Goldie's HISTORY KITS



Government, Democracy and Laws

TEACHER MANUAL

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct about government, democracy and laws. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. **Goldie's Kids Club** is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the **State Historical Society of Iowa's Primary Source Sets**. These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to government, democracy and laws. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding of government, democracy and laws from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.

Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like… cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproduceable worksheets and instructions to prepare your lesson.



Goldie's History Kit Connection: There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like… cards activity.

Read Aloud, History Mystery & Think Like… Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like… cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

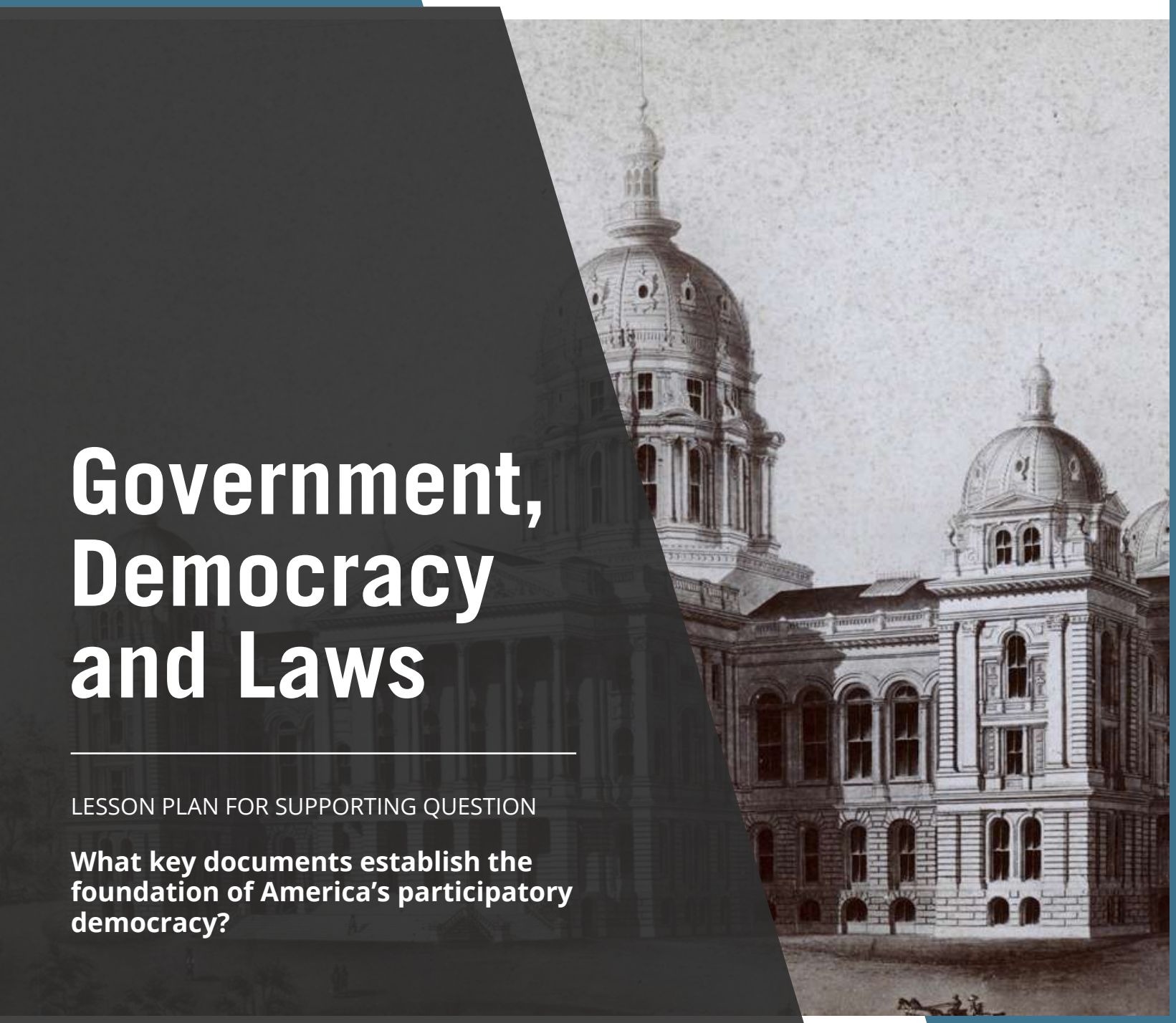
Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a **Google Drive folder**, where materials can be downloaded.

Register for Free Goldie's History Kit Merchandise

Receive Goldie's History Kit merchandise by submitting your contact information to the **online form**.

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

READ IOWA HISTORY

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 you see fit for your 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

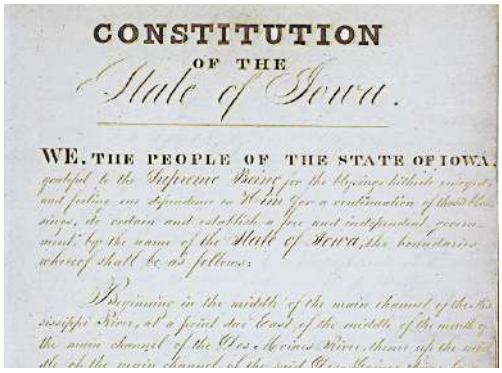
Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list, instructions and Goldie's History Kit Connections (see below). 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 your own.

Goldie's History Kit Connection: A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

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 student worksheets are available on the USB flash drive and in the **Google Drive folder** for easiest reproduction.


CONSTITUTION
OF THE
State of Iowa.

WE, THE PEOPLE OF THE STATE OF IOWA,

Courtesy of Iowa Secretary of State, "Constitution of the State of Iowa," 1857

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. Reproduceable assessment worksheets also are available on the USB flash drive and **Google Drive folder**.

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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Compelling and Supporting Questions

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** question 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.

Goldie's History Kit Connection: To continue the introduction to the founding documents, refer to either ***The Constitution Decoded: A Guide to the Document that Shapes Our Nation*** or ***The U.S. Constitution: Why It Matters to You***. Read either book and discuss the questions.

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**

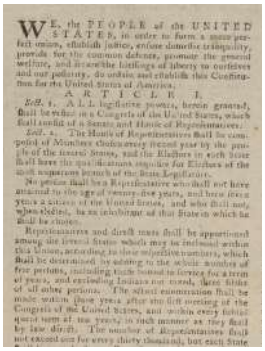
Founding Documents

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


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

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.


WE, the PEOPLE of the UNITED STATES, in order to form a more perfect union, establish justice, ensure 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.

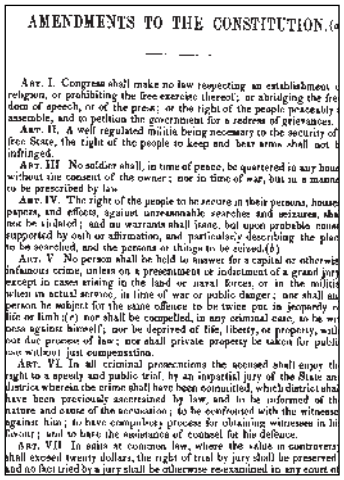
ARTICLE I.

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.


AMENDMENTS TO THE CONSTITUTION.

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, takes 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

The main idea is...	
Big Idea: **The Declaration of Independence**	**Details...** ●
Big Idea: **U.S. Constitution**	**Details...** ●
Big Idea: **The Bill of Rights**	**Details...** ●
The concluding idea is...	

Summary of Reading Passage

Write summary about **Founding Documents reading passage**.

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.

> **Goldie's History Kit Connection:** To continue the introduction to early American history and its impact on the founding documents, refer to ***Rescuing the Declaration of Independence: How we Almost Lost the Words that Built America*** and discuss the 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.

> **Goldie's History Kit Connection:** There are two other Think Like... cards included - **Alexander Clark** and **Sue M. Wilson Brown**. These cards connect directly to the theme of the kit. Feel free to include them in this exercise or use them with the Kit Connections.

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.

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. Theirs 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?

Instructions continued on next page

Materials

- Vocabulary list
- "The Great Law of Peace" video about Injunuinty
- Video analysis worksheet
- Check for Understanding worksheet

The Great Law of Peace and the Iroquois Confederacy

Instructions continued

Goldie's History Kit Connection: To learn more about the original 13 colonies, refer to ***Unite or Die: How Thirteen States Became a Nation*** and discuss the questions.

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.

“The Great Law of Peace” Video about Injunuinty, November 12, 2013



Courtesy of Vision Maker Media, “The Great Law of Peace - Injunuinty,” 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

Anticipate.
What is the title? What do you think you will see?

Meet the video.
Type (check all that apply):

- O Animation O Propaganda O Promotional O Training film O Combat film
- O Newsreel O News report O Informational O Documentary O Entertainment
- O Commercial O Other

Elements (check all that apply):

- O Music O Live action O Narration O Special effects O Background noise
- O Color O Black and White O Animation O Dramatizations

What is the mood or tone?

Observe its parts.
List the people, objects and activities you see.

PEOPLE	PLACES	ACTIVITIES

Write one sentence summarizing this video.

Try to make sense of it.
When is this video from? What was happening at the time in history it was created?

Who made it? Who do you think is the intended audience?

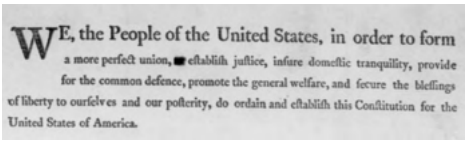
How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.

Use it as historical evidence.
What did you find out from this video that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

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.

What key documents establish the foundation of America's participatory democracy?	
"The Great Law of Peace" Video about Injunuinty, November 12, 2013 	
Declaration of Independence, July 4, 1776 	
Preamble to the U.S. Constitution, September 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.	
U.S. Constitution, September 1787 	
Bill of Rights in the U.S. Constitution, September 25, 1789 	

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 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?

Goldie's History Kit Connection: To learn more about the founding documents, refer to ***Rescuing the Declaration of Independence: How we Almost Lost the Words that Built America*** and discuss the questions. Refer to ***The Constitution Decoded: A Guide to the Document that Shapes Our Nation*** or ***The U.S. Constitution: Why It Matters to You***. Read either book and discuss.

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

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**.

4. 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***

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

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.

