

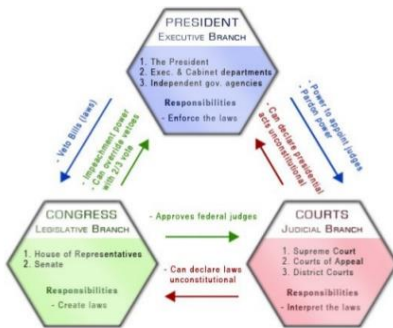
# Unit 3: The Constitution

## Essential Question:

**How do the structures of the US and NC Constitutions balance the power of the government with the will of the people?**



## Checks & Balances



## Content and Main Ideas:

**Constitutional Convention / Federalist vs. Anti-Federalist Debate**

**Constitution, Preamble, Articles, Bill of Rights, Amendments, Amendment Process, Ratification of the Constitution**

**Principles of the Constitution:** Popular sovereignty, Limited Government, Rule of Law, Federalism, Checks and Balances, Judicial Review, Separation of Powers

**Key People:** James Madison, Thomas Jefferson, Alexander Hamilton, John Jay, George Washington, John Adams, Benjamin Franklin

## **Conceptual Lens:**

*Rule of Law*

*Balance of Power*

## Overview

Vocab and Main Ideas  
 Principles and Goals of Gov  
 3 Parts of the Constitution  
 The Constitution in Depth  
 The Const. In Depth Cont.  
 NC Constitution and Local Gov  
 Supreme Court Cases  
 Supreme Court Cases  
 Civil Rights Movement  
 The Constitution Today  
 Review

## I can...

- I can explain how the ideas of natural rights influenced the Bill of Rights
- I can explain how Montesquieu ideas led to the division of powers
- I can compare the Federalists' and Anti-Federalists' desires for the new Constitution.
- I can predict how the Federalists and Anti-Federalists would feel about current events.
- I can compare current governmental actions to the stated goals of government within the Preamble of the US Constitution.
- I can provide examples of each of the guiding principles (separation of powers, checks and balances, popular sovereignty, federalism) that illustrate how they limit the government's powers.
- I can describe the process by which the US Constitution may be changed

### Preview Questions:

**Governments can be structured in order to address the needs of the people who are governed.**

- a. How is the idea of limited government promoted in the United States Constitution?
- b. Should Congress be able to pass a law that is unpopular with citizens?
- c. In what ways does the U.S. Constitution limit the power of public officials?
- d. How has the Constitution provided the government the ability to adjust to a changing society?
- e. How have constitutional amendments changed suffrage rights throughout the United States' history?
- f. Is it necessary to treat all people the same in order to ensure justice and equality?
- g. Can governments be changed by the will of the people?
- h. How does the 14th Amendment extend rights to all citizens?

**Leaders are often elected by the people and are expected to represent the interests of the electorate.**

- a. How do the three branches of government work together in order to provide leadership for the people?
- b. How does the Constitution provide for leadership within each of the three branches of government?

**Power to govern is sometimes divided among different groups and these groups are often at odds over how best to implement a democratic system.**

- a. How are modern political conflicts similar to the issues debated by the Federalists and Anti-Federalists?
- b. What does "equal protection under the law" mean?
- c. Should citizens ever be denied their civil rights?

### Essential Standards

CE.C&G.1.3 Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape the government in the United States over time.

CE.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom.

CE.C&G.1.5 Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States

CE.C&G.1.2 Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution, and the Bill of Rights to help promote liberty, justice, and equality.

CE.C&G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens.

CE.C&G.2.3 Evaluate the U.S. Constitution as a "living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence

CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privileges

CE.C&G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare in

### Vocabulary

Popular sovereignty, Limited Government, Rule of Law, Federalism, Checks and Balances, Judicial Review, Separation of Powers, Rights, Conflict, Compromise, Equality, Cruel, Unusual, Civil liberties, Ideology, Legal Representation: Lawyer, Counsel, Attorney, Prohibition, Suffrage, Quarter, Petition, Assembly, Abolish, Amend, Ratify, Due Process, Concurrent Powers, Delegated Powers, Reserved Powers, Implied Powers, Necessary and Proper Clause, Full Faith and Credit, Supremacy Clause, Civil Suits, Self-Incrimination, Poll Tax.

## Unit 3: We the People

Concept: *Balance*

### Principles of Constitution

- **Popular sovereignty** –
  
- **Federalism**
  - Expressed powers
  
  - Concurrent powers
  
  - Reserved powers
  
- **Separation of powers** – Powers are distributed between \_\_\_\_\_ branches  
Idea came from \_\_\_\_\_.
  
