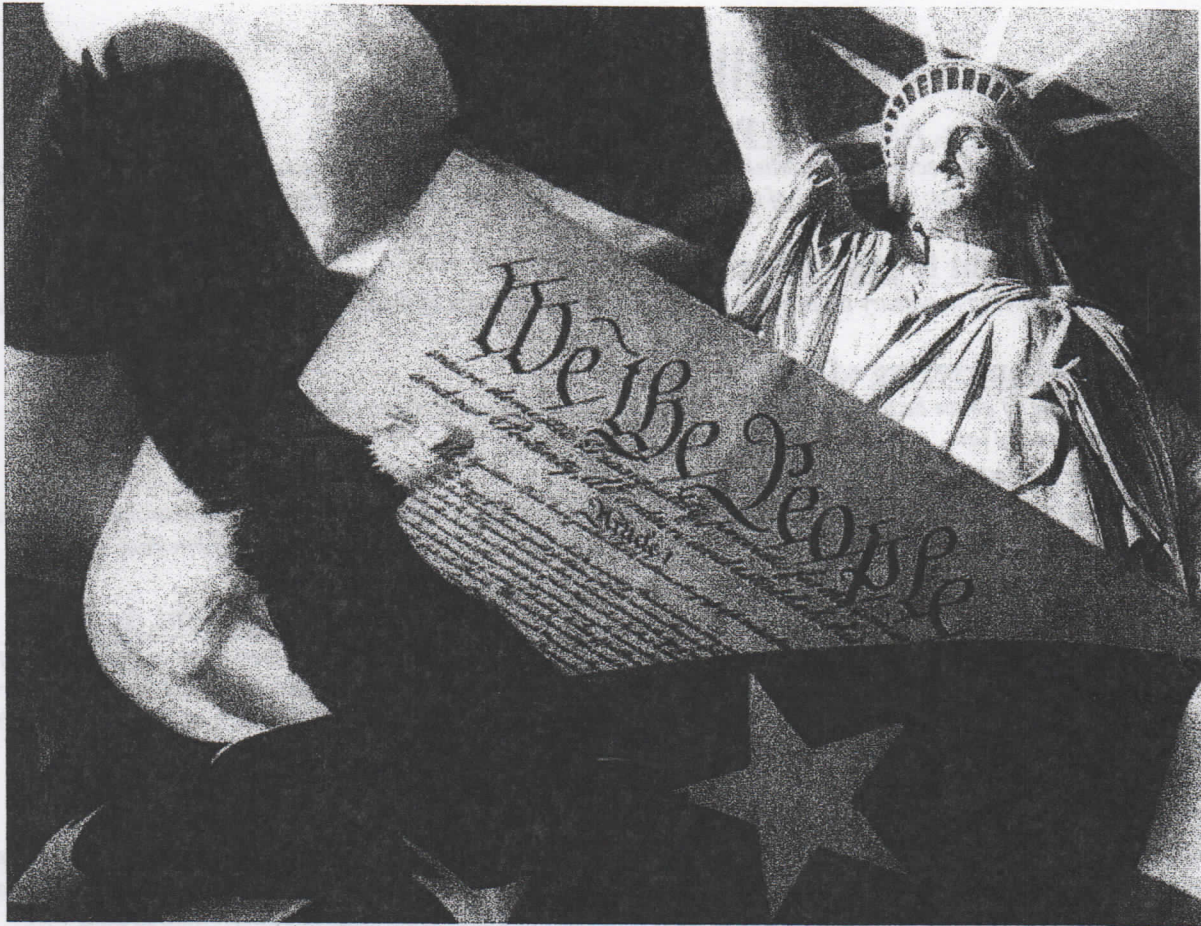


U.S. History

The Constitution



Name: _____

Period: _____

Due: _____

The Preamble

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

The Bill of Rights

First Amendment – Religion, Assembly, Press, Petition, Speech

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.

Second Amendment – Right to bear arms.

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.

Third Amendment – Quartering of troops.

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.

Fourth Amendment – search and seizure.

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.

Fifth Amendment – due process, double jeopardy, self-incrimination, eminent domain.

No person shall be held to answer for any 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; nor shall be compelled in any criminal case to be a 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.

Sixth Amendment – speedy trial

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

Seventh Amendment – trial by jury.

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.

Eighth Amendment – excessive bail and cruel and unusual punishment.

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

Ninth Amendment – Protection of rights not specifically included in the Constitution.