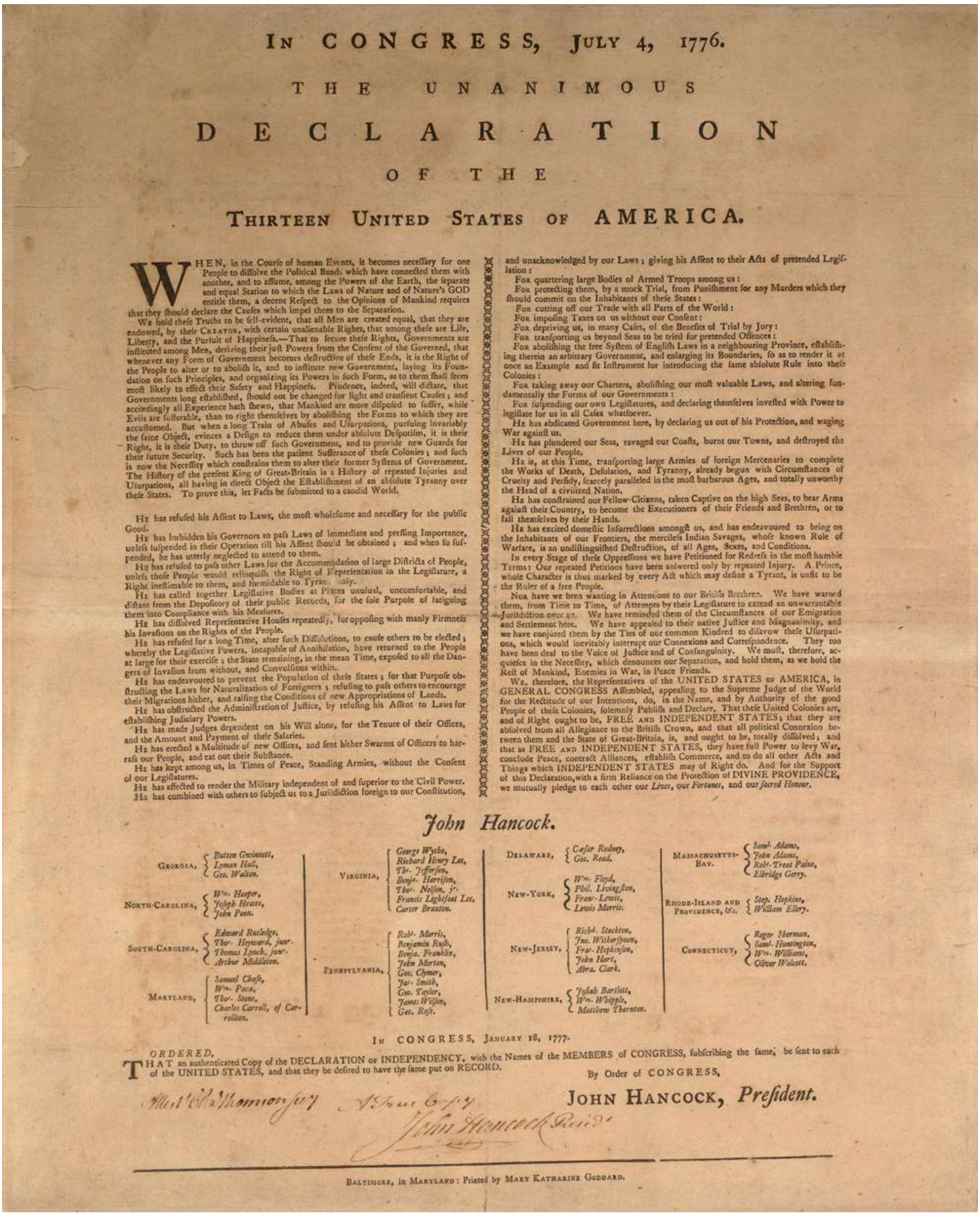
Goldie's History Kit Connection: To connect the founding documents to the ability for citizens to vote and the voting process, refer to the **Election Returns Dance Poster**, **Candidate Business Card**, **Caucus Ballot Container** and **Iowa Caucus Information Folder**. Discuss the object and questions.

6. **Formative Assessment:** You, the educator, will observe the discussion and/or evidence being record in the **Check for Understanding worksheet**.

Independence Hall in Philadelphia, Pennsylvania, ca. 1900



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 Tyrants only.

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

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

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

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

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

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

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

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

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

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

FOR quartering large Bodies of Armed Troops among us:

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

FOR cutting off our Trade with all Parts of the World:

FOR impoſing Taxes on us without our Conſent:

FOR depriving us, in many Caſes, of the Benefits of Trial by Jury:

FOR tranſporting us beyond Seas to be tried for pretended Offences:

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

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

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

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

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

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

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

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

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

NOR have we been wanting in Attentions to our Britiſh Brethren. We have warned them, from Time to Time, of Attempts by their Legiſlature to extend an unwarrantable Juriſdiction over us. We have reminded them of the Circumſtances of our Emigration and Settlement here. We have appealed to their native Juſtice and Magnanimity, and we have conjured them by the Ties of our common Kindred to diſavow theſe Uſurpations, which would inevitably interrupt our Connexions and Correſpondence. They too have been deaf to the Voice of Juſtice and of Conſanguinity. We muſt, therefore, acquieſce in the Neceſſity, which denounces our Separation, and hold them, as we hold the Reſt of Mankind, Enemies in War, in Peace Friends.

WE, therefore, the Repreſentatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS Aſſembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of theſe Colonies, ſolemnly Publiſh and Declare, That theſe United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are abſolved from all Allegiance to the Britiſh Crown, and that all political Connexion 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, *Button Gwinnett, Lyman Hall, Geo. Walton.*

NORTH-CAROLINA, *Wm. Hooper, Joſeph Hewes, John Penn.*

SOUTH-CAROLINA, *Edward Rutledge, Thos. Heyward, junr. Thomas Lynch, junr. Arthur Middleton.*

MARYLAND, *Samuel Chaſe, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.*

VIRGINIA, *George Wythe, Richard Henry Lee, Thos. Jefferſon, Benja. Harriſon, Thos. Nelſon, jr. Francis Lightfoot Lee, Carter Braxton.*

PENNSYLVANIA, *Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilſon, Geo. Roſs.*

DELAWARE, *Cæſar Rodney, Geo. Read.*

NEW-YORK, *Wm. Floyd, Phil. Livingſton, Frans. Lewis, Lewis Morris.*

NEW-JERSEY, *Richd. Stockton, Jno. Witherſpoon, Frar. Hopkinſon, John Hart, Abra. Clark.*

NEW-HAMPSHIRE, *Joſiah Bartlett, Wm. Whipple, Matthew Thornton.*

MASSACHUSETTS-BAY, *Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.*

RHODE-ISLAND AND PROVIDENCE, &c. *Step. Hopkins, William Ellery.*

CONNECTICUT, *Roger Sherman, Samel. Huntington, Wm. Williams, Oliver Wolcott.*

IN CONGRESS, JANUARY 18, 1777.

ORDERED,

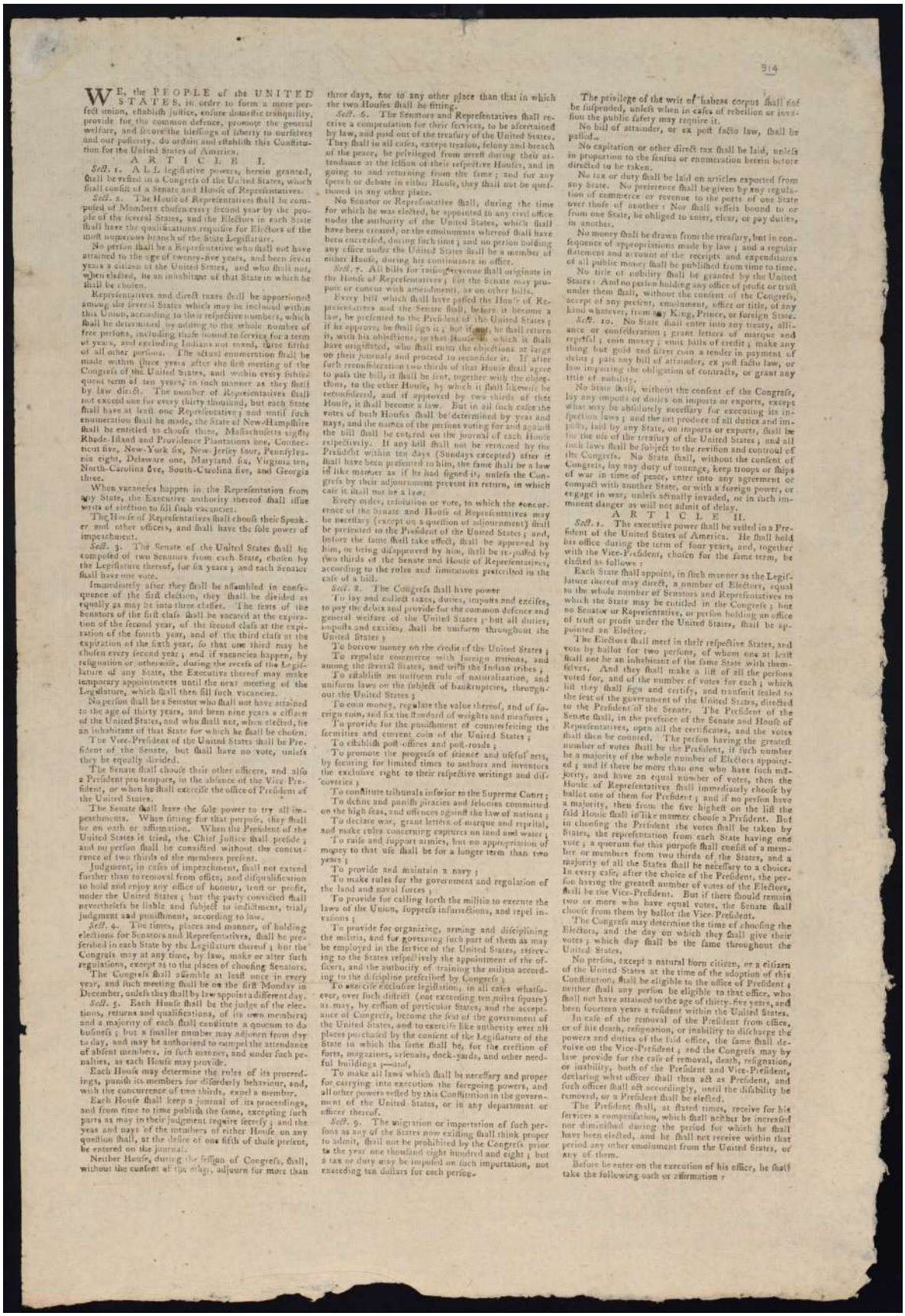
THAT an authenticated Copy of the DECLARATION OF INDEPENDENCY, with the Names of the MEMBERS of CONGRESS, ſubſcribing the ſame, be ſent to each of the UNITED STATES, and that they be deſired to have the ſame put on RECORD.

By Order of CONGRESS,

JOHN HANCOCK, *Preſident.*

BALTIMORE, in MARYLAND: Printed by MARY KATHARINE GODDARD.