- **Checks and balances** – Each branch of government is \_\_\_\_\_ or \_\_\_\_\_ by the other two branches.
  
- **Judicial Review**
  
- **Limited Government**

**CE.C&G.1.4** Analyze the principles and ideals underlying American democracy in terms of how they promote freedom.

**CE.C&G.1.5** Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States

**Which of the principles is the most important in a democratic society?**

**Which of the principles can be seen most frequently in society?**

**Which of the principles is most necessary to protect the citizens' rights?**

### 3 Parts of the Constitution

1. \_\_\_\_\_ -
2. \_\_\_\_\_ -
3. \_\_\_\_\_ -

### Declaration of Rights

### Amendment Process:

### In the Bill of Rights, we can see these concepts:

Freedom of Expression

Property Rights

Rights of the Accused

Limited Government

Enumerated Powers:

Ex:

Reserved Powers:

Ex:

Concurrent Powers:

Ex:

**CE.C&G.1.2** Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution, and the Bill of Rights to help promote liberty, justice, and equality.

**CE.C&G.2.3** Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence

**CE.C&G.2.6** Evaluate the authority federal, state and local governments have over individuals’ rights and privileges

**Is it necessary to include an amendment process? Why or Why not?**

**Which set of rights do you think is most important?**

**Which of the powers do you think is most influential on an every day basis?**

## Sections of the U.S. Constitution

**Preamble:** Introduces the Constitution and states its purpose. You should be able to identify six purposes:  
 “\_\_\_\_\_ of the United States, in Order to form a more perfect \_\_\_\_\_, establish \_\_\_\_\_, insure domestic \_\_\_\_\_, provide for the common \_\_\_\_\_, promote the general \_\_\_\_\_, and secure the blessings of \_\_\_\_\_ to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

Purpose of the Preamble:

Goals of the Preamble:

Article I

Article II

Article III

Article IV

| Article V / How to Amend the Constitution.                              |  |
|---|--|
| An amendment can be <b>proposed</b> in one of two ways:<br>1.<br><br>2. | That amendment can then be <b>ratified</b> in one of two ways:<br>1.<br><br>2. |

Article VI

Article VII

**CE.C&G.1.3** Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape the government in the United States over time.

**CE.C&G.2.1** Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens.

**How are Montesquieu's ideas seen in the Constitution's articles?**

**Why do you think the founding fathers chose to give detailed responsibilities to the Executive and Legislative branch but fewer outlines to the Judicial Branch?**

## Amendments 1-10: The Bill of Rights

|      |  |  |
|------|--|--|
| 1st  | <ul style="list-style-type: none"> <li>Freedom of _____</li> <li>Freedom of _____</li> <li>Freedom of _____</li> <li>Freedom of _____</li> <li>Freedom of _____</li> </ul>   | Establishment Clause:<br><br>Free Exercise Clause: |
| 2nd  | Right to _____   |  |
| 3rd  | Right not to _____   |  |
| 4th  | Protection against unreasonable _____ and _____  |  |
| 5th  | <ul style="list-style-type: none"> <li><b>Indictment</b> by a <b>grand jury</b>: a formal _____ for a serious crime<br/>→ a grand jury does not decide if a person is guilty or innocent; they only decide if there is enough evidence to try the suspect in court!!!!!!</li> <li>No <b>double jeopardy</b></li> <li>No <b>self-incrimination</b> (right to remain silent): a person does not have to _____</li> <li><b>Due process of law</b> _____</li> <li><b>Eminent domain</b> – Shows that this amendment relates to life, liberty, and PROPERTY.</li> </ul> |  |
| 6th  | <ul style="list-style-type: none"> <li>Guarantees a trial by jury</li> <li>Guarantees a _____ and _____ trial</li> <li>The accused must be told the exact charge against them</li> <li>Right to an _____</li> <li>Compulsory process</li> <li>•</li> </ul>   |  |
| 7th  | Right to a jury trial in civil cases where the amount is more than _____   |  |
| 8th  | No _____ and _____ punishment<br><br>No excessive _____  |  |
| 9th  | <b>Unenumerated rights:</b>  |  |
| 10th | <b>Reserved powers:</b>  |  |