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

Tenth Amendment – Powers of States and people.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

THE CRITICAL PERIOD

Great Britain and the United States signed the Treaty of Paris in 1783 ending the Revolutionary War. In the years which followed, the new American government faced many difficult problems. The United States was deep in debt because huge sums of money had been borrowed from France and other countries to carry on the Revolution. The "central government" -- the government for all of the states -- was weak because most of the power had been given to the individual states. Numerous disputes arose between the states. An economic depression threatened many citizens with the loss of their farms, homes, and jobs.

These years of troubles from 1783 to 1789 came to be known as the "Critical Period." In 1789 the United States Constitution went into effect. George Washington took the oath of office and became the first American president. The government began to grow stronger and earn the respect of foreign nations.

Articles of Confederation (1781-1789)

In 1781 Congress adopted a plan of government called the Articles of Confederation. It was the first "constitution" -- written plan of government -- for the United States. According to the Articles of Confederation:

In 1781 Congress adopted a plan of government called the Articles of Confederation. It was the first "constitution" -- written plan of government -- for the United States. According to the Articles of Confederation:

1. There was one branch of government -- the "legislative branch" consisting of a Congress that made the laws. There was no "executive branch" (president) to carry out the laws, and no "judicial branch" (system of courts) to explain the laws and settle disputes between states.
2. Each state sent 2 to 7 delegates to Congress, but each state had just one vote.
3. Congress had the power to:
 - a. declare war and make peace
 - b. send ambassadors to foreign countries
 - c. form alliances with other countries
 - d. manage Indian affairs
 - e. establish post offices and coin money
 - f. regulate trade with other countries
 - g. borrow money and ask the states to pay taxes
 - h. determine the size and use of the army and navy
 - i. pass new laws and make important decisions with the approval of 9 of the 13 states
 - j. set up courts to hear cases involving piracy or capture on the high seas
4. Congress did not have the power to:
 - a. require the payment of taxes
 - b. control trade between states
 - c. make the states work together to solve problems affecting the whole country
5. Each state had the right to:
 - a. have its own constitution
 - b. organize its own armed force (the state militia)
 - c. print its own money
 - d. hold complete control over all affairs within the state
 - e. make treaties with the Indians, other states, and foreign countries
 - f. have all powers not specifically granted to Congress
6. Amendments (changes or additions) to the Articles of Confederation required the approval of all 13 states.

Given the way the government was organized under the Articles of Confederation, which of the following could have happened in the United States during the Critical Period? Write Yes if it could have happened. Write no if it could not have happened.

1. ____ Laws were not always enforced because there was no president to see that they were carried out.
2. ____ Many disputes between states and between citizens of different states went unsettled because there were no federal courts to hear the cases.
3. ____ Many states refused to pay the full amount of taxes requested by congress.
4. ____ Congress never had enough money to run the government, settle its debts, and pay its soldiers.
5. ____ Congress and individual states printed so much paper money that it became almost worthless.
6. ____ Money in one state was different from money in another state.
7. ____ States argued over navigation rights on rivers along their boundaries.
8. ____ Foreign countries refused to make trade agreements with the United States because Congress could not get all of the states to obey them.
9. ____ States placed heavy taxes on products from other states so that their citizens would buy cheaper goods from businessmen within their state.
10. ____ Virginia, Massachusetts, and other states with large populations resented the fact that each state regardless of its size had 1 vote in congress.
11. ____ It was difficult to get new laws passed.
12. ____ Boundary disputes between states nearly led to armed conflict.
13. ____ It was difficult to make changes in the Articles of confederation.
14. ____ The weak central government could not keep the states from acting like 13 independent countries.
15. ____ Foreign countries had little respect for the United States.
16. ____ George Washington, Alexander Hamilton, and other leaders became dissatisfied with the Articles of Confederation.
17. ____ A meeting was held to write a new constitution for the United States.

The Articles of Confederation had many serious weaknesses and eventually was replaced by the United States Constitution. In your opinion what were the five most serious weaknesses of the Articles of Confederation?

1. _____
2. _____
3. _____
4. _____
5. _____

Constitutional Convention (1787)

During the 1780's, the farmers of Western Massachusetts faced serious financial problems. They were having a difficult time paying back the money they had borrowed to buy their farms. High taxes made matters worse. Instead of helping the farmers, the government of Massachusetts ordered that hundreds of farms be sold to pay off debts and back taxes. Once their land had been taken away, the farmers lost the right to vote because they no longer were property owners.

Filled with frustration, more than a thousand angry farmers took up arms and closed a number of courts that had ordered the sale of their land. The leader of the rebels was Daniel Shays, a former Revolutionary War officer. After several skirmishes with the state militia, Shays' Rebellion came to an end. Although the farmers were defeated, the rebellion added to the growing demand that the government under the Articles of Confederation be changed. Many Americans wanted a stronger central government that could keep order and solve problems.

