

Name: _____ Advisory: _____

Schedule:

Lesson #	Objective	Date of Lesson
23	SWBAT investigate the role and purpose of a government. SWBAT define popular sovereignty.	
24	SWBAT describe the purpose of the Articles of Confederation. SWBAT describe the success and failures of the Articles of Confederation.	
25	SWBAT compare and contrast strong and weak central governments. SWBAT explain why a new Constitution was written.	
26	SWBAT define separation of powers. SWBAT identify the three branches of government.	
27	SWBAT describe the powers of each branch of government.	
	Quiz	
28	SWBAT explain the system of checks and balances in US government. SWBAT interpret charts.	
29	SWBAT define federalism. SWBAT compare and contrast state and federal powers.	
30	SWBAT explain the purpose and origin of the Bill of Rights.	
31	SWBAT describe the features of amendments 1-4.	
32	SWBAT describe the features of amendments 5-10.	
	SWBAT complete a Bill of Rights booklet summarizing the first 10 amendments.	
	SWBAT review for test.	
	TEST	

Name: _____ Date: _____

SS 23

YOUR AMERICAN GOVERNMENT

After gaining independence from England, the American colonies united to become the United States of America. Now that they were free to make their own decisions, they needed to decide what type of government they wanted in America.

Your assignment is to pretend you were deciding on America's government! Answer the questions below. If you would like to write more ideas, use the back of this paper.

❶ In your government, who would decide which laws and rules to use? How would they decide?

❷ In your government, how would you make sure people followed the laws and rules?

❸ In your government, who would settle arguments between different people?

❹ In your government, how would things like schools and roads be paid for?

❺ Is there anything you think your government should not be allowed to do?

YOUR TASK! Your job is to now create a poster answering the five questions on the previous page. Be prepared to present your government to the rest of the class. Be neat and colorful! Give your government a name. Include some pictures.

Class Brainstorm: Now let's think about the government's that we have just seen. Let's make a list of the common themes or features we saw in all of the governments:

<p>1. Who should have the power?</p> <p>2. How do we get people to follow the laws?</p> <p>3. How will we settle arguments?</p> <p>4. How do we pay for common services like roads and schools?</p> <p>5. What should the government not be allowed to do?</p>
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Today's Takeaway: The idea you should understand before you leave class today!

A key theme we saw in all governments was _____ . This is the power of the _____ to rule the _____ .

How does this work in the United States today? _____

Name _____

Date _____

SS 24

Do Now: What is popular sovereignty?

ARTICLES OF CONFEDERATION: 1ST AMERICAN GOVERNMENT

Obj: By the end of class you will be able to describe the purpose of the Articles of Confederation and describe the success and failures of the Articles of Confederation.

The Declaration of Independence made a new country. This new country had to make laws. The colonies did not know how to work together because Britain used to make all the decisions. Now the Americans had to learn how to run a country since they wanted independence. The leaders decided on a method to keep one part of the country from becoming more powerful than another. There would have to be a government in each state. There would also have to be one for the whole country.

1) How did the colonists decide to organize the government? _____

It was 1776. The Continental Congress worked on making a new government. This would be in charge of the whole country. They thought one government was very important. The country would need one to win the war.

They couldn't write a constitution that everyone would like. A constitution tells the laws of a nation. Most people did not think of themselves as Americans. They were loyal to their state. People also were afraid. They had just gotten their freedom from Britain. They didn't want another strong government.

2) Why didn't the colonists create a constitution for the whole country? _____

3) Why the colonists be scared of a strong government? _____

In 1777 the constitution was finished. It was called the Articles of Confederation. It was the first constitution in America. The Articles stated many new things. Each state sent one person to a congress. The person had one vote. The congress could declare war and make money. The congress worked with other countries. This seemed like a lot of power, but states had more. The new government under the Articles of Confederation had the power to wage war, sign treaties, make peace, and issue (pass out) money. However it kept some of the most important powers in the hands of the individual states.

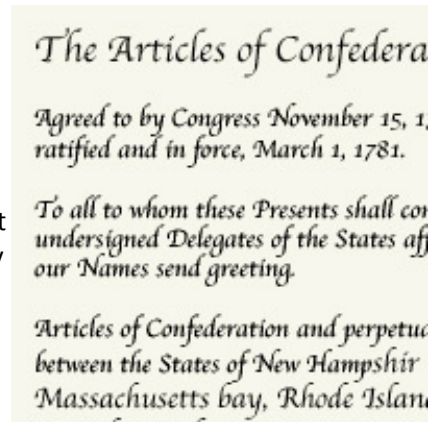
4) What powers did the Articles of Confederation give the Congress? _____

While the Articles kept a weak central government in power, they did have several positive effects. The Articles were able to govern the country during a time of war. They also helped pass a series of land ordinances to allow American settlers to cross the Appalachian Mountains. It was also the government under the Articles of Confederation that negotiated or settled the Treaty of Paris that ended the Revolutionary War.

Congress could pass a law. But nine of the thirteen states had to agree. The law could not go into effect until they did. Also any changes to the Articles of Confederation themselves had to be approved by all 13 states.

Congress also had little power to raise money. It could not make rules about trade. It couldn't pass laws to make new taxes. Congress could not make any money for itself. It had to ask the states to give them money. The states did not have to if they didn't want to.

The government was very weak. There was no president. There was no one to make sure the laws were followed. The states had to make sure the laws were followed. There were no courts to help settle arguments between the states. The new government did not make the states become one strong country.



5) What were some of the major problems with the Articles of Confederation? _____

Finally, in 1783, the country was free. The war was over. Soon people were not sure the country would make it. The Articles of Confederation did not help. The states started to argue. Every state made different money. Some states did not take money from the other states. There was no way to end the arguments.

Congress owed other countries a lot of money. They had borrowed money to help win the war. They could not pay this money back. The Articles of Confederation said that Congress could not make a tax. There was no way to get the money. The government did not have the power to tax the states or people.

The government was weak. It could not force other countries to do what America wanted them to do. Britain did not take all of their troops home after the war. It left some of them in the Ohio Valley. Spain closed one of its ports. Farmers were not allowed to use it. This was hard on farmers in the west. They needed the port to send their goods to other places.

It was clear to many people. The Articles of Confederation were not working. The government was weak and getting weaker. States were in charge. The Congress could not force anyone to do what was needed for the country. Soon, the Congress would have to go back to work. They would have to write a new constitution so America would survive.

6) Why would Americans have to write a new constitution? _____

After you finish reading complete the following graphic organizer: List several successes and failures of the Articles.

SUCCESES	FAILURES

Name _____

Date _____

SS 25

Do Now: Identify one strength and one weakness of the Articles of Confederation.

Articles of Confederation: Strong or Weak?

Obj: By the end of class you will be able to compare and contrast strong and weak central governments. You will also be able to explain why the colonists wrote a new constitution.

