NORTHERN ILLINOIS UNIVERSITY

The U.S. Constitution: Blueprint of a Nation

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by

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"The U.S. Constitution: Blueprint of a Nation" is an interdisciplinary resource guide for use in an intermediate-level elementary classroom. The unit contains lists of appropriate children's literature, testing materials, supplemental teaching activities, and lists of additional instructional resources. In addition, the unit provides many ideas for integrating a study of the U.S. Constitution into all areas of the elementary school curriculum, including language arts, music, and spelling. The "U.S. Constitution: Blueprint of a Nation" contains many original activities for use as a supplement to the traditional social studies textbook. The activities simulate real-life scenarios and encourage higher-level thinking skills.
"The Constitution of the United States is a law for rulers and people, equally in war and in peace, and covers with the shield of its protection all classes of men, at all times, and under all circumstances. "  David Davis, 1866

When the founders of our country first crafted the Constitution, they realized the enamy of their task: to create a document that would provide a basis for an entirely new and independent government. The flexible and dynamic nature of the U.S. Constitution has allowed this "blueprint" to weather the stams of progress and time, and it remains today the supreme law of our land. Every citizen may suggest a slightly different interpretation to the document's intended meaning, and debaters may argue for weeks without reaching a unanimous agreement about a Constitutional clause. However, the U.S. Constitution survived over two centuries of change mainly due to its pliant construction.

As children become familiar with our national history and government, the school curriculum should address the issues present in the Constitution. This interdisciplinary unit is not simply a history of the Constitution: the standard textbooks and library trade books cover the infamational and histaical aspects of the government quite tharoughly. Instead, this unit should be used as a supplement to the classroom texts already utilized by the teacher. The unit allows the teacher to engage his her students in a mae active learning role, in ader to stimulate interest and enthusiasm for what might otherwise be considered a rather cry topic. First, the students should be introduced to the history of the Constitution, and its importance in the formation of the
United States. Next, the chicken will experience all three branches of government (legislative, executive, and judicial) in active scenarios. Finally, the pupils will be tested on their knowledge and comprehension of the important concepts present in the Constitution. Thus, the students will understand the foundation of our country, and will be ready to progress in their study of the past.

In addition to the lesson information, this unit provides many of the necessary supplemental materials utilized by elementary school teachers. Lists of children's literature, clip-art, and bulletin board suggestions, as well as music and art ideas, are also included in this guide. By choosing the most appropriate teaching ideas and adapting each to the ability level of the class, a teacher will have many resources at his/her disposal. After an intensive study of the Constitution, the pupils will hopefully be better prepared to become active and concerned citizens in our nation.
EXECUTIVE BRANCH
(executive branch)

The executive branch, headed by the President, represents the most familiar governmental position to children. The campaign commercials, newspaper photos, and network news programs constantly bombard the public with images of our nation's Commander-in-Chief. But few children understand the responsibilities and duties of the Presidency, nor the election process that selects our next executive officer.

In the social studies lessons, children should understand the objectives listed below. The various textbook series available today may differ to the organization and presentation of the material, but all should address these issues. Comprehension of the rest of the governmental system is based upon these objectives. The activity selected to teach students more about the executive branch is a simulated Presidential election.

Students should know that:
1. the President is the head of the executive branch of government.
2. the President can veto bills, appoint judges, grant pardons, call special session of Congress, and lead his political party.
3. a President does not have absolute control (checks & balances, impeachment)
4. a President can only be in office for two 4-year terms.
5. the President relies upon a Cabinet of advisors to help run the government.
6. the President must meet certain requirements (35 years, U.S. citizen, etc.)
7. the President needs to support of many members of Congress in order for his laws to be passed (political parties)
8. the major incidents in the lives of many Presidents (Washington, Lincoln, etc.)
9. the role of the Vice-President
After an introduction to the governmental system designed by the Constitution, a mock election can be held to show the complex process candidates must go through to be considered for the Presidency. The election may feature either current candidates (in election years) or historical candidates (in which case, more research is usually needed to learn the views of the politicians.) The mock election does require a great deal of time and preparation and may not be suitable for immature or uncooperative classes. But the insights that can be gained from this project far outweigh the disadvantages.

First, divide the students into four committees: registration, publicity, debate, and voting. The students in the registration committee will be responsible for registering any and all voters, insuring eligibility and honesty in the voting procedures. A table may be set up during the lunch hour in an effort to register classmates. Rules must be agreed upon such as which grade levels are allowed to vote and when the deadline for registration is. The students should fill out a form for every individual who wishes to vote and keep the forms filed neatly in a binder. The registration committee may institute a voting reauitment campaign to generate interest in the election. When the opportunity for registration eventually ends, the deadline must be strictly adhered to; in reality, no one may register up to eight weeks from an election. The school children have been registered and the files have been organize neatly and conveniently.

Next, the publicity committee must be divided into two groups, one for each candidate. Usually this division separates the Republicans and Demoaats, and each candidate must have publicity workers. These committee members can make posters for their candidates, post signs around the school, and make "commercials" for public announcements. These students must try to "sell" their candidate to the rest of the student body.

The debate committee helps to clarify the issues that separate the candidates and their respective political parties. A debate or panel discussion can be held by the
students to identify the candidate's positions, answer questions, and explain why the students should vote for their candidate. Once again, this committee should be split into two groups. This group will focus mainly on researching their candidates and understanding the viewpoint of each political party.

Finally, the voting committee prepares and runs all the election day procedures. The members must make a ballot, run off copies, set-up a booth, and make a crop box for the ballots. Then students must designate the voting hours and operate the voting center. First, the voters must check-in and verify their registration. If the child is registered, he/she is given a ballot. The registration form is then tossed-out, in order to prevent multiple ballots being distributed to a single individual. The voter is then guided to a booth where voting takes place in private. Next, the voter turns in the ballot to a committee member, who places the paper in the tally box without opening it. At the close of the voting period, the committee counts the ballots and announces the winning candidate to the school.

Although a great deal of time is spent preparing for the election, this activity is worthwhile for several reasons. First, the small group arrangement encourages cooperation and acceptance. Second, the students will have a better understanding of the political system and how an election works. Finally, the students also learn about responsibility and honesty in this simulation.
Children's Literature about
the Executive Branch of Government

Listed below are ten trade books of varying reading levels that a classroom teacher may wish to make available to the students. When studying about the executive branch and/or the election process, pupils may enjoy reading these non-fiction books during a free reading period or their spare time. To encourage this constructive use of free time, the teacher may check out these and other books of a similar theme from the library. Then familiarize the students with the subject and arrangement of the books by briefly reviewing the literature in front of the class. The teacher should make the trade books as appealing as possible, and show great interest in the students’ interest of the topic. If possible, recommend favorite books to the students, and help them find answers to individual queries. In addition to this short list of nonfiction, biographies about the individual Presidents may be brought in as well.


LEGISLATIVE BRANCH
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After the mock election, students should be introduced into the legislative branch of government and the law-making process. Although children should recognize such words as "Congress", "Senate", and "Representative", most pupils have little understanding of the legislative process. Students cannot conceptualize the innumerable facets of the law-making process, including (but not limited to) political party positions, lobbyists, re-election image factors, and popular will. However, if the youngsters learn the basic procedures for creating new laws in our country, then the basic foundation of knowledge concerning the legislative branch will have been laid; more complex features of the political system can then be taught at a later time. Thus, this unit will attempt to teach a class only the most fundamental steps in making a proposed bill a law.

In the social studies lessons, the children should comprehend the objectives listed below. Since all textbooks vary in scope and sequence, the details taught may differ from district to district. However, in order to proceed with a mock session of Congress, the students must have an understanding of these goals:

Students should understand that:

1. The Congress is a bicameral legislature, consisting of a Senate and House of Representatives.
2. The Senate consists of 2 members from each state, totaling 100 members.
3. Senators are elected for a 6-year term, must be over 30, and must live in their state.
4. Representatives are elected for a 2-year term, must be over 25, and must live in their state.
5. The House has 435 members, a proportional number of representatives acceding
to the population of the states.

6. the legislative branch (the law-making branch) is headed by the Congress.

7. the Congress may confirm executive appointments, override a Presidential veto, may impeach judges and Presidents, and can change the size of the Supreme Court.

8. the Great Compromise established this bicameral legislature during the Constitutional Convention.

9. all new bills are introduced by a member of the House of Representatives, and must be passed by both houses before being sent to the President.

