

READ IOWA HISTORY

EDUCATOR MATERIALS

Government, Democracy and Laws

LESSON PLAN FOR SUPPORTING QUESTION

What key documents establish the foundation of America's participatory democracy?



5TH GRADE

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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WITH **PRIMARY**
SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

[Primary sources](#) (from the digital [Primary Source Sets collection](#)) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the [Primary Source Sets toolkit](#) to learn more about using primary sources in the classroom.

What's Included

Educator Materials

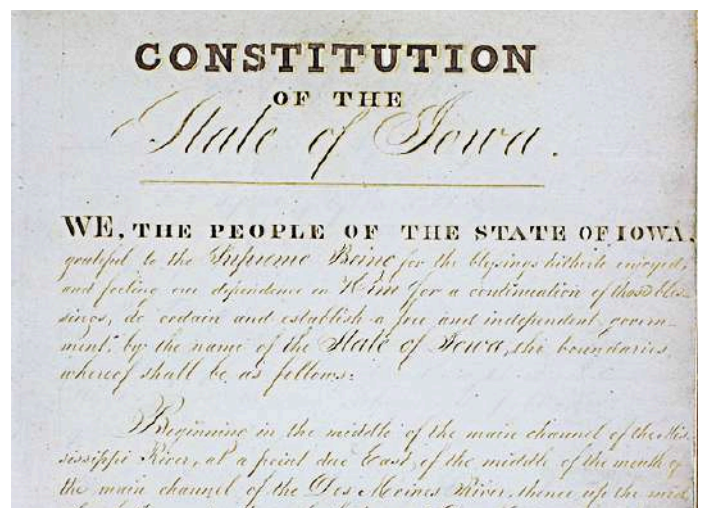
Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary list or cards, a materials list and instructions. There also is a “formative assessment” to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproducible student worksheets are available in the [Student Materials PDF](#) (on website, below “Educator Materials”) for this topic.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheet(s) also are available in this topic's [Student Materials PDF](#).



Courtesy of Iowa Secretary of State, “Constitution of the State of Iowa,” 1857

Government, Democracy and Laws

5th Grade

Overview

The Declaration of Independence, the U.S. Constitution, and the Bill of Rights are central to how the United States presents itself to its own people and to the world. They have been copied by many emerging democracies around the world and show remarkable resilience over the 250 years since their adoption.



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

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5th Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the [Primary Source Sets](#), which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 [Primary Source Sets](#).



Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

Why aren't all rules good rules?



Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** questions below is the supporting question for this Read Iowa History unit.

1) What key documents establish the foundation of America's participatory democracy?

2) How are laws created?

3) How can laws be changed to guarantee human rights?



Read Iowa History: Right to Vote

This Read Iowa History lesson addresses "Why aren't all rules good rules?" and "What key documents establish the foundation of America's participatory democracy?" and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards

No.	Standard
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.
SS.5.3.	Determine the credibility of multiple sources.
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.
SS.5.24.	Explain probable causes and effects of historical developments.
SS.5.25.	Develop a claim about the past and cite evidence to support it.

Iowa Core Literacy Standards

No.	Standard
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives

- I can analyze sources: images, documents, video and texts.
- I can identify and organize evidence that is relevant to the supporting and compelling questions.
- I can answer the supporting question with evidence and reasoning.
- I can explain probable causes and effects of historical developments.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding government, democracy and laws. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

From its creation, the United States was different from its European predecessors. Its people were not united by a common heritage, ethnicity or even language. It was then, as it is now, a diverse nation of immigrants. What united it was a radical belief of the time, that “all men are created equal,” and that a free people could govern themselves and not descend into anarchy and chaos. For centuries, European nations had monarchs and aristocracies to maintain order and stability from generation to generation. The United States declared that its people would be governed only by their elected representatives. This belief in democracy, as one British commentator observed, created in the United States “a nation with the soul of a church,” united by a common belief.

Framework of U.S. Democracy

Three documents have been central to the essence of this perception. The Declaration of Independence was drafted by the Second Continental Congress in 1776 in Philadelphia to explain and justify why the colonies were separating themselves from the domination of Great Britain. Delegates from 13 colonies along the Atlantic Coast sent delegates to the convention in Philadelphia. They approved a resolution to separate themselves from Great Britain and appointed a committee of five men to draft an explanation to the world why the colonies were taking this step.

The committee chose Thomas Jefferson of Virginia to write the original draft. He began with an explanation of why governments are established and then moved on to the injustices the colonies had endured by Parliament and the king. The document ends with the declaration that the colonies were from now on free from British rule. It was approved by the Continental Congress on July 4, America’s Independence Day. It declares that “all men are created equal and endowed by their Creator with certain inalienable **rights**.” The nation has never fully lived up to that bold statement in practice, but it is the measure against which perceived injustices are measured.

The former colonies that defeated the British Empire needed to establish some legal framework that would bind them together for certain purposes but not become as oppressive as the monarch they had just defeated. At first, the **Articles of Confederation** provided a weak central government but pressure for a stronger authority developed quickly. In 1787, delegates to a Constitutional Convention began meeting to strike a balance between responsibilities left to the states and those delegated to the **federal government**.

Like the Declaration of Independence, the **U.S. Constitution** begins with a preamble that sets forth its purpose — “to form a more perfect union.” Federal authority is divided into three branches: the legislative branch that makes the laws; the executive that administers the laws; and the judicial that interprets the laws in cases of conflict. Central to the **U.S. Constitution** is the concept of checks and balances. Each branch has some authority to curb undue power exercised by the other two branches. Some duties were specifically delegated to the **federal government** and some specifically reserved to the states. The Convention specified that the plan would go into effect when nine states approved it. New Hampshire was the ninth in 1788, and Rhode Island was the last in 1790. George Washington was elected as the first president in 1788.

Ever concerned that the **federal government** could abuse the **rights** of the people as the colonists felt Great Britain had done, Congress proposed a series of **amendments** to the **U.S. Constitution** that specifically spelled out restrictions on the **federal government**. The first 10 **amendments** to the **U.S. Constitution** are called the **Bill of Rights**, including the **First Amendment**, which states that individuals shall have the right to freedom of speech,

Background Essay continued

religion, the press and assembly and the right to petition the government.

These three documents are central to how the United States presents itself to its own people and to the world. They have been copied by many emerging democracies around the world and show remarkable resilience over the 250 years since their adoption.

Vocabulary Words

- Amendment
- Articles
- Bill of Rights
- Constitution
- Democracy
- Federal Government
- Founding
- Participatory Democracy
- Rights

Introducing Founding Documents



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

This pre-lesson activity will provide an opportunity for students to use the close reading strategy while focusing on literacy standards of main idea, details and summarizing, as well as understanding context of the time period. This reading passage will be a reference throughout the lesson.

Instructions

- 1 Distribute copies of the [Founding Documents reading passage](#) to students.
- 2 Use the [close reading strategy](#) with students to analyze the passage. You can do this as a group or students can work independently as a formative assessment.
 - **First reading:** Read the passage carefully to gain basic understanding. What is the text mainly about? What is the main idea? Write the main idea in the top margin of the ["Take Notes" worksheet](#). *Students will highlight evidence on the passage in green.*
 - **Second reading:** Read again and dig deeper. What are the big ideas that connect to the main idea? *Students will highlight evidence on the passage in yellow and write them on the worksheet.*
 - **Third Reading:** Read again and dig for details. What are the details for your big ideas? *Students will highlight evidence on the passage in red and write them on the worksheet.*
 - **Fourth Reading:** Students will read the passage one more time to summarize their thinking. They will then summarize the passage in five to seven sentences using their main idea and details they collected on the worksheet to determine key concepts and ideas. Students will write the summary on the [Summary of Passage worksheet](#).
- 3 Students will refer back to this reading passage throughout the Read Iowa History to focus on different aspects.
- 4 **Formative Assessment:** Use this activity as a formative assessment if you decide to have students complete this on their own. If students have not used this strategy or procedure before, you can use the worksheets as a modeling experience to teach the close reading strategy.