**CE.C&G.2.3** Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence

**How did the ideas of natural rights influence the Bill of Rights?**

**How do these amendments Create a fair trial for citizens?**

**What are rights that should be left to the states and to the people? Why?**

## Amendments 11-27

|                  |  |
|------------------|--|
| 11 <sup>th</sup> | Prevents _____ from being sued in _____ courts   |
| 12 <sup>th</sup> | The _____ and <b>Vice President</b> will be elected on _____ ballots   |
| 13 <sup>th</sup> | <b>Abolishes (forbids)</b> _____   |
| 14 <sup>th</sup> | Defines _____ (“the law of the soil” and “the law of the blood”)<br>States cannot deprive citizens of life, liberty, and property<br>States must uphold due process  |
| 15 <sup>th</sup> | Right to _____ cannot be denied because of “Race, Color, nor Previous Status of Servitude” ( <b>former slaves have the right to vote</b> )   |
| 16 <sup>th</sup> | Authorizes <b>income</b> _____   |
| 17 <sup>th</sup> | _____ are elected directly by the voters in each state   |
| 18 <sup>th</sup> | <b>Outlawed</b> the making, selling, transporting, and exporting of _____ beverages.<br>This Amendment was <b>repealed</b> (canceled) by the 21 <sup>st</sup> Amendment  |
| 19 <sup>th</sup> | Women’s _____ ( <b>women’s right to vote</b> )<br>No person should be denied the right to vote based on their _____  |
| 20 <sup>th</sup> | The <b>President’s term</b> was changed to begin on <b>Jan.</b> ____<br>Congress begins their term on Jan. 3<br>This Amendment is sometimes called the “_____” amendment because a person defeated (the lame duck) now remains the President less time after his/her defeat. |
| 21 <sup>st</sup> | <b>Repealed (canceled) the ____th Amendment</b>  |
| 22 <sup>nd</sup> | A president can only serve for ____ <b>terms</b> (or a maximum of ____ years)  |
| 23 <sup>rd</sup> | <b>District of Columbia is given</b> ____ electoral votes (the same as the least populous state)   |
| 24 <sup>th</sup> | Prohibits governments from requiring a _____ to _____ ( <b>poll tax</b> ).   |
| 25 <sup>th</sup> | _____ <b>Succession</b><br>Filling the vacancy of Vice President by the new President  |
| 26 <sup>th</sup> | <b>Minimum voting age lowered to</b> ____ years old.   |
| 27 <sup>th</sup> | Limits <b>congressional</b> _____ raises   |

Question:  
What principle of government does the 11<sup>th</sup> Amendment reflect?

Question:  
How do the Civil War Amendments change the social expectations within society?

Question:  
Which amendments are protections for Civil Rights?

## N.C. Constitution: Which came first...?

|   |   |   |
|---|---|---|
| <p><b>N.C. Constitution</b></p> <p>We, the people of the _____, grateful to Almighty God, the Sovereign Ruler of Nations, for the preservation of the American Union and the existence of our civil, political and religious liberties, and acknowledging our dependence upon Him for the continuance of those blessings to us and our _____, do, for the more certain security thereof and for the better government of this State, _____ and _____ this Constitution.</p> | <p>←<br/><b>Compare these Preambles</b><br/>→</p>         | <p>We the People of the _____, in Order to form a more perfect _____, establish _____, insure _____ Tranquility, provide for the common _____, promote the general _____, and secure the Blessings of _____ to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.</p> |
| <p>N.C. Constitution – ratified in _____ (our 3<sup>rd</sup> Constitution - earlier ones in 1776 and 1868)</p>  | <p>← <b>Dates</b> →</p>                                   | <p>U.S. Constitution, signed _____, _____</p>   |
| <p>Federalism, Separation of Powers, Checks and Balances, Popular Sovereignty, Limited Government, Rule of Law</p>  | <p><b>Similar Principles of Government</b></p>            | <p>Federalism, Separation of Powers, Checks and Balances, Popular Sovereignty, Limited Government, Rule of Law</p>  |
| <p><b>Preamble:</b><br/><b>14 Articles</b><br/><b>Article 1:</b> Declaration of Rights<br/><br/><b>Articles 2-4:</b> Three Branches<br/><b>Articles 5-14:</b> State Matters</p>   | <p><b>Organization of documents</b></p>                   | <p><b>Preamble:</b> purpose of gov't<br/><b>7 Articles</b><br/><b>Article 1-3:</b> Three Branches<br/><b>4-7:</b> States, changes to document, supremacy, and ratification<br/><b>Amendments:</b> Makes Const. a LIVING document by being able to update it.</p>  |
| <p>Has a _____ of Rights<br/>It includes most of what the Bill of Rights has, plus:</p> <ul style="list-style-type: none"> <li>• Guarantees _____ elections</li> <li>• Right to _____ education</li> <li>• Rights of the _____ of crimes</li> </ul>   | <p>← <b>Similar protections of rights</b> →</p>           | <p>Has a _____ of Rights<br/><br/>(Amendments ____ - ____)</p>  |
| <p>Creates _____ branches of government</p> <ul style="list-style-type: none"> <li>• N.C. G _____ A _____</li> <li>• N.C. _____</li> <li>• N.C. S _____ C _____</li> </ul>  | <p>← <b>Same branches of government</b> →</p>             | <p>Creates _____ branches of government:</p> <ul style="list-style-type: none"> <li>• U.S. C _____</li> <li>• U.S. P _____</li> <li>• U.S. S _____ C _____</li> </ul>   |
| <p>_____/_____/_____ of General Assembly propose new amendment.<br/><br/>Sent to NC _____ to _____ (approve) by _____<br/>In a _____.</p>   | <p>← <b>Compare how to change each Constitution</b> →</p> | <p>_____/_____/_____ of Congress Proposes<br/><br/>_____/_____/_____ of States approve (ratify) in State Conventions<br/><br/>The _____ is NOT involved.</p>  |