10. Congress has the power to collect taxes, borrow money, coin money, establish postal services, secure patents, declare war, provide for the armed forces, and establish guidelines for naturalization and bankruptcy throughout the U.S.

After these basic tenets have been covered in the classroom, the students will be ready for the next "hands-on" activity, the mock Congessional session. The students will write their own bill, research the topic, debate the validity of the proposition, and cast their votes according to their own beliefs. If passed, the bill will be passed to the "Senate" for a vote, and finally to the "President" for his signature or veto. If the bill is vetoed, the children will try to override the veto by a 213 vote of the joint "Houses". By simulating all the various steps of the law-making process, children will have a better understanding of the American governmental system and will be able to build upon this knowledge base in the future.

First, children must be introduced to their roles for this simulation. Since the children need to represent the two houses of Congress, a second class of students may be needed to act as the Senate. Another teacher or principal may act as the President, and the classroom teacher will play the role of the Speaker of the House. If desired, the students may wish to select a state to represent, and make name tags that identify themselves as "Representative ____(last name)____ from ____(state)____". Next, the
class should brainstorm various topics from which a bill might be created. If the class is unable to invent many ideas of their own, the teacher may wish to suggest such subjects as 1. censorship of books in elementary schools.

2. banning of all tobacco products in the U. S. or

3. raising or lowering the legal drinking age.

Then, hopefully, the students will be able to begin generating appropriate ideas of their own. After the brainstorming session exhausts itself, the children need to write their own bills for discussion. In groups of 3 or 4, the pupils should write out their bill in great detail. (The teacher may wish to use this assignment as the journal topic for the day.) The children should write out several parts to their proposed bill, such as:

1. what the law would accomplish
2. why this change is necessary
3. who would enforce this law
4. what the consequences for breaking this law may be (if applicable)
5. when this law would go into effect.

After the bills are completely crafted, the teacher should collect them and select two for debate. The teacher should carefully choose two bills that will stimulate both positive and negative responses from the children, encourage higher level thinking skills, and will require only a small amount of research in order to hold a debate.

The next day, the children will need to research the topic(s) for discussion. The students should be encouraged to use magazines, newspapers, books, and other library materials in order to give depth to their arguments. Students should begin to take sides and prepare their statements, either in favor of or against the proposed bill. After sufficient research time has been granted to the students, the mock Congessional session will begin with a brief speech by the author of the bill. One student will present the basic purpose and design of the bill in front of the entire class, just as real Congressmen do in Washington D.C.
Afterwards, the students (alternating between supportive and unsupportive stances) will share their views about the bill by giving brief speeches for the class. The teacher will lead the entire exercise by acting as the Speaker and choosing which "representatives" should be allowed to speak next. After all the conflicting opinions and facts have been voiced, the Speaker will call for a vote. Chila-en may raise their hand to vote for a bill, against a bill, or in abstention. If a majority of the children vote in favor of passing the bill, the acting "Senate" will vote on its validity. If the "Senate" passes the bill, the acting "President" will be asked to either sign the bill or veto it. If vetoed, the "House" and "Senate" will need to re-vote. If 2/3 of both classrooms approve the bill, then the chila-en have created a new law.

The simulated Congressional arguments will probably last 1-2 class periods; the voting and vetoing process will most likely last another 1-2 days. By the end of this system, the chila-en should have a greater appreciation for the time and effort needed to make new laws in our country. If the class debates two bills, hopefully every child will have had a chance to speak in front of the entire group. Even shy students should be urged to present their views - however briefly. Public speaking skills will only improve with practice and guidance. and all children need to improve their communication techniques.
Chilci'en's Literature about the Legislative Branch

Usted below are ten trade books of various reading ability levels that a classroom teacher may wish to make available to his/her students. When studying about the legislative branch and the electoral process, pupils may enjoy reading these non-fiction works during a free reading period in their spare time. Teachers should retrieve these and other books of a similar theme from the library and display them on a table for the children. Chilci'en should feel free to browse through the collection at their leisure and try to learn more about the legislative process. In addition to these titles, students may wish to read about the various Congresspeople from their state. Newspaper clippings, magazine articles, and biographies about legislators of the past and present could supplement this list of intermediate level trade books.


JUDICIAL BRANCH
JUDICIAL BRANCH

The judicial branch of government presents a formidable challenge to teachers; the myriad of technicalities, rules, and procedures may appear too difficult and time-consuming for classroom instruction. However, children should be introduced to this segment of our governmental system, if only in a diluted version of reality. Students will begin to comprehend the complexities involved in the interpretation of our laws, and how the judicial system completes the American process of checks and balances.

In a typical social studies textbook used in elementary schools, very little is usually explained about the judicial branch of government. After learning about the Supreme Court’s role in the system of checks and balances, most texts do not pursue an in-depth study of the court process. Consequently, a mock trial held in the classroom would provide a great deal of useful and interesting information for the students. By engaging in the simulation, the students should become familiar with the following learning objectives:

Students should understand:
1. the hierarchy of the court system in the United States.
2. the Supreme Court decides upon the constitutionality of the nation’s laws.
3. the influence of the major decisions made by the Marshall Court.
4. the process followed in becoming a Supreme Court justice.
5. the role and requirements of a Supreme Court justice.
6. the meaning of such terms as: jury, attorney, lawyer, judge, bailiff, bail, defendant, plaintiff, prosecute, trial, hearing, unanimous, and hung jury.
7. the important Constitutional clauses, such as the Fifth, Sixth, Seventh, and Eighth Amendments, "writ of habeas corpus", and ex post facto laws.
8. the need for a fair and unbiased system of justice in any governmental civil matter.
When the teacher is ready to begin the mock trial, the handouts (numbered 1-15) should be duplicated and Handout #1: "The American Jury System" should be read as homework by the students. This handout will give the necessary background information to the class, and may be referred to throughout the simulation experience.

Day 1: INTRODUCTION

First, the teacher should discuss the "American Jury System" with the entire class. The students should have an understanding of the basic history of the jury system, its incorporation into the Constitution, and the definition of "voir dire." Discussion questions might include:

a. What are the rights of the citizen regarding jury trials?
b. Why is the process called "voir dire"?
c. What are the differences between federal and state procedures?
d. What is a jury of one's peers?
e. Whom would you want on your jury if you were on trial?
f. What would be some good ways for finding prospective jurors?
g. Should anyone be completely exempt from jury duty?

Next, distribute Handout #2: "Voir Dire Procedure" for the students to read. Explain that during the next class period, the group will be choosing members of a jury. Discuss the following topics:

a. Is everyone prejudiced or biased? If so, can a biased juror still render a fair decision?
b. How could a lawyer reveal a person's biases?
c. As a lawyer, what kinds of information would you need from a juror?
d. If you were a lawyer, should you try to select an unbiased or a sympathetic jury?
e. What is the adversary process?
Finally, after all questions and topics have been covered sufficiently, distribute Handout "3: "How to Prepare Effective Questions" to be completed as homework. Be certain that the pupils understand the assignment and can differentiate between animal and civil cases. The teacher should also preview the second day's lesson, the selection process, briefly with the students.

Day 2: VOIR DIRE

Carefully review Handouts "4-14 as needed. Assign students to the various roles in the simulation. The simulation is designed for approximately 30 students. If the class holds a smaller group, reduce the number of jurors; a larger group will need to increase the number of observers and/or attorneys. The roles include:

1 Judge
2-4 Attorneys (1/2 for prosecution; 1/2 for defense)
1 Defendant
1 Plaintiff (civil case only)
1 Bailiff
1 Court Clerk
20 Jurors
2+ Observers (remainder of the class)

Next, the classroom should be arranged in the plan shown on Handout "12: "The Courtroom." Have the children review each party in the courtroom - where each sits; why; what is each party's responsibilities. Then the instructor should provide 20-25 minutes of preparation time to allow the students to study their roles in the activity. Give a copy of the case to the judge, clerk, attorneys, defendant, and plaintiff (if is a civil case.) Remind these students not to share this information with the jurors.

Finally, the class may open the simulated court case. The judge may be officially introduced, and the jury selection may begin. Proceed with the questioning as long as
time permits.

Day 4: VOIR DIRE ACTIVITY (CONTINUED)

During this class period, the jury selection process should be completed. 12 jurors should be selected to try the case, and then the class should be debriefed. The debriefing questions may include the following;

a. Was a fair jury chosen?

b. Who was excluded and why?

c. Did the attorneys ask good questions? Why or why not?

d. Which side (if any) has an advantage so far?