Courtesy of Library of Congress, "In Congress, July 4, 1776. The unanimous declaration of the thirteen United States of America," 4 July 1776



WE, the PEOPLE of the UNITED STATES, in order to form a more perfect union, eſtabliſh juſtice, enſure 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.

Sect. 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.

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

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

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

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

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

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

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

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

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

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

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

Judgment, in caſes of impeachment, ſhall not extend further than to removal from office, and diſqualification to hold and enjoy any office of 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.

Sect. 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.

Sect. 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 authoriſed to compel the attendance of abſent members, in ſuch manner, and under ſuch penalties, as each Houſe may provide.

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

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

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

Sect. 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 encreaſed, 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.

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

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

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

Sect. 8. The Congreſs ſhall have power

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

To borrow money on the credit of the United States;

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

To eſtabliſh an uniform rule of naturalization, and uniform laws on the ſubject of bankruptcies, throughout the United States;

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

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

To eſtabliſh poſt-offices and poſt-roads;

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

To conſtitute tribunals inferior to the Supreme Court;

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

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

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

To provide and maintain a navy;

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

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

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

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

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

Sect. 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 ſenſus or enumeration herein before directed to be taken.

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

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

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

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

ARTICLE II.

Sect. 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 member or members from two thirds of the States, and a majority of all the States ſhall be neceſſary to a choice. In every caſe, after the choice of the Preſident, the perſon having the greateſt number of votes of the Electors, ſhall be the Vice-Preſident. But if there ſhould remain two or more who have equal votes, the Senate ſhall 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.

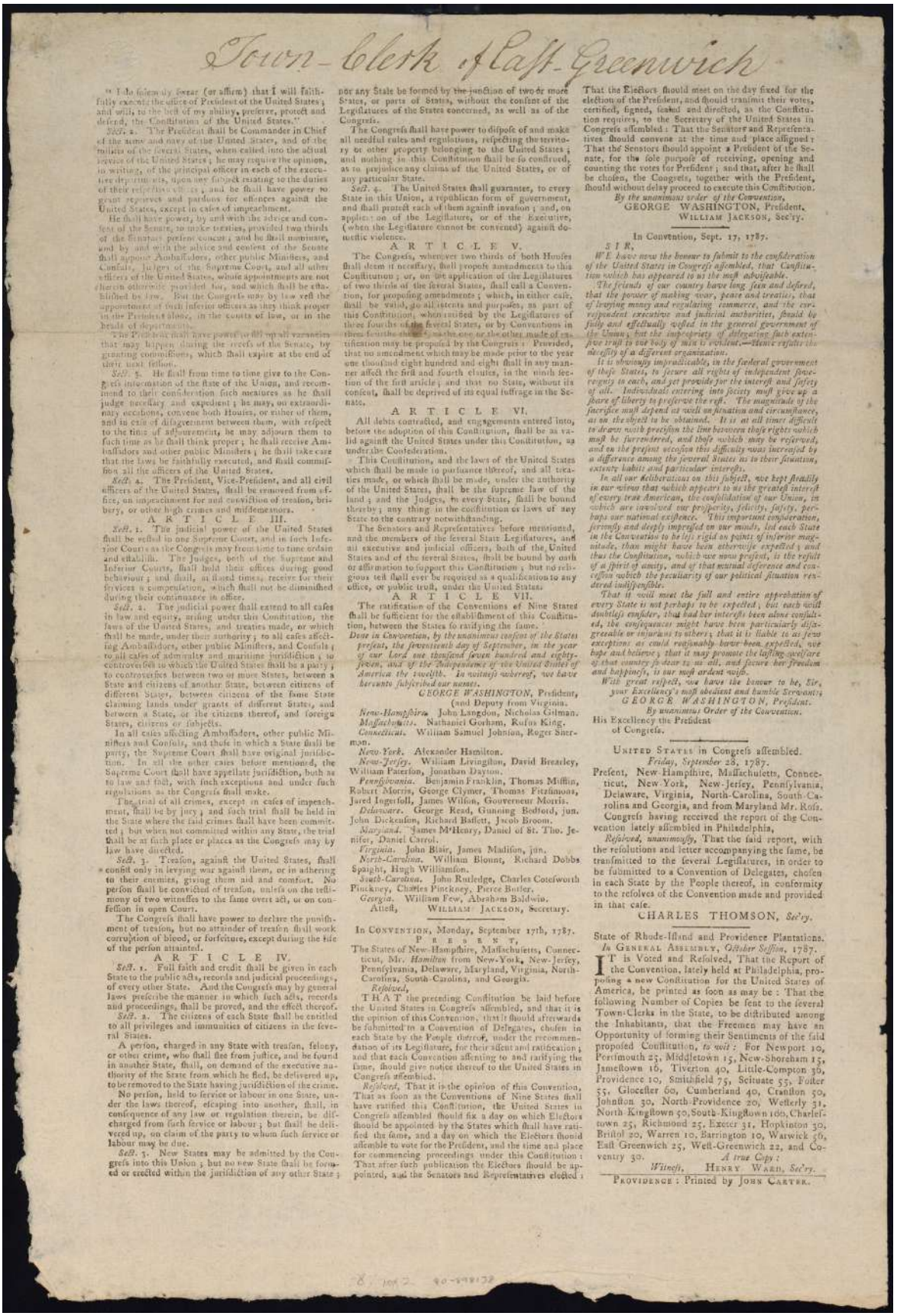
No perſon, except a natural born citizen, or a citizen of the United States at the time of the adoption of this Conſtitution, ſhall be eligible to the office of Preſident; neither ſhall any perſon be eligible to that office, who ſhall not have attained to the age of thirty-five years, and been fourteen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

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

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

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

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



Town-Clerk of East-Greenwich

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States; and will, to the best of my ability, preserve, protect and defend, the Constitution of the United States."

Sect. 2. The President shall be Commander in Chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices; and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate shall appoint Ambassadors, other public Ministers, and Consuls, Judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law. But the Congress may by law vest the appointment of such inferior officers as they think proper in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions, which shall expire at the end of their next session.

Sect. 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Sect. 4. The President, Vice-President, and all civil officers of the United States, shall be removed from office, on impeachment for and conviction of treason, bribery, or other high crimes and misdemeanors.

ARTICLE III.

Sect. 1. The judicial power of the United States shall be vested in one Supreme Court, and in such Inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the Supreme and Inferior Courts, shall hold their offices during good behaviour; and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office.

Sect. 2. The judicial power shall extend to all cases in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting Ambassadors, other public Ministers, and Consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more States, between a State and citizens of another State, between citizens of different States, between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign States, citizens or subjects.

In all cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

Sect. 3. Treason, against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on confession in open Court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

ARTICLE IV.

Sect. 1. Full faith and credit shall be given in each State to the public acts, records and judicial proceedings, of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings, shall be proved, and the effect thereof.

Sect. 2. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

A person, charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

No person, held to service or labour in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labour; but shall be delivered up, on claim of the party to whom such service or labour may be due.

Sect. 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the Legislatures of the States concerned, as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations, respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed, as to prejudice any claims of the United States, or of any particular State.

Sect. 4. The United States shall guarantee, to every State in this Union, a republican form of government, and shall protect each of them against invasion; and, on application of the Legislature, or of the Executive, (when the Legislature cannot be convened) against domestic violence.

ARTICLE V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution; or, on the application of the Legislatures of two thirds of the several States, shall call a Convention, for proposing amendments; which, in either case, shall be valid, to all intents and purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress: Provided, that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses, in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI.

All debts contracted, and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the Judges, in every State, shall be bound thereby; any thing in the constitution or laws of any State to the contrary notwithstanding.

The Senators and Representatives before mentioned, and the members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office, or public trust, under the United States.

ARTICLE VII.

The ratification of the Conventions of Nine States shall be sufficient for the establishment of this Constitution, between the States so ratifying the same.

Done in Convention, by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord one thousand seven hundred and eighty-seven, and of the Independence of the United States of America the twelfth. In witness whereof, we have hereunto subscribed our names.

GEORGE WASHINGTON, President,
(and Deputy from Virginia.

New-Hampshire. John Langdon, Nicholas Gilman.
Massachusetts. Nathaniel Gorham, Rufus King.
Connecticut. William Samuel Johnson, Roger Sherman.
New-York. Alexander Hamilton.
New-Jersey. William Livingston, David Brearley, William Paterson, Jonathan Dayton.
Pennsylvania. Benjamin Franklin, Thomas Mifflin, Robert Morris, George Clymer, Thomas Fitzsimons, Jared Ingersoll, James Wilson, Gouverneur Morris.
Delaware. George Read, Gunning Bedford, jun. John Dickenson, Richard Bassett, Jacob Broom.
Maryland. James M'Henry, Daniel of St. Tho. Jenifer, Daniel Carrol.
Virginia. John Blair, James Madison, jun.
North-Carolina. William Blount, Richard Dobbs Spaight, Hugh Williamson.
South-Carolina. John Rutledge, Charles Cotesworth Pinckney, Charles Pinckney, Pierce Butler.
Georgia. William Few, Abraham Baldwin.

Attest, WILLIAM JACKSON, Secretary.

In CONVENTION, Monday, September 17th, 1787.

PRESENT,

The States of New-Hampshire, Massachusetts, Connecticut, Mr. *Hamilton* from New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina, and Georgia.

Resolved,

THAT the preceding Constitution be laid before the United States in Congress assembled, and that it is the opinion of this Convention, that it should afterwards be submitted to a Convention of Delegates, chosen in each State by the People thereof, under the recommendation of its Legislature, for their assent and ratification; and that each Convention assenting to and ratifying the same, should give notice thereof to the United States in Congress assembled.

Resolved, That it is the opinion of this Convention, That as soon as the Conventions of Nine States shall have ratified this Constitution, the United States in Congress assembled should fix a day on which Electors should be appointed by the States which shall have ratified the same, and a day on which the Electors should assemble to vote for the President, and the time and place for commencing proceedings under this Constitution: That after such publication the Electors should be appointed, and the Senators and Representatives elected: That the Electors should meet on the day fixed for the election of the President, and should transmit their votes, certified, signed, sealed and directed, as the Constitution requires, to the Secretary of the United States in Congress assembled: That the Senators and Representatives should convene at the time and place assigned: That the Senators should appoint a President of the Senate, for the sole purpose of receiving, opening and counting the votes for President; and that, after he shall be chosen, the Congress, together with the President, should without delay proceed to execute this Constitution.

By the unanimous order of the Convention,
GEORGE WASHINGTON, President.
WILLIAM JACKSON, Sec'ry.

In Convention, Sept. 17, 1787.

SIR,

WE have now the honour to submit to the consideration of the United States in Congress assembled, that Constitution which has appeared to us the most advisable.