## Local Charters

**CE.C&G.2.1** Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens.  
**CE.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare

**Why is it important to know How the NC Constitution Differs from the US Const?**

**How are the two Constitutions similar and why are those similarities important?**

**Which of these Constitutions Has more direct impact on Citizens? How do you know?**

**Why is it important for local governments to have their own government outlines?**



**Supreme Court Cases:**

| <b>Court Case:</b>          | <b>Overview:</b> | <b>Constitution Connection</b> |
|-----------------------------|------------------|--------------------------------|
| <i>Marbury v Madison</i>    |                  |                                |
| <b>McCulloch v Maryland</b> |                  |                                |
| <b>Gibbons v Ogden</b>      |                  |                                |
| <i>Mapp v Ohio</i>          |                  |                                |
| <i>Gideon v Wainwright</i>  |                  |                                |
| <i>Miranda v Arizona</i>    |                  |                                |
| <i>New Jersey v TLO</i>     |                  |                                |
| <b>Furman v Georgia</b>     |                  |                                |

**CE.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare

**Which of these court cases Has then most impact on the Role of government?**

**Which of these court cases has the most impact in protecting citizens rights in the courts?**

| <b>Court Case:</b>                              | <b>Overview:</b> | <b>Constitution Connection</b> |
|---|------------------|--------------------------------|
| <b>Gregg v Georgia</b>                          |                  |                                |
| <b>Roe v Wade</b>                               |                  |                                |
| <b><i>Plessy v Ferguson</i></b>                 |                  |                                |
| <b><i>Brown v Board of Education</i></b>        |                  |                                |
| <b>Regents of the University of Cal v Bakke</b> |                  |                                |
| <b>Engle v Vitale</b>                           |                  |                                |
| <b>Hazelwood v Kuhlmeier</b>                    |                  |                                |
| <b>Tinker v Des Moines</b>                      |                  |                                |

Which of these court cases is the most important in the Fight for civil rights?

Which of these court cases is the most reflective of the first amendment rights?

| <b>Court Case:</b>          | <b>Overview:</b> | <b>Constitution Connection</b> |
|-----------------------------|------------------|--------------------------------|
| <b>Texas v Johnson</b>      |                  |                                |
| <b>US v Nixon</b>           |                  |                                |
| <b>Swann v CMS</b>          |                  |                                |
| <b>Korematsu v US</b>       |                  |                                |
| <b>Dred Scott v Sanford</b> |                  |                                |
| <b>State v Mann</b>         |                  |                                |
| <b>Leandro v NC</b>         |                  |                                |

How do the NC court cases  
Reflect society in NC?