Day 5-6: TRIAL PROCEEDINGS

After the jury selection, the court case should be tried by the students. Because each trial will take a different course, the teacher should take notes on the proceedings. The daily debriefings should indicate the major points of the trial, and the students should review the testimony given. If the teacher does not like the cases provided in this packet, many other simplified case simulations are available in numerous instructional units available to teachers. After the ruling is given, and the sentence passed, the students should discuss:

a. Was the ruling a fair one?

b. Was the sentence a just one?

c. Did the jury show any biases during the trial?

d. What was the defense's strongest points?

e. What was the main asset of the prosecution?

f. Did the judge ever show any favoritism?

THE AMERICAN JURY SYSTEM

HISTORY
The modern American jury system can trace its roots back to medieval England. Yet, the jury of medieval England would be unrecognizable when compared with the present jury system of the United States. In its origins, the trial itself was a form of royal inquisition. Trial by ordeal - the use of fire or hot water to test one's innocence - was the accepted means of prying facts from individuals believed to be withholding information. Originally, jurors were not called to court to hear the testimony of witnesses but to be witnesses themselves. Today the American jury consists of a group of people summoned at random from the community and sworn to decide on the facts in dispute at a trial. The jury system has come a long way - from a time in which jurors were called upon to testify about the facts in a case to the present, in which jurors are selected on the basis of their impartiality to the case and the parties involved.

The jury system was transplanted from English soil to the American colonies with the landing of the Pilgrims. Although a basic acceptance of common law existed, there was no uniform development of the jury or of jury selection procedures among the colonies. New states adopted the jury system in their constitutions one by one, but often modified such aspects as the qualifications for jurors and the means of selecting them. During the American Revolution, most state constitutions adopted the right of jury trials in criminal cases. Civil cases, however, were another matter.

THE CONSTITUTION
When the Constitutional Convention met in Philadelphia in 1787, the delegates assigned the administration of the court system to the judicial branch. There are few rights spelled out in the body of the Constitution. The lack of such protections was widely criticized and led to the first ten amendments outlining a Bill of Rights for citizens. Yet, one of the rights that was clearly spelled out concerned the right to trial by jury in federal cases:

"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." (Article III, Section 3)

Those present at the Convention had little acquaintance with the concept of jury trials for many civil matters. For example, in 18th century England the judge alone was generally responsible for decisions on the matter of property rights. A group of delegates to the Convention, spearheaded by Alexander Hamilton, a lawyer, wrote a federal constitution without provision for the right of jury trials in civil actions.

The Bill of Rights, written by James Madison, was added to the Constitution in 1791 at the insistence of the states. It explicitly listed the rights of all citizens under the new federal government. These included the right to a jury trial in criminal and civil cases in federal trials:

"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." (Sixth Amendment)

"In suits at common law, where the value in controversy shall exceed twenty dollars, the right of a trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than
A JURY OF ONE’S PEERS

English common law established the concept of a jury of one’s peers. Peers are people with the same general background, chosen at random from members of the community. It is generally believed that a jury of one’s peers is better able to understand the nature of the circumstances surrounding a criminal or civil matter based on local experience and can empathize with the parties involved. This does not mean that every jury must have representatives of all the economic, social, religious or ethnic groups of the community by quota, but rather court officials cannot exclude any of these groups. On several occasions, the Supreme Court has held that systematically excluding blacks from both grand and petit jury selection, for example, is unconstitutionally discriminatory. As a result, the Court has overturned decisions made by such bodies.

JUROR QUALIFICATIONS AND EXEMPTIONS

Jurors are chosen at random from the community. They are required to be citizens and residents of the state; 18 years of age or older; in possession of their faculties; and of ordinary intelligence with sufficient knowledge of the English language. At one time, certain groups were systematically excluded from jury service. For example, it was thought that police officers or lawyers might tend to have a built-in bias about a case or would be too influential with fellow jurors. The more exemptions, however, the less the jury reflects the community. Therefore, the number of recognized exemptions has decreased in recent years. Still exempt, however, are convicted felons and anyone concurrently serving on a grand jury. Also note that citizens must not be routinely denied the opportunity for jury service due to a disability, such as immobility, loss of sight or hearing, unless it can be demonstrated that the person is incapable of performing the duties of a juror without prejudice.

Most jurisdictions select jurors from county lists of registered voters. As a result, non-citizens, minors, the homeless, and those people who do not register to vote are often excluded. The fact that a larger proportion of
white middle-class homeowners vote more regularly than do blacks, Chicanos, renters, transients, and poor people may result in an imbalance in the jury box where jurisdictions rely solely on voter registration lists. Some states, to broaden the selection of people, also use driver registration lists from the Department of Motor Vehicles. Even with this method certain citizens will not be included in the pool of potential jurors.

Not everyone in the community is able to serve on jury duty. Jury service requires that a citizen give up a certain amount of time, and the law excuses a person from jury duty if serving would "entail undue hardship on the person or the public served by the person." For example, it is a greater financial burden on the self-employed than on employees whose employers can afford to continue their salaries. While most employers are not required by law to compensate their employees for jury service, many have policies which do pay employees for some period of time. For this reason, exemptions are made for certain people, including the self-employed, parents of small children and people whose occupations require their guaranteed and personal presence, such as teachers, graduate students and doctors.

Serving on a jury is a difficult and demanding task. Yet jurors are in some ways the most important participants in a trial. They are required to make intelligent decisions - sometimes about life and death - without having the opportunity to ask questions themselves. They must rely on information supplied to them by people with opposing interpretations of the facts. It is the unbiased jury which must decide guilt, based on evidence (sometimes very complex and technical) and occasionally recommend punishment. It is the jury that changes the legal system from an adversarial contest into a means of serving justice for the victims, the defendant and the community.

In the next few days, you will have the opportunity to participate in the voir dire process of selecting a jury. How can you secure a fair trial for both the defendant and the community? How will you choose a jury of the defendant's peers and, at the same time, use this process to help you win the case?
SELECTING A JURY
Citizens are chosen at random from whatever source is used for juror lists in the county. They are then notified by mail to report to a specific location at a given date and time. When they arrive, they are ushered into a room (sometimes called "the jury pool") with other prospective jurors. From here, groups of prospective jurors will be called to report to the various courtrooms where jury trials are to begin. Individuals may be called right away, or may wait hours or days for a trial in which they are needed. Jury duty generally lasts a minimum of two weeks. However, if the two weeks end in the middle of a trial, a juror generally must complete the trial no matter how long it lasts. Trials may take one day or many months, depending on the nature of the case, so a juror could serve in a single trial, several trials, or might not be selected at all during the two weeks. Always having enough potential jurors at the courthouse saves the court much time.

When a case is ready to go to trial, a group of jurors from the jury pool go to the courtroom. The court clerk draws at random the names of 12 of them (called prospective jurors) and asks them to take seats in the jury box. Prospective jurors are asked to provide background information about themselves and are questioned by the judge and attorneys. The questioning continues until the prosecution and defense (or the plaintiff and defense in a civil case) can agree on a jury of 12 people plus one or more alternates. The alternates will hear the entire case but only participate in the jury process if any of the 12 are unable to finish the trial. Jurors who are excused return to the jury pool and are replaced by other prospective jurors.

PREJUDICE AND DISCRIMINATION
All human beings are prejudiced. This merely means they have attitudes and values that enable them to have opinions and assist them in making judgments. Indeed, the purpose of an education is to make people more discriminatory - able to choose well among alternatives. Human nature makes it impossible to be completely objective. Our frame of reference - which includes religion, pounce, family history, nationality, personal experiences - shapes the way we look at people and events and changes over time. Nevertheless, it is possible to secure an impartial jury that is not biased for or against the defendant and can arrive at a fair and just verdict. Judges and attorneys must determine that the jury can set aside their prejudices and use their discrimination to examine the evidence and decide who is telling the truth. Jurors who are unable to do this should be excluded from the jury.

Most people do not readily admit their prejudices. Therefore, judges and lawyers look for clues that reveal the attitudes and values of prospective jurors. These clues include the answers to certain questions, as well as the person's posture, clothing and demeanor. Lawyers attempt to include those people whose biases will help their case and to exclude those people whose biases will hurt their case. For that reason, it is important that they learn as much as they can about the 12 people who will decide who wins the case. They must ask revealing but not prying questions.