The friends of our country have long seen and deplored, that the power of making war, peace and treaties, that of levying money and regulating commerce, and the correspondent executive and judicial authorities, should be fully and effectually vested in the general government of the Union; but the impropriety of delegating such extensive trust to one body of men is evident.—Hence results the necessity of a different organization.

It is obviously impracticable, in the federal government of these States, to secure all rights of independent sovereignty to each, and yet provide for the interest and safety of all. Individuals entering into society must give up a share of liberty to preserve the rest. The magnitude of the sacrifice must depend as well on situation and circumstance, as on the object to be obtained. It is at all times difficult to draw with precision the line between those rights which must be surrendered, and those which may be reserved, and on the present occasion this difficulty was increased by a difference among the several States as to their situation, extent, habits and particular interests.

In all our deliberations on this subject, we kept steadily in our view that which appears to us the greatest interest of every true American, the consolidation of our Union, in which are involved our prosperity, felicity, safety, perhaps our national existence. This important consideration, seriously and deeply impressed on our minds, led each State in the Convention to be less rigid on points of inferior magnitude, than might have been otherwise expected; and thus the Constitution, which we now present, is the result of a spirit of amity, and of that mutual deference and concession which the peculiarity of our political situation rendered indispensible.

That it will meet the full and entire approbation of every State is not perhaps to be expected; but each will doubtless consider, that had her interests been alone consulted, the consequences might have been particularly disagreeable or injurious to others; that it is liable to as few exceptions as could reasonably have been expected, we hope and believe; that it may promote the lasting welfare of that country dear to us all, and secure her freedom and happiness, is our most ardent wish.

With great respect, we have the honour to be, Sir, your Excellency's most obedient and humble Servants,
GEORGE WASHINGTON, President.
By unanimous Order of the Convention.

His Excellency the President
of Congress.

UNITED STATES in Congress assembled.

Friday, September 28, 1787.

Present, New-Hampshire, Massachusetts, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Virginia, North-Carolina, South-Carolina and Georgia, and from Maryland Mr. Ross.

Congress having received the report of the Convention lately assembled in Philadelphia,

Resolved, unanimously, That the said report, with the resolutions and letter accompanying the same, be transmitted to the several Legislatures, in order to be submitted to a Convention of Delegates, chosen in each State by the People thereof, in conformity to the resolves of the Convention made and provided in that case.

CHARLES THOMSON, *Sec'ry.*

State of Rhode-Island and Providence Plantations.

In GENERAL ASSEMBLY, *October Session*, 1787.

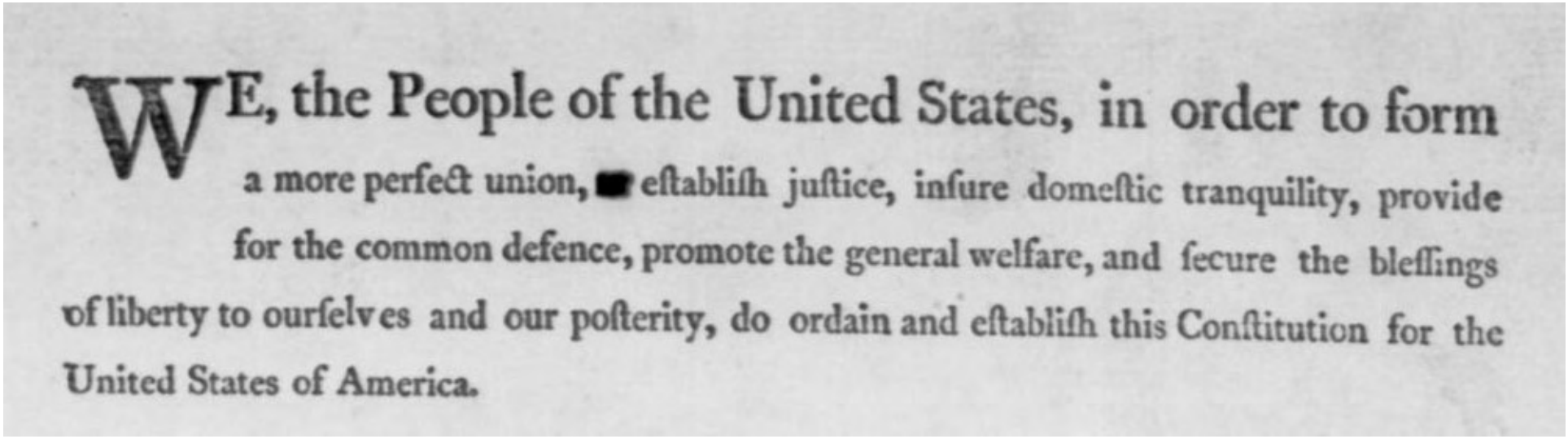
IT is Voted and Resolved, That the Report of the Convention, lately held at Philadelphia, proposing a new Constitution for the United States of America, be printed as soon as may be: That the following Number of Copies be sent to the several Town-Clerks in the State, to be distributed among the Inhabitants, that the Freemen may have an Opportunity of forming their Sentiments of the said proposed Constitution, *to wit:* For Newport 10, Portsmouth 25, Middletown 15, New-Shoreham 15, Jamestown 10, Tiverton 40, Little-Compton 30, Providence 10, Smithfield 75, Scituate 55, Foster 55, Glocester 60, Cumberland 40, Cranston 50, Johnston 30, North-Providence 20, Wetterly 31, North-Kingstown 50, South-Kingstown 100, Charlestown 25, Richmond 25, Exeter 31, Hopkinton 30, Bristol 20, Warren 10, Barrington 10, Warwick 50, East Greenwich 25, West-Greenwich 22, and Coventry 30.

A true Copy:
Witness, HENRY WARD, *Sec'ry.*

PROVIDENCE: Printed by JOHN CARTER.

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

Preamble to the U.S. Constitution, September 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.

Courtesy of Library of Congress, Preamble to the U.S. Constitution, September 1787

Bill of Rights in the U.S. Constitution, September 25, 1789

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 prohibited. No warrant to issue but on oath or affirmation.

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. — Trials for capital offences, or infamous crimes. No one to be twice put in jeopardy of life or limb, for the same offence. Private property 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.

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) — Trial by jury in civil cases.

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

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

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

(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.

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Courtesy of Library of Congress, Madison, James, "Amendment to the U.S. Constitution," U.S. Congress, 25 September 1789

Bill of Rights in the U.S. Constitution, September 25, 1789

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

Limitation of the judicial power.

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*)

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

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.

Courtesy of Library of Congress, Madison, James, "Amendment to the U.S. Constitution," U.S. Congress, 25 September 1789

Be an Image Detective!

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.

<table>
<tr><td colspan="2">Title:
Who made the image?
What year?</td><td>What kind of image is it?
___ photo ___ drawing/cartoon
___ painting ___ advertisement
___ something else</td></tr>
<tr><td>Start with the Basics
In one sentence, what is happening in this image?

Is the image ...
____ black & white ____ color

What does this tell us about when the image was made?

Is there a caption?
____ yes ____ no

If so, what does the caption tell you?</td><td>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?</td><td>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?</td></tr>
<tr><td colspan="3">What questions does this image lead you to ask?</td></tr>
</table>

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 question: 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.
   - 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?"

Materials

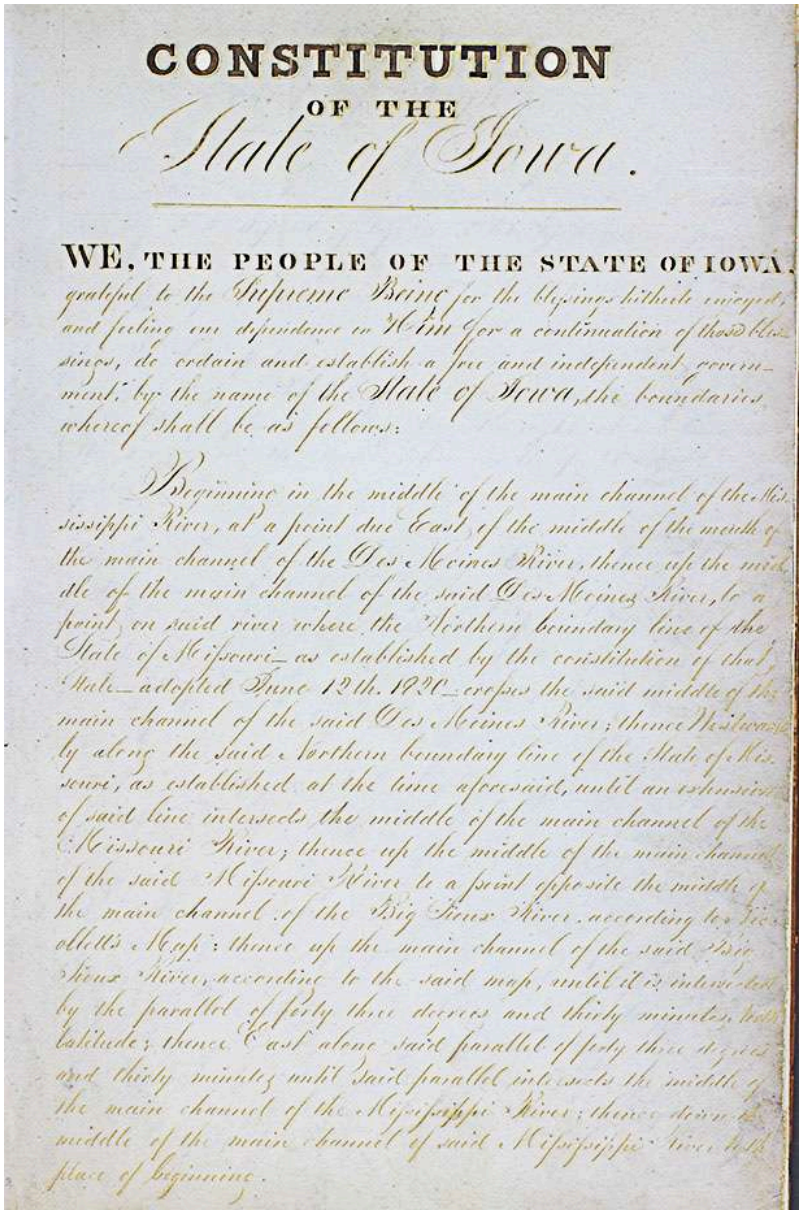
- **"Iowa's Constitution" essay in *The Goldfinch***
- **"Iowa's Constitution" worksheet**

Goldie's History Kit Connection: To make a deeper Iowa connection, refer to the **Think Like... Alexander Clark card**. Read the biography and discuss the questions. Refer to **Iowa Supreme Court Judicial Robe** and **Iowa Legislative Gavels**. Discuss the objects and questions.

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.

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.



CONSTITUTION
OF THE
State of Iowa.

