

### **Lap 3 Essential Question:**

What are the most significant pieces of the US Constitution?

### **Late Assignments from Lap 2**

Are all due by the Friday before Spring Break. Failure to turn in late or missing work by the Friday before Spring Break will result in a zero for that particular assignment – no exceptions.

#### ***Overview***

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The members of the Constitutional Convention signed the United States Constitution on September 17, 1787 in Philadelphia, Pennsylvania. The Constitutional Convention convened in response to dissatisfaction with the Articles of Confederation and the need for a strong centralized government. After four months of secret debate and many compromises, the proposed Constitution was submitted to the states for approval. Although the vote was close in some states, the Constitution was eventually ratified and the new Federal government came into existence in 1789. The Constitution established the U.S. government as it exists today.

#### ***Rationale***

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Abraham Lincoln was elected to the Illinois State Legislature first in 1834 at the age of 28, and again in 1836, 1838, and 1840. He was serving his second two year term at the time he gave this speech, 27 January 1838, to the Young Men's Lyceum of Springfield, his home town. He chose to address the pressing subject of mob violence and the political institutions of the United States. Lincoln had helped found Springfield's Young Men's Lyceum two years earlier. This is one of the Lincoln's earliest recorded speeches, appearing in the February 3, 1838 issue of the *Sangamon Journal*.

"Let every American, every lover of liberty, every well-wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property, and his sacred honor - let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling-books, and in almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation; and let the old and the young, the rich and the poor, the grave and the gay of all sexes and tongues and colors and conditions, sacrifice unceasingly upon its altars."

#### ***Learning Goals***

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1. Explain the basic framework for government established by the U.S. Constitution and how it embodies the principles of American government
2. Identify the specific qualifications, powers, and limits established under the U.S. Constitution
3. Analyze the political concepts expressed in the Constitution

## Summative Assessment

### Lap 3 Essential Question: **What is the most significant piece of the US Constitution?**

Lap 3's summative assessment will follow the same format as Lap 2's did. You will have a variety of question types ranging from multiple choice, matching, true/false, yes or no, and reading comprehension.

To ensure success on the Constitution test I would pay special attention to the following areas:

1. Preamble
  - What is the preamble?
  - What does it say?
  - What rights does it guarantee?
2. Articles 1-7
  - Know the breakdown of the Articles (ex. Article 1 deals with the Legislative Branch, powers granted and denied to Congress, and the separation of powers under Article 1)
  - Process for electing people in the Senate and the House of Representatives
  - Powers for the President, Senate, House of Representatives, and the Supreme Court
  - Basically what the Articles are and what they do
  - Remember that the Articles are like the "rule book" for the Constitution
3. Bill of Rights
  - Know the amendments-honestly! You will not need to know the Bill of Rights (Amendments 1-10) word for word; however, you will be required to know what their purpose is.
  - What they are
  - What they do
  - What rights of yours are protected under the Bill of Rights
  - Importance of the Bill of Rights
4. Amendments 11-27
  - You will need to know the importance of the Reconstruction and Progressive Amendments
  - The basic principles of the remaining amendments. You will need to know the basic principles of the remaining amendments. (ex. The 18<sup>th</sup> Amendment began Prohibition, the 19<sup>th</sup> Amendment gave all people regardless of sex the right to vote, the 20<sup>th</sup> Amendment limited the presidency to two terms, etc...)
5. The Constitution is in the thin "We the People"

**Test in class:**

**Rousseau  
C – Day  
3/10**

**Baron  
&  
Voltaire  
E – Day  
3/12**

## Lap 3 Enrichment

### The Seven Pillars of the United States Constitution

The Constitution is founded on seven basic principles: Popular Sovereignty, Limited Government, Federalism, Judicial Review, Checks and Balances, Separation of Powers and Flexibility. By examining the Constitution, you can find Clauses that exemplify all of these principles. See the Chart below for examples.

Your Assignment is to recreate the chart below, but to fill in each section will at least 3 Clauses from the Constitution and the Bill of Rights. You must fill the chart in using the same format below: The Article, Section and Clause numbers and a brief description of what the Clause states.

**You may NOT use the ones in the example below.**

You must type this Enrichment. No exceptions. Please share a copy of your project with me and bring me a hard copy.

Example:

Seven Pillars of the Constitution		Information
<b>Popular Sovereignty</b>	Art 1, Sec 2, Cl 1. Direct election of the House of Reps.	
<b>Federalism</b>	Art 1, Sec 4, Cl 1. The time and place of elections is determined by the states.	
<b>Judicial Review</b>	<b>You are exempt from this section. You do not need to add anything here.</b>	
<b>Limited Government</b>	Art 1, Sec 9, Cl 2. Congress cannot deny Habeas Corpus.	
<b>Checks and Balances</b>	Art 1, Sec 3, Cl 4. The Vice-President shall be President of the Senate.	
<b>Separation of Powers</b>	Art 2, Sec 2, Cl 1. The President is Commander and Chief.	
<b>Flexibility</b>	Article 5. The amendment Process.	

