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## Anatomy of the constitution breaking it down answer key

This lesson involves students studying the Constitution to learn the importance of the big six ideas in it. Students analyze the text of the Constitution in a variety of ways, examine primary sources to identify their relationship with its central ideas and discuss the basic principles of the Constitution as they relate to today's political issues. Logic: To understand how our government works, students need to understand the major ideas that underline it. The lesson asks students to explore those ideas and use them on current issues. Guiding the question: What are the big six ideas in the Constitution historically and for Americans today? Six big ideas are: Government Republicans limiting checks and balancing the separation of federalism from the power of popular sovereignty materials: the U.S. Constitution founded background information on fathers online copies of primary sources 4 Help Answer Key (Activity 1&4) Recommended Grade Levels: Grades 8 - 12 Courses: American History; The U.S. government includes civics topics included in this lesson: limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, time the founding fathers needed: the time needed to complete each stage of this lesson is presented in parentheses at each stage. The lesson can be done individually or each step can be done individually (except step 4, which should follow step 3). Vocabulary: Confederate Papers Approved Federal Sovereignty Republic Of Great Compromise 3/5 Compromise Learning Steps: 1: Orientation to the Constitution - Mapping the Text (45 Minutes) to Understand the Six Great Ideas That Underlying Constitutional Students Need to Familiarize themselves with their text. Mapping the text of the Constitution presents the National Charter in a way that reflects the founders' attention to the structure and power of the state. The words of 4,379 of the U.S. Constitution are the foundation of our nation and establish the structures and branches of the federal government. By counting the words in each article and calculating the total percentage it represents, students can determine how much of the overall project is assigned to any structure or power. Fill the table in Help 1 to determine the number of words contained in each article of the Constitution, and the percentage of the total document that represents. This can be done easily with a digital copy of text using the word counting feature available in most word processing applications. Note: Counting only words in sentences that contain Article VII, not summary/date conclusions. Map the Constitution by representing the percentage of the table visually in Help 1. Using different colors for each material and Preamble, the color in the square represents the total percentage of the constitution that To each article. Each square represents 1% of the document (founding or down if necessary). Hold a class discussion to analyze the map and address the following questions: Which issues have received the most attention in the Constitution? Does the map propose hypotheses about the relative importance to the founders of the new government's authority? To what extent does the authority of each branch of government displayed on the map match the way the federal government works today? 2: Introducing the founders (45 minutes) studying the founders themselves can help in understanding the government they create. Many founders knew each other before the Constitutional Convention and were able to draw up personal relationships while trying to draw consensus on the inclusion of specific constitutional proposals. Students will explore these relationships by creating a founders' social network using Help 2. The teacher can assign a founder to each student or allow students to choose one. After completing the students' profiles and likes the section in Help 2, send them on the wall. Students then browse other profiles to determine who will most likely be friends with their dedicated founder, and then fill out the Friends section of Help. Students direct to these websites for bio-information: 3: Highlight six great constitutional ideas (45 minutes) students will analyze the constitutional text to identify specific examples of the six great ideas in practice. Provide lists of six great ideas to students, guide them to define each term, and then discuss with the entire class to check the understanding. Dividing students into six groups with each group assigned a great idea. Present a copy of the Constitution to each group (printed or electronic) and direct them to review the text to identify two examples of the great idea allocated in practice. Students in Help 3 will fill with quotes from the Constitution and its location. The students then re-express the quote to their word to hone in its meaning. There will be several correct answers to any big idea. Each group will shared their samples with the class. Example: Separation of powers- Article II, Section 2, paragraph 2 states that the executive provides power, by and with the advice and consent of the Senate, to establish treaties, two-thirds of the senators present, meaning that the two branches of the President and Congress (Senate) must agree before the treaty is implemented. 4. Analysis of primary resources to link six great ideas to date (45 minutes) students apply their understanding of the big ideas obtained in step 3 to actual documents that are created or received by the federal government as it exercises their power under the Constitution. Students will act as historians who should consider the source of each document when it Created and content to determine how it communicates with big ideas. The teacher lists six great ideas on board or sends them on a wall. The pair of students will be given a copy of a document from a selected list. Students carefully read and inspect the document to determine which great idea is shown within it. Then make the document under the relevant big idea on board or wall. After all the pairs have submitted their document, the pairs each in turn describe their assigned document and explain the three clues in the document that support their designation of the great idea shown inside. Some documents may relate to more than one great idea so students should be prepared to justify why they determined that one is more relevant than the other. 5. Discussing six big ideas in America today (45 minutes to prepare and 45 minutes to implement) more than 220 years after the Constitution was passed, six big ideas still inspire debate. Different understandings of how big ideas should unfold in the actions of the federal government often create a debate about what the government should do to name the people who serve it. Students will gain an understanding of these current differences by taking sides in a debate that focuses on current issues. Debate format: The two teams will be assigned one of the scenarios described below. One team will argue for position A and the other will argue for position B. Each debate on each side of the topic will have five participants. Each participant will talk for more than two minutes and the teams will be replacement speakers. Teams can use Help 4 to plan arguments that are to be made during the debate. Encouraging students to anticipate and respond to arguments that can be made by the opposing team. Each team will select a speaker for the opening delivery (a review of the team's position). Each team must select the loudstelling for the opening delivery (a review of the team's position). Three speakers on each team must present supportive arguments—an argument for each speaker. A speaker on each team must present the closing argument. Debate Questions: Idea: The Limited Government Question: To what extent should the federal government be involved in economic issues? Position A: The federal government's authority on taxation as well as international and interstate trade allows significant latitude in leading economic policy. Position B: The federal government should only act to treat adverse economic conditions for business activity. Idea: Republicanism question: What should be the role of citizens in creating public policy? Position A: Public policy should reflect the opinion of voters. Position B: Public policy should be created by officials who are most aware of the issues involved. Idea: Check and Balance Question: When What should the president nominate, what should be the nature of the Senate's advice and consent? Position A: The Senate must defy the election of the president that he wants to work under him. Position B: It is the duty of the Senate to make an independent judgment about the suitability of a candidate for a position that serves the American people, even if that means denying the president's election. Idea: The question of federalism: How should power be divided between the federal government and the states? Position A: The federal government must retain the most power because it is best positioned to ensure fair treatment, safety and equal protection for all Americans. Position B: States should retain the most power because they are closer to the people, better informed of local issues and have the best position to exercise authority for their residents. Idea: Separation of powers Question: When Congress declares war and the president assumes the role of commander-in-chief who decides how the war ends? Position A: Congress, the policy-making branch that represents the people, must determine the conditions for peace. Position B: As commander-in-chief, the President is in the best position to determine the appropriate measures. Idea: The question of popular sovereignty: Should voter initiatives be allowed to repeal laws passed by legislative bodies? Position A: Yes; Ballot initiatives allow voters to participate directly in their government. Position B: No; Did you like the additional resources of this lesson? Educators who used the lesson also observed: Returning to lesson plans if you have trouble viewing this page, please legislative.archives@nara.gov. legislative.archives@nara.gov .

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