## Civil Rights Movement and Applying the Constitution

**CE.C&G.2.7** Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare

Question

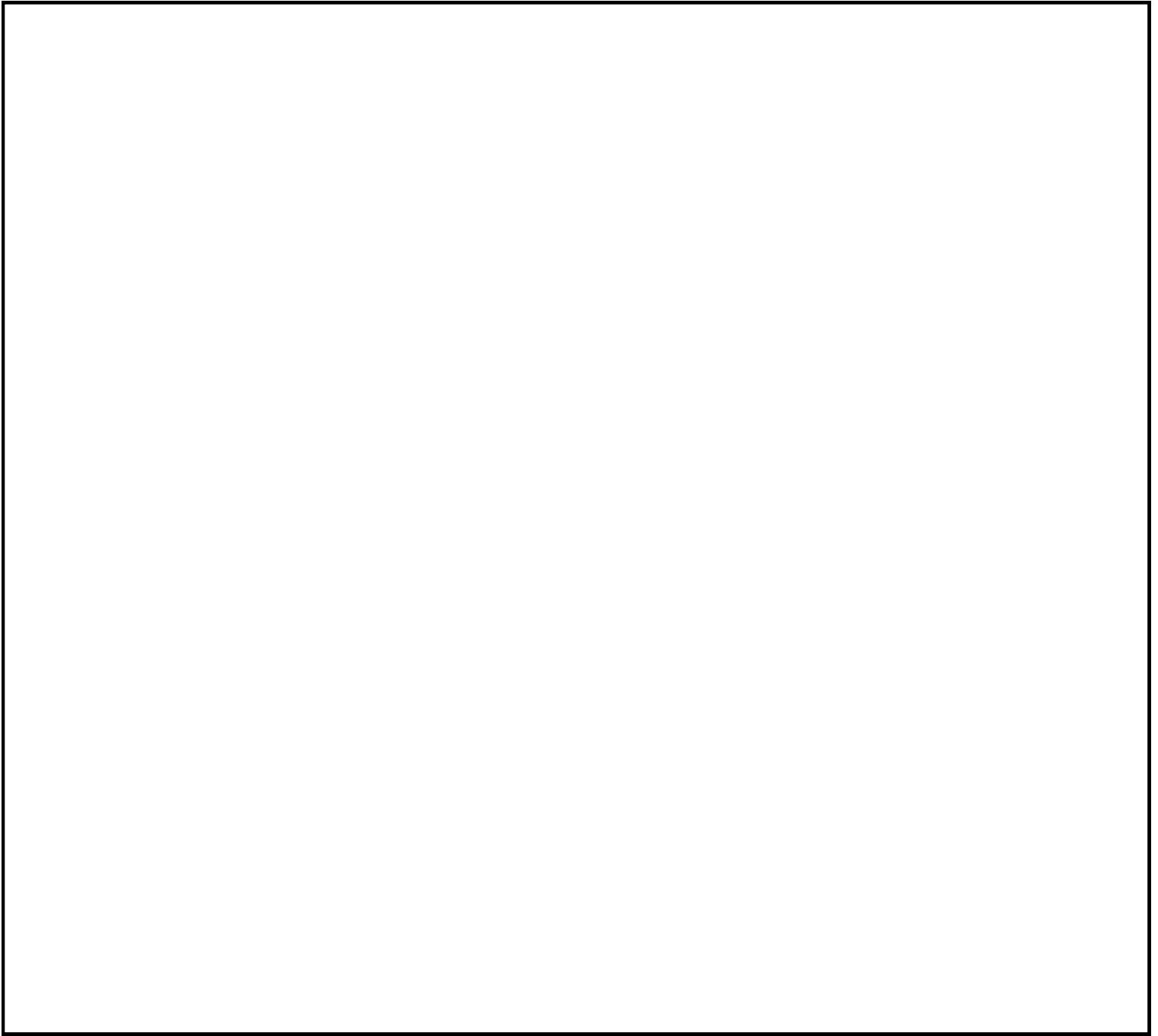
Question

Question

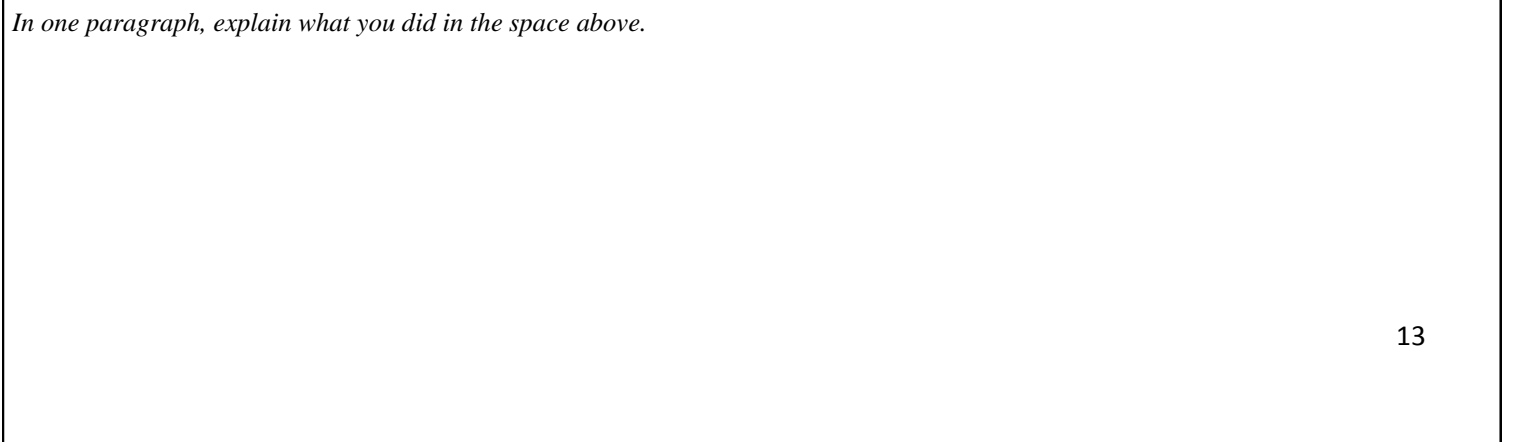
Question

# 6 Principles Infographic

*Directions: Make an infographic to explain the 6 principles of the Constitution using at least 6 pictures and 25 words in the space below.*



*In one paragraph, explain what you did in the space above.*



# 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.”

1. Underline the 6 goals of the Preamble above.
2. How did the weaknesses of the Articles of Confederation influence the Preamble to the Constitution? (Answer in 5 complete sentences after you've completed the evidence and warrants to brainstorm your answer).

| <b>Evidence</b><br><i>What were the weaknesses of the Articles of Confederation?</i> | <b>Warrants</b><br><i>Why was this a problem and how did the Preamble try to fix it?</i> |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Use the Constitution to answer the following questions.

- What are the main topics of each of the seven Articles of the Constitution? (Complete on note sheet)
- What branches of government are created by the Constitution?
- Provide some **examples** of how each branch has power over another branch.
- Explain "habeas corpus."
- Explain what an ex post facto law is.
- How can Congress remove the President from office?
- List some of the powers that belong to the federal government only.