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 bless-
ings, do ordain and establish a free and independent govern-
ment, by the name of the State of Iowa, the boundaries
whereof shall be as follows:

Beginning in the middle of the main channel of the Mis-
sissippi River, at a point due East of the middle of the mouth of
the main channel of the Des Moines River, thence up the mid-
dle of the main channel of the said Des Moines River, to a
point on said river where the Northern boundary line of the
State of Missouri as established by the constitution of that
State adopted June 12th. 1820 crosses the said middle of the
main channel of the said Des Moines River; thence West-
erly along the said Northern boundary line of the State of Mis-
souri, as established at the time aforesaid, until an extension
of said line intersects the middle of the main channel of the
Missouri River; thence up the middle of the main channel
of the said Missouri River to a point opposite the middle of
the main channel of the Big Sioux River, according to Nic-
ollets Map: thence up the main channel of the said Big
Sioux River, according to the said map, until it is intersected
by the parallel of forty three degrees and thirty minutes, North
Latitude; thence East along said parallel of forty three degrees
and thirty minutes until said parallel intersects the middle of
the main channel of the Mississippi River; thence down the
middle of the main channel of said Mississippi River to the
place of beginning.

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.

Courtesy of the State Historical Society of Iowa, "Iowa Constitution," The Goldfinch: Iowa's Constitution, Vol. 8, No. 3, pp. 6, February 1987

Iowa's Constitution

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? Who approved Iowa's Constitution?	
Why did Iowa and other states create their own constitution?	
What was the problem with Iowa's first constitution and how was the problem solved?	
Other questions I have after reading this passage...	

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?

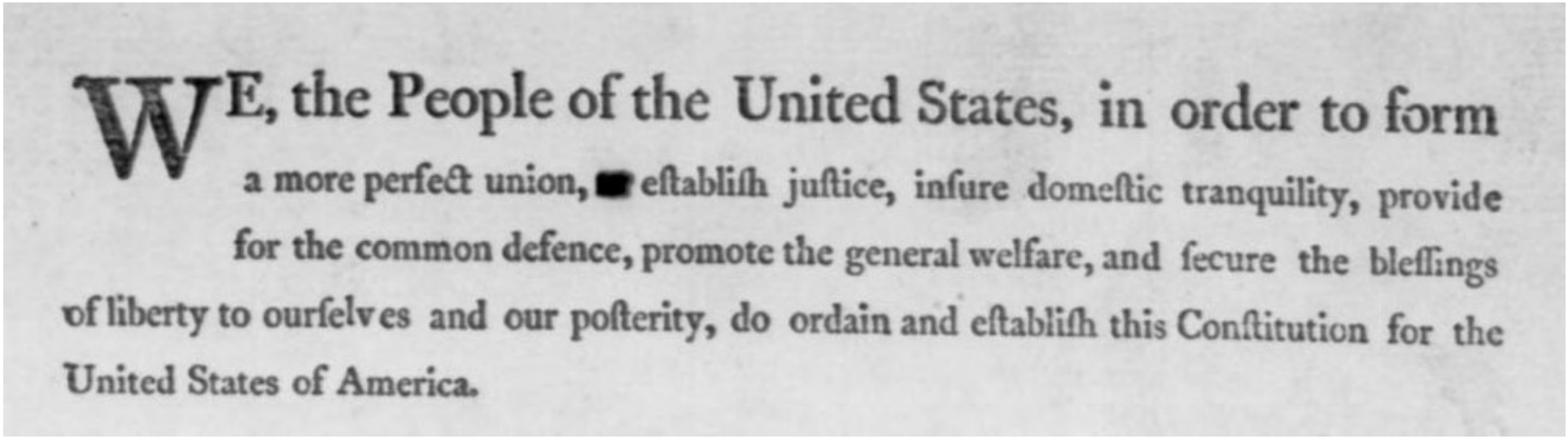
> **Goldie's History Kit Connection:** To learn about people who had to fight for the right to vote, refer to ***Equality's Call: The Story of Voting Rights in America*** and discuss the questions. Refer to the **Think Like... Sue M. Wilson Brown card**; read the biography and discuss the questions. Refer to the **Women's Suffrage Sash**. Discuss the object and questions.

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

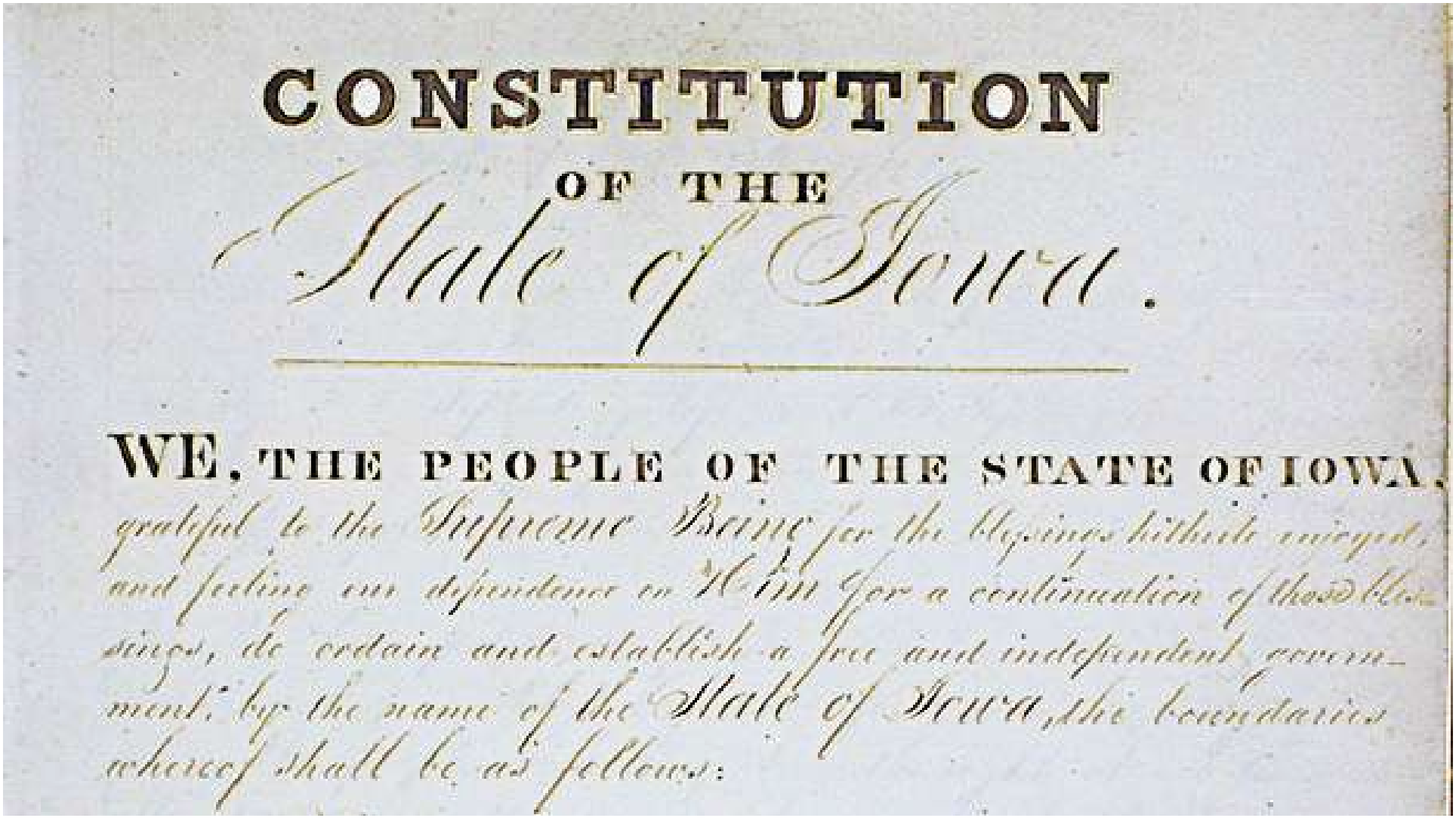
Preamble to the U.S. Constitution, September 1787



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.

Courtesy of Library of Congress, Preamble to the U.S. Constitution, September 1787

Preamble to the Iowa Constitution, September 1787



CONSTITUTION

OF THE

State of Iowa.

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 bless-
ings, do ordain and establish a free and independent govern-
ment, by the name of the State of Iowa, the boundaries
whereof shall be as follows:

Courtesy of Iowa Secretary of State, "Constitution of the State of Iowa," 1857

STATE HISTORICAL SOCIETY OF IOWA

TEACHING WITH PRIMARY SOURCES

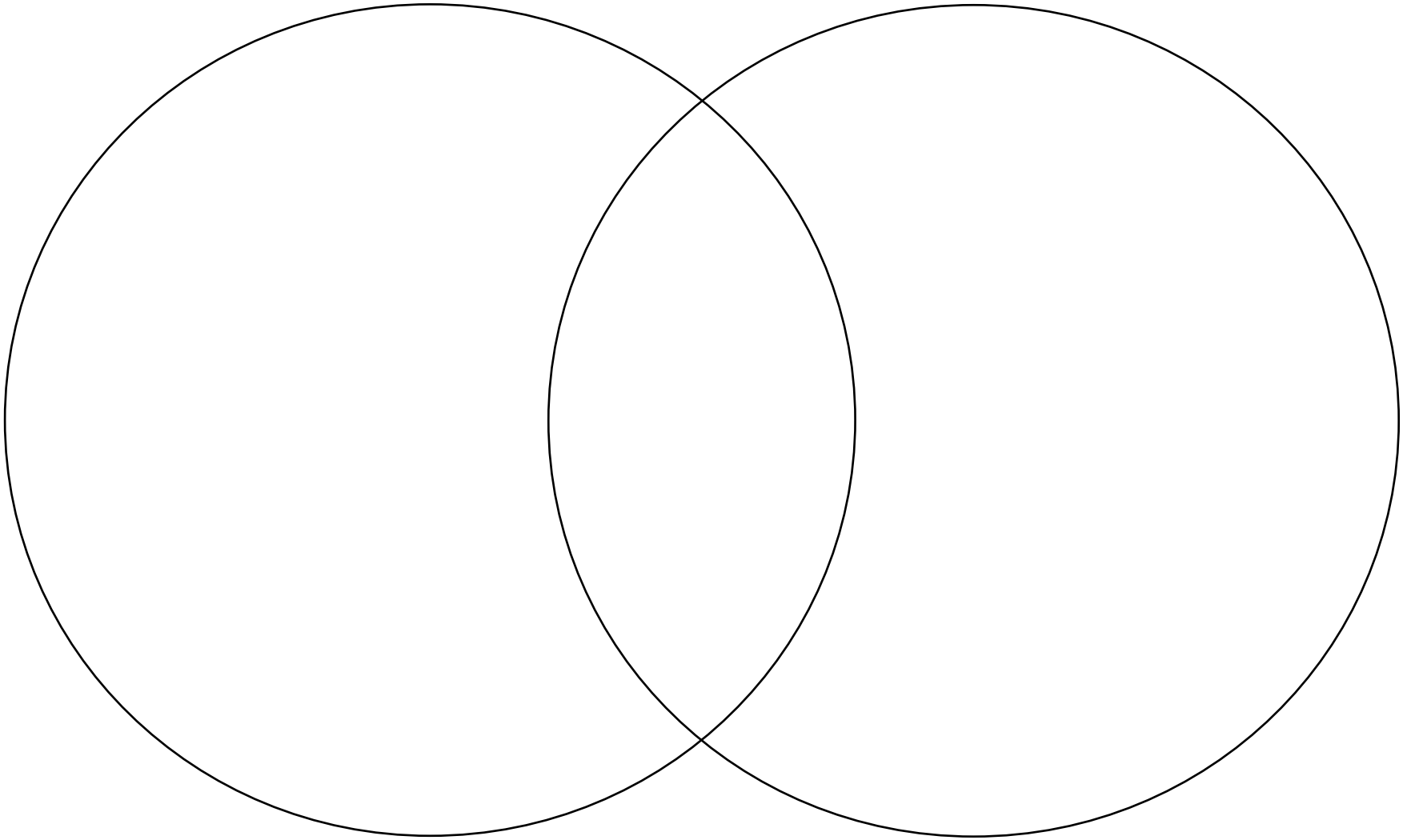
Transcribed Excerpt from the Constitution of the State of Iowa