Materials

- [Founding documents reading passage](#)
- Three worksheets: [Close Reading Strategy](#), [Take Notes about Passage](#), [Summary of Passage](#)

The founding documents of the United States of America are: the U.S. Constitution, the Declaration of Independence and the Bill of Rights.

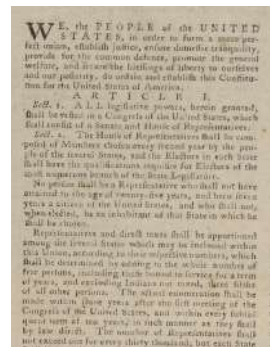
The Declaration of Independence

The Declaration of Independence is one of the most important documents in the history of the United States. It was an official act taken by all 13 American colonies in declaring independence from Great Britain. People in the colonies were unhappy that they did not have a say in their government and still had to pay taxes. The Stamp Act of 1765 collected taxes on paper goods like legal documents, newspapers, and playing cards. In one act of protest, men dumped the cargo of a ship full of British tea into Boston Harbor in 1773; this is now called the Boston Tea Party. In 1775, the colonists went to war with Great Britain. The war between the colonies and Great Britain was called the American Revolutionary War from 1775-1783.



The Constitution

The Constitution of the United States is the foundation of the United States Government. It explains the system of Government and the rights of the American people. With three parts: The Preamble tells the purpose of the document and Government, the Articles set up how the Government is organized and how the Constitution can be changed, and the Amendments are changes to the Constitution. The first ten Amendments are called the Bill of Rights. The Constitution also created an executive branch and a judicial branch to set up a system of checks and balances. All three branches would have power, so no one branch could become more powerful than another. The Constitution was presented to the American public on September 17, 1787. The Constitution is known as a living document because it can be changed, or amended. Since its ratification, or formal approval, it has only been changed 27 times. Although it has been amended over the years, the Constitution's basic form still exists today.

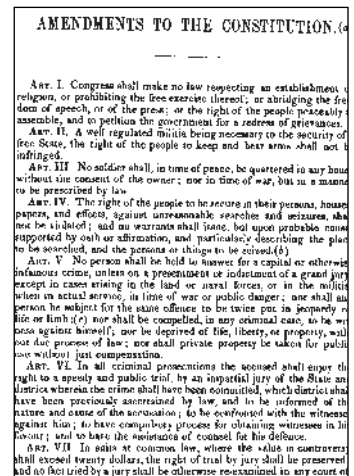


The Bill of Rights

When the United States Constitution was approved in 1789, some people felt that it did not protect some basic rights and that the Constitution should be changed to protect those rights. On December 15, 1791, changes were made to the Constitution. These first 10 changes, or amendments, guaranteeing specific freedoms and rights; together they are called the Bill of Rights.

The Bill of Rights includes some of the most basic freedoms and rights that we think of today in the United States. These are a few of the key ideas in each amendment:

- First Amendment: freedom of religion, speech, the press, and assembly
- Second Amendment: the right of the people to keep and bear arms
- Third Amendment: restricts housing soldiers in private homes
- Fourth Amendment: protects against unreasonable search and seizure
- Fifth Amendment: protects against self-testimony, being tried twice for the same crime, and the seizure of property under eminent domain
- Sixth Amendment: the rights to a speedy trial, trial by jury, and services of a lawyer
- Seventh Amendment: guarantees trial by jury in cases involving a certain dollar amount
- Eighth Amendment: prohibits excessive bail or fines and cruel and unusual punishment for crimes
- Ninth Amendment: listing of rights in Bill of Rights does not mean that other rights are not in effect
- Tenth Amendment: power not granted to the Federal Government is reserved for states or individual people



These three documents have secured the rights of the American people for more than two and a quarter centuries and are considered instrumental to the founding of the United States.

Vocabulary Words: Amendment, Articles, Bill of Rights, Constitution, Federal Government, Founding, Rights

Close Reading Strategy

These example worksheets correspond with the instructions in pre-lesson activity 1 to do a close read, take notes and write a summary. These versions of the worksheets are for you, the educator, to fill out, add notes and utilize. Versions of these worksheets are available for reproduction to students in this topic's [Student Materials PDF](#).

Title of the text:

1. Read carefully to gain basic understanding.

What is the text mainly about? What is the **main idea**? Write the main idea in the top margin in the clouds of the paper. *Highlight evidence in green.*

2. Read again and dig deeper.

What are the **big ideas** that connect to the main idea? *Highlight evidence in yellow and write them on the note-taking sheet on the next page.*

3. Read again and dig for details.

What are the details for your big ideas? *Highlight evidence in red and write them on your note-taking sheet.*

4. Read again to summarize your thinking.

Summarize the article in five to seven sentences using your main idea, details, on your worksheet to determine key concepts and ideas. Write the summary on the back of the worksheet.

Taking Notes about Reading Passage

<p>The main idea is...</p>	<hr/> <hr/> <hr/> <hr/>
<p>Big Idea: The Declaration of Independence</p>	<p>Details...</p> <ul style="list-style-type: none"> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/>
<p>Big Idea: U.S. Constitution</p>	<p>Details...</p> <ul style="list-style-type: none"> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/>
<p>Big Idea: The Bill of Rights</p>	<p>Details...</p> <ul style="list-style-type: none"> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/> ● <hr/>
<p>The concluding idea is...</p>	<hr/> <hr/> <hr/>

Think Like... Cards & Question Formulation Technique



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the [Think Like... cards](#), which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, this activity is aimed to remind them that the impact of one's experience shapes their perspective on topics.

The other tool is the [Question Formulation Technique \(QFT\)](#), which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Source Background

George Mason led Virginia patriots during the American Revolution, and his concept of inalienable rights influenced Thomas Jefferson's Declaration of Independence. As a member of the Constitutional Convention, Mason advocated strong local government and a weak central government. This led to the adoption of the Bill of Rights. When the American Revolution got under way, Mason was a leader of Virginia patriots and later drafted the state's constitution. This document would hold the nuggets of later problems he had with the U.S. Constitution, in that the first rights granted in the Virginia constitution would be on behalf of the individual, which Mason would later see as lacking in the U.S. Constitution. During this time (1787), Mason was also a Virginia delegate (George Washington and James Madison were others) to the Constitutional Convention in Philadelphia, where, despite his ongoing poor health, he proved to be vastly influential in the composition of the Constitution.

Instructions

- 1 Introduce the compelling question: Why aren't all rules good rules?
- 2 **Question Formulation Technique (QFT):** This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you watch the [12-minute QFT instruction video](#). In the video, a fourth-grade teacher uses QFT to learn more about what her students know or do not know about fractions.
- 3 Use the QFT for students to ask questions about the George Mason quote, "That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amendable to them." Ask them to also consider the compelling question, and to use the [worksheet](#).

Materials

- [Think Like... cards](#)
- [George Mason worksheet](#)
- [QFT instruction video](#)

Instructions continued on next page

Think Like... Cards & Question Formulation Technique

Instructions continued

- 4 Follow the steps below to assist students in their analysis.
 - Write as many student questions as you can on the board or on chart paper.
 - Do not stop to discuss, judge or answer any questions.
 - Write down every question exactly as stated, change any statements to questions.
 - Sort and prioritize questions.
- 5 After sharing the prioritized questions, discuss with students what social studies discipline (use disciplines from the Think Like... Cards) that the question falls under. Use the [Think Like... cards](#) to assist with the inquiry. Post questions on chart paper or social studies notebook for students to answer as they learn more.
- 6 Discuss how this quote connects to the [Founding Documents reading passage](#).