What is a strong central government?	A strong central government is one where most of the power is at the _____ level. The states have very _____ power.
Advantages of strong central govt.	_____ to make _____ _____ raising _____ or enforcing _____ the national government does all of it
Disadvantages of a strong central govt.	Easy to _____ power Takes the power away from the _____
What is a weak central government?	The _____ have the majority of the power. The _____ government has very l _____ power.
Advantages of a weak central government	Keeps the power _____ to the people.
Disadvantages of a weak central government	_____ raising taxes or passing laws Hard to _____ the states to make joint decisions

Look at your reading about the Articles of Confederation from SS 24. Fill in the chart below. Place items that make it seem like the Articles are a Strong central government in that category, and place items that make it seem like a Weak central government in the other category.

Strong Central Government	Weak Central Government

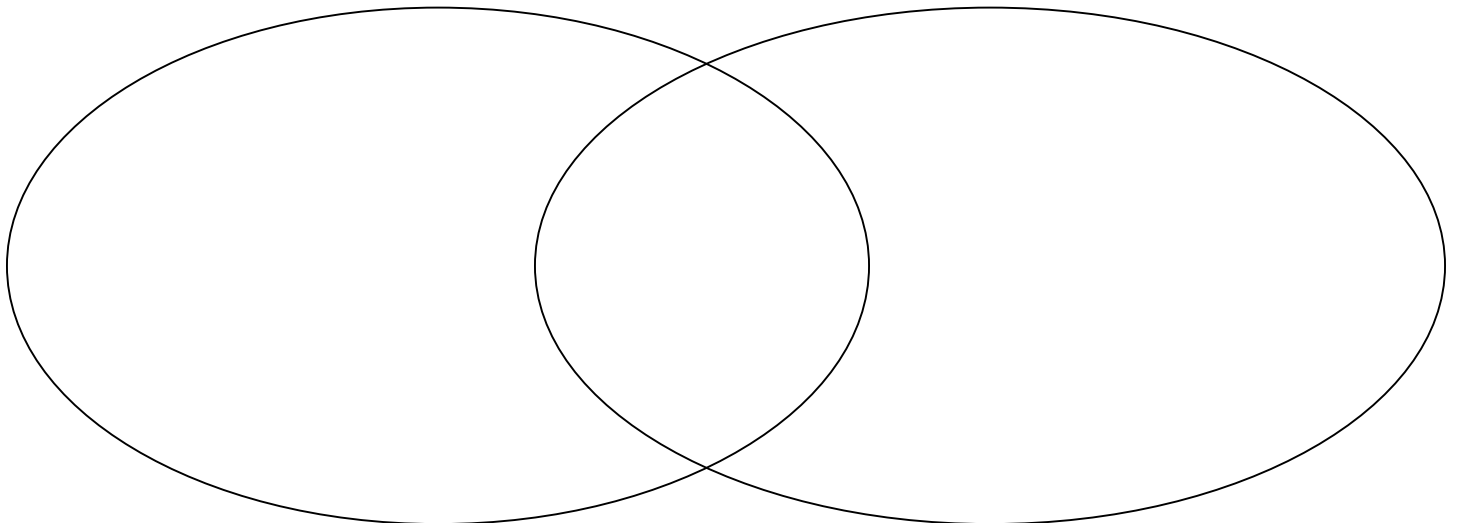
Critical Thinking Question: What type of government was the Articles of Confederation as a whole—strong or weak? Give two examples to explain your answer.

<p>What happened to the Articles of Confederation?</p>	<p>Founding Fathers agreed that the Articles were _____.</p> <p>They were afraid that such a _____ central government would cause the government to _____.</p>
<p>Second Continental Congress</p>	<p>The Founding Fathers met again in 1786 to write a new _____ that famously starts with "We the people."</p>
<p>What was the debate?</p>	<p>The states argued over whether the representatives in Congress should be based on population (_____ Plan) or should be equal (_____ Plan) for each state.</p>
<p>What was the solution?</p>	<p>The _____ solved the issue. They decided there would be two groups of representatives—one group based on _____ and one group with an _____ number of representatives for each state.</p>

Think back to what you know about the Articles of Confederation:

Why do we no longer have the Articles of Confederation? Why did the Founding Fathers write a new Constitution?

Independent Practice: Compare and Contrast strong and weak central governments below.



Name _____

Date _____

SS 26

Do Now: Explain why the Articles of Confederation were replaced with a new constitution.

Separation of Powers

Obj: By the end of class, you will be able to define separation of powers and identify the three branches of government.

New Material:

The government was divided into three branches, namely the _____, _____, and _____ branches. By dividing the government in this way, the founders established what is called a separation of powers. Why was power separated? The main reason is that the founders were afraid of tyranny, or cruel and unjust government. They did not want one person to take away rights and have all the power. They also didn't want the Majority overpowering the Minority.

1) What were the creators of the Constitution afraid of? _____

2) What is tyranny? _____

Another reason the creators of the Constitution decided to separate the powers of the government is because it was more efficient. Think about it... could President Obama, or any other president, really write laws, enforce laws AND interpret laws all while thinking about the economy, education, foreign affairs, and more? It's highly unlikely that any person could effectively perform all of the responsibilities of the government all by one's self. In this way, the separation of powers also means separation of responsibility, which means **sharing the work load**.

Group Practice:

1. Take out a piece of paper and fold it into thirds, hamburger style.
2. At the top of each column, write the name of one of the three branches and, beneath it, the main players:

	LEGISLATIVE	EXECUTIVE	JUDICIAL
Main Players:	Senate	President	Supreme Court
	House of Representatives	Vice President	Appeals Court
		Cabinet	Federal Court

3. Form a group of no more than 3.
4. Open your textbooks to the first three Articles of the Constitution and make a list of the **powers and responsibilities** for each of the three branches of government.

- Article I, Legislative Branch
- Article II, Executive Branch
- Article III, Judicial Branch

Glue or tape your guide to the three branches of government on this page so that you don't lose it!

Name _____

Date _____

SS 27

Do Now: Why does the U.S. Constitution establish a separation of powers?

The Three Branches of Government

Obj.: By the end of class, you will be able to describe the powers of each branch of government.

Directions: Use the 3 branches of government organizer that we created as a class to help you determine which branch of government is responsible for each of the following duties. Write *executive, legislative, or judicial* in the blank. Try with a partner and be prepared to justify your selection during group review.

1. A bill banning cigarette smoking needs to be written. _____
2. Someone does not like the cigarette bill and vetoes it. _____
3. This branch overrides the veto and passes the cigarette bill _____
4. The cigarette smoking bill is declared unconstitutional. _____
5. War is declared on Canada. _____
6. Approves the appointment of Ms. Kennelly as Ambassador to Spain. _____
7. Appoints Ms. Reid as a Supreme Court judge. _____
8. Taxes all C-D students \$10 for having their shirts untucked. _____
9. Prints \$100 and gives it to Ms. Vance. _____
10. Serves as president of the Senate. _____
11. Gives money to the military. _____
12. Presents the State of the Union address. _____
13. Controls and advises the military. _____
14. Controls trade between the United States and Mexico. _____

Name the branches that do **NOT** have the following powers.

