal* and cut out the five boxes next to the words “Lesson 27” along the dashed lines (but not the dotted lines).
- ☆ Have a student choose one of the boxes (amendments) and read it aloud. Then have the students figure out which amendment it is (by reading the summaries on page 45 of the student journal), apply glue to the back side of the tab on the side of the box and paste it in the correct place. Repeat with the remaining four boxes (amendments).

## You Be the Judge Activity

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

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

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

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

## Arrange the Amendments Review Activity

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

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

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

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



## Court Rulings on the Amendments

### Amendment VI

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

### Amendment VII

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

### Amendment VIII

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

There are no right or wrong answers.

### Amendments IX & X

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

## Amendment VII *Historical Context*

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

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

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

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

## Amendment VI *Historical Context*

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

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

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

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





## You Be the Judge!

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

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



## You Be the Judge!

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

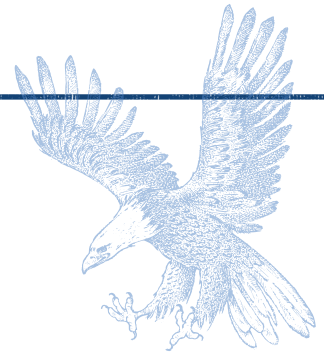
**If you were a Supreme Court Justice,**  
how would you rule?



## ITEMS NEEDED:

Scissors and tape for each student

## LESSON 29: RECONSTRUCTION AMENDMENTS



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

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

### ☆ Read to the students:

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

Let's listen to the biography now.

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

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



### JOURNAL TIME

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

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

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

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

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

### ☆ Read to the students:

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

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

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



## Abolishment of Slavery Timeline Activity

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

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

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

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

Repeat with the remaining seven cards.

★ Read to the students:

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

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

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

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

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

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

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

★ Read to the students:

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



1845

## FREDERICK DOUGLASS

One of the most amazing stories of the abolitionist movement is that of Frederick Douglass, an escaped slave who went on to become one of the most prominent figures in pre-Civil War America.

He experienced unimaginable cruelty and witnessed unspeakable horrors, some of which he brought to life in his autobiography, *Narrative of the Life of Frederick Douglass: An American Slave*, published in 1845. He continually risked his life and freedom by traveling around the North, speaking to sympathetic audiences about his experiences as a slave. His powerful speeches and brilliant words spoke of a nation whose foundational principles of equality and justice he loved, but whose hypocritical toleration of slavery he despised. For he knew, "No man can put a chain about the ankle of his fellow man without at last finding the other end fastened about his own neck."



1830s

## WILLIAM LLOYD GARRISON

There were people in both the North and the South who opposed slavery and thought it should be made illegal, but they thought it should be stopped gradually by outlawing the slave trade and/or making all slaves born after a certain point free. That would have left millions in bondage for the rest of their lives. Many abolitionists did not want just a gradual emancipation; they wanted an immediate end to slavery and an immediate freeing of all slaves. The earliest abolitionists had been Quakers, a group of persecuted Christians who had settled in Pennsylvania. The sentiment had then spread to other Christians who were also influenced by their belief that all men had been created by God. William Lloyd Garrison was such an abolitionist. In 1831 he began his paper, *The Liberator*, which

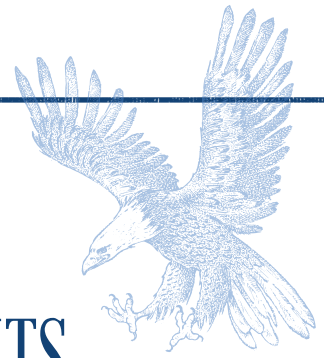
was dedicated to the immediate end of slavery. In the first issue, he called the slave "a Man and a brother." Garrison was a devout Christian who saw it as his mission to work fervently toward the immediate emancipation of all slaves. He established the American Anti-Slavery Society in 1833, which held to the idea that "slaveholding is a heinous crime in the sight of God." Garrison was a controversial figure, even with other abolitionists, some of whom saw a gradual emancipation of slaves as more likely to succeed. It cannot be denied, however, that Garrison was one of the most influential figures in the abolitionist movement.





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

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



# LESSON 31: NINETEENTH *through* TWENTY-THIRD AMENDMENTS

Preparation: None.

☆ Read to the students:

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

Let's listen to the biography now.

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

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



## JOURNAL TIME

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

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

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

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

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

☆ Read to the students:

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

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

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

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

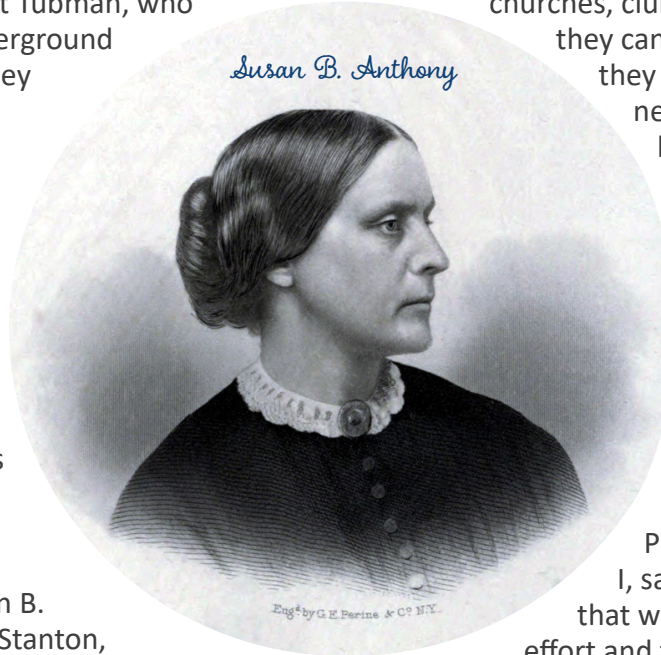


Can you name some of the women you have learned about in this course and how they had a positive influence on the direction of America?

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

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

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



Susan B. Anthony

Engr. by G. H. Parine & Co. N.Y.

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

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

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





# US CONSTITUTION STUDENT JOURNAL



*This journal belongs to:*



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# SEEKING TRUTH

(the 5 Ds)