George Mason

This is an example worksheet that corresponds with the instructions in pre-lesson activity 2. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's [Student Materials PDF](#).

“That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amendable to them.”

- George Mason, Virginia Bill of Rights, June 12, 1776

Vocabulary

- Power: ability to direct or influence the behavior of others
- Vested: to given or earned
- Consequently: as a result of
- Derived from: to gain or get
- The people: United States citizens
- Magistrates: a civil officer or judge
- Trustees: a person, often one of a group, who controls property or money for the benefit of another person or an organization
- Servants: a person who performs duties for others
- Amendable: to modify, rephrase, or add to or subtract from

What questions do you have about this quote?

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the [Student Materials PDF](#).

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?

Think Like an Economist

A person who studies the way people make decisions about money.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the [Student Materials PDF](#).

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?

The Great Law of Peace and the Iroquois Confederacy



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

Students will analyze a video about the Iroquois "Great League of Peace" and its impact on the formation of the United States and its representative democracy.

Source Background

Much has been said about the inspiration of the ancient Iroquois "Great League of Peace" in planting the seeds that led to the formation of the United States and its representative democracy. The Iroquois Confederacy, founded by the Great Peacemaker in 1142, is the oldest living participatory democracy on Earth. In 1988, the U.S. Senate paid tribute with a resolution that said, "The confederation of the original 13 colonies into one republic was influenced by the political system developed by the Iroquois Confederacy, as were many of the democratic principles which were incorporated into the constitution itself."

The people of the Iroquois Confederacy, also known as the Six Nations, refer to themselves as the Haudenosaunee (pronounced "hoo-dee-noh-SHAW-nee"). It means "peoples of the longhouse," and refers to their lengthy bark-covered longhouses that housed many families. There was a sophisticated and thriving society of well over 5,000 people when the first European explorers encountered them in the early 17th century.

Instructions

- 1 Introduce the supporting question: What key documents establish the foundation of America's participatory democracy?
- 2 Use the [vocabulary list](#) to introduce the words **participatory democracy** and **democracy**.
- 3 Students will analyze "[The Great Law of Peace " video](#). Have them record their thinking on the [video analysis worksheet](#).
- 4 Discuss: How did the Iroquois "Great League of Peace" influence the formation of the United States and its representative democracy? Who were the people of the Iroquois Confederacy?
- 5 Students record "evidence" on the worksheet from the video source to help answer the supporting question: What key documents establish the foundation of America's participatory democracy?
- 6 **Formative Assessment:** Students will record evidence from the video in their [Check for Understanding worksheet](#). They will use this worksheet throughout this Read Iowa History.

Materials

- [Vocabulary list](#)
- "[The Great Law of Peace" video about Injunuity](#)
- [Video analysis worksheet](#)
- [Check for Understanding worksheet](#)



Courtesy of Vision Maker Media, "The Great Law of Peace - Injunuity," Corporation for Public Broadcasting, 12 November 2013



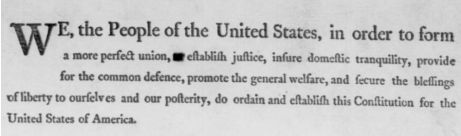


Analyze a Video

This is an example worksheet that corresponds with the instructions in Part 1 to analyze a video. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's [Student Materials PDF](#).

Analyze a Video								
<p>Anticipate. What is the title? What do you think you will see?</p>								
<p>Meet the video. Type (check all that apply):</p> <p> <input type="checkbox"/> Animation <input type="checkbox"/> Propaganda <input type="checkbox"/> Promotional <input type="checkbox"/> Training film <input type="checkbox"/> Combat film <input type="checkbox"/> Newsreel <input type="checkbox"/> News report <input type="checkbox"/> Informational <input type="checkbox"/> Documentary <input type="checkbox"/> Entertainment <input type="checkbox"/> Commercial <input type="checkbox"/> Other </p> <p>Elements (check all that apply):</p> <p> <input type="checkbox"/> Music <input type="checkbox"/> Live action <input type="checkbox"/> Narration <input type="checkbox"/> Special effects <input type="checkbox"/> Background noise <input type="checkbox"/> Color <input type="checkbox"/> Black and White <input type="checkbox"/> Animation <input type="checkbox"/> Dramatizations </p> <p>What is the mood or tone?</p>								
<p>Observe its parts. <i>List the people, objects and activities you see.</i></p> <table style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center; padding: 5px;">PEOPLE</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center; padding: 5px;">PLACES</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center; padding: 5px;">ACTIVITIES</td> </tr> <tr> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 50px;"></td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 50px;"></td> <td style="border-left: 1px solid black; border-right: 1px solid black; height: 50px;"></td> </tr> </table> <p>Write one sentence summarizing this video.</p>			PEOPLE	PLACES	ACTIVITIES			
PEOPLE	PLACES	ACTIVITIES						
<p>Try to make sense of it. When is this video from? What was happening at the time in history it was created?</p> <p>Who made it? Who do you think is the intended audience?</p> <p>How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.</p>								
<p>Use it as historical evidence. What did you find out from this video that you might not learn anywhere else?</p> <p>What other documents or historical evidence are you going to use to help you understand this event or topic?</p>								

Check for Understanding

This is an example worksheet that corresponds with the instructions throughout this Read Iowa History to take notes. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's [Student Materials PDF](#).

What key documents establish the foundation of America’s participatory democracy?	
<p>“The Great Law of Peace” Video about Injunuity, November 12, 2013</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Declaration of Independence, July 4, 1776</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Preamble to the U.S. Constitution, September 1787</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>U.S. Constitution, September 1787</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Bill of Rights in the U.S. Constitution, September 25, 1789</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Check for Understanding

Iowa Constitution, 1857



Independence Hall in Philadelphia, Pennsylvania, ca. 1900



Investigate and Research Founding Documents



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

This part of the lesson allows students to view, investigate, discuss and research the founding documents.

Source Background

Independence Hall is a historic building in Philadelphia, Pennsylvania. It is called Independence Hall because the Declaration of Independence was passed there. The United States Constitution was also written there. It served as the capital of the United States several times, mostly during the Revolutionary War. It was also the meeting place of the state legislature of Pennsylvania.

Instructions

- 1 Distribute an ["Be an Image Detective" worksheet](#) to students to complete. First, students will analyze a primary source together. Display the [Independence Hall in Philadelphia, Pennsylvania image](#). Read the source and description.
- 2 Discuss the information. Have students answer these source-dependent questions.
 - Look closely at the photo. What do you notice about the Independence Hall, as well as the surrounding buildings and area?
 - Independence Hall can be considered as one of the birthplaces of the United States. In this building, the Declaration of Independence and U.S. Constitution were both debated and signed. Who would be influenced by the history that took place in the building? Explain your answers.
 - What is the significance of Independence Hall?
 - What is the legacy of the founding documents?
- 3 View and discuss the [Declaration of Independence](#) (transcription [available](#)), [U.S. Constitution](#) (transcription [available](#)), [Preamble to the U.S. Constitution](#) (transcription [available](#)) and [Bill of Rights in the U.S. Constitution](#) (transcription [available](#)) while re-reading the [Founding Documents reading passage](#).