CHALLENGES
Each attorney will challenge or dismiss any prospective juror who will not be sympathetic to his or her case. There are two ways an attorney may challenge or exclude a prospective juror from serving on a particular jury. A challenge for cause means the lawyer has some obvious evidence that the juror may not be able to be objective about the case. This would include an admission of prejudice about the case or the defendant, previous involvement with any of the parties, or opinions that may interfere with reaching a verdict, such as a strong belief about the death penalty in a case involving such a punishment. Each side can use an unlimited number of challenges for cause.
A peremptory challenge is an objection for which no reason must be stated. The law limits the number of peremptory challenges each side can use in a trial. Lawyers make peremptory challenges for many reasons. They might include a "gut feeling" about the juror based on the answers to questions, body language, or something else that is not on its face a clear bias but makes the party uncomfortable. These feelings are based on the lawyers' own ideas and instincts. Jurors challenged either for cause or peremptorily will return to the pool and wait to be called for another trial.

THINGS TO CONSIDER WHEN CHOOSING A JURY

Before we look at factors used in selecting jurors it is important to distinguish between generalizations, which tend to be true of members of a given group, and stereotypes, which predict behavior based on one characteristic. Generalizations are not always true in each situation, and stereotypes, which exaggerate and distort, prevent one from seeing other possibilities and differences among people.

The following considerations suggest only possibilities and probabilities, not predictions of juror behavior! For each of these factors, the lawyer must decide if there is anything in the case that is relevant to the juror's own experience that might bias the ability to make a fair decision.

Age
Marital status and experience
Family makeup
Occupation - self and family members
Previous experience as party to lawsuit or as juror or a party to or victim of crime
Residence
Ethnic background
Physical appearance, including handicaps
Membership in religious or social organizations

Lawyers must be careful not to offend jurors by their questions or their demeanor. Voir dire is also the first time the lawyer will be addressing the jury. The first impression made will create a certain atmosphere under which the remainder of the trial will take place. The lawyer needs to find out information about the jurors, make judgments about them and begin making a positive impression on them as well. It is difficult to successfully accomplish all of these things simultaneously.
Voir dire is the attorneys' first opportunity to communicate with the jury and to begin winning them over. In this assignment, you are an attorney preparing to question prospective jurors. Draw up a list of questions that will aid you in determining jurors' possible prejudices in a criminal or civil case. Open-ended questions reveal more information than "yes-or-no" questions.

Your role in voir dire is to discover jurors' attitudes that are either antagonistic or sympathetic toward your side and to establish a rapport with individual jurors. Think about what issues are most relevant. Phrase your question carefully and know why you are asking it. Remember that attitudes are formulated by many things, including family values, experiences and media (especially television). Possible areas for questioning might include the following:

**Criminal cases:**
- attitudes toward police, law, punishment
- attitudes about certain kinds of defenses such as self defense or insanity pleas
- experiences with police, courtroom, justice system

**Civil cases:**
- attitudes toward corporations, insurance companies, etc.
- experiences as stockholder, victim of fraud, etc.

**All cases:**
- occupation
- racist or sexist attitudes
- desire to serve and previous jury experience
- group membership (political, MADD, Chamber of Commerce, etc.)
- connections with parties involved in the case, directly or indirectly
- beliefs that may directly/indirectly prejudice the case
- ability to weigh conflicting testimony
- knowledge about case

**Tips:**
1. Word your questions carefully, but try to compose them conversationally.
2. Speak distinctly and listen carefully to the answer, maintaining eye contact. Follow up on any answers that need clarification. Avoid sexist language or any other references that rely on stereotypes and prejudices.
3. Do not duplicate questions already asked by the judge or other attorneys.
4. When in doubt, word the question so that the juror states explicitly that he or she can be open-minded and apply the law, not personal opinion.
5. Where feasible, direct your initial questions collectively to the original group of jurors summoned to the jury box rather than repeating each question to each juror individually. Direct specific questions to individuals to follow up or clarify.
HANDOUT #4 - Make one copy for "Judge"

ROLE SHEET FOR JUDGE

Your job is to apply the law, insure that the trial is fair and see that the jury is unbiased. You are an impartial referee in the adversary system.

1. Study the case so that you understand the issues.

2. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully, noting each of your responsibilities. This is your courtroom; you are in charge. See that things run smoothly and fairly.

3. Call the court to order and announce the name of the case.

4. You will begin the voir dire questioning of jurors by asking each juror summoned to the jury box to provide information (listed below, a-t) as written on the sign which will be posted in the courtroom.
   a. Name
   b. Area in which the juror resides
   c. Marital status
   d. Occupation of self and spouse
   e. Number of children; ages and occupations
   f. Previous jury duty

   Additional questions might include:
   g. Any relatives or friends that know any of the parties in courtroom
   h. Any reason the juror cannot render a fair verdict in this case

5. If any prospective juror's answer to any of the questions asked in court reveals prejudice or bias inhibiting a fair and impartial trial, you may dismiss that juror. This is a "challenge for cause" and may be done at the suggestion of either attorney or on your own initiative. You may also question the attorney to provide reasons for such a challenge (outside the hearing of the jury) if necessary, to insure that all challenges are justified. (Remember, attorneys' peremptory challenges do not require an explanation, but each side is limited to two during this game.)
ROLE SHEET FOR ATTORNEY

Your job is to represent your client (whether it is the state or the defendant), obtain a jury that is most likely to decide in favor of your client and win the case.

1. Study the case (Handout #13) and become familiar with your client's case and history.

2. Determine the relevant issues in jury selection, and, working with your co-counsel (attorneys also on your side), develop questions that will uncover attitudes and prejudices for or against your case. Refer to Handout #3 "How to Prepare Effective Questions" and the list of questions you prepared as homework.

3. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully, noting each of your responsibilities. Be prepared when it is your turn.

4. Attorneys should work together in teams, listening carefully to the answers and preparing follow-up questions. Do not spend too long on anyone juror. It may be a good strategy not to ask questions of a prospective juror you think appears to be favorable to your client.

5. If you find a juror that is clearly prejudiced against your client, you may challenge for cause. You have an unlimited number of challenges for cause, but the judge may ask you, outside the hearing of the jury, to substantiate the reasons. You also have two "peremptory challenges," which means you can dismiss two people without stating the reason. Use these carefully.
ROLE SHEET FOR BAILIFF

You are the court attendant and your job is to keep order in the court at all times and execute the judge's orders.

1. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully, noting each of your responsibilities. Be prepared when it is your turn.

2. To call the court to order, you say: "Everyone please be seated and come to order."

3. You are charged with maintaining order at all times while court is in session.

ROLE SHEET FOR COURT CLERK

You are the assistant to the judge. You will administer the oath to the prospective jurors and later swear in the jury when selected.

1. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully, noting each of your responsibilities. Be prepared when it is your turn.

2. You should post the attached card in a prominent place where all jurors can see it from the jury box. This is to assist the judge in doing the voir dire examination.

3. The oath for prospective jurors is as follows: "Do you solemnly swear (or affirm) collectively that you will well and truly answer the questions that may be put to you regarding your qualifications to serve as a trial juror in the matter now pending before this court?"

4. After the jury is agreed upon, administer the following oath: "Will you and each of you well and truly try the matter before this court and render a true verdict according to the evidence?"
Please provide the following information:
1. Name
2. Area in which you reside
3. Marital status
4. Occupation of self and spouse
5. Number of children; ages and occupations
6. Previous jury duty
HAN DOUT #8 - Make one copy of each page. If possible, duplicate these pages front and back, and then cut up along the designated line. Students can fill in their chosen names and paper clip the slip with the "badge" side showing onto their clothing.
HANDOUT #8a- JUROR DESCRIPTIONS Make one copy of each page. If possible, duplicate these pages front and back, and then cut up along the designated line. Students can fill in their chosen names and paper clip the slip with the "badge" side showing onto their clothing.