- How many states had to ratify the Constitution to put it into effect?
- What is the longest time a President elected today can stay in office?
- How long to members of the House of Representatives serve? Senators?
- How old do you have to be to be a Representative? A Senator? A federal judge?
- How old do you have to be to be a federal judge?
- How old do you have to be to be President? Vice President?
- Explain "bill of attainder."
- How many states have to ratify an amendment to make it part of the Constitution?

# ARTICLES

Summarize the main topic/purpose for each Article

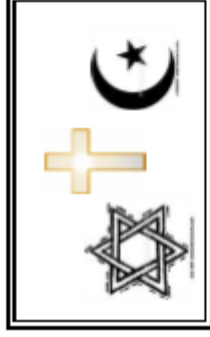
Article 1:

Supremacy Clause



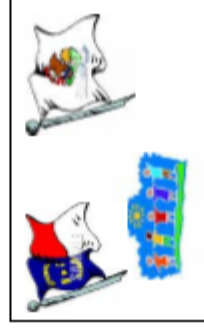
Article 2:

Establishment Clause



Article 3:

Full Faith & Credit Clause



Article 5:

Necessary & Proper Clause



Article 6:

Free Exercise Clause





# Separation of Power



# Federalism

Legislative Branch

*Makes Laws*

Executive Branch

*Enforces Laws*

Judicial Branch

*Interprets Laws*



Blank box for notes under Legislative Branch.

Blank box for notes under Executive Branch.

Blank box for notes under Judicial Branch.

Blank box for notes under Federalism.

Blank box for notes under Federalism.

Blank box for notes under Federalism.

COUNTRY  
CITY

COUNTRY  
CITY

Unenumerated Rights:

Reserved Powers:

Implied Powers:

Enumerated/Delegated Powers:

Concurrent Powers:

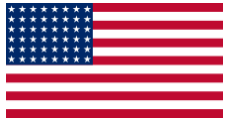
## Division of Powers Worksheet

Expressed powers belong to \_\_\_\_\_.

Reserved powers belong to \_\_\_\_\_.