15. Veto bills. _____

16. Declare laws unconstitutional. _____

17. Declare war. _____

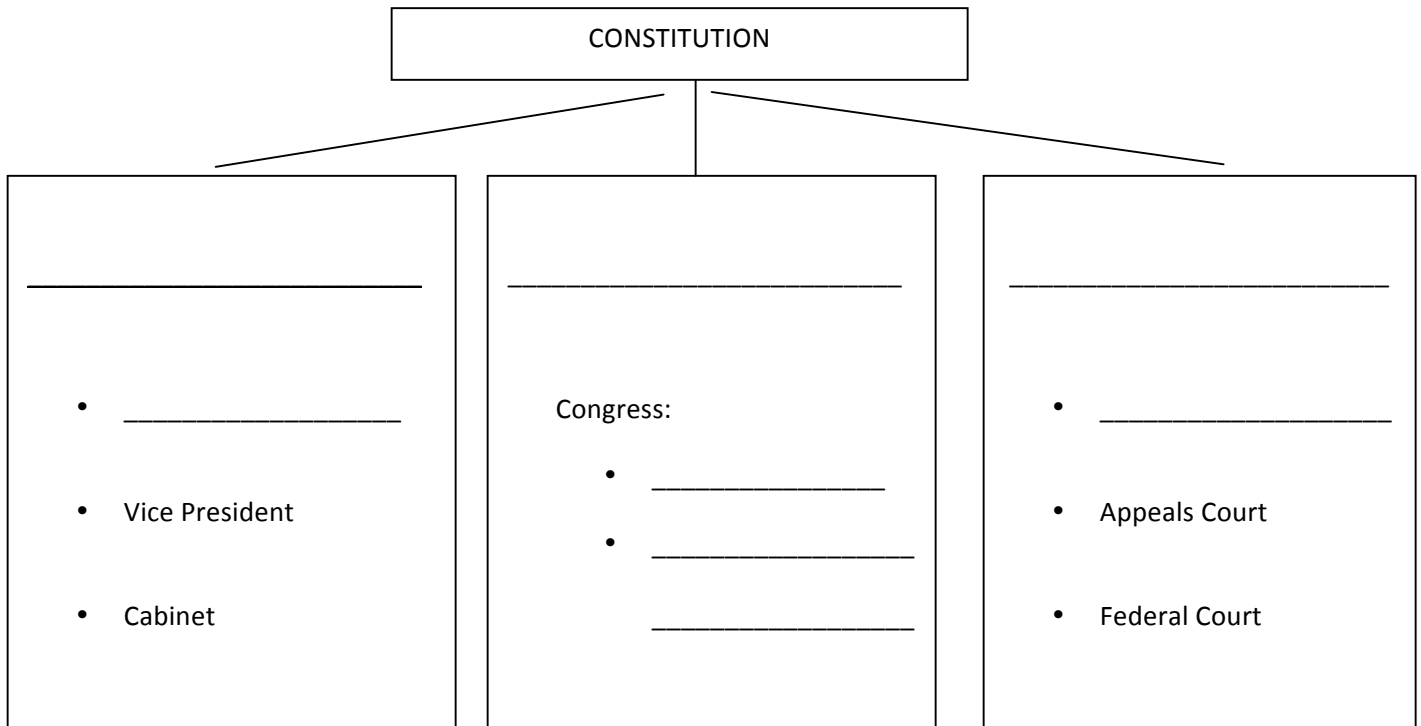
18. Appoint judges and ambassadors. _____

19. Approve the appointments of judges and ambassadors. _____

20. Tax the citizens of the United States. _____

INDEPENDENT PRACTICE:

A) Fill in the graphic organizer below showing the 3 branches of government and the members in each branch



B) For the following questions list the BRANCH of government that has each power.

1. Raise taxes _____

2. Veto bills _____

3. Decide whether laws are constitutional or not _____

4. Prints money _____

5. Overrides a veto _____

QUIZ TOMORROW!

Name _____

Date _____

SS28

DO NOW:

- Which document begins with the words, "We the people"?
 - U.S. Constitution
 - Declaration of Independence
 - Articles of Confederation
- Which document said that if the government takes away people's rights, the people can change the government?
 - U.S. Constitution
 - Declaration of Independence
 - Articles of Confederation
- Which document included only one branch of government, and failed?
 - U.S. Constitution
 - Declaration of Independence
 - Articles of Confederation
- Which principle of the Constitution says that power comes out from the people?
 - Separation of powers
 - Federalism
 - Popular sovereignty
- Which principle of the Constitution says that there are three branches of government, with different responsibilities?
 - Separation of powers
 - Federalism
 - Popular sovereignty
- What are the three branches of government? List one group, or member, from each branch.

**CHECKS AND BALANCES**

Obj: By the end of class you will be able to explain the system of checks and balances.

TOP 5: The Important Info You Need to Know

- The Constitution set up the three branches of government to _____ the _____ of each branch. With the principle of checks and _____, each branch _____ or checks the powers of the other _____.
- The three branches are in _____ because they all _____ powers. Each branch should have an _____ amount of _____.
- The legislative branch—also known as _____—can check, or limit the powers of both other branches. Congress can check the Executive Branch by _____ which means _____ the President. The legislative branch limits the _____ branch because it has to _____ judges.
- The executive branch—led by the _____—limits the other two branches. The executive branch can check the legislative branch by _____, or _____, a law passed by Congress. The executive branch limits the judicial branch when it _____, or selects, _____.
- The _____ branches limit each other through _____ and balances. Each branch has _____ power. Checks and balances are important because it _____ one branch from getting too much _____.

Top 5 Review-Use the top 5 on the bottom of the previous page to answer these 3 questions.

13

1. Which branch should have the most power?
2. How does the legislative branch check the executive branch?
3. How does the executive branch limit the legislative branch?

Guided Practice: With your partner read the following paragraphs and use the information to answer the 3 questions below in complete sentences.

Checks and Balances in the U.S. Government

The founding fathers, or the people who wrote the Constitution, created the principle of **checks and balances**. Checks and balances is when each branch of government can check or limit the power of the other branches. This principle helps to create a **balance of power** in the three branches, meaning that all three branches have **equal power**. There are many examples of checks and balances.

First, the executive **branch can check the other two branches**. The executive branch limits the legislative branch through the **veto**. Veto means reject. The President can reject any law that comes from Congress. The executive branch also limits the judicial branch when the President **appoints, or chooses, judges**. The President gets to choose who becomes a federal judge.

Second the legislative branch can check the other two branches. It checks the executive because it can **override the veto**. If the President vetoes, or rejects, a law, then Congress can reverse the veto if 2/3 of them vote for it. The legislative branch can also check the executive branch by impeaching the President, which means firing the President. The legislative branch can limit the judicial branch because it has to approve all judges.