## Distinguishing between types of sources

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

## Digging up trusted sources

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

## Determining bias of the author

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

## Detecting any underlying or hidden agenda

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

## Discovering context

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

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

*-Thomas Jefferson*



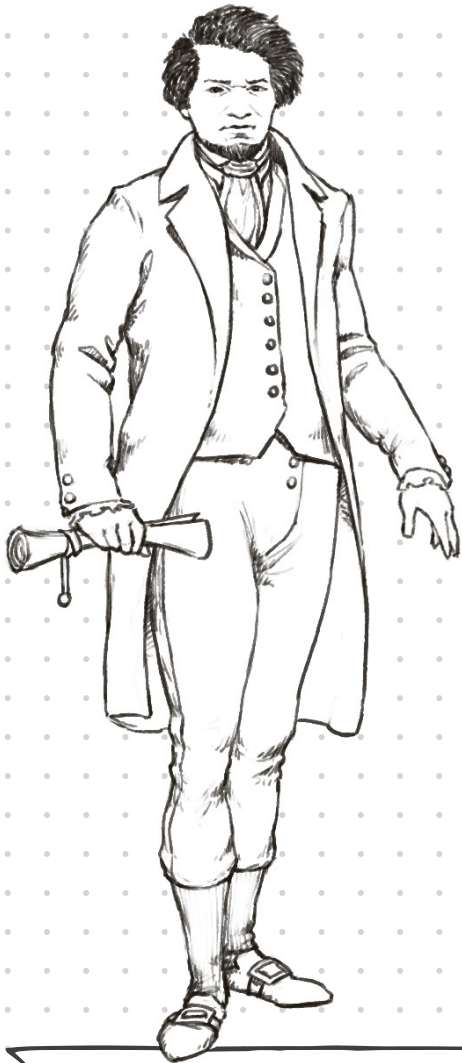
# US CONSTITUTION TIMELINE

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

# Attempts to Abolish Slavery

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





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

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

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

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

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



*suffrage*

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



*women's suffrage movement*

the right to vote

*social reform*

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



# DECLARATION OF INDEPENDENCE

## Introduction

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

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

## Preamble

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

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

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

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

## The List of Grievances

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

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

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

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

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

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

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

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

# Slavery AND THE FOUNDING FATHERS

## A Radical New Idea

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

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

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

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

## The History of Slavery

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

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

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

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

## All Men Are Created Equal

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



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

Where is this quote from? \_\_\_\_\_

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

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

Stop and discuss the paragraph above.

## Revolutionary Ideas

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

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

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

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

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

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### George Washington

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

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

### Benjamin Franklin

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

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

### Thomas Jefferson

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

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

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

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

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

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



# "Let Everyone Just Sit And Silently Read"

Article I

Legislative Branch

Article II

Executive Branch

Article III

Judicial Branch

Article IV

States

Article V

Amendment Process

Article VI

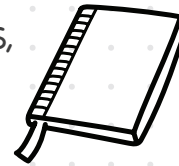
Supremacy of the Constitution

Article VII

Ratification Process

## How Is the US Constitution Organized?

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



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

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

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

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

# An Overview of the Articles

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

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

*-Thomas Jefferson*

## Legislative Branch



## Executive Branch



## Judicial Branch



## States



## Amendment Process



## Supremacy of the Constitution



## Ratification Process





# The United States Constitution

## 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, <sup>1</sup>*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.*



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

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

How long is the term of a Representative?

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

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

*apportioned*: divided among a group proportionally

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

- 1.
- 2.

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

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

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

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

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



## Article I, Section 2 continued

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

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



### Section 3

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



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

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



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

Who is the current Speaker of the House?

Who has the sole power of impeachment?

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

How many Senators does each state have?

The House of Representatives represents the people; the Senate represents the s\_\_\_\_\_.

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

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

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

- 1.
- 2.







## Article I, Section 3 continued

Who is the current President of the Senate?

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

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



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

*pro tempore*: for the time being

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



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

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

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



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

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



House of  
Representatives

Senate

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



## Article I Section 7: How a Bill Becomes a Law

START HERE

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

yes

OR START HERE

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

no

The bill dies.

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

no

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

no

Does each chamber  
agree on a compromise?

yes

no

The bill dies.

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

no

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

no

The bill becomes a law.

yes

Does the President  
veto the bill?

no

yes

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

yes



# SEPARATION OF POWERS

AND

## Checks & Balances



### LEGISLATIVE POWERS

.....

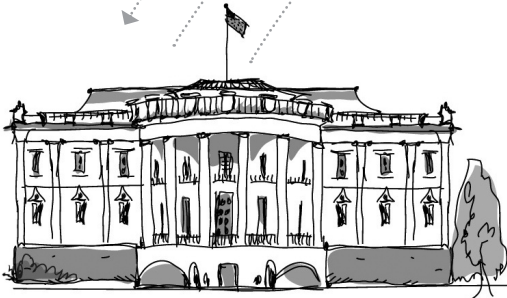
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### EXECUTIVE POWERS

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### JUDICIAL POWERS

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# BILL OF RIGHTS



➤ The First 10 Amendments to the US Constitution ➤

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

I

Right to keep and bear  
arms

II

Protection against  
quartering (housing  
soldiers in civilian homes)

III

Protection against  
unreasonable search and  
seizure

Protection against the  
issuing of warrants  
without probable cause

IV



# HISTORY CASE FILE

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

True / False

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

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

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

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

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

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

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

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

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

## AMENDMENT XIX (19)

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

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

**WHAT:** It gives women the right to vote.

## AMENDMENT XX (20)

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

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

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

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

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

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

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

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

## AMENDMENT XXII (22)

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

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

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

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

## AMENDMENT XXIII (23)

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

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

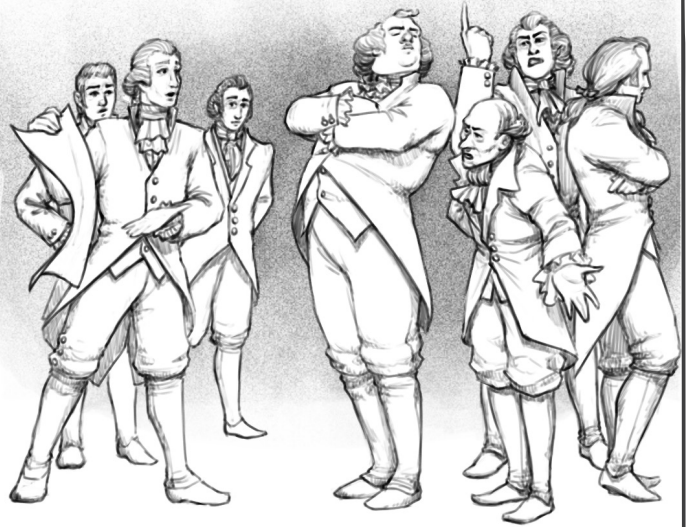
**WHEN:** The Twenty-third Amendment to the US Constitution was ratified March 29, 1961.

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



# —≡ The Ratification Battle ≡—

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

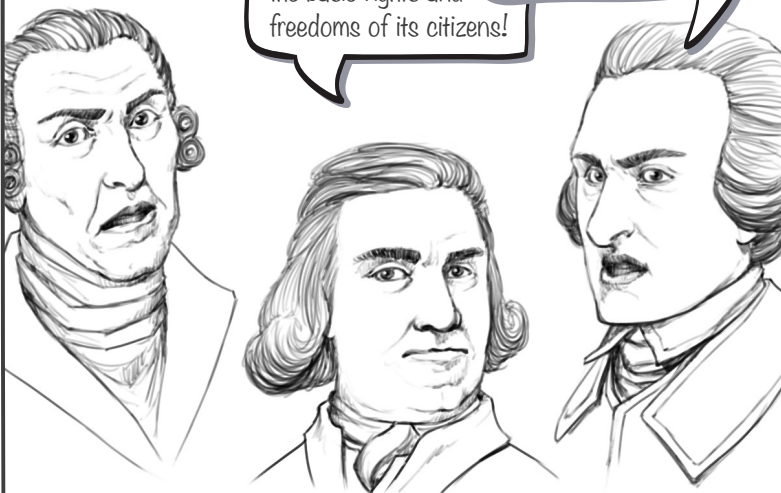


And so the delegates set out to have it ratified. As each state faced the decision whether or not to ratify it, heated debates spread like wildfires across the states. Two parties began to form—the Federalists, who supported the Constitution and wanted it ratified, and the Anti-Federalists, who opposed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