Materials

- [Independence Hall in Philadelphia, Pennsylvania image](#)
- [Declaration of Independence](#)
- [U.S. Constitution](#)
- [Preamble to the U.S. Constitution](#)
- [Bill of Rights in the U.S. Constitution](#)
- [Be an Image Detective worksheet](#)

Instructions continued on next page

Investigate and Research Founding Documents

Instructions continued

- Discuss as a class the importance of the documents as “founding documents” for the United States. The close reading passage has minimal information. Students will be adding details to their [Check for Understanding worksheet](#) to write an improved essay answering: What key documents establish the foundation of America’s participatory democracy? Below are some possible research websites:
Note to Educator: Make sure to circulate around your students to help clear up any misconceptions that arise.
- [Khan Academy: Democratic Ideals in the Declaration of Independence and the Constitution](#)
 - [National Constitution Center: Educational Videos](#)
 - [Britannica for Kids: Declaration of Independence](#)
 - [Duckster: American Revolution - The Declaration of Independence](#)
 - [Prequel to Independence](#)
 - [The Mini Page: Bill of Rights](#)
 - [The Mini Page: Amendments 11-26](#)
- 5 Students will share key details of their research and defend why they feel their content is the most important evidence for their final essay.
- 6 **Formative Assessment:** You, the educator, will observe the discussion and/or evidence being record in the [Check for Understanding worksheet](#).

More Materials

- **Suggested Books:**
The Declaration of Independence in Translation: What It Really Means by Amie Jane Leavitt; *We the Kids: The Preamble to the Constitution of the United States* by David Catrow; *The Bill of Rights in Translation: What It Really Means* by Amie Jane Leavitt

Independence Hall in Philadelphia, Pennsylvania, ca. 1900

PART 2



Courtesy of Library of Congress, "Independence Hall, Philadelphia," Detroit Publishing Co., ca. 1900

IN CONGRESS, JULY 4, 1776.
THE UNANIMOUS
DECLARATION
OF THE
THIRTEEN UNITED STATES OF AMERICA.

WHEN, in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands, which have connected them with another, and to assume, among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's GOD entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed, by their Creator, with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate, that Governments long established, should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

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

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

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyranny only.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

He has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

He has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining, in the mean Time, exposed to all the Dangers of Invasion from without, and Convulsions within.

He has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

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

He has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

He has erected a Multitude of new Offices, and sent hither Swarms of Officers to harass our People, and eat out their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

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

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

For quartering large Bodies of Armed Troops among us;

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States;

For cutting off our Trade with all Parts of the World;

For imposing Taxes on us without our Consent;

For depriving us, in many Cases, of the Benefits of Trial by Jury;

For transporting us beyond Seas to be tried for pretended Offences;

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rule into these Colonies;

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments;

For suspending our own Legislatures, and declaring themselves invested with Power to legislate for us in all Cases whatsoever.

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

He has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

He is, at this Time, transporting large Armies of foreign Mercenaries to complete the Works of Death, Desolation, and Tyranny, already begun with Circumstances of Cruelty and Barbarity, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

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

He has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes, and Conditions.

In every Stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every Act which may define a Tyrant, is unfit to be the Ruler of a free People.

Now have we been wanting in Attention to our British Brethren. We have warred them, from Time to Time, of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations: They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the Rest of Mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS ASSEMBLED, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is, and ought to be, totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of Right do. And for the Support of this Declaration, with a firm Reliance on the Protection of DIVINE PROVIDENCE, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honour.

John Hancock.

GEORGIA, { <i>Button Gwinnett,</i> <i>Lyman Hall,</i> <i>Geo. Walton.</i>	VIRGINIA, { <i>George Wythe,</i> <i>Richard Henry Lee,</i> <i>Thos. Jefferson,</i> <i>Benja. Harrison,</i> <i>Thos. Nelson, jr.</i> <i>Francis Lightfoot Lee,</i> <i>Cartier Braxton.</i>	DELAWARE, { <i>Cesar Rodney,</i> <i>Geo. Read.</i>	MASSACHUSETTS- BAY, { <i>Saml. Adams,</i> <i>John Adams,</i> <i>Robt. Treat Paine,</i> <i>Elbridge Gerry.</i>
NORTH-CAROLINA, { <i>Wm. Hooper,</i> <i>Joseph Hewes,</i> <i>John Penn.</i>	PENNSYLVANIA, { <i>Robt. Morris,</i> <i>Benjamin Rush,</i> <i>Benja. Franklin,</i> <i>John Morton,</i> <i>Geo. Clymer,</i> <i>Ja. Smith,</i> <i>Geo. Taylor,</i> <i>James Wilson,</i> <i>Geo. Ross.</i>	NEW-YORK, { <i>Wm. Floyd,</i> <i>Phil. Livingston,</i> <i>Franco. Lewis,</i> <i>Lewis Morris.</i>	RHODE-ISLAND AND PROVIDENCES, &c. { <i>Step. Hopkins,</i> <i>William Ellery.</i>
SOUTH-CAROLINA, { <i>Edward Rutledge,</i> <i>Thos. Heyward, junr.</i> <i>Thomas Lynch, junr.</i> <i>Arthur Middleton.</i>	NEW-JERSEY, { <i>Richd. Stockton,</i> <i>Jno. Witherspoon,</i> <i>Fran. Hopkinson,</i> <i>John Hart,</i> <i>Abra. Clark.</i>	NEW-HAMPSHIRE, { <i>Josiah Bartlett,</i> <i>Wm. Whipple,</i> <i>Mattison Thurston.</i>	CONNECTICUT, { <i>Roger Sherman,</i> <i>Saml. Huntington,</i> <i>Wm. Williams,</i> <i>Oliver Wolcott.</i>
MARYLAND, { <i>Samuel Chase,</i> <i>Wm. Paca,</i> <i>Thos. Stone,</i> <i>Charles Carroll, of Car-</i> <i>rollton.</i>			

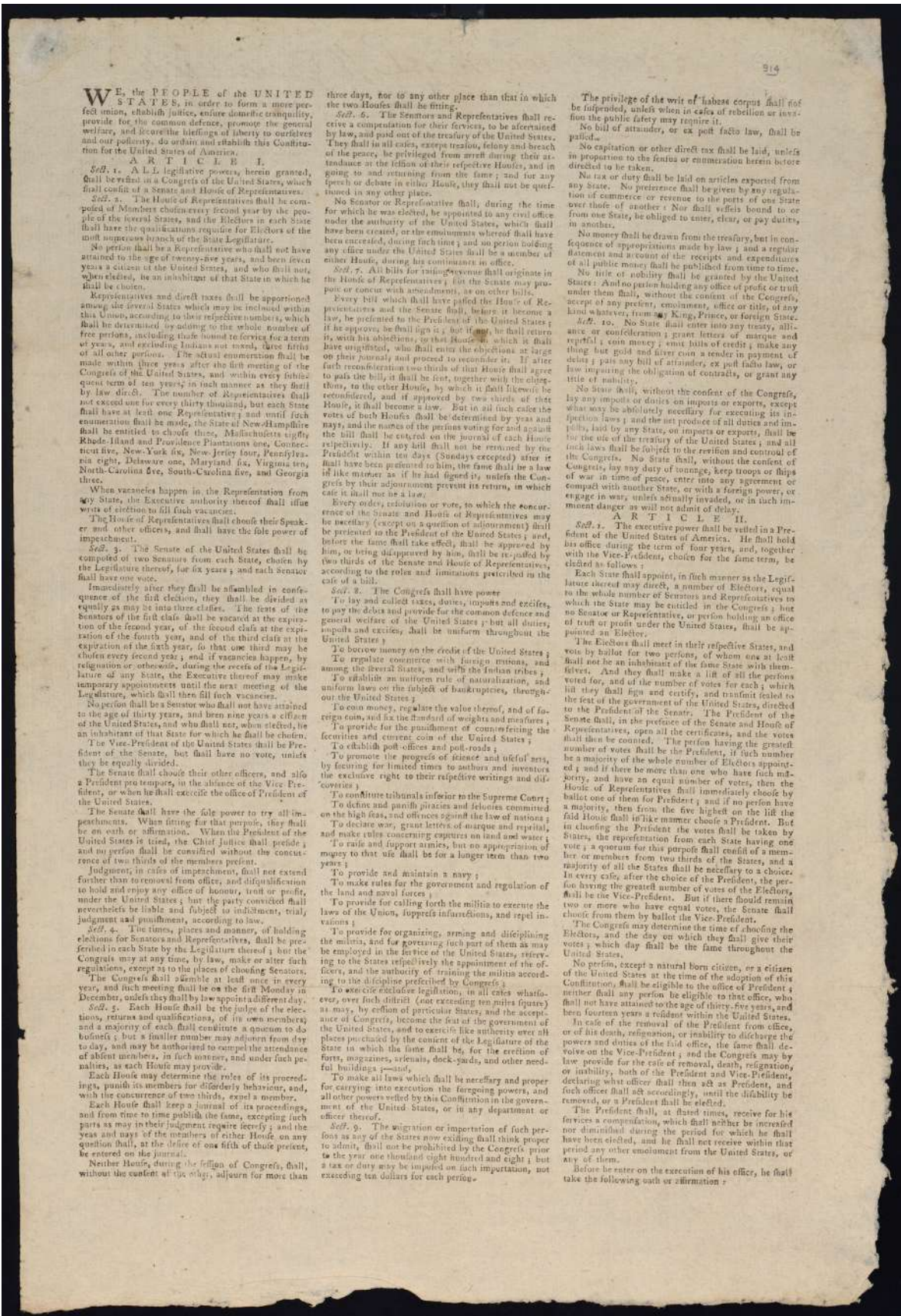
IN CONGRESS, JANUARY 18, 1777.