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupations: Insurance company executive

Description: 24-year-old black female
College graduate

Family: Husband is doctor

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Stockbroker

Description: 29-year-old white female
Wealthy

Family: Husband is aerospace engineer
Father is Chief of Police
No children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: U.S. Army, retired

Description: "70-year-old white male
Graduated from West Point
No previous jury experience

Family: Widower; one son in Air Force

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Radio dispatcher for police department

Description: 27-year-old Hispanic female
Feminist

Family: Husband is printer; one Child, age 5

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Stockbroker

Description: 29-year-old white female
Wealthy

Family: Husband is aerospace engineer
Father is Chief of Police
No children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Housewife

Description: 42-year-old white female
Active in local chapter of MADD after neighbor killed by drunk driver
A volunteer in many local charities

Family: Husband owns auto parts store; three children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Novelist

Description: 41-year-old white male
Author of bestseller The Bad and the Bold
Travels frequently

Family: Wife works for Welcome Inn Hotels; no children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: U.S. Army, retired

Description: "70-year-old white male
Graduated from West Point
No previous jury experience

Family: Widower; one son in Air Force

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Housewife

Description: 42-year-old white female
Active in local chapter of MADD after neighbor killed by drunk driver
A volunteer in many local charities

Family: Husband owns auto parts store; three children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Novelist

Description: 41-year-old white male
Author of bestseller The Bad and the Bold
Travels frequently

Family: Wife works for Welcome Inn Hotels; no children
You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Mechanic

Description: 38-year-old white male
Works at Sam Williams Ford dealership
Organized neighborhood to lower property taxes through election initiative
Vocal about "welfare chiselers"

Family: Wife is secretary; one son

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Hospital Administrator

Description: 38-year-old Hispanic male
Sees what happens to victims of violent crime every day and is tired of seeing criminals getting off too easy

Family: Wife is nurse
One daughter

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Supermarket checker

Description: 44-year-old white male
Member of supermarket workers union
Arrested for free speech activities in anti-Vietnam demonstrations
25 years ago; case dismissed

Family: Divorced; two children

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: Church secretary

Description: 35-year-old white female
College graduate

Family: Husband is Social Security administrator

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the voir dire process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

Name: Occupation: School bus driver

Description: 35-year-old Hispanic female
Foreman of jury in a criminal matter
11th grade education

Family: Single
**HANDOUT #8c- JUROR DESCRIPTIONS** Make one copy of each page. If possible, duplicate these pages front and back, and then cut up along the designated line. Students can fill in their chosen names and paper clip the slip with the "badge" side showing onto their clothing.

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the **voir dire** process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Occupation: Housewife</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>55-year-old white female college graduate; wealthy president of local garden club</td>
</tr>
<tr>
<td>Family:</td>
<td>Husband is president of Unimac, major software corporation; three children; son is a lawyer</td>
</tr>
</tbody>
</table>

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the **voir dire** process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Occupation: Post Office worker, retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>67-year-old black male High school education Active in civil rights demonstrations in 1960s and anti-apartheid movement</td>
</tr>
<tr>
<td>Family:</td>
<td>Wife is a retired department store sales clerk</td>
</tr>
</tbody>
</table>

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the **voir dire** process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Occupation: City planner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>48-year-old Hispanic male Very religious Ran for School Board two years ago and lost</td>
</tr>
<tr>
<td>Family:</td>
<td>Wife is public defender Three children</td>
</tr>
</tbody>
</table>

You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the **voir dire** process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Occupation: Office worker for federal government in Passport Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>36-year-old black male Previous jury experience: once before - not accepted for two different trials (no reason given); was on jury two weeks ago, but charges dropped and jury dismissed; wants to serve</td>
</tr>
<tr>
<td>Family:</td>
<td>Married; wife very ill; no children</td>
</tr>
</tbody>
</table>
You must convince the class that you are the person described on your card. Write in your name and study the biography carefully so that you know it without referring to it. These cards will be worn as a badge at the beginning of the *voir dire* process. Be sure to create answers in advance to provide the information on the card posted in the courtroom. Answer the questions of the judge and attorneys according to what is written here or what that person should know. Give the person a real name and personality, but do not say anything that contradicts this information.

**Family:** Wife is housewife; two children

**Name:** Occupation: Truck driver

**Description:** 41-year-old black male
Active in Teamsters' Union - elected shop steward

**Description:** 30-year-old black male
Two years college

**Family:** Single
Victim of house burglary two years ago - lost $3,000 worth of goods

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.

**Name:** Occupation: College student

**Description:** 53-year-old white male, Ph.D.
University teacher 24 years
Active in community, but recently feels "burnt out"
3 previous times as criminal case juror.

**Name:** Occupation: University professor

**Description:** 39-year-old white female
Masters degree in public health
Victim of sexual assault 18 years ago - No prior jury service.

**Family:** Unmarried, but living in a 6-year relationship with a man who is a social worker
No children

**Description:** 19-year-old Asian-American male
Majoring in electrical engineering
Active in campus science and technology club and Asian Students Association.

**Family:** Parents own and operate small neighborhood supermarket, which has been robbed twice in the last year.
Three younger brothers and sisters.
HANDOUT #9 - Make one copy for defendant
(Civil or Criminal)

ROLE SHEET FOR DEFENDANT

You are on trial, if this is a criminal case, or are being sued, if this is a civil case. You want to win the case to avoid a serious punishment or fine (criminal) or paying monetary damages (civil). To achieve this, you want to get the most sympathetic jury possible.

1. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully so that you understand all procedures. You should also study Handout #13 carefully. This contains information about your case.

2. Assist your attorneys in developing questions, suggesting what the key issues are in your defense and devising ways of finding hostile or sympathetic jurors. Refer to Handout #3 "How to Prepare Effective Questions" and the list of questions you developed as homework.

3. Listen carefully to the answers given by the jurors, and suggest follow-up questions to your attorneys where pertinent.

4. Remember, it is your attorneys' job to represent you at all times. You are allowed to speak to the judge only when directly questioned. You do not speak directly to the opposing attorneys nor any of the jurors during voir dire. Failure to obey will result in a contempt of court citation.

HANDOUT #10 - Make one copy for plaintiff
(Civil case only)

ROLE SHEET FOR PLAINTIFF

You are bringing suit in a civil case against the defendant. You want to win the case, which means a financial judgment in your favor. To do this, you want to get the most sympathetic jury possible.

1. You will be given a copy of the "Voir Dire Sequence" (Handout #14). Read it carefully so that you understand all procedures. You should also study Handout #13 carefully. This contains information about your case.

2. Assist your attorneys in developing questions, suggesting what the key issues are in your case and devising ways of finding the hostile or sympathetic jurors. Refer to Handout #3 "How to Prepare Effective Questions" and the list of questions you developed as homework.

3. Listen carefully to the answers given by the jurors, and suggest follow-up questions to your attorneys where pertinent.

4. Remember, it is your attorneys' job to represent you at all times. You are allowed to speak to the judge only when directly questioned. You do not speak directly to the opposing attorneys nor any of the jurors during voir dire. Failure to obey will result in a contempt of court citation.
A Clerk - assistant to the judge; administers oath to jurors and witnesses; keeps all official papers and marks evidence when it is introduced during trial

B Judge - decides issues of law; insures that the trial is fair and the jury unbiased; rules on objections; pronounces sentence in a criminal case

C* Witness - testifies as to what he/she knows or saw

D* Court Reporter - takes stenographer's notes of everything said during the trial and prepares an official transcript in the event of an appeal

E Bailiff - maintains order in the court at all times; executes orders of the judge

F Defense - represents the defendant's interests at all times; job is to win the case

Dedendant - the person on trial in a criminal case or being sued in a civil case; innocent until proven guilty

G Prosecution - represents the state in a criminal case; has the burden of proof; job is to convict the defendant

Plaintiff - (civil case) the person bringing suit against the defendant; has the burden of proof

H Jury - decides issues of fact; in a criminal case determines if prosecution has proven case beyond a reasonable doubt (defendant is guilty) or prosecution failed to prove case (not guilty); in a civil case decides which side was more convincing

I Observers - members of the public and witnesses before/after testifying; 6th Amendment guarantees the right to a public trial

*roles not included in We the Jury
CRIMINAL CASE:
People v. Walker

On the evening of June 16, Ralph Walker was arrested for robbery, a felony. The victim, Mary Gardiner, was confronted by a man wearing dark slacks and a beige jacket while she was on her way home from a political meeting. Threatening to "hurt her real bad," the man demanded her money and Gardiner turned her wallet over to him. The police found Walker a few blocks away. His clothing matched the description, and Gardiner's wallet was in his possession. He says he found the wallet on the street. The victim later identified him in a police lineup and said that even though it was dark that night, "I'm sure he's the guy."