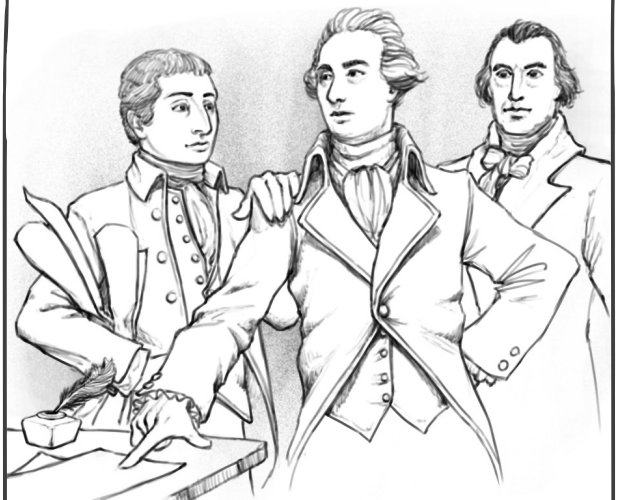
The Constitution creates too strong of a central government!

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

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

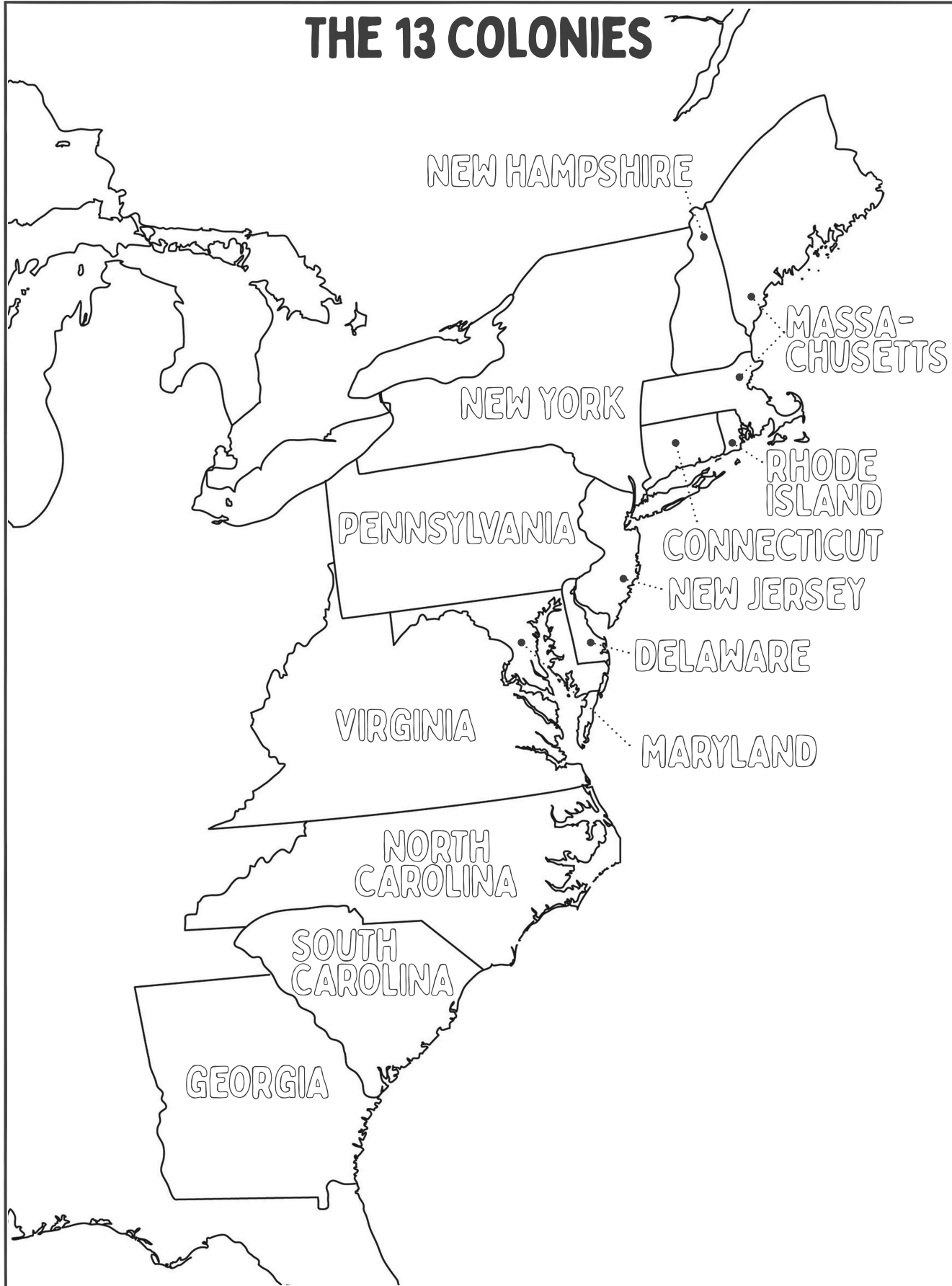


Some of the best-known Anti-Federalists were Patrick Henry, Samuel Adams, and John Hancock.



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

# THE 13 COLONIES



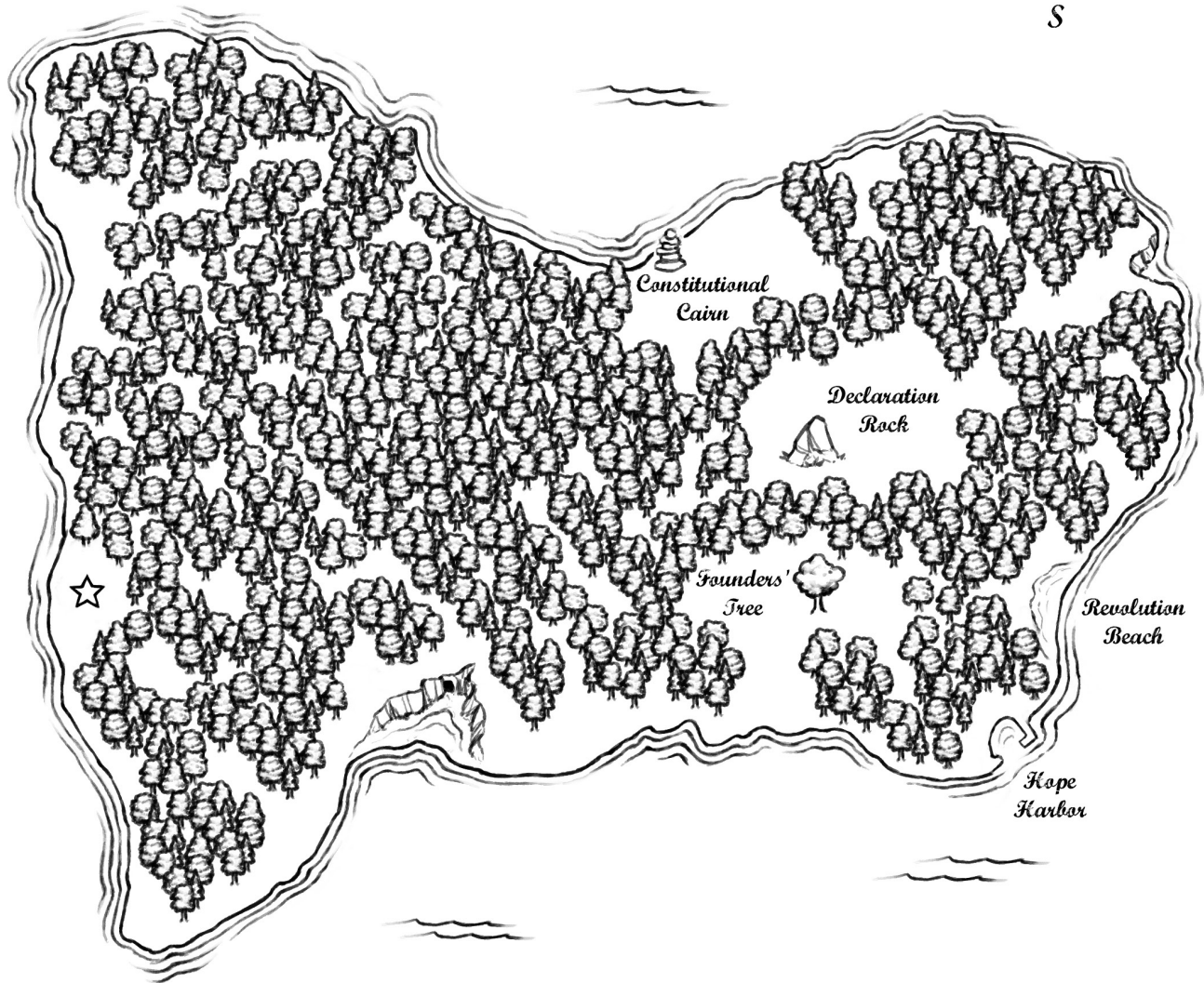
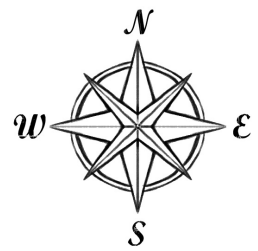