Pretend that you are an American citizen living in Boston, Massachusetts in 1787. Shays' Rebellion, in your opinion, is just another example of the many problems faced by the government under the Articles of Confederation. You believe that a Constitutional Convention should be held to draw up a new plan of government to replace the Articles of Confederation, you have decided to write a letter to the editor of the "Boston gazette" the states largest newspaper. You hope that your letter will convince other people of the need to have a new constitution for the United States. Write your letter in the space below. Call attention to many of the problems listed on the previous pages that have developed under the Articles of Confederation.

The Constitutional Convention

In May 1787, delegates from twelve states gathered at Independence Hall in Philadelphia, Pennsylvania. They had come together to discuss the young nation's problems and to consider making changes in the government. George Washington, Alexander Hamilton, and other leaders had grown dissatisfied with the weak central government established by the Articles of Confederation.

At first the delegates talked about ways of revising the Articles of Confederation. But soon they decided to replace the articles with a new plan of government, the United States Constitution. The delegates at the meeting, which was called the Constitutional Convention, including many of the country's best-known and most able men. Most of the 55 delegates were lawyers, planters, and merchants. Those present at the Convention included:

George Washington, Who served as president of the Convention

James Madison, the "Father of the Constitution," who kept detailed notes of the meetings and suggested many of the ideas that led to the formation of the strong central government.

Alexander Hamilton, Another supporter of a strong central government that would have more power than the state governments

Governor Morris, a skillful writer who gave the Constitution its final wording

Benjamin Franklin, whose wisdom and timely humor helped ease tensions between delegates involved in frustrating and sometimes heated debate.

Several distinguished Americans did not attend the Constitutional Convention. John Adams and Thomas Jefferson were foreign ministers representing the United States in Europe. Samuel Adams and Patrick Henry opposed changing the Articles of Confederation. They preferred a weaker central government with most of the power in the hands of the states.

The members of the Convention agreed from the onset that important powers had to be given to a central government that were lacking under the Articles of Confederation. Congress was given the authority to levy and collect taxes and to control trade among the states and with foreign countries the delegates wanted an executive branch of government, headed by a president, to enforce the laws. They also agreed that a judicial branch, or system of courts, was needed to interpret the laws. But the delegates disagreed on the best ways to achieve their goals. On numerous occasions, a compromise or agreement had to be worked out between two opposing groups.

The main points of disagreement between the delegates are listed on the chart on the following pages. Start with the conflict between the large states and small states. Read what each side has to say. Then write a compromise that both sides might think is a fair agreement. Remember that in a compromise neither of the opposing groups can get everything that it wants. Put your compromise in column 2 on the chart. Do not write in column three at this time. Later, the actual compromise agreed upon by the delegates will be written in this column

Opposing Groups	Your Compromise	Actual Compromise
<p><u>Large States</u>: "We favor the Virginia Plan in which representation in Congress is based on population. States with more people should have more representatives in Congress." <u>Small States</u>: "We support the New Jersey Plan. All states should have the same number of representatives in Congress."</p>		<p><u>Great Compromise</u></p>

<p><u>Southern States</u>: "When a 'census'—a count of the people—is taken to determine how many representatives each state gets in Congress, slaves should be included in the total."</p> <p><u>Northern States</u>: "Slaves should not be counted because they are not citizens and have no political rights."</p>		<p><u>Three-Fifth Compromise</u></p>
<p><u>Slave States</u>: "Congress should not be able to stop us from importing slaves to work on our plantations."</p> <p><u>Free States</u>: "Limits should be placed on the number of slaves being brought into the United States."</p>		<p><u>Slave Trade Compromise</u></p>
<p><u>Agricultural States</u>: "Congress should not be able to tax imports and exports. If imports are taxed, we will have to pay higher process for foreign goods, If exports are taxed, it will be harder for us to sell our products to foreign countries."</p> <p><u>Manufacturing States</u>: "Congress should tax imports so that foreign goods won't be cheaper than our manufactured products."</p>		<p><u>Commerce Compromise</u></p>
<p><u>Aristocrats</u>: "The common man cannot be trusted to choose capable leaders. So voters should elect leading citizens who will then elect the president and members of Congress."</p> <p><u>Democrats</u>: "We oppose a rich man's government. The president and members of Congress should be elected by voters."</p>		<p><u>Election Compromise</u></p>

Ratification of the Constitution

After four months of hard work, the delegates finished writing the constitution. But nine states had to approve of new plan of government before it could go into effect. George Washington, Alexander Hamilton, James Madison, and others who favored adoption were called "Federalists." They believed that a strong central government was best for the country

Opponents of the Constitution were called "Anti-Federalists." These people included Patrick Henry, Samuel Adams, and John Hancock. They feared that a strong central government might act as the king and Parliament did when Great Britain ruled the Thirteen Colonies. The Anti-Federalists also were concerned that the Constitution did not contain a Bill of Rights to protect the basic freedoms and liberties of the people.