Third, the judicial branch can limit the other two branches. The judicial branch—the Supreme Court—limits the legislative branch when it declares a law unconstitutional. It can limit the executive branch when it declares an executive action, or President’s document, unconstitutional.

This system of checks and balances prevents one branch from getting too much power.

1. **How does the executive branch limit the judicial branch?**
2. **How does the legislative branch limit the executive branch? List two ways.**
 - a-
 - b-
3. **Balance of power means that all three branches have equal power. The three branches of government are supposed to have equal power. Do you think that the legislative, executive and judicial should all have the same amount of power? Why or why not? (2-3 sentences)**

Independent Practice: **WHAT’S—THAT---BRANCH!!!**

DIRECTIONS: For each situation below, fill in the blanks with the names of the correct branches.

EXAMPLE:

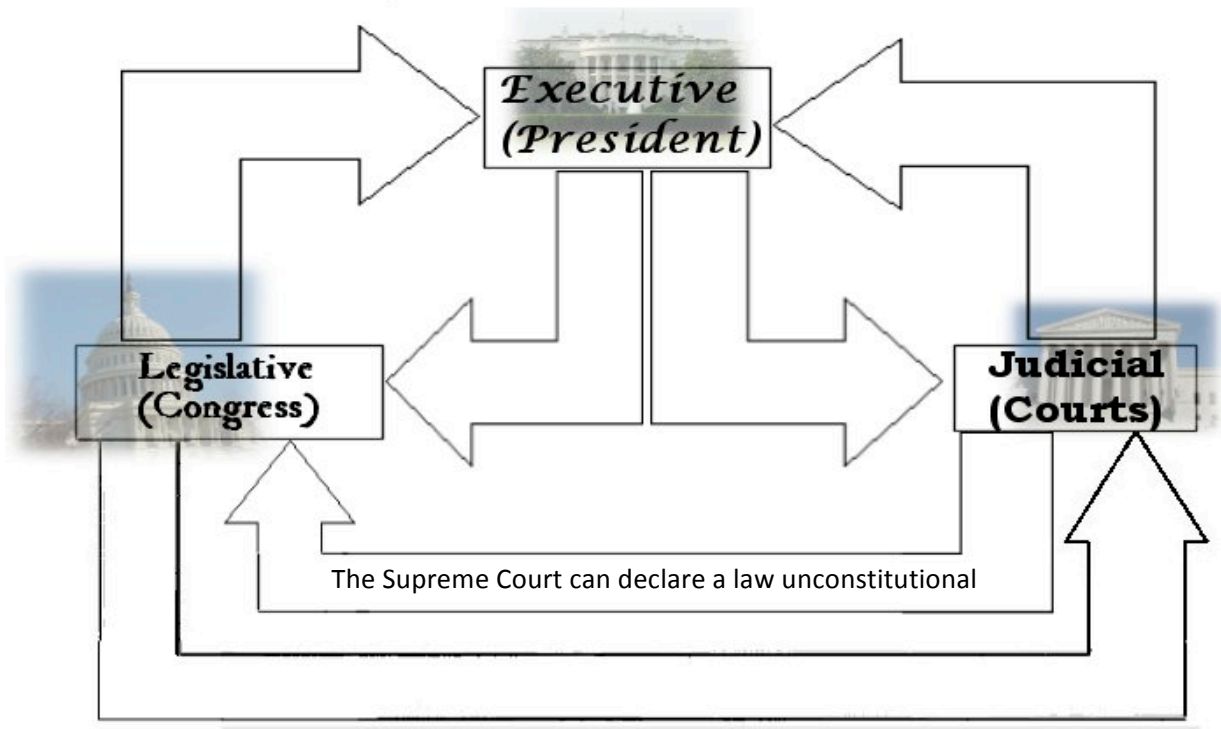
The President vetoes a law passed by Congress → The *Executive* Branch limits the *Legislative* Branch.

EXECUTIVE, LEGISLATIVE OR JUDICIAL

1. Congress can impeach the President → **The _____ Branch limits the _____ Branch**
2. The Supreme Court can declare a law passed by Congress unconstitutional → **The _____ Branch limits the _____ Branch**
3. The President appoints Supreme Court justices → **The _____ Branch limits the _____ Branch**
4. Congress approves Supreme Court Justices → **The _____ Branch limits the _____ Branch**
5. Congress can override the President’s veto → **The _____ Branch limits the _____ Branch**

DIRECTIONS: Fill in this diagram of checks and balances. Write in how one branch limits the other on the lines and arrows. One example, “The Supreme Court can declare a law unconstitutional”, is already listed. Use the examples from above.

The System of Checks and Balances



Name _____

Date _____

SS 29

Do Now: What does "balance of power" mean in the United States government?

Constitutional Principle #4: Federalism

Obj: By the end of class you will be able to explain what federalism is, why it is important, and give examples of federal, state, and shared powers.

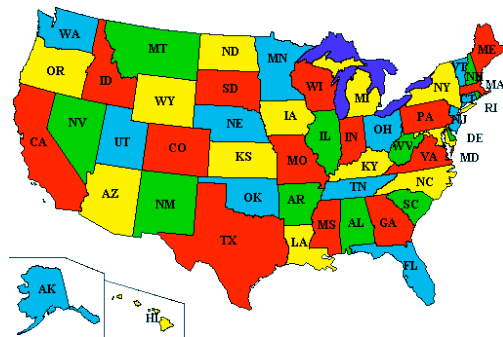
Review:

- Constitutional Principle #1: **Popular Sovereignty**—a government where _____ rule by _____
- Constitutional Principle #2: **Separation of Powers**—the _____ of the government into 3 _____
- Constitutional Principle #3: **Checks and Balances**---the system where each branch of government prevents or _____ the other branches from becoming too _____

New Material:

- ❖ Constitutional Principle #4: **Federalism**—the division of power between _____ (national) and _____ governments.

STATE versus FEDERAL....



Why do we need federalism?