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:

Courtesy of Iowa Secretary of State, "Constitution of the State of Iowa," 1857

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.

Introduction • 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.	

Category 1 • Start with topic sentence (introduces category) • Supporting Evidence • Reasoning (how evidence connects to thesis)	

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.

READ ALOUD

EDUCATOR MATERIALS

Government, Democracy and Laws



5TH GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Government, Democracy and Laws

Introduction

A **"read aloud"** is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie's History Kit provides four books related to government, democracy and laws. This read aloud activity directly combines literacy and Iowa history in an easily reproduceable format.

What's Included

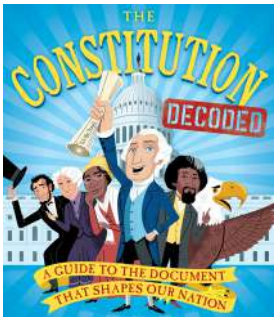
Each Read Aloud Activity Features

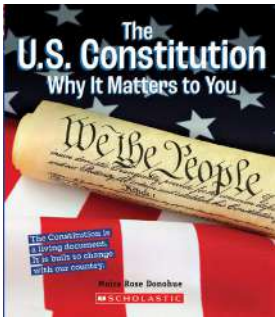
- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

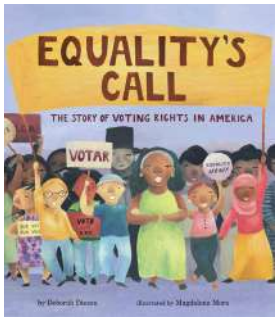
Books

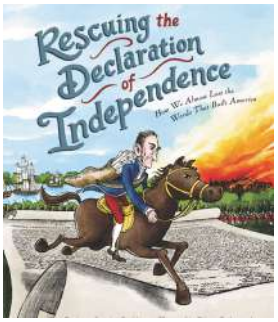
This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

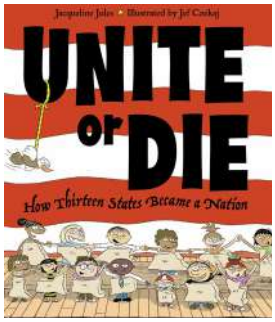
- *The Constitution Decoded: A Guide to the Document that Shapes Our Nation* by Katie Kennedy
- *The U.S. Constitution: Why It Matters to You* by Moira Rose Donohue
- *Equality's Call: The Story of Voting Rights in America* by Deborah Diesen
- *Rescuing the Declaration of Independence: How we Almost Lost the Words that Built America* by Anna Crowley Redding
- *Unite or Die: How Thirteen States Became a Nation* by Jacqueline Jules











Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie's History Kit theme, Iowa history and/or U.S. history.

Government, Democracy and Laws

5th Grade

Read Aloud Table of Contents

Book: *The Constitution Decoded: A Guide to the Document that Shapes Our Nation* 56

Book: *The U.S. Constitution: Why It Matters to You*. 57

Book: *Equality's Call: The Story of Voting Rights in America*. 58

Book: *Rescuing the Declaration of Independence: How We Almost Lost the Words that Built America* 59

Book: *Unite or Die: How Thirteen States Became a Nation* 60

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic with a brief explanation. You can use the **background essay** and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the **Read Iowa History lesson plan** and the topic.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Government, Democracy and Laws

5th Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
  - **Example:** As students explore documents such as the Declaration of Independence and the U.S. Constitution in part 2 of the Read Iowa History, connect a book from the read aloud, such as *The Constitution Decoded: A Guide to the Document that Shapes Our Nation*. This book is a great resource for exploring the Constitution in greater detail. It contains individual chapters covering each of the seven articles, a section on the amendments, the Declaration of Independence and the Articles of Confederation. The text contains footnotes that explain what the documents mean.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about government, democracy and laws. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards	
No.	**Description**
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Iowa Core Social Studies Standards	
No.	**Description**
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills
SS.5.12	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)
SS.5.20.	Describe the connections between historical developments that occurred within the same time period.

The Constitution Decoded: A Guide to the Document that Shapes Our Nation

Katie Kennedy
Author

2020
Year of Publication

Informational
Book Genre/Type

Book Description

This lively illustrated text guides readers through the U.S. Constitution, word for word. Readers will walk away not only knowing the words that are included in this founding document, but the ideas and implications behind them. Although the Constitution is a dense document, the authors of this guide have broken the text down into manageable sections. Each page contains vocabulary, illustrations, graphs and charts that make the information more approachable for younger readers. (208 pages)

Why This Book

This book is a great resource for exploring the Constitution in greater detail. It contains individual chapters covering each of the seven articles, a section on the amendments, the Declaration of Independence and the Articles of Confederation. The text contains footnotes that explain what the documents mean. There are also sections called "the constitution in action" that give historical context to the application of the Constitution.

Text-Dependent Questions

1. What is the title given to the delegates that helped found the United States and establish the Constitution? (pg. 1)
2. What power was given to the Congress according to the Constitution? (pg. 11)
3. How is a bill signed into law? (pg. 32)
4. As commander-in-chief, what is the U.S. president in charge of within the federal government? (pg. 58)
5. How does judicial review allow the U.S. Supreme Court to check on another branch of government? (pg. 74)
6. Why did amendments need to be made to the Constitution? (pg. 93)

The U.S. Constitution: Why It Matters to You

Moira Rose Donohue
Author

2019
Year of Publication

Informational
Book Genre/Type

Book Description

This book provides a simple overview of the U.S. Constitution and its impact upon the government of the United States. Key topics include the formation and significance of the U.S. Constitution, the responsibilities of Congress, and current issues facing the government. In addition to the main text, each page contains images and additional facts that correspond to the topic at hand. (48 pages)

Why This Book

The book is divided into five sections. First, readers are introduced to the key events leading up to and following the penning of the U.S. Constitution. The next three sections describe the roles of the three branches of government. Various topics covered include the formation of laws, the election of a president, and the purpose of the U.S. Supreme Court. The final section describes other articles and amendments.

Text-Dependent Questions

1. What was the responsibility of the delegates at the Constitutional Convention?
2. How does the establishment of three branches of government result in the “separation of powers?”
3. The United States Congress consists of two houses: the House of Representatives and the Senate. Why is the number of representatives determined by a state’s population but the number of senators is the same for every state?
4. What are the requirements to become president of the United States?
5. There are nine U.S. Supreme Court justices. Why did the framers decide on an odd number?
6. Name one constitutional amendment that expanded voting rights.

Equality's Call: The Story of Voting Rights in America

Deborah Diesen
Author

2020
Year of Publication

Nonfiction (Storybook)
Book Genre/Type

Book Description

This lyrical story begins in a classroom with a teacher introducing her students to the subject of voting rights. Throughout the lesson, the children explore the drafting of the Constitution, the abolition of slavery, women's suffrage and the Voting Rights Act. The book is written as a poem and the refrain "a right isn't right till it's granted to all" reverberates throughout the narrative. The book moves beyond the history of voting in America and concludes with a call to continue to promote the dream of democracy. The end of the book contains a section that provides an overview of voting-related amendments and legislation, as well as, a list of voting rights activists depicted in the book. (48 pages)

- **Listen to the digital recording of the book (read by author)**

Why This Book

The book begins by addressing the role of the founders in establishing the Constitution. The text moves on to address the role of voting, elections and representation; however, many people groups were excluded from this right. The various amendments and laws that have influenced voting in America are discussed. Finally, the value of learning from the past in order to improve the present is stressed.

Text-Dependent Questions

1. When establishing the United States, what did the founders mean by "consent of the governed?"
2. Originally, what people groups were not allowed to vote?
3. If the purpose of voting is to make the peoples' voices heard and elect people to office who represent the people, what happens when only a specific group of the population is allowed to vote?
4. How did amendments to the Constitution alter voting rights?

Rescuing the Declaration of Independence: How We Almost Lost the Words that Built America

Anna Crowley Redding
Author

2021
Year of Publication

Nonfiction (Storybook)
Book Genre/Type

Book Description

In 1814, the British invaded Washington, D.C., the young capital of the United States. Then Secretary of State James Monroe discovered the invasion and gave direct orders to his office clerk, Stephen Pleasonton, to move the documents. Within hours, the founding documents of the nation were whisked away by faithful citizens to a safe location. Due to this quick response, the Charters of Freedom were preserved while the rest of Washington burned to the ground. The book concludes with an author's note that expands upon the history and significance of the Declaration of Independence, the U.S. Constitution and the Articles of Confederation. (40 pages)

- **Listen to the digital recording of the book**

Why This Book

This little known story of how Stephen Pleasonton and a number of faithful citizens preserved the founding documents of the United States presents readers with a new perspective on the significance of such documents. This book demonstrates that without such documents the language used to establish the independence and freedoms of the United States government would be lost. These documents are not merely words on a page, but symbols of unity and shared principles.

Text-Dependent Questions

1. As the office clerk, how did Stephen Pleasonton play a role in preserving the founding documents of the United States?
2. Today, paper is a common object. Why was it so important for Pleasonton to preserve the Declaration of Independence?
3. How did other concerned citizens help Pleasonton protect the documents?
4. Where is the original Declaration of Independence today?