The Federalists wrote newspaper articles explaining the Constitution to the people. They also promised to add a Bill of Rights to the document. Opposition lessened and the Constitution was approved by the states.

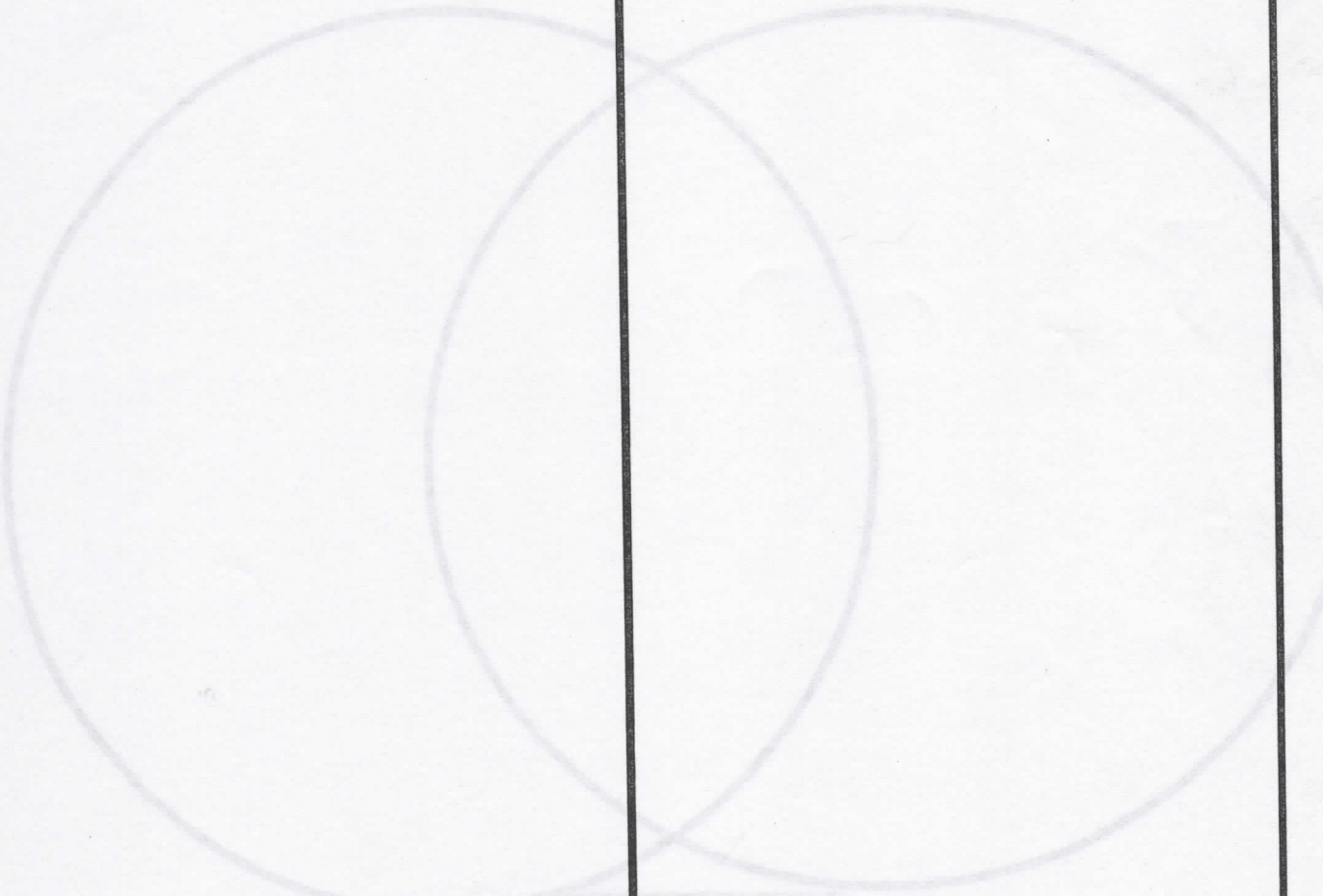
Strengths and Weaknesses of The Articles of Confederation

Strengths	Weaknesses
Providing for the health and welfare of people	Establishing courts
Building roads	Borrowing money
Telling	Enforcing laws
Issuing laws	Fixing laws regarding marriage and divorce
Issuing a motor vehicle and traffic laws	Overseeing public schools
Issuing licenses, e.g. driver's license	Overseeing trade within the state
Establishing post offices	Providing an army and a navy
Making treaties	Overseeing interstate trade
Overseeing trade with foreign countries	Fixing money
Declaring war	Overseeing money

Match the terms into the buckets in the Venn Diagram.