THAT an authenticated Copy of the DECLARATION OF INDEPENDENCY, with the Names of the MEMBERS of CONGRESS, subscribing the same, be sent to each of the UNITED STATES, and that they be desired to have the same put on RECORD.

By Order of CONGRESS,

JOHN HANCOCK, President.

Handwritten signatures and notes:
John Hancock
John Hancock
John Hancock



WE, the PEOPLE of the UNITED STATES, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I. SECTION 1. ALL legislative powers, herein granted, shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. The House of Representatives shall be composed of Members chosen every second year by the people of the several States, and the Electors in each State shall have the qualifications requisite for Electors of the most numerous branch of the State Legislature.

No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall be directed by law. 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 choose three, Massachusetts fifty-three, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New-Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North-Carolina five, South-Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their Speaker and other officers, and shall have the sole power of impeachment.

SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years; and each Senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen, by resignation or otherwise, during the recess of the Legislature of any State, the Executive thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

The Vice-President of the United States shall be chosen by the Electors, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall execute the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment, in cases of impeachment, shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honour, trust or profit, under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

SECTION 4. The times, places and manner, of holding elections for Senators and Representatives, shall be prescribed in each State, by the Legislature thereof; but the Congress may at any time, by law, make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

SECTION 5. Each House shall be the judge of the elections, returns and qualifications, of its own members; and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of Congress, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than

three days, nor to any other place than that to which the two Houses shall be sitting.

SECTION 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either House, during his continuance in office.

SECTION 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments, as on other bills.

Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve, he shall sign it; but if not, he shall return it, with his objections, to that House in which it shall have originated, who shall enter the objections at large on their journals, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two-thirds of that House, it shall become a law. But in all such cases the yeas and nays of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution or vote, to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be ratified by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. The Congress shall have power

To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts and excises, shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

To establish a uniform rule of bankruptcy, throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post-offices and post-roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

To constitute tribunals inferior to the Supreme Court;

To define and punish piracies and felonies committed on the high seas, and offences against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

To provide for organizing, arming and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation, in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the Legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

SECTION 9. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight; but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder, or ex post facto law, shall be passed.

No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any State. No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another: Nor shall vessels bound to or from one State, be obliged to enter, clear, or pay duties, in another.

No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them shall, without the consent of the Congress, accept any present, emolument, office or title, of any kind whatever, from any King, Prince, or foreign State.

SECTION 10. No State shall enter into any treaty, alliance or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make any thing but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts; or grant any title of nobility.

No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net product of all duties and imposts, laid by any State, on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and controul of the Congress. No State shall, without the consent of Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II. SECTION 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows:

Each State shall appoint, in such manner as the Legislature thereof may direct, a number of Electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of Electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose a President. But in choosing the President the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a majority of all the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the Electors, shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.

The Congress may determine the time of choosing the Electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

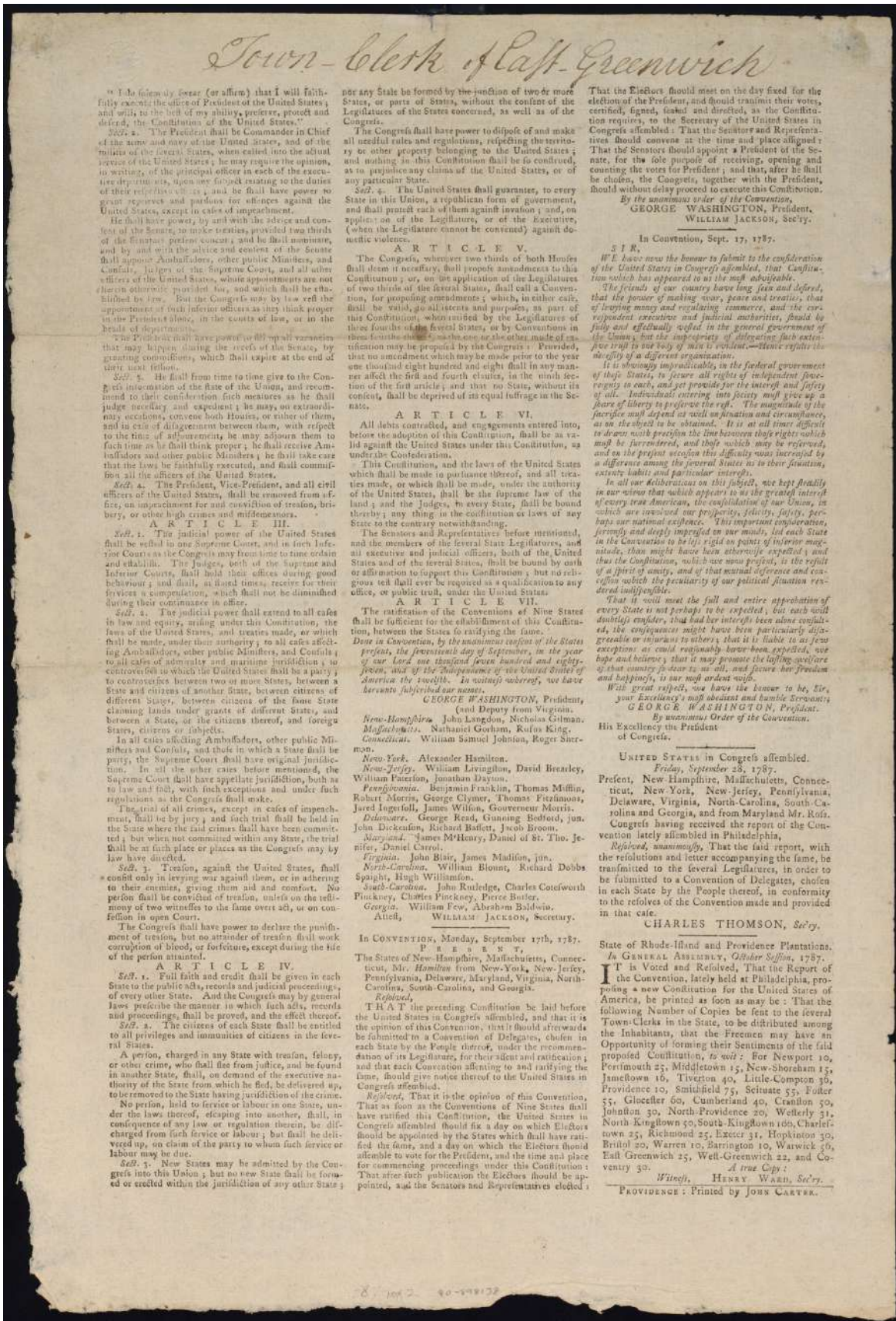
No person, except a natural born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to that office, who neither shall any person be eligible to that office, who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability, the same shall devolve on the Vice-President; and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

The President shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:

Courtesy of Library of Congress, "We, the people of the United States, in order to form a more perfect union..." Constitutional Convention, 1787



Courtesy of Library of Congress, "We, the people of the United States, in order to form a more perfect union..." Constitutional Convention, 1787

WE, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

AMENDMENTS TO THE CONSTITUTION.(a)

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

Religion.
Freedom of
Speech. Right
of petition.