Unite or Die: How Thirteen States Became a Nation

Jacqueline Jules
Author

2009
Year of Publication

Historical Fiction (Storybook)
Book Genre/Type

Book Description

Forest Lake Elementary student's put on a play in which they re-enact the events leading up to the establishment of the United States and the formation of the Constitution. Throughout the play, Student's depict the various issues the 13 colonies faced, such as trade and border disputes. The students' dialogue captures the chaos and emotion of the debates during the Constitutional Convention. The play concludes with the signing of the Constitution. Additional resources include an afterword and notes explaining key questions. (48 pages)

- **Listen to the digital recording of the book**

Why This Book

Readers are introduced to the key documents and important figures that played a role in shaping the United States through this playful take on the events leading up to the signing of the Constitution. The topic of the Constitution is more approachable for children in the context of a school play. The script of the play helps readers identify the various issues and conflicting positions delegates encountered during their negotiations. The additional resources provide instructors with greater context to help address events described in the play.

Text-Dependent Questions

1. When the United States first gained independence from England, what issue did the 13 colonies face?
2. How did the 13 colonies fix their trade and border problems?
3. Why did the delegates at the Constitutional Convention go to such extreme measures to keep the contents of their meeting a secret?
4. Why did some states like the idea of a two house Legislature in which the number of delegates was determined by the states population size while others disliked this idea?
5. What solution did the Connecticut delegation propose?

HISTORY MYSTERY

EDUCATOR MATERIALS

Government, Democracy and Laws



5TH GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Government, Democracy and Laws

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the **Read Iowa History lesson plan**. Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme

What's Included

This History Mystery Activity Features

- Photographs of objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. All images for this History Mystery are available on the USB flash drive included in this kit and also in the **Google Drive folder**.

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Government, Democracy and Laws

5th Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the **Read Iowa History lesson plan** (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
Kit Connections Using the objects identified with Kit Connections	• Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie's icon within the **Read Iowa History lesson plan**. • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. • After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. • Following this time, pose the questions connected to the object to your students. • Remember to connect the objects to the kit topic and the lesson currently in progress.

Government, Democracy and Laws

5th Grade

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to investigate objects	• Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Caucus Ballot Container



Description

This object is a coffee can that was used as a ballot container for the 2012 caucus for Allen I Township in Warren County, Iowa. The 34.5 ounce container is Hy-Vee brand with brown labeling over the container's metal. The container is sitting on its plastic lid. Stuck onto the label is a nametag with "Allen I" written on it. Local residents used this container at the Central High School auditorium to cast ballots for a candidate running for president.

Object Significance

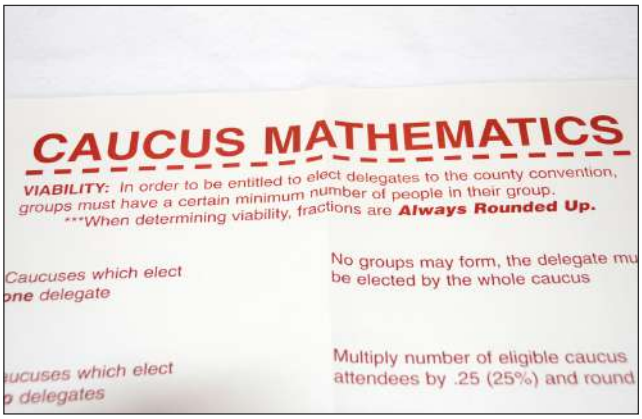
This container helps Americans participate in a presidential caucus. Unlike a primary (or general election), a caucus is an informal, public event that is privately run. While sometimes done by people just gathering in different groups and doing a head count on who they're voting for, a container such as this can just as easily be used to hold ballots, such as pieces of paper. Although not its intended use, this coffee container shows how an object can be transformed into an important object to ensure local Iowans' participation was counted in the Iowa caucuses.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. The coffee container was used to count votes back in 2012. How might votes possibly have been counted in the country's earlier years? Do you think much has changed in counting votes between those early years and today?
3. Township is a level of government between county and town/city levels. Why might the Allen I Township choose to caucus with their smaller community rather than join a larger group?

Iowa Caucus Information Folder





Description

This object is a folder and its content was used in Iowa's 2012 caucus for presidential candidates. The Iowa Democratic Party prepared this folder for those working that year's election event. On the front of the folder is a sticker detailing voting precinct information. The sticker states that this folder is for a worker at the 64th precinct for Des Moines, Iowa, and includes the election's address site and name and phone number for the site leader. Another sticker is placed at the top of the folder's front as well with information of the county name, precinct, number of delegates and precinct code.

Object Significance

This folder is essential in working to ensure American democratic elections take place. The folder contains 23 items including guides and tools for conducting the caucus process, a letter from then-Senator Tom Harkin and information regarding future political activities. With all of the folder's items, one can see a glimpse of the work that goes into running a caucus site.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Why do you think the folder contains so many items? How do you think the caucus would have gone without many of its items?
3. Looking at the precinct address one can see the vote is happening at a school. Why do you think a school was chosen as the site to hold a caucus? Do you think the location can affect how people participate in caucuses? If so, how?
4. After looking at this object, refer back to the **caucus ballot container**. How might both of these objects be used in a caucus?

Iowa Supreme Court Judicial Robe





Description

This object is a black robe with bell sleeves, a zipper closure on the front and a name label on the interior. Linda K. Neuman wore this robe while serving as a judge on the Iowa Supreme Court from August 4, 1986, to July 11, 2003. The robe is 44.25 inches by 27.5 inches.

Object Significance

Neuman served in Iowa's judicial system on both sides of cases from 1973 to 2003. At first, Neuman worked for a private law firm. In 1977, she became the first woman accepted as a partner at the law firm, a firm open since 1906. Three years later, she left her position and became the first woman appointed as a circuit judge to serve the public in Scott County, Iowa. By 1982, she became the second woman ever appointed to district judge in Iowa. Neuman's journey didn't stop there, though, as she went on to become the first woman to serve on the Iowa Supreme Court in 1986. Wearing this robe, Neuman served the people of Iowa in interpreting legal conflicts as they arose until her retirement in 2003.

Questions about History Mystery Object

1. What do you see when you look at this object?
2. Since Iowa's statehood in 1846, why do you think it took 140 years before a woman was appointed as a judge on the Iowa Supreme Court?
3. Why is the Supreme Court (state or federal) important in American democracy? Discuss how Iowa's, and at large America's, democracy might have been affected from not having a woman on the court?

Iowa State Senate and House of Representatives Gavels





Description

These objects are two gavels, each used by a leader of one of Iowa's legislative bodies. The first gavel is made from wood with five pieces of laminated together for its cylindrical head and then more for its handle. The gavel is 15 inches by 15 inches by 2.875 inches. Iowa Prison Industries created the gavel for use by Democrat Jo Ann Zimmerman in the Iowa House of Representatives.

The second gavel is also made from walnut wood, and consists of a cylindrical head and handle. The gavel is 9 inches by 2.5 inches and was created in 1888 for use by Republican William Redman in the Iowa Senate.

Object Significance

These gavels were used in the proceedings of both the Iowa House of Representatives and Senate to enact what became law in Iowa during their use. Zimmerman was elected as leader of the Senate and served as such from 1987 until 1991. During her time, Zimmerman advocated for the passing of laws aimed at assisting the elderly, healthcare reform and advocating for women's rights. Around 100 years prior, Redman led the Iowa House of Representatives from 1888 until 1890. No matter the time, gavels such as these are symbols of authority given to officials people have chosen to elect and work toward passing laws.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?

2. A gavel is used to call a session of legislation into order or close it as well as reprimand members who are out of line. Why do you think this small, wooden hammer is important in ensuring America's participatory democracy functions?

3. A convicted prisoner made Zimmerman's gavel while employed at Iowa Prison Industries. Sometimes inmates cannot vote in elections once they complete their sentences. Discuss the implications of prisoners making gavels that will be used by elected officials that they may or may not be able to vote for.

Women's Suffrage Sash





Description

This object is a sash that would have been worn during the American women's suffrage movement. The sash is yellow with "Votes for Women" printed in black letters across it. It is 69.25 inches by 3.5 inches.

Object Significance

This sash is important in the ongoing story of working to allow as many Americans as possible to participate in democracy. Prior to the 19th Amendment, which was ratified in 1920, women (primarily white women) only had the right to vote in a select number of states. That meant that most states did not allow roughly half of their population to participate in democracy. Women from across the United States started to rise up and work together to change the laws at the state and federal level. To show their support, women wore sashes like this.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. With the exception of New Jersey, where women had the right to vote between 1797 and 1807, many of the first states to adopt women's suffrage were western states. Discuss why this might have been.
3. Some women's suffrage groups worked with and supported voting equality for African Americans. Discuss why this might have been. What are the benefits or drawbacks for doing this?

Candidate Business Card



Description

Robert E. Patten of Des Moines, Iowa, printed this card for Republican candidate Corrie Holland for the position of "Precinct Committewoman of Precinct 52." The text below that of the position states "Will Appreciate Your Vote, Primary Election June 1, 1942." The card is 2 by 3.5 inches.

Object Significance

This card demonstrates how candidates have promoted themselves in the past. Holland is running to become the leader of Precinct 52 of Des Moines, Iowa. As committeewoman for Republicans in the small area, Holland would have been a direct link between local voters and the political party at large. The card highlights how important it is for Americans to participate in democracy, like voting, even their local elections.

Robert E. Patten (1883-1968), the man who printed this card, must be mentioned as he was a key African-American figure for decades in Des Moines, Iowa. Clark was part of three generations of an African-American family in Des Moines. Patten opened a print shop in Des Moines' Center Street neighborhood, where he produced or sold printed orders, such as this card, between 1910 and 1960. Patten was involved in many community organizations, holding multiple roles within the local and statewide African-American community. This card demonstrates how Patten helped to keep voters informed of information regarding elections so as they can know when and where to make their voices heard.