Federal Government

State Government



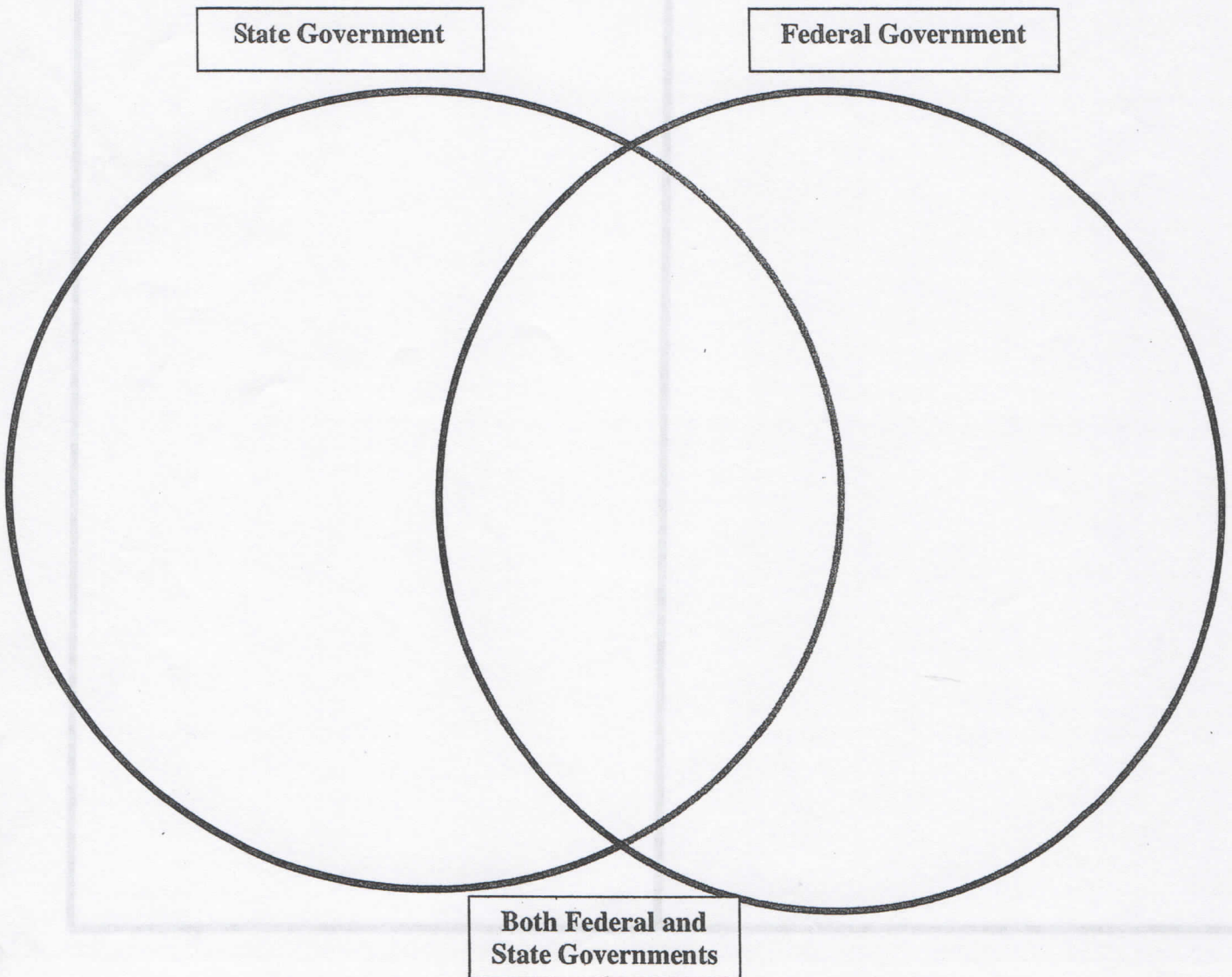
Federal Government

State Government

Powers of the Government

• Printing money	• Declaring war
• Conducting foreign relations	• Overseeing trade with other countries
• Overseeing interstate trade	• Making treaties
• Providing an army and a navy	• Establish post offices
• Overseeing trade within the state	• Issuing licenses, e.g. driver's licenses
• Creating public schools	• Making motor vehicle and traffic laws
• Making laws regarding marriage and divorce	• Making laws
• Enforcing laws	• Taxing
• Borrowing money	• Building roads
• Establishing courts	• Providing for the health and welfare of people

Match the terms into the designated area in the Venn Diagram.