Nothing but  
INDEPENDENCE  
can keep the peace  
of the continent.

A GOVERNMENT OF  
OUR OWN  
IS OUR  
natural right.

*-Thomas Paine*

# Constitution Island



100 yards  
400 yards

A scale bar with two segments. The first segment is labeled '100 yards' and the second segment is labeled '400 yards'.



## Controversies at the Constitutional Convention

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

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

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

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

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

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

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

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

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

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

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

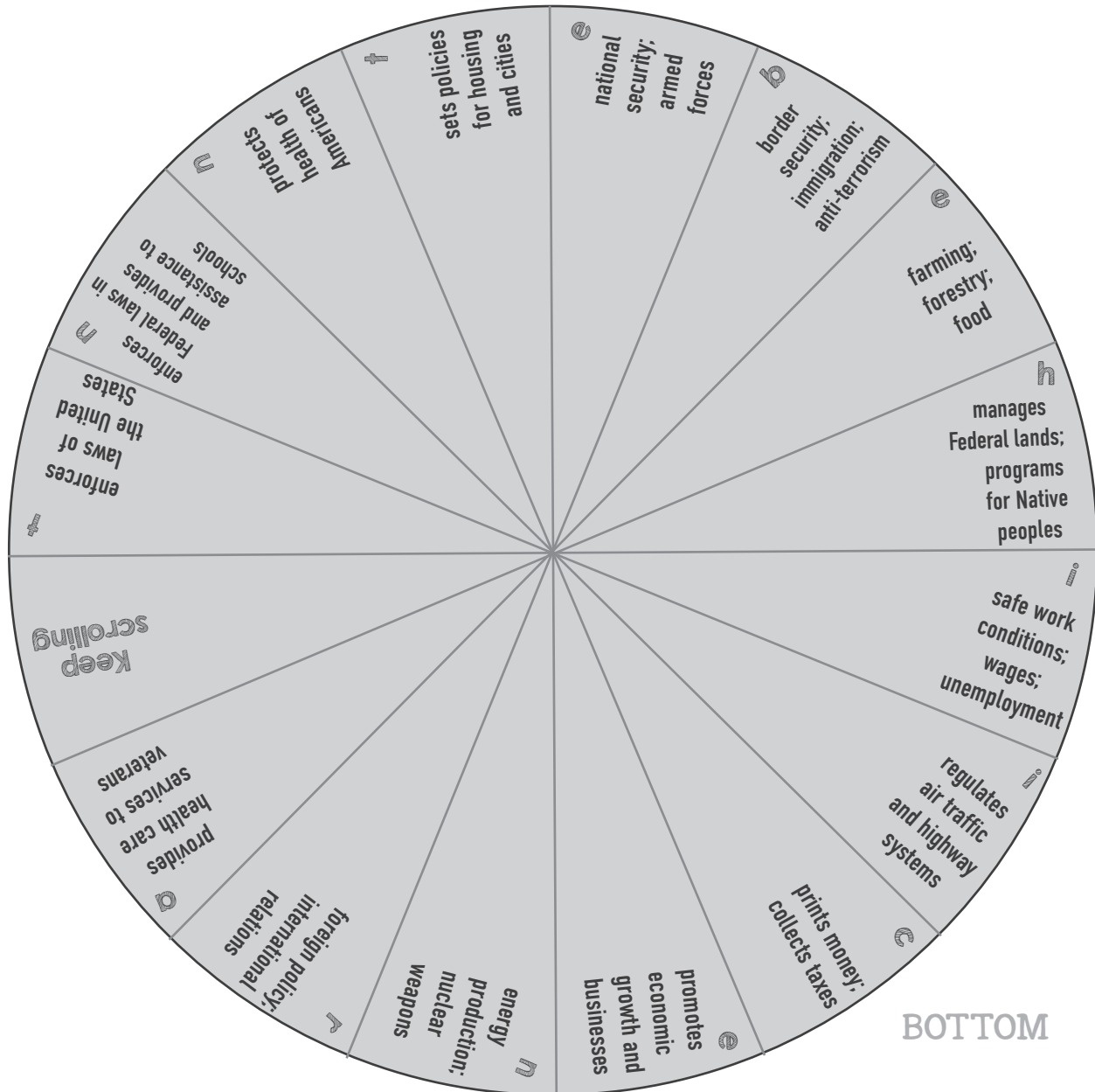
The Convention was filled with delegates—  
Smart, experienced, and wise.  
Yet their young nation was doomed to fail,  
Except they pray and \_\_\_\_\_.



## CABINET WHEEL INSTRUCTIONS:

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

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



EVENTS LEADING TO THE ABOLISHMENT OF SLAVERY

**1833:** Garrison establishes the American Anti-Slavery Society

**1838:** Frederick Douglass escapes slavery and goes to New York

**1831:** Nat Turner's Rebellion

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



1793



1820



1830s

**1860:** South Carolina secedes

**1861–1865:** US Civil War

**1865:** Slavery is abolished with Amendment XIII (13)



1845



1849

**1851:** Sojourner Truth gives her “Ain’t I a Woman?” speech

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

**1854:** Kansas-Nebraska Act

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



1850



1857



1860



## STUDENT JOURNAL QUOTE INSTRUCTIONS:

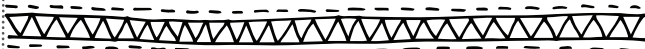
Read each quote on this page and page 85 and discuss it as a group. Color the designs. Cut out the boxes along the outer dashed lines (do not cut along the inner dotted lines) and glue the tab of each box into the inside margin of the student journal on whatever page you desire. Ideas of where to glue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

*Suggestion: page 2 or 6*



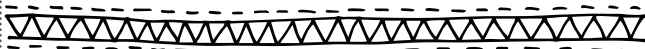
It is of infinite moment, that you should properly estimate the immense value of your national Union to your collective and individual happiness.