**Baron,  
Rousseau,  
&  
Voltaire  
F - Day  
3/13**

## Open Lab

### Review

At some point before you take your Lap 3 summative assessment you must come in and check your review guide in with me. The review guide will not be graded for 100% accuracy rather for completion. However, do not come to me with wide gaps expecting me to give you full credit. You must attempt the review guide.

**Before  
3/10**

## Calendar of Events

### Day 1

1. **Due at class time** – Nothing at this time.
2. **What we are doing today** – Discussion over the importance of Articles I, II, and III.
3. **Assignment due for next class** – Article I of the United States Constitution is arguably the most important Article of the entire document. Article I describes in detail the process of electing Representatives and Senators, term lengths for these two positions, and what they can and cannot do. Answer the following questions in 6 – 8 well constructed sentences total. **Bring your printed out or handwritten response to class.** Please write/type out the questions as well before you answer them. **Question 1**, what is meant by “enumerated powers”? Why did the Framers decide to specifically enumerate the powers granted to Congress?  
**Question 2**, what is the “necessary and proper clause”? **Question 3**, what is the “supremacy clause”? **Be specific in your explanation.**  
**Be prepared for a quiz over Articles I, II, and III.**

**Voltaire  
D – Day  
2/25  
Wednesday**

### Day 2

1. **Due at class time** – Answers to the three questions from Day 2.
2. **What we are doing today** – **Quiz over Articles I, II, and III.** Discussion over the importance of Articles IV, V, VI, and VII. If we have time, begin discussion over the Bill of Rights, Amendments I – X.
3. **Assignment due for next class** – In your “*We the People*” text read Unit 2, Lesson 14: “*What powers were granted to the Executive and Judicial Branches?*”  
Next, in 5 – 6 well constructed and grammatically correct sentences describe the differences between the Legislative, Executive, and Judicial branches. Concentrate on what each branch can and cannot do. **Bring your handwritten or printed out response to class.**

**Voltaire  
E – Day  
2/26**

### Day 3

1. **Due at class time** – Questions from Day 3 on the different powers of each branch.
2. **What we are doing today** – Further discussion over the Bill of Rights, Amendments I – X.
3. **Assignment due for next class** – In your “*We the People*” text read Unit 3, Lesson 19: “*What rights did the Constitution protect? How was the Bill of Rights added to the Constitution?*”  
Next, using your “*We the People*” text, page 240, summarize Amendments I – X in your own words, in one to two sentences each. **Bring your handwritten or printed out response to class.**  
**Be prepared for a quiz over the Bill of Rights.**

**Voltaire  
G – Day  
3/2**

### Day 4

1. **Due at class time** – Summaries of Amendments I – X.
2. **What we are doing today** – **Quiz over the Bill of Rights.** Amendments XI – XXVII
3. **Assignment due for next class** – Review Amendments I – X. Be ready to discuss. We will have a quiz over the Bill of Rights, Amendments I – X.

**Voltaire  
J – Day  
3/4  
Wednesday**

### Day 5

1. **Due at class time** – Nothing at this time.
2. **What we are doing today** – Amendments XI – XXVII
3. **Assignment due for next class** – In your *“We the People”* text read Unit 4: Lesson 24: *“What Amendments to the Constitution were added to protect the rights of African Americans?”* and Unit 4, Lesson 25: *“How did the Fourteenth Amendment expand Constitutional Protection of Rights?”*

Next, in 5 – 6 well constructed and grammatically correct sentences explain the concept of due process of law and how the Fourteenth Amendment extended the due process of law.  
**Bring your handwritten or printed out response to class.**

**Voltaire  
K – Day  
3/5**

### Day 6

1. **Due at class time** – Answer to the question regarding the Fourteenth Amendment.
2. **What we are doing today** – Amendments XI – XXVII
3. **Assignment due for next class** – In your *“We the People”* text look at Amendments XX – XXVII on pages 242 – 244. Write a short statement for each amendment translating it into words every day teenagers would understand. **Bring your handwritten or printed out response to class.**  
**Be prepared for a quiz over Amendments XI – XXVII.**

**Voltaire  
B – Day  
3/9**

### Day 7

1. **Due at class time** – Responses to Amendments XX – XXVII.
2. **What we are doing today** – **Quiz over Amendments XI – XXVII.** Amendments XI – XXVII
3. **Assignment due for next class** – Study your information for Amendments XX – XXVII. Look at everything we have done up to this point and see where your knowledge gaps are. Keep a list of questions too.

**Voltaire  
D – Day  
3/11  
Wednesday**

## Day 8

1. **Due at class time** – Nothing at this time.
2. **What we are doing today** –Test in class
3. **Assignment due for next class** – Have fun on Spring Break!

**Voltaire  
E - Day  
3/12**

### **Coming up next...**

Lap 4 – The Age of Jefferson