The Preamble

Below is the text of the Preamble to the Constitution (or the introduction). You read it please highlight/circle/underline the 6 reasons why the Constitution was written.

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

Phrase from the Preamble	What does it mean?
1. Form a more perfect union	To make everything in our country as perfect as possible
2.	
3.	
4.	
5.	
6.	

The Preamble

Part 1:

Read the Preamble to the constitution paying special attention to the meanings of the words. Then use a dictionary or thesaurus to write two synonyms—words that mean the same or nearly the same—for each word listed below.

1. Perfect _____
2. Union _____
3. Justice _____
4. Domestic _____
5. Tranquility _____
6. Common _____
7. Defense _____
8. General _____
9. Welfare _____
10. Blessings _____
11. Liberty _____
12. Posterity _____

Part 2:

Rewrite the preamble by replacing the original wording with the synonyms you've written above. Choose your synonyms carefully to avoid changing the meaning of the Preamble

WE THE PEOPLE of the United States, in order to form a more _____
_____, establish _____, insure
_____, provide for the
_____, promote the
_____ and secure the
_____ of _____ to ourselves and our
_____ do ordain and establish this Constitution for the United States of
America.

THE LEGISLATIVE BRANCH

The U.S. Constitution, written in 1787, outlines the plan of government for the United States of America. It is the oldest constitution that is still in use today. Three different "branches", or parts, of the government were established, including the Legislative, Executive, and Judicial branches. These Three branches of the "federal", or national, government have separate roles and responsibilities, but are equal in their importance and power.

The Legislative branch is described in Article I of the constitution. The main legislative body is the Congress, which is made up of two parts: the Senate and the House of Representatives. The main duty of the Legislative branch is to MAKE LAWS. Congress meets in the Capitol Building in Washington, D. C.

The chart below summarizes the most important information about the Legislative branch. Read the chart carefully and use the information to answer the questions.

Comparison	House of Representatives	Senate
Total Members	435	100
Numbers of members from each state	Based on the state population	Equal number for each state (two per state)
Qualifications	At least 25 years of age Citizen for 7 years Resident of state where elected	At least 30 years of age Citizen for 9 years Resident of state where elected
Length of one Term in Office	2 years	6 years
Presiding Officers	Speaker of the House (elected by members of the House)	Vice-President of the U.S. (called President of the Senate) President pro Tempore (elected by members of the senate)
Special Powers	Begin tax bills Impeaches (accuses) federal officials	Approves Presidential appointments Tries and convicts impeached officials by 2/3 vote
Powers in Common	Pass Bills Declare war Raise, borrow and make money Override presidential veto by a 2/3 vote in each house	

Directions: Use the information above (chart and reading) to answer the questions.

1: Fill in the blank

- The main duty of the legislative branch is: _____
- The Legislative branch has two parts: _____ and _____
- There are _____ Congressmen (both the house and senate)
- Congress meets in _____ in Washington D.C.
- The Title of the Vice President while presiding over the Senate is the _____

Part 2 True/False: For each false item, write the word or phrase into the blank that would make the statement true.

- The term of office for a senator is two years _____
- The number of representatives from each state is based on the state's population _____
- A senator is elected for a 6 year term. _____
- Tax bills may begin in either the Senate or House _____
- Congress has the power to declare war _____
- Each state has 4 senators _____
- The House of Representatives has the power to declare war. _____
- Presidential appointments must be approved by both the senate and the House. _____
- A representative must be at least 25 years old. _____
- A foreign born person who has been a U.S. citizen for at least 9 years could be elected to the Senate. _____

Part 3: Matching : Decide which House of Congress is described for each item below. Use the following answers. Senate, House, or Both.

- Has 100 members _____
- All members are elected every 2 years _____
- Has the power to pass bills _____
- Members must be at least 20 years old _____
- Members must live in the state they represent _____
- Has a Speaker for its presiding officer _____
- Conducts impeachment trials for federal officials _____
- Discussed in Article _____
- Has the power to approve or reject treaties and presidential nominations _____
- Members may be either male or female. _____

THE EXECUTIVE BRANCH

The Executive branch is described in Article II of the Constitution. The main executive officers are the President and Vice- President. They are assisted by a group of advisors, called the Cabinet, who help in running the federal government. The main duty of the Executive branch is to carry out laws. This means to put laws into action The President lives and works at the White House in Washington D.C.