ART. II. A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

Right to bear
and keep arms.

ART. III. No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war, but in a manner to be prescribed by law.

Quartering of
soldiers.

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

Unreasonable
searches and
seizures prohi-
bited.

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

No warrant to
issue but on
oath or affirma-
tion.

Trials for cap-
ital offences, or
infamous
crimes.

No one to be
twice put in
jeopardy of life
or limb, for the
same offence.

Private prop-
erty not to be
taken for public
use without just
compensation.

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

Trial by jury
in criminal
cases.

Trial by jury
in civil cases.

ART. VII. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved; and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.(d)

Excessive bail
not to be re-
quired, nor ex-
cessive punish-
ments inflicted.

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

Enumeration
of rights not to
be construed to
deny or dispar-
age those re-
tained by the
people. Re-
served powers.

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

ART. X. The powers not delegated to the United States by the Con-

(a) The first ten of these amendments were proposed by Congress, (with others which were not ratified by three fourths of the legislatures of the several states,) by resolution of 1789, post, pp. 97, 98, and were ratified before 1791. The eleventh amendment was proposed by Congress by resolution of the year 1794, post, p. 402, and was ratified before 1796. The twelfth article was proposed by Congress by resolution of October, 1803, vol. 2, p. 306, and was ratified before September, 1804.

(b) *Ex parte* Burford, 3 Cranch, 448; 1 Cond. Rep. 594.

(c) *United States v. Haskell and Francis*, 4 Wash. C. C. R. 402. *United States v. Gilbert*, 2 Sumner's C. C. R. 19.

(d) The amendments to the Constitution of the United States, by which the trial by jury was secured, may, in a just sense, be well construed to embrace all suits which are not of equity or admiralty jurisdiction, whatever may be the form they may assume to settle legal rights. *Parsons v. Bedford et al.* 3 Peters, 433.

AMENDMENTS TO THE CONSTITUTION.

Limitation of
the judicial
power.

Election of
President and
Vice President
of the U. S.

stitution, nor prohibited by it to the States, are reserved to the States respectively or to the people.

ART. XI. The judicial power of the United States shall not be construed to extend to any suit in law or equity commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign State.(a)

ART. XII. § 1.(b) The electors shall meet in their respective States, and vote by ballot for President and Vice President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice President; and they shall make distinct lists of all persons voted for as President and of all persons voted for as Vice President, and of the number of votes for each, which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted; the person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers, not exceeding three, on the list of those voted for as President, the House of Representatives shall choose immediately by ballot the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice President shall act as President, as in the case of the death or other constitutional disability of the President.

§ 2. The person having the greatest number of votes as Vice President shall be the Vice President, if such number be a majority of the whole number of electors appointed; and if no person have a majority, then from the two highest numbers on the list the Senate shall choose the Vice President: a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice.

§ 3. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice President of the United States.

(a) The amendment to the Constitution by which the judicial power was declared not to extend to any suit commenced or prosecuted by a citizen or citizens of another State, or by foreign subjects against a State, prevented the exercise of jurisdiction in any case past or future. *Hollingsworth v. The State of Virginia*, 3 Dall. 378; 1 Cond. Rep. 169.

(b) This amendment was proposed in October, 1803, and was ratified before September, 1804.

This is an example “Be an Image Detective” worksheet to help guide students in their analysis of images that are primary sources. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic’s [Student Materials PDF](#).

Title: Who made the image? What year?		What kind of image is it? <input type="checkbox"/> photo <input type="checkbox"/> drawing/cartoon <input type="checkbox"/> painting <input type="checkbox"/> advertisement <input type="checkbox"/> something else
Start with the Basics In one sentence, what is happening in this image? Is the image ... <input type="checkbox"/> black & white <input type="checkbox"/> color What does this tell us about when the image was made? Is there a caption? <input type="checkbox"/> yes <input type="checkbox"/> no If so, what does the caption tell you?	Observe ... Look for the Details Describe what you see in the image. What are the people doing in the image? What are the objects used for in the image?	Put the Pieces Together Where do you think this image takes place? What is its location? What evidence tells you that? What time period? What evidence tells you that? Why do you think this image was made? How does this image compare to modern times?
What questions does this image lead you to ask?		

State of Iowa's Constitution



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

Students will consider the question: Why did states create their own constitutions? They will also be using the close reading strategy.

Source Background

In the early stages of the U.S. government, each state was required to write up their own constitution and Bill of Rights so that the power was given to the states. The primary functions of local governments are to provide services, such as schools, libraries, police and fire departments, and to make and enforce laws.

Instructions

- 1 Pose the following question to your class: Why did states create their own constitutions?
- 2 Distribute a copy of "Iowa's Constitution" worksheet to each student.
- 3 Do a close reading of the "Iowa's Constitution" essay from *The Goldfinch*.
 - First reading: You will read the article aloud to your class without stopping.
 - Second reading: Students will read and mark text by underlining vocabulary words, drawing a question mark next to parts that need clarification.
 - Third reading: Students will re-read a third time as needed while answering the questions from the "Iowa's Constitution" worksheet. If there is time, students can use this suggested document and website to answer their own questions:
 - [Full Transcript of the Iowa Constitution](#)
 - [Iowa Pathways: The Iowa Constitution](#)
- 4 Students will record evidence on the [Check for Understanding worksheet](#) to help answer the supporting question, "What key documents establish the foundation of America's participatory democracy?"
- 5 **Formative Assessment:** As students generate questions, listen for the misconceptions that often emerge. Offer information to correct misconceptions that will not be addressed in the remainder of the lesson.

Materials

- ["Iowa's Constitution" essay in *The Goldfinch*](#)
- ["Iowa's Constitution" worksheet](#)

Iowa's Constitution

When the U.S. Constitution was ratified by the 13 original states, Iowa was not a state. It became a part of the United States through the Louisiana Purchase in the early nineteenth century. The Territory of Iowa was created in 1838. People who lived in the area voted down the proposition to become a state in 1840 and in 1842. They eagerly sought statehood, but opposed boundaries fixed by the U.S. Congress.

After people approved new boundaries, the first Iowa Constitution (the Constitution of 1846) was written so that Iowa could become a state. On December 3, 1846, in the Stone Capitol at Iowa City, Ansel Briggs was inaugurated as first Governor of the State of Iowa. A copy of the Constitution of Iowa was sent to Washington, D.C. It was approved by Congress, and President James Polk gave his approval on December 28, 1846.