-George Washington



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

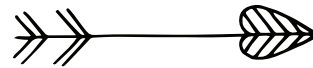
-Alexander Hamilton



*Suggestion: page 9 or 52*

*Suggestion: page 13 or 16*

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



-Patrick Henry



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

-Thomas Jefferson



*Suggestion: page 5 or 16*



# MYSTERY ON CONSTITUTION ISLAND

*Maggie Felsch & Jenny Phillips*



For use with the US Constitution and Government course





# MYSTERY ON CONSTITUTION ISLAND

Written by  
Maggie Felsch & Jenny Phillips

This book accompanies *The Good and the Beautiful*  
*US Constitution and Government* course.

Cover illustration by Dan Burr  
Cover design by Phillip Colhouer

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[goodandbeautiful.com](http://goodandbeautiful.com)

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100 yards  
400 yards



## CHAPTER ONE

# *The Old Box*

You could call it a tree house, but the Bailey family called it their loft. Though it was built in a large oak tree, it was also connected to their house through a wooden walkway that stretched from the upstairs deck of the home to the loft entrance. The roof and walls were strong and tight. In the loft it was where the four Bailey kids loved to read, draw, and learn about fascinating things with their parents, from the wonders of the microscopic world to the historical timeline of the Holy Bible.

Huge windows on one side of the loft looked out upon the thick branches and fluttering leaves of the spacious oak tree. Twelve-year-old Martha loved the window seat near these windows. When it was breezy, like it often was at their home near the coast of Maine, she would open the window and listen to her favorite sound: the wind swirling the drifts of leaves with a gentle rushing sound like the ocean. She sat there now, absorbed with the book in her hands.

The wall of windows on the other side of the loft was James' favorite place. A porch swing hanging from the ceiling in front of the window was the perfect spot for the nine-year-old boy to cuddle up with a book or, as he was doing now, watch



the sea roll into the bay at the end of their backyard.

“Dad’s late,” James said aloud.

“Do you know why he’s late?” asked Benjamin, the youngest Bailey boy at five years old, who stood near the swing looking out at the bay. Benjamin stroked Daisy’s head. She was the family’s border collie, a loving and faithful friend.

Sixteen-year-old Roger, the oldest child, looked up from the worktable in the middle of the loft and said, “Dad will be home soon. The morning is still young. You’ll see.”

Mom had gone to help a neighbor and wouldn’t be home until lunchtime. So Martha, taking on the role of “temporary mom,” gave Benjamin a reassuring nod and smile and then continued reading.

Their father caught and sold crabs from the sea on his boat, the *Liberty*. Crabbing was at times, they all knew, a dangerous occupation, so the family was always grateful when Dad returned safely from the sea.

About forty-five minutes later, the loft door flew open, and Dad stepped in carrying an old metal box and a small bowl of strawberries. He had a mysterious smile on his face as he set the box carefully down on the worktable.

“Hi, Dad!” said Martha, happy to see that he’d made it home. “What is that?”

“You won’t believe this!” he said, setting the bowl next to the box before sitting down in his chair. “After work I stopped by my brother’s house to help him move a few heavy boxes into his attic. Whew! It was hot up there! As I was about to hurry down the ladder, I noticed this tin box. It was all covered in dust, but it stood out to me! Well, you know Uncle Harry. He’d inherited it after Grandpa Bailey died, but he’d forgotten about it. He said to me, ‘I’m sure glad you found that. Grandpa wanted it to go to his great-grandchildren. Since I don’t have

any children and you do, why don't you take it back to your kids?' So I did!"

The Bailey children all hurried to gather around their father to see the unique old metal box.

"What's in it?" asked wide-eyed little Benjamin.

"Didn't he love to read and write?" asked Martha. "Maybe he wrote us some poetry or left us some of his favorite books. Hopefully he didn't leave us his favorite snack—smoked oysters!" she added with a laugh.

"I'm sure it's something more important than oysters," said James.

"Great-grandpa Bailey loved history," Roger theorized. "If he wanted us to have this box, then maybe it's something like a family time capsule with pictures and stuff."

"He loved pirate stories, too, so I bet it's gold!" said Benjamin. "And maybe even jewels. I've always wanted a ruby. If there's a ruby in it, Dad, may I please have it?"

Dad shook the box. It didn't make a lot of noise. "It doesn't sound like gold or rubies inside. Sorry, Benjamin. Look at this lock, though. It's sealed tight, and there's no key. I suppose we'll have to pry it open."

"I'll go get a crowbar!" said James excitedly. "I've always wanted to break something open with a crowbar!"

"Hold on!" said Dad. "Let's do our history lesson first."

"Oh, Dad, do we have to?" asked Benjamin. "This is the most exciting thing that has ever happened to me."

"Suspense is good for you," said Dad with a laugh. "But we'll keep the lesson short today. Everyone gather around."

The four children sat while Dad took Great-grandpa Bailey's box over to his desk in the corner, and then took something out of a drawer. It was a piece of yellowed, antique-looking paper, burnt around the edges.



“Okay,” Dad said, returning to the table with the paper. “I want you all to imagine you’re Pilgrims on the *Mayflower*. You used to live in England where the British government passed a law called the Act of Uniformity, which made it illegal not to attend the official Church of England services.”

Martha raised her hand. “What if you wanted to attend a different church?”

“Well,” said Dad, “you would have been fined. The fines got more and more expensive, and if you didn’t pay up, you could lose your home and land.”

“That isn’t fair!” piped up Benjamin. “The government can’t tell people what church to go to.”

“That’s true for you, Benjamin, but that’s not how it used to be in England. The Pilgrim Separatists began meeting secretly in the village of Scrooby, England. They were so persecuted that they fled to Holland. But life was not good for them there, either, and they were worried that their children were becoming too worldly and not following their faith. So they came to the New World on the *Mayflower*, and once they arrived, something significant happened right before they got off the ship.”

“What?” asked little Benjamin, all excited now.

Dad pulled a pen from his shirt pocket and handed it to Roger. “I want you to sign this paper, Roger. We are pretending it is the Mayflower Compact.”

“What’s a compact?” asked James.

“It’s an agreement,” his father explained. “The Mayflower Compact was written and signed by the Pilgrims when they arrived in New Plymouth in 1620. There was something unique about this agreement. Throughout the history of England, the people didn’t have much say in their government. The Mayflower Compact changed that for the Pilgrims. Now they

had a say in how things were governed. In fact, the Mayflower Compact is regarded as a key document in American history because it shows the determination of a group of people to live under a law based on the consent of the people—a people setting up their own rules for their government. It was the first of many similar compacts, or agreements, to be made by colonists who would come to the New World. The compact was signed by forty-one adult male passengers before they disembarked from the ship, becoming the first example of written laws in the New World.”

“Eventually, there were thirteen colonies,” said Martha. “What colony did the Pilgrims live in?”