The chart below summarizes the most important information about the Executive branch. Read the chart carefully and use the information to answer the questions.

Main Officers	President and Vice-President Cabinet: appointed by President with senate approval
Length of One Term	4 Years
Maximum Number of Terms	No more than two full terms
Group Who Elects Main Officers	Electoral College
Number of Electors Per State	Equal to the number of its Congressmen
Qualifications	Natural (native) born citizen At least 35 years of age Resident of the U.S. for at least 14 years
Order of Succession to Presidency	Vice President Speaker of the House President pro tempore of the Senate Cabinet: in order Departments were established
Selection of New Vice- President	President nominates a new Vice- President Approved by majority vote of House and Senate
Special Powers of the President	Commander in Chief of the armed forces Grant pardons and reprieves in federal cases Must give State of the union Address once a year Call special sessions of congress Veto bills Dispatch troops in emergencies Powers that require Senate approval: Make treaties with foreign countries (2/3 approval) Appoint federal officials including Cabinet, Supreme Court Justices and ambassadors
Removal from Office	For "treason, bribery, and other high crimes and misdemeanors" Impeached (accused) by majority vote of House Convicted (found guilty) by 2/3 vote of Senate

Directions: Use the information above to answer the questions.

Part 1: Fill in the blank

1. The main duty of the Executive branch is _____
2. The two main officers of the executive branch are the _____ and _____
3. The _____ is a group of presidential advisors.
4. The Executive branch is discussed in Article _____ of the U. S. Constitution
5. The President is the _____ of the armed forces.
6. If the President and Vice-President die, who becomes the President? _____
7. How long is the length of one term of office for the President? _____
8. What are the duties of the Vice-President? _____
9. What does it mean if a president is impeached? _____
10. Who can impeach a president? _____
11. What does it mean if a president is convicted of impeachment? _____
12. What are the qualifications to be president? _____
13. Name 3 powers of the president _____
14. How many terms can a president serve? _____
15. The cabinet belongs to which branch of government? _____
16. Can the president impeach a supreme court justice? _____

Part 2: True or False For each false item, write the word or phrase into the blank that would make the statement true.

- _____ 1. The President can appoint a supreme court Justice with Senate approval. _____
- _____ 2. The President must give a State of the Union message once a year. _____
- _____ 3. The Electoral College is no longer in existence. _____
- _____ 4. The number of electors per state is based on its number of Congressmen. _____
- _____ 5. If the President dies, the Speaker of the House becomes President. _____
- _____ 6. The President can pardon persons in state and local cases. _____
- _____ 7. Someone born in another country who becomes a citizen could be President. _____
- _____ 8. If the President is impeached, the trial is held in the Senate. _____
- _____ 9. According to the Constitution, the President must be male. _____
- _____ 10. The President can call the Congress into special session. _____

THE JUDICIAL BRANCH

The Judicial branch is described in Article III of the Constitution. The main judicial body is the Supreme Court, which is the highest court in the land. There are two levels of lower courts, including the District Courts and the Courts of Appeals. The main duty of the Judicial branch is to interpret Laws. This means to explain what laws mean. The Supreme Court meets in the Supreme Court Building in Washington D.C.

The chart below summarizes the most important information about the Judicial branch. Read the chart carefully and use the information to answer the questions.

Courts	Highest: Supreme Court Middle: Court of Appeals Lowest: District Courts
Number of Courts	Supreme Court: 1 Court of Appeals: 11 District Courts: 90
Main Duties	Supreme Courts: To decide if laws are constitutional Courts of Appeals: To rehear cases from lower courts District Courts: To decide cases involving federal laws

THE FOLLOWING INFORMATION ONLY APPLIES TO THE SUPREME COURT:

Number of Justices	Nine
Presiding Officer	Chief Justice
Term of Office	For life on good behavior May be removed only through the impeachment process May resign voluntarily
Qualifications	No age, citizenship, or residency requirements established by the Constitution
Appointed by	The President of the United States
Approved by	A majority vote of the Senate
Special Powers	To review and revise decisions of lower courts To declare laws unconstitutional, or not legal according to the constitution (this is know as Judicial Review)

Part 1: Opinion

- Why do you think the term of office for a Supreme Court Justice is life? _____
- Why do you think there are an odd number of Justices on the Supreme Court? _____

Part 2: Fill in the Blank

- The main duty of the Judicial branch is _____
- The three levels of federal courts from lowest to highest are: _____
- There are _____ Justices on the Supreme Court.
- The Judicial branch is discussed in _____ III if the Constitution.
- The Supreme Court meets at the _____ in Washington D.C.