Robbery is defined as the taking of property from a person against his or her will through violence or threat of violence.

Mary Gardiner is a 60-year-old black woman living on Social Security. She is a member of the Socialist party, and is a volunteer counselor for "Victims for Victims," which aids victims of violent crime.

Ralph Walker is a 35-year-old white salesman, currently unemployed. He has a high school education.

Make six copies of this civil case OR five copies of the criminal case.
Criminal case should be distributed to: Judge, Attorneys, Court Clerk, Defendant, Plaintiff.

CIVIL CASE:
Woodson v. Collins

Peter Woodson is suing Monty Collins, General Manager of South Side Auto, in a product liability case. Woodson bought a new car from South Side Auto, which is owned by North American Motors, and soon discovered that the brakes didn't work right. He called to have them fixed, but the dealer said he was "too busy to look at them until the end of the week." Fearing that he shouldn't drive the car with bad brakes, Woodson repaired them himself, since he used to work as an auto mechanic. They seemed to work all right after that. A month later, however, while he was driving around a curve within the speed limit, he put his foot on the brakes, but they didn't take. The car went off the road and hit a tree, injuring the defendant. He is claiming damages of $500,000, for medical bills, property damage, pain and emotional suffering. The car was examined by the plaintiff's engineer, who says there was a defect in the design of the brakes, creating "a time bomb just waiting to go off." The defendant, however, says that no one else has complained about this problem. North American Motor's engineers say there is nothing wrong with the brake design unless the defendant damaged them somehow. Furthermore, the company cannot be responsible for unauthorized work done by the plaintiff, and Woodson's decision to do his own repairs invalidates any warranty.

Peter Woodson is a 35-year-old bricklayer with a wife and two children. He suffered a whiplash in the accident in addition to the total loss of his automobile. He is just grateful that his children were not in the car at the time. He feels it is important to make a public statement with this lawsuit.

Monty Collins, a widower, is a 45-year-old junior college graduate, supporting three children. He has worked for North American Motors for 18 years, working his way up from salesman to general manager of the South Side Auto dealership.

North American Motors is a multi-national corporation listed among the Fortune 500. It was founded in 1910 by "robber baron" Phideas T. Squint but has been a public corporation owned by thousands of shareholders since 1940. Woodson has a separate lawsuit pending against the company.
HANDOUT #14 - Make seven copies: Judge, Attorneys, Court Clerk, Bailiff

VOIR Dire SEQUENCE

You will be directing the activity by following these directions. Read this page carefully in advance and underline everything you are expected to do so that you will be ready when it is your turn.

1. Bailiff collects juror cards, places them in a box and hands the box to the court clerk. Clerk then mixes them up in the box so that names will be called at random.

2. Judge welcomes prospective jurors and tells them to take a seat in the jury box as their names are called. All other jurors are to remain seated in the audience until they are called or dismissed.

3. Bailiff calls court to order.

4. Clerk administers the oath to the prospective jurors. Clerk then calls the names of 14 prospective jurors selected at random from the box. As each name is called, the juror collects that juror card and a paper clip from the clerk and takes a seat in the jury box. The card should then be worn as a badge.

5. Lawyers should write down the names of the jurors as they are called and cross them off as they are excused. (Use a diagram showing the positions of the jurors in the jury box.) Keep track of how many challenges both sides have used.

6. Jurors should provide the information listed on the sign posted by the clerk. The judge may ask additional questions of the jurors and excuse those who have proper reasons for not being able to stay and serve for the duration of the trial. If any jurors are dismissed, the clerk should pull more names so that there will be 12 jurors in the jury box and two alternates. Begin with Juror #1 and continue until all 14 have answered.

VOCABULARY WORKSHEET

Supply the term that matches the following description:

1. To excuse a particular juror because of prejudice or personal involvement in the case is called a _____________________________.

2. Dismissing a particular juror without the need for stating a reason is called a ____________.

3. The person accused of a crime or the person being sued is the _____________________________.

4. One who files a civil suit (brings the case to court) to get a judgment against another is the _____________________________.

5. The examination of prospective jurors by the court or by the attorneys for each side is known as _____________________________.

6. The attorney representing the state's interests in a criminal case is the _____________.

Short Answer:

7. What is the difference between a criminal case and a civil case?

8. What is the adversary system?
LANGUAGE

ARTS
In the interdisciplinary classroom, all content areas revolve around a single theme or topic. Thus, the students are immersed in their subject and can explore in greater depth the many facets of their unit. The Constitution can be the focus of countless language arts projects, including creative writing, informative essay writing, literature studies, and daily oral language work. This unit, "U.S. Constitution: Blueprint of a Nation", can provide only a small sample of the endless variety of language arts lesson that could be derived from this topic. In addition to the suggestions listed here, teachers can elaborate on any issue that is in the news, and how it pertains to the U.S. Government or Constitution.

In this unit, daily quote topics, journal writing ideas, and daily oral language (d.o.l.) suggestions for a 4 week period are provided. In addition, longer written assignment topics (possibly one per week) are also listed. Each of these writing assignments can be extended into a class discussion to stimulate new ideas and encourage higher-order thinking skills. Of course, some topics may be too difficult for younger students to analyze individually; cooperative learning strategies may alleviate that problem. However, if the writing idea still remains beyond the cognitive level of the students, the teacher may wish to involve the parents in the assignment. Have the children ask their parents for their opinions and viewpoints. The students may then summarize their parent(s)' beliefs. However, due to the obvious differences in home environments, assignments such as these should not be graded on content. Teachers may evaluate the neatness, penmanship, and grammatical accuracy of the writing project.
Daily Quotes

Each morning, the teacher can post a different quote for discussion and analysis on the blackboard. Children can diagram the sentences, interpret the meanings, dissect any metaphors or unfamiliar words, and discuss the effectiveness of the message. By studying famous and meaningful quotes, the pupils can better understand the techniques of clear, eloquent language use. While they may not yet imitate the style of writing examined in class, they will hopefully use some of the language techniques to improve their own comprehension and writing skills.

"The best commentary on the principles of government which has ever been written."
- Thomas Jefferson, commenting on The Federalist

"Constitutions should consist only of general provisions; the reason is that they must necessarily be permanent, and that they cannot calculate for the possible change of things."
- Alexander Hamilton, speech on June 28, 1788

"The Federalist ....is a complete commentary on our Constitution, and is appealed by all parties in the question to which that instrument has given birth."
- Chief Justice John Marshall

"The constitution of a country is not the act of its government, but of the people constituting a government."
- Thomas Paine, in The Rights of Man

"The Federalist may fairly enough be regarded as the most authentic exposition of the text of the federal Constitution, as understood by the body which prepared and the Authority which accepted it."
- James Madison

"Should the state reject this excellent Constitution, the probability is that an oppmunity will never again offer to make another in peace, - the next will be signed in blood."
- George Washington, upon signing the Constitution on September 17, 1787

"There are very good articles in it, and very bad. I do not know which preponderate."
- Thomas Jefferson, November 1787
"The Constitution .....is unquestionably the wisest ever yet presented to men."
   - Thomas Jefferson, March 1789

If, in the opinion of the people, the distribution of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way the Constitution designates. But let there be no change by usurpation."
   - Geage Washington, Farewell Adctess on September 17, 1796

"I yield slowly and reluctantly to the conviction that our Constitution cannot last. Opinions are incompatible with a united government, even among Ourselves. The Union has been preserved thus far by miracles. Ifear they cannot last."
   - Chief Justice John Marshall, 1832

"When the Constitution was first framed I predicted it would last fifty years. I was mistaken. It will evidently last longer than that. But I was mistaken only in point of time. The aash will come, but not quite as quick as I thought."
   - Aaron Burr, 1835

"There is a higher law than the Constitution."
   - W.H. Seward, 1850

"Your Constitution is all sail and no anchor."
   - T.B. Macaulay to H.S. Randall, 1857

"All that is valuable is the Constitution is one thousand years old."
   - Wendell Phillips, 1861

'The American Constitution is the most wonderful wak ever struck off at a given time by the brain and purpose of man."
   - W. E. Gladstone, in Kin Beyond the Sea

"The United States Constitution has proved itself the most marvelously elastic compilation of rules of government ever written."
   - F.O. Roosevelt, March 2, 1930

"It seems to me, then, little short of a miracle, that the delegates from so many different states......different in their manners, circumstances, and prejudices, should unite in faming a system of national government."
   - Geage Washington, to Marquis de LaFayette in 1788

"Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential fam."
   - F.O. Roosevelt, Inaugural adctess on March 4, 1933
"We may be tossed upon an ocean where we can see no land - ner, perhaps, the sun or stars. But there is a chart and a compass for us to study, to consult, and to obey. That chart is the Constitution."
- Daniel Webster, September 29, 1847

"The Constitution of the United States was made not merely for the generation that then existed, but for posterity - unlimited, undefined, endless, perpetual posterity."
- Henry Clay, 1850
Daily Oral Language

Daily oral language usage helps students recognize common errors in our daily speech and writing skills. By reviewing as a group the grammatical, spelling, and punctuation rules that shape our common language, students are instilled with an appreciation for the complexities of the English language. They will better understand the need for accuracy and clarity in their writing. for successful communication depends upon precision. Obstacles to the sharing of information occur when the lingual rules are discarded or misused. In addition, students learn to correct their mistakes more easily, as well as edit other student's work with greater accuracy.