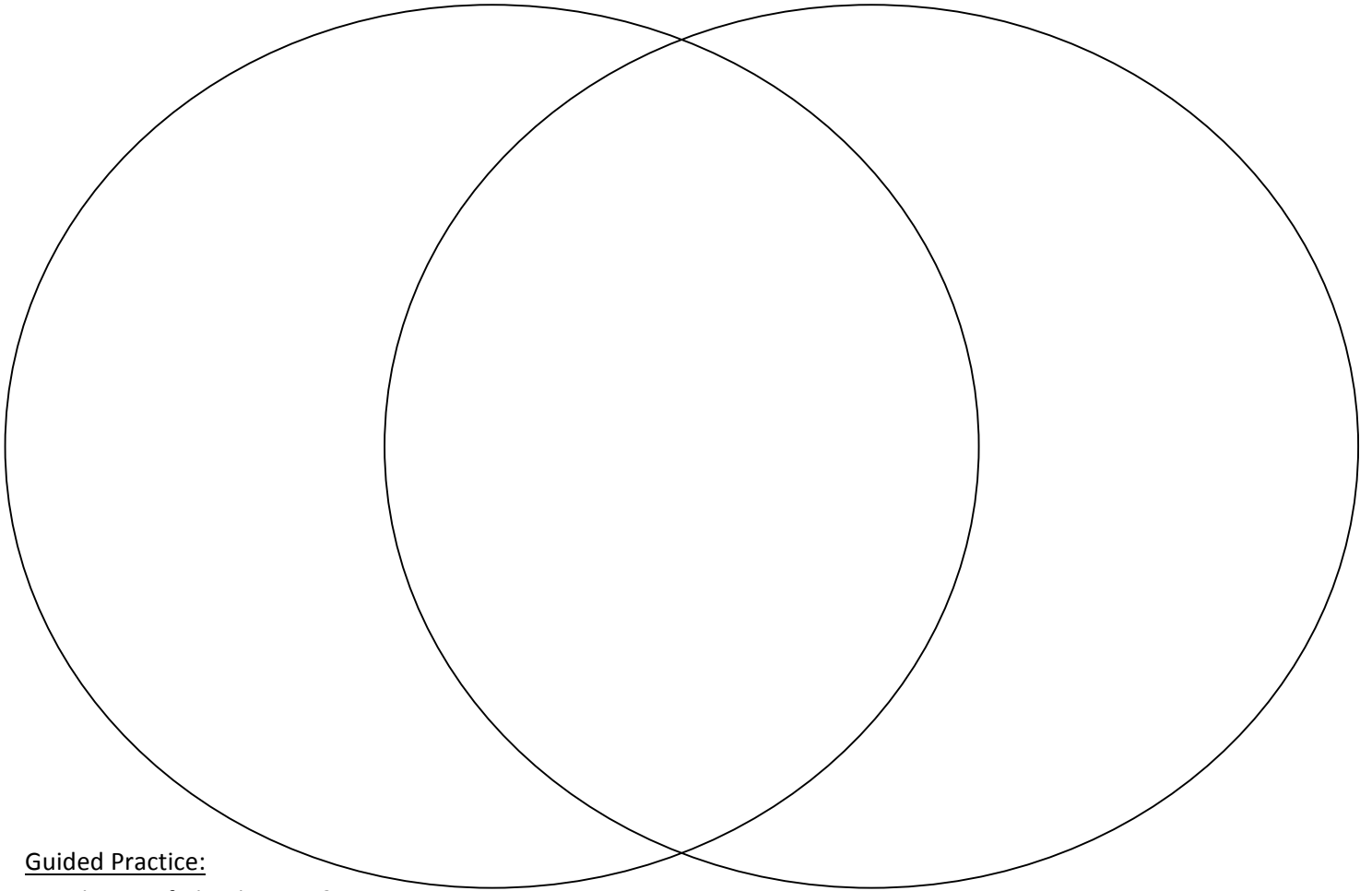
- ❖ Sharing of power between federal and state government allows each to function efficiently without too much responsibility
- ❖ Gives both the states and federal government a “check” on one another to stop each from overstepping boundaries
- ❖ Let’s each group know what they are allowed to do (and what they aren't!)

WORD SORT ACTIVITY: How do you think these responsibilities should be divided? Be prepared to explain!

FEDERAL (NATIONAL)

CONCURRENT

STATE



Guided Practice:

1. What is a federal power?
2. What is a state power?
3. What is a concurrent power?

For each of the following powers decide whether they are federal, state, or concurrent.

4. Declare war on Canada _____
5. Mickey breaks the law and needs to be put in jail _____
6. St. Louis needs to open 4 new schools _____
7. Donald owes \$700 in taxes _____
8. Goofy needs to mail a letter to Arizona _____
9. Daisy lives in Missouri and Pluto lives in Illinois. Daisy wants to trade her wrestling magazines for Pluto's Justin Bieber CD. _____
10. Wilma and Betty both live in Missouri they want to trade lip gloss for glitter eye shadow. _____
11. There is a problem with Fred and Barney's bank and they lost \$400. _____
12. George and Jane want to get married. _____

Independent Practice: Part A) Use complete sentences to answer the following.

1. What do you think might happen to our government if we did not have federalism?
2. Name 3 federal powers.
3. Name 3 concurrent powers.
4. Name 3 state powers.

Part B) Match the following descriptions of the Constitutional Principles with the correct one.

- | | |
|---|-------------------------|
| 1. The system that limits the powers of any one branch of government.
Keeps the others from becoming too powerful. | A. Separation of Powers |
| 2. The principle that states that we should have 3 branches of government. | B. Federalism |
| 3. The division of powers between the federal and state level. | C. Popular Sovereignty |
| 4. The principle that states that the people should rule the government
through voting. | D. Checks and Balances |

Part C) Write two questions that could appear on a test on Federalism. Include answers.

#1:

#2:

Name _____

Date _____

SS 30

Do Now: What does the phrase "concurrent powers" mean when talking about the US government?

Beginning of the Bill of Rights and Finding Main Ideas

Obj: By the end of class you will be able to explain why the Bill of Rights was written and identify the main idea.

New Material:

A main idea is the _____

It uses _____ details or other information to _____

How do I find the main idea of a paragraph or short piece of text?

- First, try covering up the paragraph or turning your paper over. Then ask yourself " _____ ?" Turn this thought into a _____.
- Your main idea should explain the _____ idea about the topic. Think about terms or ideas that were mentioned _____ in the paragraph.
- Finally, if you are absolutely stuck, look at the _____ and _____ sentences for a hint.

Guided Practice:

1. Not all colonists immediately agreed with the Constitution. The Founding Fathers felt like they had come up with a good compromise between state power and federal power. However, not all Americans agreed with them. They were afraid that their states would lose too much power. The Founding Fathers tried to reassure that states would still have some powers. The Constitution was finally passed in 1790 after much debating and all states approved it.

Main Idea: _____

2. Many Americans were also fearful of the Constitution. They were afraid that the rights of Americans might be violated or hurt by the powerful national government. They believed that the Constitution needed to protect the people against the government. These Americans wanted to include a bill of rights as a way to protect Americans. The Bill of Rights would make sure that Americans did not need to fear the government.

Why were people fearful of the Constitution? _____

Main Idea: _____

3. Passing the Bill of Rights was one of the most important acts of the new government. James Madison an important senator believed that the people needed protection for their freedoms, so he led the movement to adopt a bill of rights. He made a list of important freedoms to protect and wrote them into amendments. Three-quarters or 75% of the states had to approve the amendments before they could be added to the Constitution. Getting the states to approve and finally having the Bill of Rights as part of the Constitution made sure that all individuals would be protected.

How does an amendment get added to the Constitution? _____

Main Idea: _____

Independent Practice:

4. The Bill of Rights consists of ten of the most important amendments of the Constitution. An amendment is a permanent change to the Constitution. The Bill of Rights protects many famous freedoms that Americans have come to expect. One example of the freedoms protected in the Bill of Rights is the freedom of speech. Another is the freedom to have a fair trial. When any of these freedoms are violated, famous court cases have occurred to protect the rights of the people involved. Protection of Americans freedoms is why the Bill of Rights is so important.