Dad pointed to a map of the colonies on the wall. “The colony they lived in eventually became known as Massachusetts.”

“That’s not far from Maine!” James said excitedly.

“Right! They landed not too far from here,” Dad answered. “Now, let’s fast forward to the mid-1700s, a hundred years or so after the Pilgrims landed in the New World. Roger, you have been reading a wonderful book on the US government, so I’m going to have you help me teach. What were the thirteen British colonies, and how were they politically connected?”

Roger rattled off the names of the colonies: “Virginia, Massachusetts, New Hampshire, Connecticut, Rhode Island, Maryland, New York, New Jersey, Pennsylvania, Delaware, North Carolina, South Carolina, and Georgia.” Then, feeling encouraged by the attentive eyes of his brothers and sister, who looked impressed, Roger continued, “In the middle of the 1700s, the American colonists were British subjects. That means they were under the rule of Britain’s king, King George III. They were also ruled by the Magna Carta, which was a document signed in 1215—some five hundred years earlier.



The Magna Carta said that nobody, including the king, was above the law, and the same rights the document gave to British citizens applied to colonists living in America. Even though they were under British rule, Great Britain was literally thousands of miles away from the American colonies, and each colony had established its own written laws. They had their own legislators—you know, the people who write the laws.”

“Excellent, Roger. Thank you,” Dad said. “Colonists in America handled their own affairs, colony by colony, for nearly 150 years. Merchants and shippers had to pay some taxes to Britain, but for the most part, each colony had formed its own government and written its own laws. But things changed. In 1765, Britain was struggling financially, and King George needed money. Roger, do you know why?”

The children all turned their attention to Roger again.

“Yes, I think so,” said Roger. “England and France fought in the Seven Years’ War, which lasted seven years, just like the name says. Part of that included the long French and Indian War, which was fought in North America over who would get control of Canada and the Great Lakes region. Britain lost that war, and they ended up in deep debt because of it.”

“Thank you, Roger, that was perfect. Okay, kids! Let’s review,” said Dad. He picked up the basket of strawberries. “If you get the question right, you get a strawberry from Uncle Harry’s garden—if you can catch it,” he added with a wink. “All right, Benjamin, youngest first. Who ruled the colonists in the thirteen colonies?”

Benjamin beamed as he shouted, rather loudly, “Great Britain!”

“Correct!” Dad threw a strawberry to Benjamin, who caught it with both hands and quickly popped it into his mouth.

# MYSTERY ON CONSTITUTION ISLAND

*"It is a call for action. Read the Constitution.  
Know it. Preserve it. With love, Grandpa Bailey"*

Learning about the US Constitution becomes an exciting adventure when the Bailey family sets out to explore a private island in search of answers to mysterious riddles left by their late grandfather. A maritime mistake sparks a chain of events, bringing to light a valuable artifact and an unexpected threat. An accompaniment to *The Good and the Beautiful US Government and Constitution* course, this fact-filled adventure story provides the perfect setting for parents and children to come together and learn more about the foundation and significance of the US Constitution.

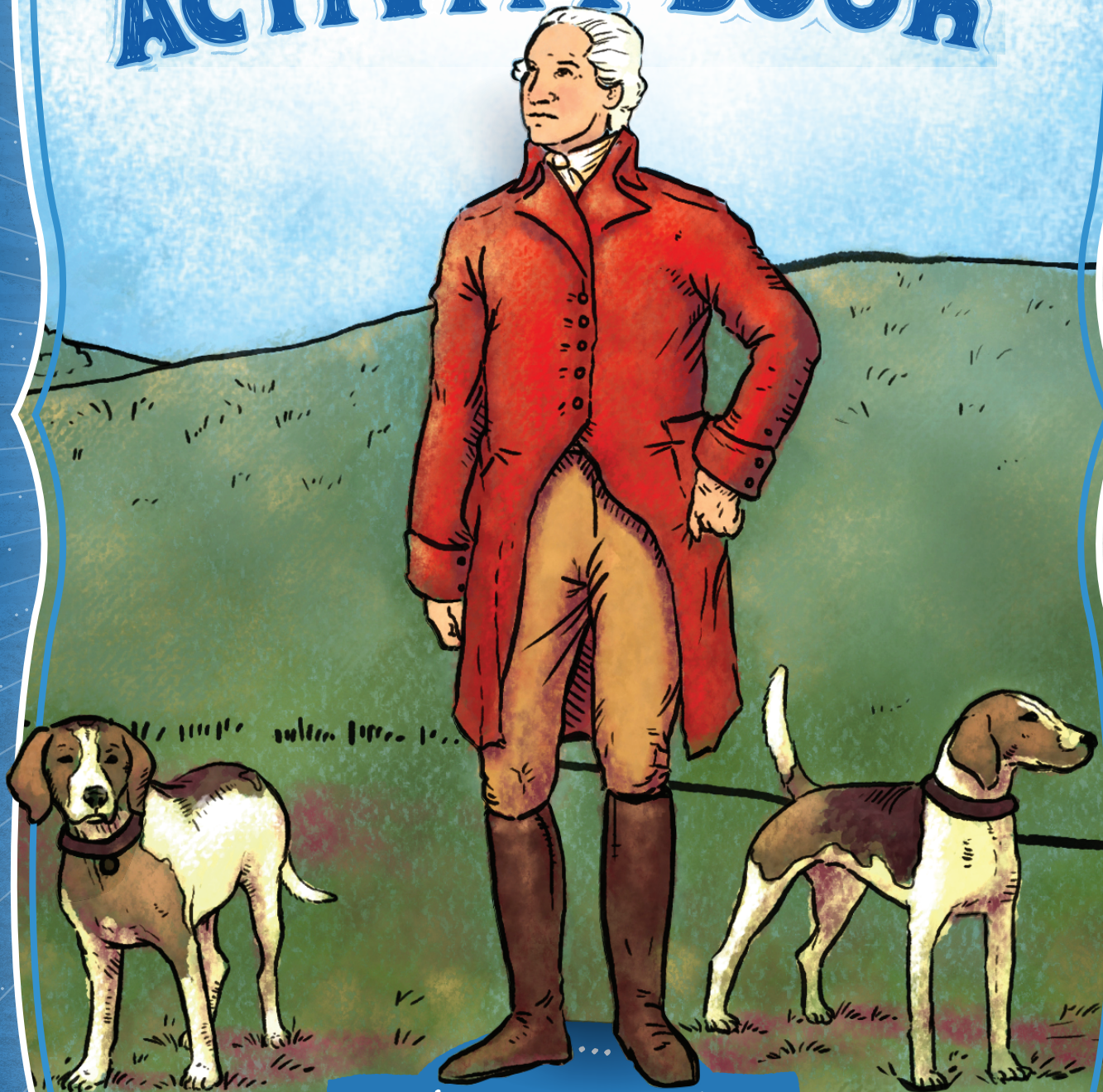


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# US CONSTITUTION ACTIVITY BOOK





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This book has been compiled, written, and edited by  
The Good and the Beautiful Team.