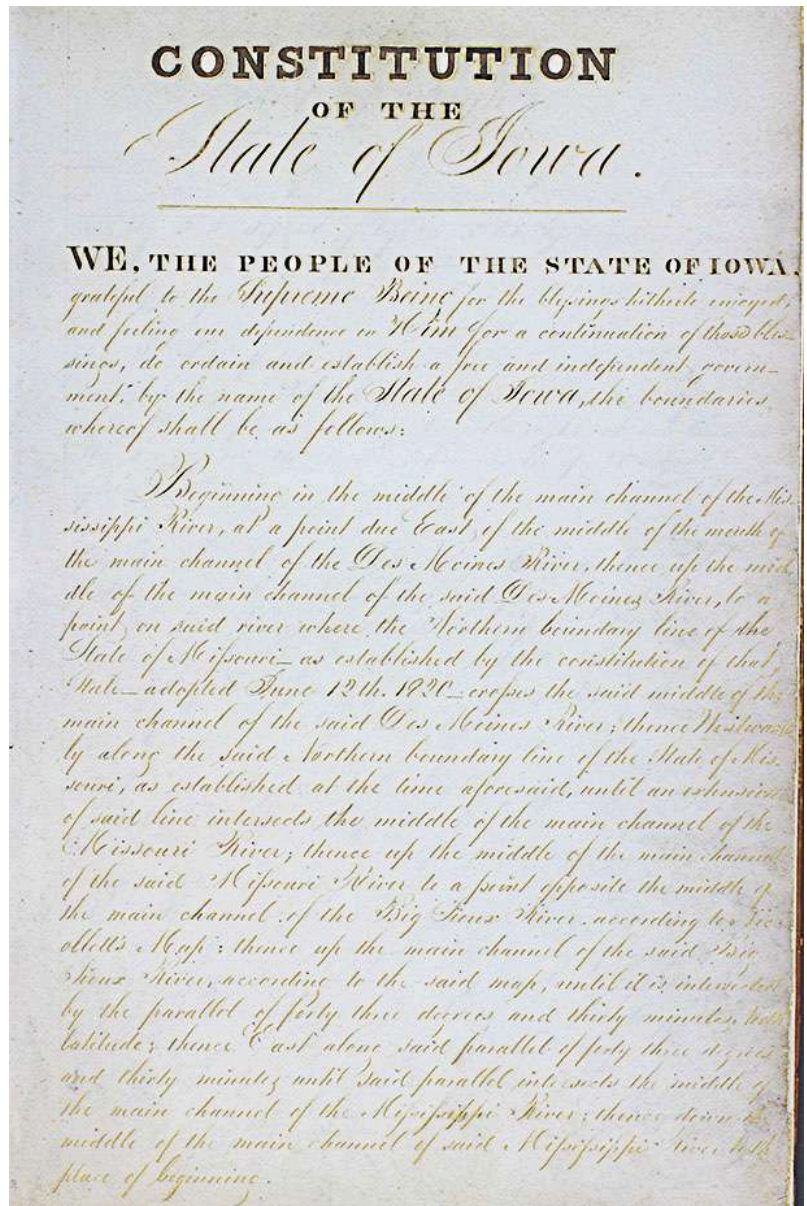
As the new state grew, the needs of its people changed. These new needs could not be met by the first constitution so a constitutional convention was called to write a new one.

No Money in Iowa

The main drawback of the first Iowa constitution was that it did not allow banks that could print and issue money (these were called "banks of issue"). Money in the 1840s was not like the money we use today. The United States government did not print paper money at all. Instead, it made gold and silver coins. Banks and businesses avoided this problem by printing notes (a kind of paper money) to use in place of gold or silver.

In the 1840s and '50s, there were over 700 banks in the U. S. Many of these printed their own notes. The value of the notes varied from bank to bank. It was impossible to know the current value of the notes of all banks. In Iowa, the Constitution of 1846 prohibited banks of issue. They had no official currency. At one time, over 300 kinds of money circulated in Iowa.

When the new Constitution of 1857 was adopted, a new bank with many branches was begun. This was called the State Bank because the state made the rules. The State Bank gave Iowans money they could trust.



This is an example worksheet that corresponds with the instructions to Part 3 to analyze Iowa's Constitution. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's [Student Materials PDF](#).

Iowa's Constitution: Why did states create their own constitutions?	
When did Iowa become a state?	<hr/> <hr/> <hr/>
Who approved Iowa's Constitution?	<hr/> <hr/> <hr/>
Why did Iowa and other states create their own constitution?	<hr/> <hr/> <hr/> <hr/>
What was the problem with Iowa's first constitution and how was the problem solved?	<hr/> <hr/> <hr/> <hr/>
Other questions I have after reading this passage...	<hr/> <hr/> <hr/> <hr/>

Comparing Preambles of Iowa and U.S. Constitutions



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Overview

Students will compare and contrast the Iowa and U.S. preambles to each constitution.

Source Background

The preamble to the U.S. Constitution, beginning with the words "We the People," is a brief introductory statement of the Constitution's fundamental purposes and guiding principles. Courts have referred to it as reliable evidence of the founders' intentions regarding the Constitution's meaning and what they hoped the Constitution would achieve.

Instructions

- 1 Have students read, compare and contrast the U.S. and Iowa preambles. Investigate these questions:
 - What is the purpose(s) of the preamble?
 - How does the preamble to the U.S. Constitution help explain why the founders thought Americans needed one?
 - What are the key words in the preamble that embody the country's ideas and Iowa's ideas?
 - Discuss how the preambles are similar or different.
- 2 Students record evidence in the [Check for Understanding worksheet](#) from the sources to help answer the supporting question: What key documents establish the foundation of America's participatory democracy?
- 3 **Formative Assessment:** You, the educator, will observe the discussion and Venn diagram creation.

Materials

- [Preamble to the U.S. Constitution](#)
- [Preamble to the Iowa Constitution](#)
- [Venn diagram](#)
- Pencil
- **Suggested Book:** *We the Kids: The Preamble to the Constitution of the United States* by David Catrow

WE, the People of the United States, in order to form a more perfect union, ■ establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.