What is an amendment? _____

Main Idea: _____

Short answer questions:

1. What is the purpose of the Bill of Rights (why did many Americans want one)? _____

2. What do you think might happen if we did not have the Bill of Rights? _____

3. Read the paragraph below and write the main idea in a complete sentence.

Many women tried to help the army. Martha Washington and other wives followed their husbands to army camps. The wives cooked, did laundry, and nursed sick or wounded soldiers. A few women even helped to fight. Mary Hays earned the nickname “Molly Pitcher” by carrying water to tired soldiers during a battle. Deborah Simpson dressed as a man, enlisted, and fought in several battles. Many believe that the American Revolution could not have been won without the women.

Main Idea: _____

4. What is the purpose of the Bill of Rights? A. Help govern the country B. Protect individual freedoms
- C. Keep the government from getting too powerful D. Start lawsuits
- Circle one**

Name _____

Date _____

SS 31

Do Now: What was the purpose of the Bill of Rights?

Bill of Rights: Amendments #1-4

Obj: By the end of class, you will be able to identify and explain the first four amendments.

Amendment #1: Freedoms Clause

The First Amendment is extremely important as it contains many freedoms we use on a daily basis. For example, the First Amendment bans Congress from creating an official religion. This allows Americans freedom to exercise or practice any religion they want to. The First Amendment also makes sure that Americans have freedom of speech, which guarantees that we can express our opinions as long as they do not cause danger to others. Freedom of the press is another important part of the First Amendment, which allows the media (TV and newspapers) to print opinions and news without the government controlling them. Finally the First Amendment also grants Americans the freedom of assembly and petition. This means that people can gather together and protest if needed. The First Amendment freedoms are the backbone of our nation.

Name the 4 freedoms given to Americans in the First Amendment.

Main Idea: _____

Amendment #2: Right to Bear Arms

The Second Amendment protects Americans’ rights to bear arms or keep guns. This amendment was passed because during the American Revolution the colonists realized that they had to form their own army. If citizens did not have their own guns this would have been impossible. This right to bear arms or own a gun has been a controversial amendment as some argue that guns are a danger to children and cause violence. However the Second Amendment ensures that all Americans can own guns with the exception of felons.

What was the reason Americans thought the Second Amendment was important to include? _____

Main Idea: _____

Amendment #3—Protection from Quartering of Troops

The Third Amendment is closely tied to Americans’ experience during the American Revolution. During the Revolution, Americans were forced to quarter or house British soldiers before and during the war even though they did

not want to. The Third Amendment does not allow the army to quarter soldiers during times of peace. It also only allows the army to quarter soldiers during times of war with permission from the citizens. The Third Amendment protects Americans and their property from being used without their permission.

Why would Americans feel so strongly about quartering or housing soldiers when the Constitution was written? _____

Main Idea: _____

Amendment #4—Protection from Unreasonable Search and Seizure

The Fourth Amendment protects Americans from having their property searched illegally or taken. This amendment is designed to make sure that citizens are not unfairly targeted by the government or law enforcement. It states that people have the “right to be secure in their persons, houses, papers,” and other possessions. It states that police or government officials must have a warrant or legal document that allows them to search or take a person’s property. Only in extreme cases of danger or urgency can police search without a warrant, and if a search is done without a warrant (illegally) the evidence cannot be used in a court case.

What is a warrant and what is its purpose? _____

Main Idea: _____

Independent Practice / Homework :

Complete Amendments #1-4 in your amendment booklet project.

Directions: For each of the amendments in the Bill of Rights, you must have the following on your page:

- Summary Sentence in your own words of what the amendment does
- Neat picture illustrating the amendment
- Sentence explaining why the amendment is important or how we use it today

The rubric for the project, which shows how you will be graded, is on the next page.

This project is due _____

Bill of Rights Project Rubric:

	4	3	2	1
Summary Sentence	The project gives an accurate summary in complete sentences for all 10 amendments.	The project gives an accurate summary in complete sentences for 8-9 amendments.	The project gives an accurate summary in complete sentences for 6-7 amendments.	The project gives an accurate summary in complete sentences for less than 5 amendments.
Picture	The project includes neat and relevant pictures for all 10 amendments.	The project includes neat and relevant pictures for 8-9 amendments.	The project includes neat and relevant pictures for all 6-7 amendments.	The project includes neat and relevant pictures for less than 5 amendments.
Importance	The project is able to explain the importance in complete sentences for all 10 amendments.	The project is able to explain the importance in complete sentences for 8-9 amendments.	The project is able to explain the importance in complete sentences for 6-7 amendments.	The project is able to explain the importance in complete sentences for less than 5 amendments.

_____ out of 12 points.

12 /12 =100%

9/12= 75%

6/12= 50%

3/12= 25%

11/12= 92%

8/12= 67%

5/12= 42%

2/12= 17%

10/12=83%

7/12= 58%

4/12= 33%

1/12= 8%

Name _____

Date _____

SS 32

Do Now: What is the main idea of the Fourth Amendment?

Bill of Rights: Amendments #5-10

Obj: By the end of class, you will be able to identify and explain the fifth through tenth amendments.

Instructions: Read through each of the following amendment descriptions and answer the question below.

Amendment V

You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence for a trial. And if the jury decides you are innocent, the government can't try again with another jury. You don't have to say anything at your trial. You can't be killed, or put in jail, or fined, unless you were convicted of a crime by a jury. And the government can't take your house or your farm or anything that is yours, unless the government pays for it.

Amendment VI

If you're arrested, you have a right to have your trial pretty soon, and the government can't keep you in jail without trying you. The trial has to be public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from your area. You have the right to know what you are accused of, to see and hear the people who are witnesses against you, to have the government help you get witnesses on your side, and you have the right to a lawyer to help you.

Amendment VII

You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government). This is when you "sue" someone or get sued.

Amendment VIII

The government can't make you pay more than is reasonable in bail or in fines, and the government can't order you to have cruel or unusual punishments (like torture) even if you are convicted of a crime.

Amendment IX

Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.

Amendment X

Anything that the Constitution doesn't say that Congress can do should be left up to the states, or to the people.

Which of these do you think is most important and why? (There is no right or wrong answer.)