Concurrent powers belong to \_\_\_\_\_.

| POWERS  | ON MY<br>OWN<br>E = Expressed<br>R = Reserved<br>C = Concurrent | WITH<br>OTHERS<br>E = Expressed<br>R = Reserved<br>C = Concurrent | AS A CLASS<br>E = Expressed<br>R = Reserved<br>C = Concurrent |
|---|---|---|---|
| 1. Coin (print) money                             |   |   |   |
| 2. Collect taxes                                  |   |   |   |
| 3. Make laws                                      |   |   |   |
| 4. Declare war                                    |   |   |   |
| 5. Establish public schools                       |   |   |   |
| 6. Make treaties with other countries             |   |   |   |
| 7. Set driver's license laws                      |   |   |   |
| 8. Define crimes/punishments                      |   |   |   |
| 9. Establish courts                               |   |   |   |
| 10. Maintain an army and navy                     |   |   |   |
| 11. Regulate trade between states                 |   |   |   |
| 12. Law enforcement                               |   |   |   |
| 13. Set the public school curriculum              |   |   |   |
| 14. Make marriage and divorce laws                |   |   |   |
| 15. Run the post office                           |   |   |   |
| 16. Set rules for the naturalization process      |   |   |   |
| 17. Control of alcoholic beverages                |   |   |   |
| 18. Decide how much postage will cost             |   |   |   |
| 19. Issue a hunting license                       |   |   |   |
| 20. Spending money                                |   |   |   |
| 21. Set the legal drinking age                    |   |   |   |
| 22. Ratifying amendments to the U.S. Constitution |   |   |   |
| 23. Conduct elections                             |   |   |   |
| 24. Eminent domain                                |   |   |   |

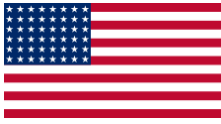


# Constitution Showdown: US vs NC

**Compare (Similarities)**

## **CONTRAST (DIFFERENCES)**

| <b>US Constitution</b> | <b>NC Constitution</b> |
|------------------------|------------------------|
|                        |                        |



# Constitution Showdown: US vs NC



**Think About Your Reading-** Respond to each prompt in COMPLETE SENTENCES for credit.

**1. What was the purpose of sharing common words and structures when creating the state constitution? Why do you think there are some differences? (Include specific examples for support.)**

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**2. What rights are guaranteed in both documents? Why do you think some rights are not included in one document but are in another?**

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**3. Argue that both documents are considered “living documents” using at least 3 references to either Constitution.**

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## **Supreme Court Case Brief**

Title of the Case: \_\_\_\_\_

### **The Issue**

Question of the Case: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Constitutional Issue: \_\_\_\_\_

\_\_\_\_\_

Summary of Facts: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Participants**

Petitioner (Prosecutor/Plaintiff): \_\_\_\_\_

Respondent (Defendant): \_\_\_\_\_

### **Outcome**

Decision (Votes for and Votes against): \_\_\_\_\_

Decision By Court: \_\_\_\_\_

Summary of Decision: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Your Opinion**

Why is this case important? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you see this case and outcome applied in current society?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## **Assignment: Court Case Content Poster**

Make a Content Poster for your Court Case. Please include the following:

- Title of the Case
- Constitutional Issue
- Image depicting Issue or Outcome
- One sentence of less describing the case, issue, or outcome.

A content poster should be COLORFUL, CLEAR, and ORIGINAL! These are here to HELP you and your classmates! Look around the room for ideas, but BE ORIGINAL!

## Federalism

1. List 3 Enumerated Powers. Where are these powers found? Who do they belong to?
2. List 3 Reserved Powers. Where are these powers found? Who do they belong to?
3. List 2 Concurrent Powers. What does concurrent mean? Who has these powers?
4. How is the government limited? What must the people do if the government abuses its power?

## North Carolina's Constitution

1. How does the amendment process differ for the NC Constitution compared to the US Constitution?
2. How are amendments in NC ratified?
3. What is a referendum?
4. How did the passage of the 14th Amendment at the federal level affect the state of North Carolina?
5. What is the Declaration of Rights? List three examples of rights you would find in the Declaration of Rights.

## Skill Practice: Amendments

Which Amendment is being violated in the scenarios below?