Part 3: True or False: For each false item, write the word or phrase into the blank that would make the statement true.

- The Supreme Court has the power to declare laws unconstitutional. _____
- The presiding officer of the Supreme Court is called the Moderator. _____
- The highest court in the United States is the Courts of Appeals. _____
- Most federal court cases begin in the District Courts. _____
- Supreme Court Justices may be removed through the impeachment process. _____
- A Supreme Court decision is final and may not be appealed to a higher court. _____
- Supreme Court Justices are elected every six years. _____
- Supreme Court Justices must be natural born citizens. _____
- There are four levels to the federal court system. _____
- The main job of the Supreme Court is to carry out laws. _____

JUDICIAL BRANCH VOCABULARY

a. Supreme Court	b. judicial	c. Chief Justice	d. appellate jurisdiction
e. petit jury	f. witness	g. bail	h. capital crime
i. appeal	j. counsel	k. defendant	l. grand jury
m. indictment	n. pardon	o. arraignment	

Directions: Use a constitutional glossary or any other source to match the definitions with the terms.

- Money or other property given to the court to guarantee the appearance of an accused person in court. _____
- Term used to describe the courts of the law and their function. _____
- A special jury that decides whether there is enough evidence to charge a person with a crime. _____
- A person against whom a court action is taken. _____
- The highest federal court. _____
- When someone is officially released from punishment for a crime. _____
- Usually twelve citizens who make a decision in a court case. _____
- Crime in which the death penalty may be given. _____
- When a grand jury formally accuses someone of committing a crime. _____
- The authority of a court to review the decisions of a lower court. _____
- The head judge of the supreme court. _____
- Someone that helps the accused with advice in a court case. _____
- When a case is taken to a higher court for review. _____
- When charges are made against a person in court. _____
- Someone who has seen or heard something that relates to a case in court. _____

Look up the following words in the glossary of your book.

Read the definition and then write your own definition in words that you understand.

1. Constitution: _____
2. Bicameral: _____
3. Republic: _____
4. Petition: _____
5. Ordinance: _____
6. depreciate: _____
7. Proportional: _____
8. Compromise: _____
9. Federalism: _____
10. Article: _____
11. Legislative Branch: _____
12. Executive Branch: _____
13. Judicial Branch: _____
14. Checks and Balances: _____
15. Ratify: _____
16. Federalist: _____
17. Antifederalist: _____
18. Amendment: _____
19. House of Representatives: _____
20. Senate: _____
21. Congress: _____
22. Presidential Cabinet: _____
23. Term of office: _____

How does a bill become a law?

(draw a sketch of the process)



What are your rights????

Please define the following rights in your own words:

Freedom of Religion:

Freedom of Assembly:

Freedom of the Press:

Freedom to Petition:

Freedom of Speech:

Right to bear arms:

Quartering of troops:

Unreasonable search and seizure:

Right to Due process:

Double jeopardy:

Self-incrimination:

Eminent domain:

Speedy trial:

Trial by jury:

Excessive bail:

Cruel and unusual punishment:

Protection of rights:

Powers of States and people:

US History Citizenship Project

The Purpose:

- **For you to learn about citizenship and make your community a better place.**
- This is an assignment that will involve you to do service in your community, **not your family.**
- You can **NOT** count a past service project for this assignment.

The Project:

- You need to complete a **1 hour** service project (outside of class)
- Choose anything that will help improve your community
- You may work with a partner but you both need to spend 1 hour and turn in separate papers

The Paper:

You will need to write a:

- 1 page
- 5 paragraphs
- Double –spaced
- 12-point
- Times New Roman font reflection paper.
- **Signature from parent**

If your paper is not formatted as outlined above, you will be asked to redo your paper.

Your paper should include:

- A description of what you did for your project (paragraph 1)
- A description things you enjoyed most and least about your service (paragraph 2)
- How your project helped your community (paragraph 3)
- How your project helped **you** to become a better citizen (paragraph 4)
- How you can continue to be a good citizen of the United States (paragraph 5)
- **Signature from a parent on the top of the printed report**

Ideas

Read to students in younger grades
Visit a nursing home/retirement community
Cleaning up a park
Collect food for a food bank
Volunteer at a homeless shelter
Volunteer at animal shelter
Habitat for Humanity
Care packages for the Military
Writing letters to members of the military
Backpacks for the homeless
Collecting books for the homeless
Clothing drive
Recycling drive
Tying quilts
Doing service for an elderly neighbor

The bottom line is to pick something that you feel you can do to make a difference in your community.