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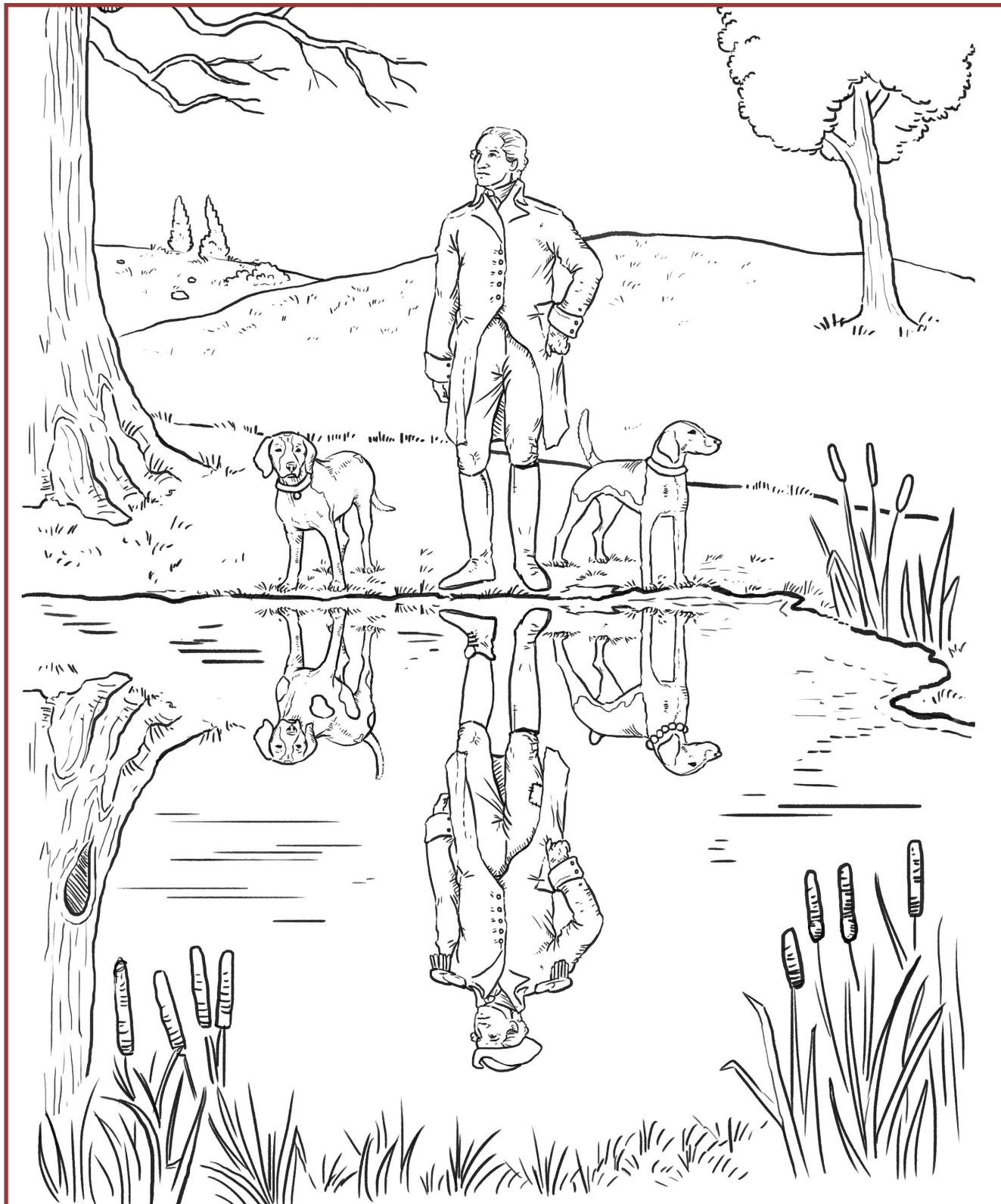
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## FALSE REFLECTION

George Washington loved dogs and used them for hunting. He once wrote that he wanted to create a new breed: “a superior dog, one that had speed, sense, and brains.” He was gifted seven French hounds, and he bred them with black-and-tan coonhounds to create the American foxhound. Something is wrong with the reflection in the pond! How many differences can you spot in the reflection? (There are 13.) Circle all the differences you can find. Then color the page.





## 13 COLONIES WORD SEARCH

Find the hidden words using the word bank below. They can be up and down, side to side, or diagonal, but they will not be backward.

N A V D K D A L V Q E F R I S G H N P O  
U E T A N O R T H C A R O L I N A Q L F  
A I W S Z O A E D W J R G X M H X O M Q  
X P K Y S K G L C Z I D E U K R F V Y M  
Q R W W O Q B P S V K N J R D X A A K L  
W D G E U R T C O N N E C T I C U T H P  
W E Y P T Q K K W D L W F W K D A J R U  
H L R F H P A C O K F H L V X A L N H O  
M A J U C X E D E L C A K E V J F V O N  
Q W Z R A S W C G B J M A R Y L A N D C  
P A T S R V G U E G X P J B I B C E E B  
B R E D O L I F O Z C S A V J H U W I O  
L E T C L F H R R T G H R J N G B J S N  
V Q D R I U S F G T G I H R I N G E L B  
D T C P N Y E J I I H R B X F I O R A M  
U S Y W A T S T A X N E Q M B J Y S N N  
Z S T Q J C D H X N A I H O F C I E D G  
W P E N N S Y L V A N I A P O Z S Y M Y  
R U T Q B C U Y I M Z P Z Y S H U K B T  
M A S S A C H U S E T T S M H P N M L G