1. \_\_\_\_\_ Fayetteville, the town closest to Fort Bragg, asks citizens to house troops.
2. \_\_\_\_\_ North Carolina decides to enslave Native Americans.
3. \_\_\_\_\_ The police search your house without a warrant.
4. \_\_\_\_\_ Tennessee decides to ban alcohol.
5. \_\_\_\_\_ President Bush, after serving for 2 terms, decides he wants to be president again so he runs in 2016.
6. \_\_\_\_\_ You're arrested and the government waits 3 years to have a trial.
7. \_\_\_\_\_ Florida decides it wants to ban women from voting.
8. \_\_\_\_\_ Congress passes a law that the press may only print good things that the government has done.
9. \_\_\_\_\_ Congress passes a law that says no one is allowed to own a gun.
10. \_\_\_\_\_ Congress decides that all Americans will practice the religion of Islam.
11. \_\_\_\_\_ The President tells DC that they will not have a vote in the Electoral College.
12. \_\_\_\_\_ Virginia changes the voting age to 21.
13. \_\_\_\_\_ Upon arrest, your friend was not read his Miranda Rights.
14. \_\_\_\_\_ OJ Simpson, who was suspected of being guilty, was denied a jury in his civil suit.
15. \_\_\_\_\_ To get the gunman from the Aurora shootings to talk, police enacted the Chinese Water Torture technique.
16. \_\_\_\_\_ Obama decides to take the right to run elections away from \_\_\_\_\_.
17. \_\_\_\_\_ In order to cast a vote for Mitt Romney, citizens had to pay a poll tax.
18. \_\_\_\_\_ The state of Texas bans Hispanics from voting.
19. \_\_\_\_\_ Black males get pulled over while driving. When they ask what they did wrong the police tell them they pulled them because they're black.
20. \_\_\_\_\_ President Obama is shot and killed, Romney decides to take over since he was in "2nd Place" in the last election.

## Unit 3 Study Guide

This is only a guide to the test. Questions may appear that are not covered in this review. Students are responsible for all material covered in class.



## 3 Parts of the Constitution

1. What are the 3 basic parts of the Constitution?
2. What is the purpose of the Preamble?
3. Which goals in the Preamble try to fix problems caused by the Articles of Confederation?
4. How many Articles are there? How many Amendments?

## 6 Principles of the Constitution

Match each principle with its definition:

1. the government must follow the rules in the Constitution.
2. the government is only given its power by the consent of the governed.
3. the government's power is split into different groups who have specific jobs.
4. the government is broken into several smaller governments.
5. courts may declare laws and actions unconstitutional.
6. each branch may watch the others to prevent abuse of

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|-------------------------|------------------------|
| A. Judicial Review      | B. Checks and Balances |
| C. Separation of Powers | D. Popular Sovereignty |
| E. Limited Government   | F. Federalism          |

power by any one branch of government.

7. Which of the 6 principles of the Constitution is most important? Why?

## Separation of Powers & Checks and Balances

1. What are the main roles of each branch of government?
2. List and describe the ways the Legislative Branch and the Judicial Branch can check the Executive Branch.
3. List and describe the ways the Executive Branch and the Judicial Branch can check the Legislative Branch.
4. List and describe the ways the Legislative Branch and the Executive Branch can check the Judicial Branch.
5. How does the organization of the Constitution implement the idea of Separation of Powers?

## Amendments

1. What are the first 10 amendments to the US Constitution called?

2. Which early political party insisted on the Bill of Rights?

3. Which amendments deal with suffrage?

4. Which amendments protect the rights of the accused?

5. How are the 18th and 21st Amendment related? What is special about the 18th Amendment?

6. What are the 4 basic steps in amending the US Constitution?

7. Why do you think the founding fathers thought amendments to the Constitution were necessary? Why did they make the process so hard?

## Supreme Court Cases

1. Explain the similarities and differences between the *Heart of Atlanta Motel v. US*, *Brown v. Board of Education*, and *Swann v. CMS*.

2. Explain the similarities and differences between *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, and *Bethel v. Fraser*.

3. Imagine you were one of the Supreme Court Justices that heard the case *Engel v. Vitale*. Would you have declared prayer in public schools constitutional or unconstitutional? Why?

4. What is the exclusionary rule? How can it be violated?

5. Which court cases dealt with the 1st Amendment?

6. Which court cases affected North Carolina?

7. What is the Supremacy Clause? Which court cases upheld the Supremacy Clause?

# Unit 3: The US Constitution

Doodle Review: Using this space, create a colorful Mind Map that includes all of the main ideas (in **BOLD!**) that we studied. You may use drawings, symbols, words, or/and patterns that will help you visualize how these main ideas are connected!

This is to help YOU and you may use it on your test!