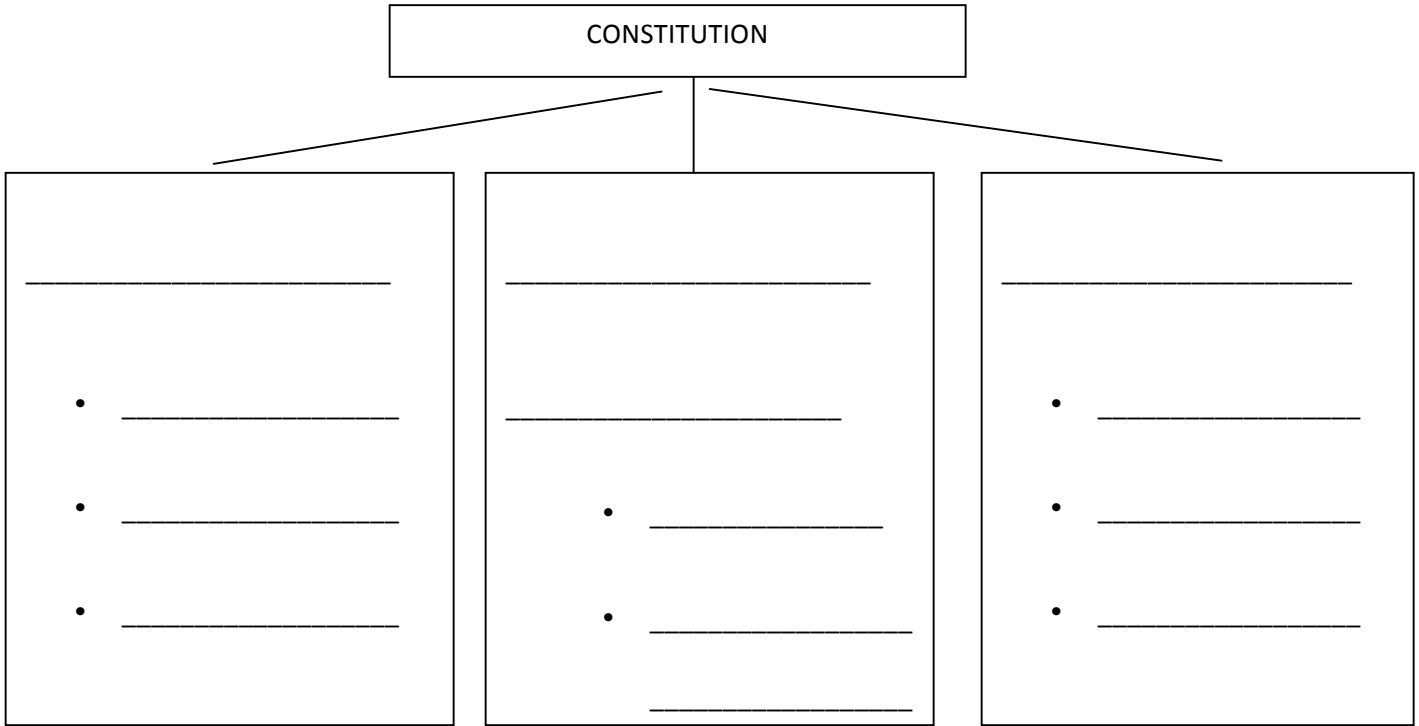
Use the remaining amount of time to work on your Bill of Rights booklet project.

Name: _____ Date: _____

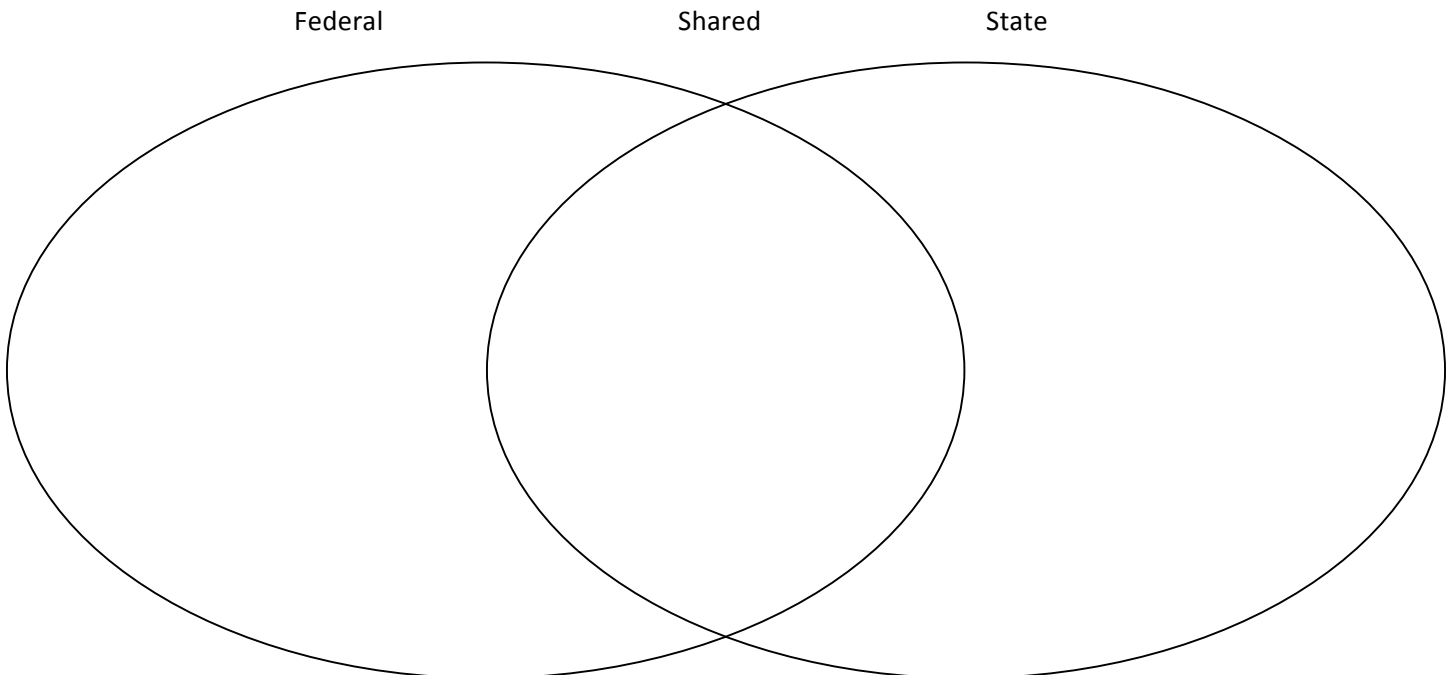
Do Now: As you know, you need to pass the upcoming S.S. test in order to graduate 8th grade. Knowing this, what can you do between now and the test day to make sure you are prepared?

Unit 3 Test Review Guide - US Constitution

1. Fill out the graphic organizer with the name of each branch of government and its key members.



2. List 2 powers that the Federal government has, 2 powers the state governments have, and 2 powers they share.



3. What are checks and balances? Give 2 specific examples.

4. What was the purpose of the Articles of Confederation? _____

5. Explain whether the Articles of Confederation was a strong central or weak central government. Who has the power?

Give one example. _____

6. Why was a new Constitution written? _____

7. What is federalism? _____

8. What is popular sovereignty? _____

9. What is a separation of powers? _____

10. What is the purpose of checks and balances? _____

BILL OF RIGHTS

1. Why did the founding fathers write the Bill of Rights? _____

Amendment #	A short title to remember the point of the Amendment	A description/list of the rights the Amendment protects
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Look at the examples below. Write what right is being violated, what amendment it comes from, and who should win if the case is brought to court.