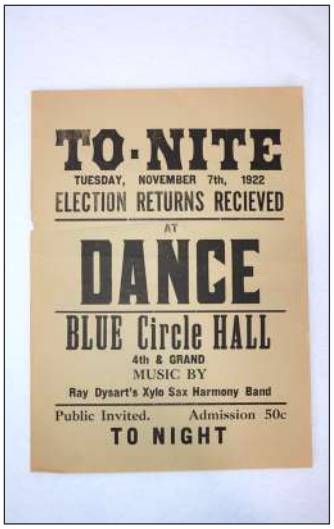
Questions about History Mystery Object

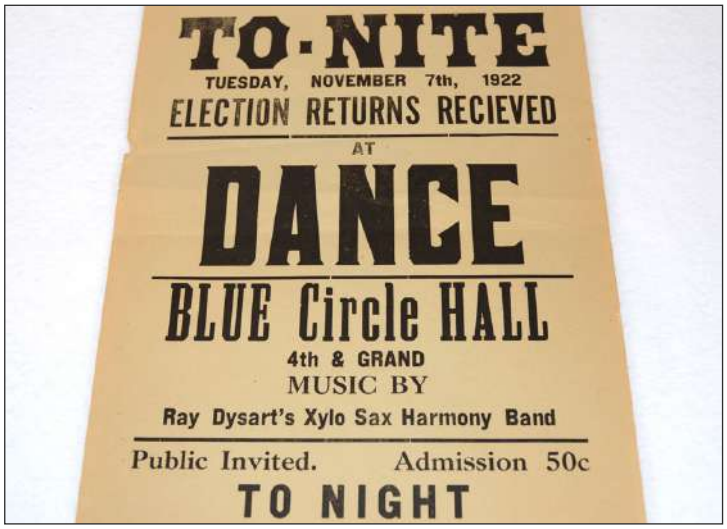
1. What do you see when you look at this object? What else do you notice?

2. In 1942, women in the United States, and Iowa, would have only had the full right to vote for 22 years, let alone hold political positions. Why might candidates like Holland use Patten to print this card?

3. Those running for local elections don't spend as much money on proportions as those running for state and national elections, typically. Discuss the benefits of Holland using cards to promote her candidacy. What are the drawbacks?

Election Returns Dance Poster





Description

A poster advertising an event celebrating election results taking place at Blue Circle Hall. The hall can be found at the city's intersection of 4th and Grand with Ray Dysart's Xylo Sax Harmony Band providing music. The poster reads of the event taking place on November 7, 1922, with admission only costing 50 cents for the public. The poster is a 15 inch by 10.875 inch piece of paper with black text.

Object Significance

This poster is seen as a public celebration of American democracy. It advertises a dance that was held on the night of an election. At the dance, people gathered together at a time when the results would be announced.

This was produced by Robert Patten of Des Moines, who was a prolific job printer and preserver of African-American history in Iowa, predominantly Polk County. Patten's home and print shop were located in the Center Street neighborhood at 821 and 823 14th Street. Both were destroyed as part of urban renewal in the 1960s, but his son-in-law, W. Lawrence Oliver, and granddaughter, Barbara Oliver-Hall, arranged for the items in the print shop to be removed and stored. Patten's son, E. Hobart De Patten, donated the collection in 1995.

Questions about History Mystery Object

1. What do you see when you look at this object? What else do you notice?
2. Although we do not know the sponsor, do you think organizers themselves know the election results? Discuss why or why not.
3. How does this event compare to election celebrations today? What is the same? What is different?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's Student Materials packet on the USB flash drive and **Google Drive folder**.

Analyze an Object

1	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
2	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
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	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.
5	**1. What does it look like?** Think about size, shape and color.	**4. Do you see any signs of wear?** Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	**5. What year or time period do you think it is from?** Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	**6. Who is the owner?** Write a brief description of the owner.

THINK LIKE ...

EDUCATOR MATERIALS

Government, Democracy and Laws



5TH GRADE

Goldie's HISTORY KITS

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

Government, Democracy and Laws

Introduction

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about government, democracy and laws from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Alexander Clark, Sue M. Wilson Brown). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

Think Like... Activity Table of Contents

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Card: Think Like a Journalist 83

What's Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
  - Definition of card description (ex: the job of a geographer)
  - Questions to guide the connection between the card and the topic
  - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about what key documents establish the foundation of America's participatory democracy may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Government, Democracy and Laws

5th Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the **Read Iowa History lesson plan** (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
Kit Connections Using the Think Like... cards with Kit Connections	• Choose which Kit Connection with a Think Like... card you would like to use. • If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). • Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. • Provide students with the Think Like... questions and display connected primary source image (if applicable). • Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
Group Work Standalone activity with students working together in small groups to use Think Like... Cards	• Separate your students into groups. Assign each group a different Think Like... card from the kit. • Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. • If they have not already read it or had it read to them, please read aloud the **background essay**.	• It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. • Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. • Following their answers, open the discussion to the class for other ideas or answers regarding the questions. • Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Alexander Clark Card

Think Like Alexander Clark

- Do you think Alexander Clark's involvement in the Civil War encouraged him to become a suffrage advocate for African-American men? How?
- Following the Civil War, African-American men were given the right to vote in Iowa. Why do you think women were not allowed the right to vote at this time?
- Clark is known for his civil rights advocacy in Iowa history. What do you think is his greatest accomplishment? Why?



Alexander Clark (1826-1891)

Born in Pennsylvania in 1826 as the son of a formerly-enslaved person, Clark was encouraged to pursue an education. When he was 16, he moved to Bloomington (now Muscatine) and opened a barber shop. He petitioned to repeal discriminatory laws and organized the first unit of African-American soldiers to fight in the Civil War. In 1867, the Muscatine school board said Clark's daughter, Susan, could not attend the same public school as white children. Clark sued and in 1868, the Iowa Supreme Court ruled in his favor, stating all children could attend a common school. Clark also was instrumental in having the word "white" struck from the Iowa Constitution so all men could vote. His son became the first African American to graduate from the University of Iowa's law school, and Clark himself graduated five years later. Clark was appointed U.S. minister to Liberia.

Think Like... Sue M. Wilson Brown Card

Think Like Sue M. Wilson Brown

- Sue Brown fought tirelessly for the rights of all African Americans, but especially for Black women. Discuss reasons for this focus combined with her fight for women's suffrage.
- The NAACP pledged "to promote equality of rights and eradicate caste or race prejudice among citizens of the United States ... to increase their opportunities for securing justice in the courts, education for their children, employment according to their ability." Why do you think Brown and her husband would want to open a chapter in Des Moines?



Sue M. Wilson Brown (1877-1941)
Sue Wilson Brown was born in Virginia, but graduated from Oskaloosa High School, and moved to Des Moines. Brown dedicated her life to improving the status of African Americans on both a state and national level and to women's suffrage. She founded the Des Moines League of Colored Women Voters in 1912 and the Des Moines Mary Church Terrell Club. As president of the Iowa Federation of Colored Women's Clubs from 1915 to 1917, Brown worked with the Polk County Suffrage Association to further the cause. She and her husband established a Des Moines chapter of the National Association for the Advancement of Colored People (NAACP) and Brown became the first female president of this chapter in 1925.

Think Like... a Geographer Card

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?



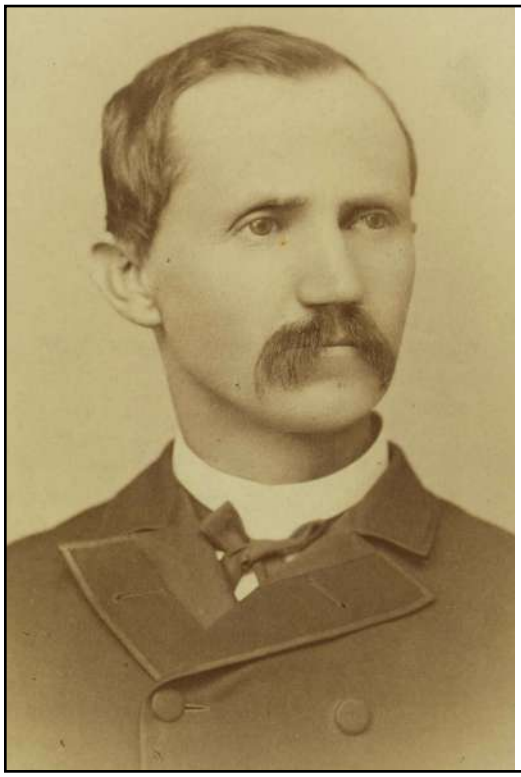
Ira Cook (1821-1902)
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- 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.



Voltaire Twombly (1842-1918)
Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

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?



Louise Noun (1908-2002)
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Photo Courtesy of Louise Rosenfield Noun Papers, Iowa Women's Archives, University of Iowa Libraries, Iowa City

Think Like... a Political Scientist Card

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?



George Gallup (1901-1984)
A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)
There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

Iowa Core Social Studies Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.5.1.	Identify the disciplinary concepts and ideas associated with a compelling question.				
SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.	X			
SS.5.3.	Determine the credibility of multiple sources.	X			
SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.	X			
SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.				
SS.5.6.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.				
SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.				
SS.5.8.	Analyze how rights and laws influence interactions between groups in society.		X		
SS.5.9.	Analyze the strategies that a variety of demographic groups have used to ensure their rights.		X		
SS.5.10.	Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)		X		
SS.5.11.	Explain the processes people use to change rules and laws in the classroom, school, government, and/or society. (21st century skills)		X	X	
SS.5.12.	Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights. (21st century skills)		X	X	
SS.5.13.	Describe how goods and services are produced and distributed domestically and globally.				
SS.5.14.	Explain how various levels of government use taxes to pay for the goods and services they provide.				
SS.5.15.	Explain how trade impacts relationships between countries.				
SS.5.16.	Demonstrate ways to monitor how money is spent and saved. (21st century skills)				
SS.5.17.	Give examples of financial risks that individuals and households face. (21st century skills)				
SS.5.18.	Investigate ways that personal information is fraudulently obtained. (21st century skills)				
SS.5.19.	Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.				
SS.5.20.	Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.		X		
SS.5.21.	Describe the connections between historical developments that occurred within the same time period.			X	
SS.5.22.	Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.				X
SS.5.23.	Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.			X	
SS.5.24.	Explain probable causes and effects of historical developments.	X			
SS.5.25.	Develop a claim about the past and cite evidence to support it.	X			
SS.5.26.	Analyze Iowa's role in civil rights history.			X	X

Iowa Core Literacy Standards Chart

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		X		
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		X		
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X		
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.	X	X		
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		X		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented.	X			
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.	X			
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.	X			
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). • b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]	X			

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit Inventory List

Goldie's History Kit - Government, Democracy and Laws Manual

Book 1: *The Constitution Decoded: A Guide to the Document that Shapes Our Nation* by Katie Kennedy

Book 2: *The U.S. Constitution: Why It Matters to You* by Moira Rose Donohue

Book 3: *Equality's Call: The Story of Voting Rights in America* by Deborah Diesen

Book 4: *Rescuing the Declaration of Independence: How We Almost Lost the Words that Built America* by Anna Crowley Redding

Book 5: *Unite or Die: How Thirteen States Became a Nation* by Jacqueline Jules

History Mystery Object Photos

- Caucus Ballot Container
- Iowa Caucus Information Folder
- Iowa Supreme Court Judicial Robe
- Iowa State Senate and House of Representatives Gavels
- Women's Suffrage Sash
- Candidate Business Card
- Election Returns Dance Poster

7 Think Like... Cards

- Alexander Clark
- Sue M. Wilson Brown
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Government, Democracy and Laws Educator Manual

Goldie's History Kit Container