Connecticut

New Hampshire

Rhode Island

Delaware

New Jersey

South Carolina

Georgia

New York

Virginia

Maryland

North Carolina

Massachusetts

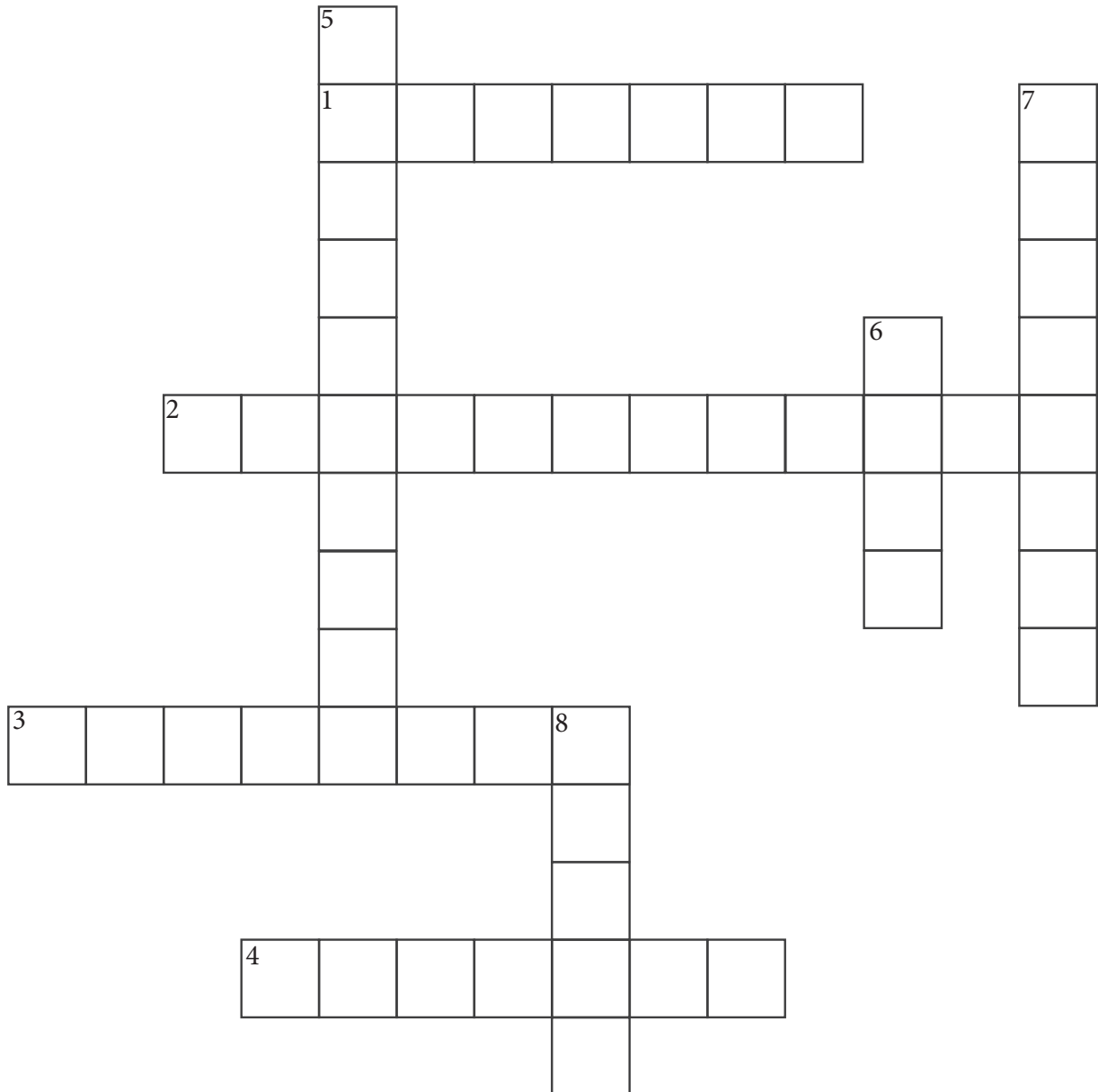
Pennsylvania





## CROSSWORD PUZZLE

Using the word bank, solve the crossword puzzle.



### WORD BANK

- ☐ Liberty
- ☐ America
- ☐ Colonies
- ☐ Stars
- ☐ King
- ☐ Washington
- ☐ Balances
- ☐ Constitution

### ACROSS

1. God bless \_\_\_\_\_.
2. The US \_\_\_\_\_ is an inspired document.
3. The Constitution contains checks and \_\_\_\_\_, so that nobody becomes too powerful.
4. Freedom is another word for \_\_\_\_\_.

### DOWN

5. George \_\_\_\_\_ was the first United States President.
6. The colonists did not want to be ruled by a \_\_\_\_\_.
7. At the time of the Declaration of Independence, there were 13 \_\_\_\_\_.
8. The US flag is made of \_\_\_\_\_ and stripes.



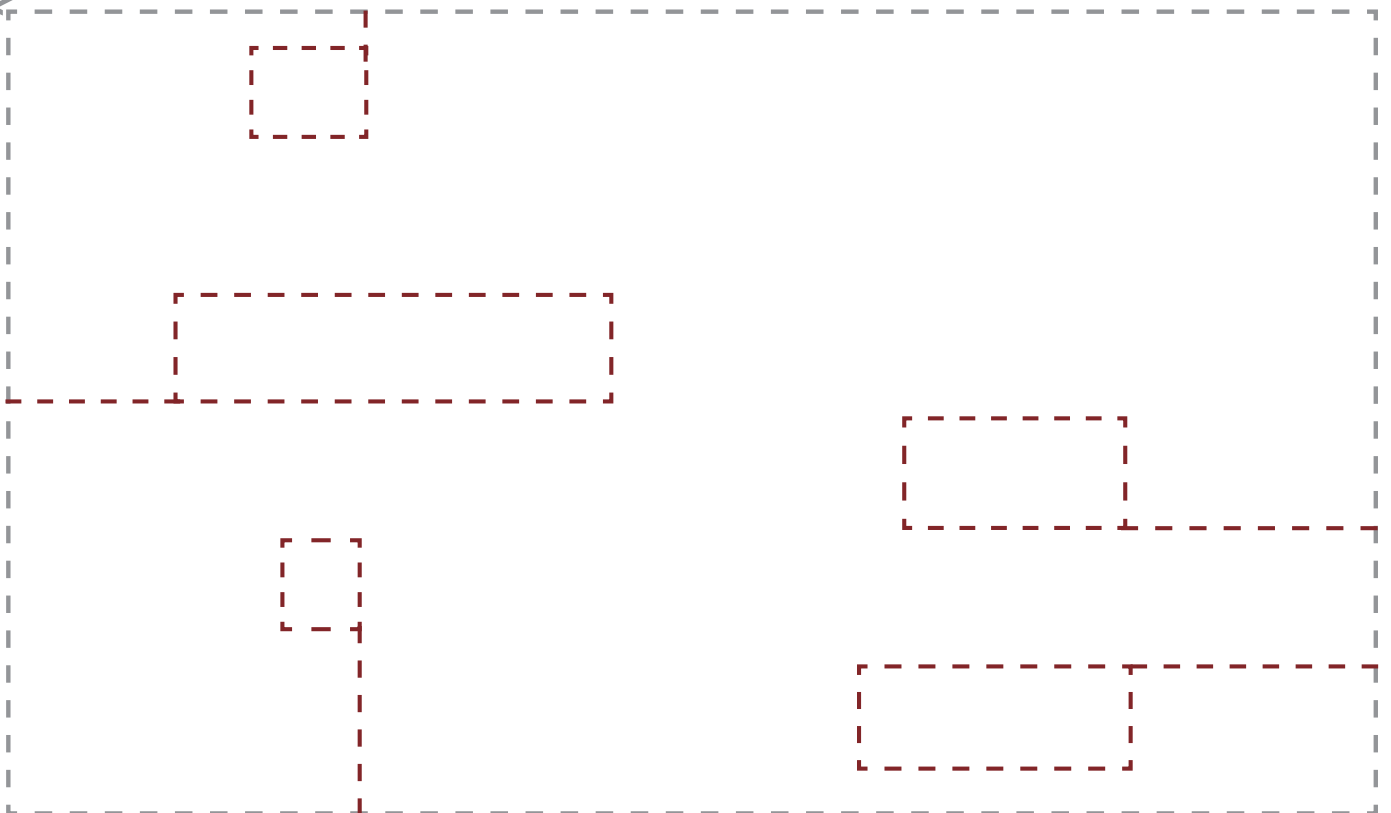


## DECODE THE MESSAGE



First, cut out the large gray box. Second, cut out the small boxes along the red dashed lines to create a decoder. Lay the decoder over the message in the big red box to answer this question: **WHAT ARE OUR INALIENABLE (GOD-GIVEN) RIGHTS?**

All my life I have wanted to go see historic monuments with my family, like the Statue of Liberty and the Capitol Building. Learning about our country is a good pursuit, one worthy of our time. Living in such a beautiful, free country brings me happiness.







Paul Revere bravely rode his horse one night to Lexington, Massachusetts, to warn colonists that British troops were stationed in Boston.

## Directions:

Help Paul Revere find his way to Lexington. Starting on the number 4, move forward the number of spaces shown on each circle. But watch out! Don't let him run into any British soldiers!