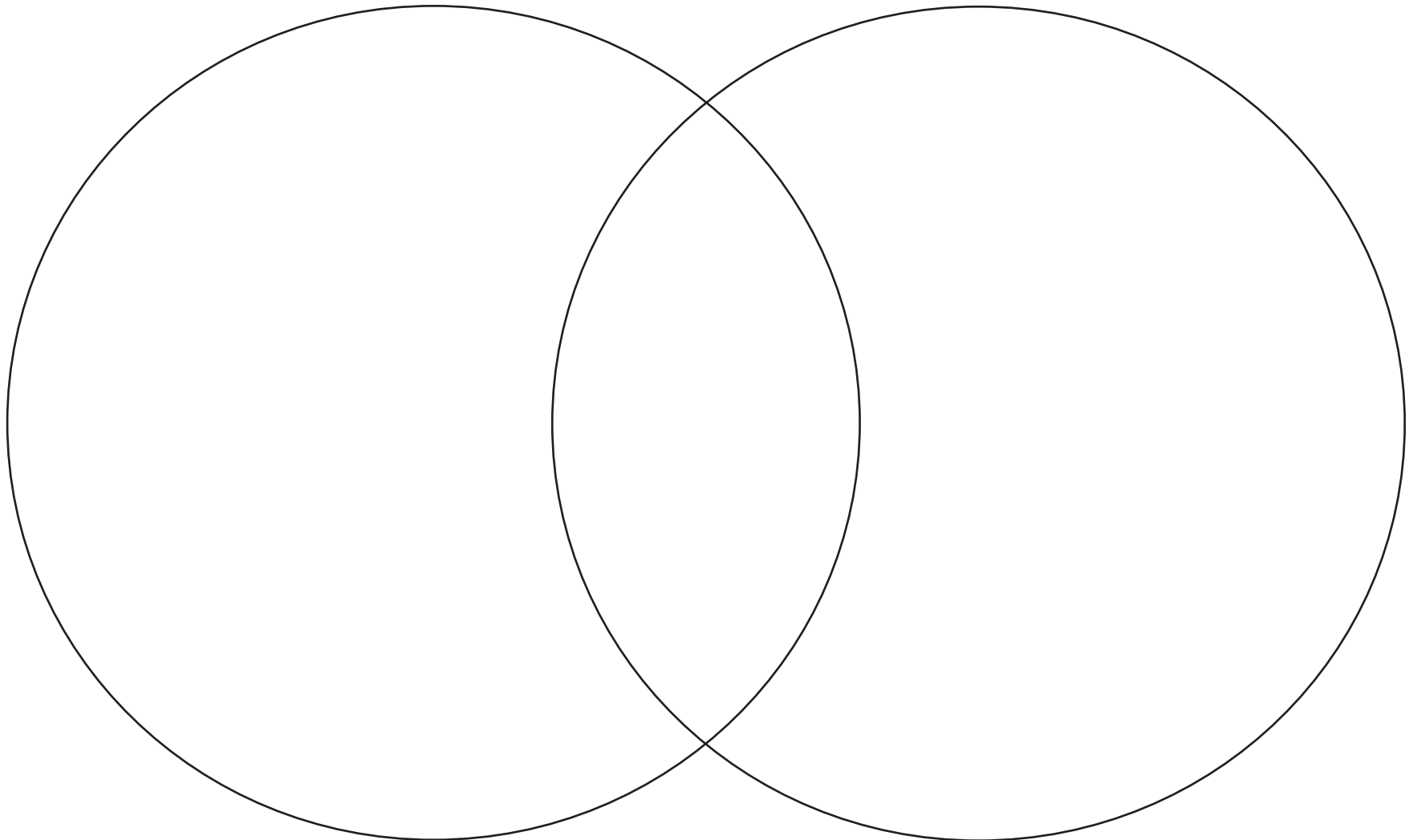
Transcribed Excerpt from the Constitution of the State of Iowa

Preamble

WE THE PEOPLE OF THE STATE OF IOWA, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence on Him for a continuation of those blessings, do ordain and establish a free and independent government, by the name of the State of Iowa, the boundaries whereof shall be as follows:

Venn Diagram

This is an example worksheet that corresponds with instructions from Part 4 to compare the preambles in the U.S. and Iowa constitutions. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's [Student Materials PDF](#).



Lesson Summative Assessment



Unit Compelling Question

Why aren't all rules good rules?



Unit Supporting Question

What key documents establish the foundation of America's participatory democracy?

Assessment Instructions

- 1 Instruct students to assemble the evidence they have collected on their [Check for Understanding worksheet](#) into an essay.
- 2 Distribute the [lesson summative assessment worksheet](#). Allow students plenty of time to write. Students can go back to the sources, worksheet and the answers to their questions as they write.
- 3 Students can use the lesson summative assessment worksheet or regular notebook paper, and they can write on notebook paper or even type their essay. Have them keep the worksheet nearby in order to consider the prompts that are in each section.

Assessment Scoring Options

Proficient	Student shows understanding of What key documents establish the foundation of America's participatory democracy with answers that are accurate.
Developing	Mixture of some accurate and some inaccurate parts.
Beginning	Student unable to write any ideas in the given time and/ or ideas are very inaccurate.

Lesson Summative Assessment

This is an example gathering evidence worksheet that corresponds with the instructions for the lesson supporting question assessment. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's [Student Materials PDF](#).

Lesson Summative Assessment

Scenario: The founders of the United States are considered geniuses for the government they created, especially considering how long it has lasted. Which key documents establish the foundation of America's participatory democracy? Provide evidence and reasoning for your essay.

<p>Introduction</p> <ul style="list-style-type: none">• Start with a hook sentence.• Write the context in a sentence or two. (Refer to pre-lesson activity 1)• Write the big question in your own words in a statement.• Write your thesis (answer) in one sentence.	
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<p>Category 1</p> <ul style="list-style-type: none">• Start with topic sentence (introduces category)• Supporting Evidence• Reasoning (how evidence connects to thesis)	
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Lesson Summative Assessment

Category 2

- Start with topic sentence (introduces category)
- Supporting Evidence
- Reasoning (how evidence connects to thesis)

Category 3 *(if needed)*

- Start with topic sentence (introduces category)
- Supporting Evidence
- Reasoning (how evidence connects to thesis)

Conclusion

- Restate thesis in a new way
- Give a clincher - a final, convincing thought to leave with the reader

Government, Democracy and Laws

Amendment

An amendment is a change or addition to a law is called an amendment. The word usually refers to a change to the constitution of a government.

Articles

Seven articles, known as the Articles of Confederation, served as the written document that established the functions of the national government of the United States after it declared independence from Great Britain.

Bills of Rights

The Bill of Rights are the first 10 amendments to the U.S. Constitution. This was ratified in 1791 and guaranteed such rights as the freedoms of speech, assembly and the press.

Constitution

A constitution is a set of rules that guide how a country, state or other political organization works. The constitution may be amended or changed. The U.S. Constitution governs the entire country.

Democracy

The word democracy itself means rule by the people. Democracy is a form of government in which the people have the authority to deliberate and decide legislation, or to choose governing officials to do so.

Federal Government

A federal government is a system of dividing up power between a central national government and local state governments that are connected to one another by the national government. In the U.S., the federal government is composed of three distinct branches: legislative, executive and judicial.

Founding

The act of founding is the establishing or originating an institution or organization.

Participatory Democracy

A participatory democracy emphasizes the broad participation of constituents in the direction and operation of political systems (people are in power and thus that all democracies are participatory).

Rights

Rights are legal, social or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people according to some legal system, social convention or ethical theory.

Additional Resources for Educators

[Government, Democracy and Laws Primary Source Set](#)

This digital source set offers many suffrage primary sources, source-dependent questions and links to additional resources. This includes information about U.S. government, democracy and laws.

[George Mason - Virginia Bill of Rights](#)

This webpage has quotes from George Mason, who was an American planter, politician and delegate to the U.S. Constitutional Convention of 1787. He was one of three delegates who refused to sign the Constitution.

[Khan Academy: Democratic Ideals in the Declaration of Independence and the Constitution](#)

This webpage offers perspective about the democratic ideals that led to the development of the Declaration of Independence and U.S. Constitution.

[National Constitution Center: Educational Videos](#)

This organization offers free educational video lessons that feature the museum's education staff, distinguished scholars and even some famous faces who bring America's democracy and the stories of "We the People" to life.

[Prequel to Independence](#)

This is a National Archives digital activity to sort documents and images related to the founding of the United States.

[The Iowa Constitution from Iowa PBS](#)

This webpage from Iowa PBS and Iowa Pathways focuses on the creation and implementation of the Iowa Constitution.

[The Mini Page: Amendments 11-26](#)

This archived article from *The Mini Page* - an educational children's newspaper - focuses on the Amendments 11 through 26 of the U.S. Constitution.

[The Mini Page: Bill of Rights](#)

This archived issue of *The Mini Page* - an educational children's newspaper - focuses on the Bill of Rights.

[The Mini Page: Creating a Federal Government - States and the Constitution](#)

This reading passage explains the power of the federal government and state governments.

The Bill of Rights in Translation: What It Really Means by Amie Jane Leavitt

This book explains the meaning of the Bill of Rights for students.

The Declaration of Independence in Translation: What It Really Means by Amie Jane Leavitt

This book explains the meaning of the Declaration of Independence for students.

We the Kids: The Preamble to the Constitution of the United States by David Catrow

This book is helpful to inspire discussion in classrooms with an illustrated look at the Preamble of the U.S. Constitution and provides an accessible introduction to America's founding ideals for citizens of all ages.