A) Nathan and Tiara are chilling at home one day playing X-Box when there is a knock at the door. A guy in an army outfit is standing outside and tells them he must let him stay at their house for the next two weeks. They tell the guy to shake but he refuses and instead tells them he will call the police if they do not let him in.

B) Farmer Taylor and Farmer Dorial have been working hard lately to get the fields ready for the summer harvest. One day, a member of the city council shows up and tells Taylor and Dorial that they are going to have to take their land so that the local city can build a Walmart. The two become angry, this land is where they have invested most of their money! They then find out that the city is going to pay them half of the amount their land is worth. Although they are planning a sit-in to protest the city, they were informed bulldozers would be on the way to their property early next week.

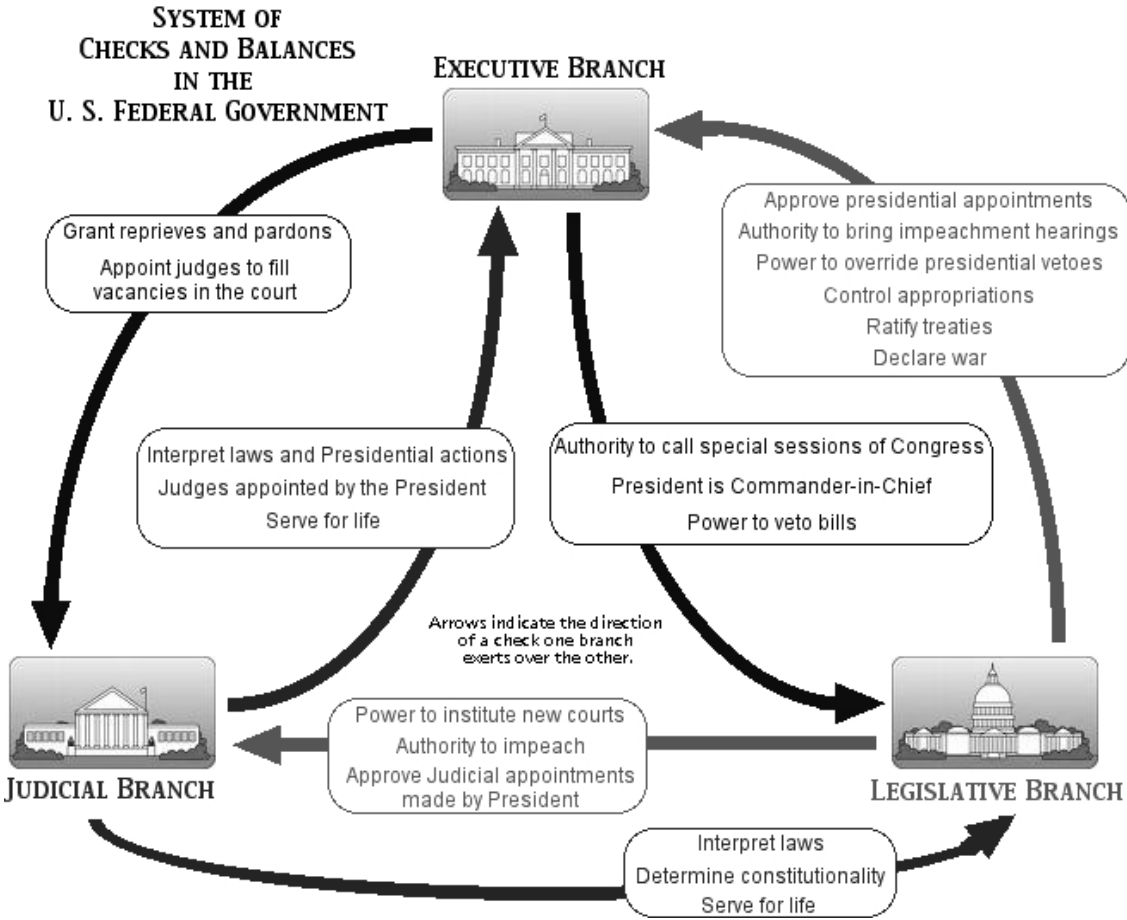
C) An anonymous letter is delivered to the Police Station that says Mr. Ginter, Mr. Stewart, and Mr. Gilmore are the masterminds and perpetrators behind the recent bank robberies in the area. After being arrested, the three demand to see the evidence and to know who has accused them of such an absurd crime. The police say that they cannot meet the witness or see the witness but that they will hold them on the charges of bank robbery anyways. Even at their trial, the District Attorney refuses to let them see who their accuser is.

D) On the weekends, Airrashea, Rayneisha, and Bridney like to go hunting in Forrest Park for squirrels. They all have a permit to hunt squirrels and to own a gun. After a local politician was assassinated, the city of Saint Louis declares that no one may carry a gun anymore. They confiscate the ladies' shot guns and refuse to give them back. Greatly upset, the trio decide to sue the city so they can continue their favorite pasttime.

E) Dapharoah, Chris, Andre, and Jakiese have their CD release party on a Friday night (the Album is entitled "Plead the 5th, Bruh-Bruh"). The party was amazing and anyone who's anyone showed up. A neighbor became upset that the music was so loud and called the police. When they showed up, they just asked the boys to turn the music down a little. The next day, the police showed up again because the same nosy neighbor had seen smoke from their smoke machine that they used for their performance and thought something illegal was taking place in the house. The police did not have a warrant but demanded that they let them come in.

F) Brittisha decides enough is enough and that the United States must get rid of the old National Anthem and adopt Usher's "Oh my Gosh" hit single as the new anthem. She gets a permit to protest in front of the White House. However, as she starts singing the song with Dymand and DeJaneria, the police come up and arrest them for protesting.

G) St. Louis passed a recent ordinance that states you cannot be an Anarchist. Sarah is walking home from school one day and a police officer stops her and tells her that she cannot wear the “Anarchists 4 Lyfe” shirt she has on. He handcuffs her and takes her down to the station where he places her in a cell. They charge her with a violation of the ordinance. As her punishment, they tie her up and force her to watch the new Justin Bieber movie “Never say Never “ on repeat for two weeks. By the end of sentence, all Sarah can mumble was “Baby, baby, baby...oh...” (Hint: there are **two** rights being violated in this example).



16. Use the chart to name one check the judicial branch has over the executive branch.

17. The power to ratify treaties belongs to which branch? _____

Flashcards: You must make flashcards on the provided index cards for ALL of the following words:

- Federalism
- Popular Sovereignty
- Powers of the Legislative Branch
- State Powers
- Articles of Confederation
- Checks and Balances
- Powers of the Judicial Branch
- Federal Powers
- Weak central government
- Powers of the Executive Branch
- Separation of Powers
- Shared Powers
- Strong central government
- One for each Amendment