Every day at the start of language class, the teacher should display the incorrect D.O.L. sentence for the class. Children should immediately begin correcting the mistakes in the sentence, and should copy the entire sentence correctly. When all students have finished this task, the corrections should be shared orally. The instructor should discuss the reasoning behind each language rule and review rules often. Each day, the new sentence will propose a new challenge for the students.

D.O.L. Sentences

1. the constitution was written by james madison
   
   The Constitution was written by James Madison.

2. the united states constitution was sign on septem 17, 1787.
   
   The United States Constitution was signed on September 17, 1787.

3. why did patrick henry say he 'smelt a rat' at the constitutional convention
   
   Why did Patrick Henry say that he 'smelt a rat' at the Constitutional Convention?
4. The Constitution's preamble starts with "We the People."

5. Many countries now have constitutions.

6. Congressman Campbell once said what's a constitution among friends?

7. The House of Representatives has 435 members.

8. James Madison is known as the father of the Constitution.

9. Philadelphia, Pennsylvania was the site of the Constitutional Convention.

10. Alexander Hamilton wrote the Federalist Papers.


12. Mr. Benjamin Franklin was the oldest person to sign the Constitution.

13. We don't know how many states ratified the Constitution.

14. Why didn't you sign the Constitution, Mr. Franklin asked Rhode Island governor?

15. Washington, D.C. is the nation's capital.

16. Who wrote the Bill of Rights?
17. the first plan of government was the article of confederation

_The first plan of government was the article of confederation._

18. ben franklin, george washington, and charles pinckney signing the american constitution

_Ben Franklin, George Washington, and Charles Pinckney signed the American Constitution._

19. it was signed on sep 17 1787

_The Constitution was signed on Sept. 17, 1787._

20. wow said bobby as he looked at the constitution what a old document

_Wow said Bobby, as he looked at the Constitution. What an old document._
Journal Writing Topics

Child-en can become truly fluent and mature writers only by writing often, and in different styles. Daily journal entries help facilitate the writing process and allow the students to have frequent, positive experiences with writing. The student learns to take ownership of his/her writing abilities, and can quickly become a more adaptable author. Listed below are twenty topics available for aeative journal assignments. One idea should be posted each day, and the students should write at least one large paragraph for each topic. If possible, teachers should model the journal writing technique each day with the students. If the teacher designates a certain time each day for the aeative writing entry, both the child-en and instructor(s) should engage in the activity. This modeled approach proves to youngsters that writing is indeed a vital and dynamic part of their school curriculum.

Journal entries
1. Write a letter from George Washington to his wife, Martha, telling her how the Constitutional Convention is going.
2. Draw a postcard and write 4 sentences as Ben Franklin, telling his wife how it felt to sign the Constitution.
3. Write a business letter inviting all the delegates to the Constitutional Convention.
4. Write a short speech for Alexander Hamilton that tells how he feels about the Articles of Confederation.
5. Write a new Preamble to the Constitution.
6. Design an invitation to George Washington's inaugural party.
7. Describe, using metaphors and similes, a ceremony commemorating the first anniversary of the Constitution.
8. "If I were a mouse living in Philadelphia in 1787, I would ......"
9. Tell what Ben Franklin did on September 17, 1787.

10. Write a newspaper article about the Constitutional Convention, dated August of 1787.

11. Write a gossip column for a New England magazine, September 1787.

12. Design an advertisement that might be seen in a newspaper in 1787.


14. "Just as I bent down to sign the Constitution, the door flew open and.....••

15. Write a headline and front page news story for September 17, 1787.

16. Write a poem about the Constitution.

17. "I stepped into my time machine and set the dials for September 17, 1787. The lights flashed, the engine roared, and the machine shook. As I stepped out of my machine, the first thing I saw was......••

18. Draw a comic strip about the Constitution.


20. Write your own amendment to the Constitution.
Essay Topics

In addition to the short journal entries, students should be taught how to write longer, more complex reports and essays. These assignments should vary between informative papers (concentrating on research skills and organization of data) and the personal opinion essays (concentrating on the construction of valid arguments and making wise judgements). Students should be exposed to all varieties of writing styles, and understand their purposes fully.

Below is a short list of possible writing assignments. A schedule of one assignment per week is the suggested plan; papers assigned more often than that will often tire the students and ate a mountain of ungaded papers for the teacher. Students should be expected to follow the 5 steps of writing: prewriting brainstorming activities, writing the first draft, editing and revising, writing the final draft, and proofreading. If one of those steps was accomplished each day, the students would quickly begin to become more fluent writers, and perhaps learn steps to combat procrastination. To facilitate the editing step, the children should exchange papers and correct each others' mistakes. Cooperative writing groups could be made so that each paper is shared with at least 2-3 other children.

Essay Ideas

1. Select one of the signers of the Constitution and write a report about his life.

2. Select one amendment and explain how it became a law. Be sure to include at least one Supreme Court case that involved this amendment.

3. Do you feel that the right to bear arms should be repealed? Explain thoroughly.
4. Select one President and tell about his Presidency. concentrating on any major events that of which he was in control.

5. Select one member of the Supreme Court and describe his life/ views.

6. Select one article or section from that Constitution. Summarize what it means and explain why it is a necessary part of our Constitution.

7. Do you feel that censorship of books in elementary schools denies the right to freedom of speech?

8. Select one major ruling of the Marshall Court. Tell why it was important and how it shaped our interpretation of the Constitution.


10. Define "Democratic" thoroughly. Use examples.

11. Have the class create an entire newspaper from 1787. Be sure to include all the necessary sections and divide the work load evenly.

12. Compare and contrast the power of the states in the Constitution and the Articles of Confederation.

13. Do you think that the death penalty is a "cruel and unusual punishment"?

14. What do the "Blessings of liberty" mean to you?
SPELLING

AND

VOCABULARY
SPELLING / VOCABULARY LISTS

Spelling units typically test words in isolation, with little or no connection to the other subjects being covered in the classroom. In addition, many teachers neglect teaching the meanings of the spelling words, or their use in our common language. Consequently, children do not truly learn anything about these words; they merely memorize a dozen or so meaningless words for one week and pass the unit test. By the next week, the students cannot use those words in a sentence, or spell them correctly in any real-world context. The carefully memorized list of spelling words becomes yet another casualty in the war against illiteracy; for the students remain unable to use those words in a written environment.

By contrast, if teachers are able to teach their students the meanings of the spelling words, and have the test words used in other environments, the probability of meaningless memorization is greatly diminished. Students understand when these terms are utilized in speech or texts, and must confront these words (both written and spoken) throughout the day. Meaning is then enhanced, and children no longer resent memorizing "a bunch of stupid words that I'll never use." Therefore, teachers should compose their own spelling lists whenever possible, having them revolve around all the other school subjects to insure greater comprehension and motivation.

In this unit about the Constitution, the word bank contains terms of a wide
range of difficulties. Depending upon the ability level of the class (and previous spelling words), the teacher may select any of the following terms to comprise a weekly spelling list. The suggested number of words for a typical intermediate level class is 25; however, the instructor should mold the lists to suit the needs and talents of the students. If the test words are not fully explained during the historical lessons about the Constitution, extra time should be devoted to the learning of the definitions during the regular spelling or vocabulary lessons.

The terms in the word pool are listed by usage and cover a broad range of topics. The list of proper nouns at the right may be used as bonus words or extra-credit to add a small challenge. If desired, a final, comprehensive spelling and/or vocabulary test may be given at the end of the entire Constitution unit. The test could be graded as a regular exam, or used as a pretest for the Social Studies unit final.

*****MAINSTREAMING APPLICATION*****

Since many low-level students have great difficulties in spelling class, the spelling lists may have to be modified to accommodate their special needs. If a shorter list is required for a less-able student, choose the words that will be most often heard or read silently by the child that week. Even if easier words are eliminated from the list, make sure the list of spelling words comprises a set of terms understood and encountered often by the child. Learning will be more likely to occur if harder words are encountered often, than if easier words are seldom seen.
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<tr>
<th>NOUNS</th>
<th>YERBS</th>
<th>ADJECTIVES</th>
<th>PROPER NOUNS</th>
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<td>preamble</td>
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<td>foreign</td>
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<td>Interstate</td>
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<td>Illegal</td>
<td>Virginia</td>
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<td>convention</td>
<td>recognize</td>
<td>Influential</td>
<td>New York</td>
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<tr>
<td>Congress</td>
<td>organize</td>
<td>representative</td>
<td>North Carolina</td>
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*or any other signers of the Constitution
MATHEMATICS
Integrating the study of the U.S. Constitution into the mathematics curriculum may seem to be a difficult perhaps impossible task to many teachers. Since the Constitution involves such abstract topics as justice, individual rights, and freedom, the methodical and logical study of numbers seems to contrast harshly. However, teachers may, with creativity and industry, combine the two subjects in several different fashions.

First, the teacher could create his/her own staying problems for any unit of mathematics study. For example, if the students are learning about fractions, the teacher may involve the Constitution in a staying problem such as:

Last month, the President vetoed a new law proposed by Congress. The bill was sent back to Congress for an override vote. If there were 411 Congress members present during last month's session, what would be the minimum numbers of "yeas" that could override the veto?

(Answer: the children would have to calculate \( \frac{213}{411} \))

In this manner, the children would be learning about the technical aspects of the law-making process, while utilizing the fraction skills learned in math class. Stay problems provide an infinite number of possibilities for integration; any mathematics subject could be manipulated to include the Constitution. Even using the mere names of the Constitution's signers could be easily incorporated into staying problems (e.g. If George Washington had 224 apples and James Madison had 137 apples, how many apples did these two men have altogether?)

Second, the information learned during social studies class may be integrated into
mathematics lessons by way of oral logic problems. At the beginning or end of each mathematics period, the teacher may aetate one oral logic problem and present it to the class. For example, the teacher may aetate a logic problem such as:

If a woman, who just reached the minimum age needed to become a Senator, married at age 20, and had a baby 1 year after her wedding, how old would the child be upon her mother's election?

(Answer: The woman, now aged 30, was married 10 years ago. If the child was born 1 year later, the child would now be 9 years old.)

The logic problems can become quite complex, with many pieces of information added on to inaease the difficulty. To make the logic problem even more interesting, the teacher could begin adding irrelevant data to the calculation, and face the child-en to weed out any unnecessary infamination. These problems are different from traditional word problems in two ways; the logic problems are presented orally and are often a kind of contest for the children. In addition, the logic problems do not focus on a particular mathematical process. Instead, the oral calculations encourage the development of listening, memory, and "mental math" skills. Each day, one of these problems could be used as the anticipatory set or the conclusion to the entire mathematics lesson.

Finally, the Constitution could be integrated into the mathematics curriculum by the aetation of an interactive bulletin board in the classroom. The scales of justice, shown on the next page, could be put on a bulletin board or empty wall. Above the figures, the words "The Scales of Mathematics Justice" could be mounted along with a few written instructions for the interactive board. On each jury member's silhouette, one mathematics problem could be mounted, and answer sheets could be placed in an envelope nearby. Students should be encouraged to attempt to answer each question on the bulletin board on their own; perhaps 1 extra-aedit point for each correct solution could be offered as an incentive. After the child write down their proposed
solutions, the answer sheets should be returned to the teacher, who will grade all entries at a later time. At the end of the week, the teacher should review the solutions and return all the answer sheets. If desired, the teacher could change the problems over the weekend, and the pupils would be able to answer all new problems during the next week. Interactive bulletin boards encourage more active participation in the classroom, and should be used on a frequent basis. This design is only one of an infinite number of possible bulletin board aetations that could decorate a room. The mathematics problems may feature skills and items such as:

1. **SUDlrach'ap** - How many more members does the House of Representatives have than the Senate? (435-100)

2. **Perc8ntage** -If Illinois has 14 members in the House, what percentage of the total membership does Illinois constitute?

3. **Fraction** - If 3/4 of the Senate voted against Bill #5078, how many "nay" votes were counted?

4. **Addtion** - If the members of Congress, the Supreme Court, and the President were all invited to a party, how many invitations would be needed?

The students should understand that the word problem and its solution are actually equal, and a correct answer would "balance" the scales.
THE SCALES OF MATHEMATICAL JUSTICE
PENMANSHIP
PENMANSHIP

In addition to the many cognitive goals presented in the typical classroom, teachers must also promote development of several motor skills in all students. Primarily, children should have neat, legible handwriting and/or printing. Although instructors should encourage proper penmanship on assignments, many children need practice and modeled samples to improve their letter construction. Consequently, several penmanship activities are included in this unit.

In order to increase the students' familiarity with the weekly spelling/vocabulary words, it is suggested that the penmanship activities include the test words instead of random terms. Thus, the students have one opportunity to write the list correctly and learn its spelling. The attached writing pages are merely samples of the worksheets that should be distributed to the students; if the teacher has selected different spelling/vocabulary words from the pool, those terms should be carefully written to model the correct handwriting technique. In addition, if students are still unfamiliar with the entire cursive alphabet, the instructor may wish to emphasize a particular letter in the handwriting exercises. In those cases, the teacher may wish to copy a portion of the word on each line, and have the children complete the word. The students should trace over the teacher's sample to imitate the slant and flow of the letters.

Handwriting grades should not exclusively reflect the students' effort on worksheets such as these. All too often, children finish the penmanship homework with lovely script; yet their daily assignments remain barely legible. Neat writing should be a constant goal for students, not merely a once-a-week chore. In addition, students must develop their own style of writing, and should not be expected to always write like a cursive manual. Therefore, the writing samples should be a guide to better
penmanship skills. Teachers should instruct children on the cursive style of writing and not merely handout the samples as "busy work." Students with visual perception difficulties may need enlarged copies and may need to physically trace the model word before attempting their own replication.

On the writing samples, students should copy the terms 2-3 times on the lines provided. Teachers should grade the worksheets on effort and improvement rather than skill. In this way, children with less mature fine motor skills will not be discouraged with consistently poor marks.
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Amendments...
MUSIC
Music in the elementary classroom is often a neglected area of study, especially for intermediate-level students. Students may learn the words to songs, but seldom do they study the meanings or history of the music. However, music class can also be incorporated into a unit about the Constitution. Included in the following pages are several eighteenth-century songs with sheet music. If the classroom teacher is unable to play the written tune, the music instructor could teach the tune while the classroom teacher explains the meanings of the words. In addition to these historic pieces of music, children could sing many favorite patriotic songs in the effort to immerse the students in their study of the U.S. system of government. Those musical selections could include "The Star Spangled Banner", "America the Beautiful", "America", and "The Fifty Nifty States", among many others.

The first song, "The Toast", was written by Francis Hopkinson in 1778 as a tribute to George Washington. Hopkinson was a lawyer, a member of the Continental Congress, and a signer of the Declaration of Independence. He wrote many poems and essays, crew portraits, and even helped design the American flag. Hopkinson was a friend and admirer of Washington's, and wrote this toast to honor the hero of the Revolutionary War.

The second song, entitled "The Federal Constitution and Liberty for Ever", was written by Williamson and Hewitt in 1798. It appears here in its original typeset, with the musical arrangement rewritten for clarity. Students may wish to learn more about the printing techniques used in the late eighteenth-century.

"Hail, Columbia" was written by Francis Hopkinson's son, Joseph, in 1793. During this time, America was on the verge of a war with France, and the political parties were debating bitterly. At the request of a young Philadelphian actor named Gilbert Fox,
Hopkinson wrote the lyrics to "Hail, Columbia" and carefully omitted any references to France and the political differences that split the legislature. The song was an immediate success with both the Federalists and the Republicans, and was the first great patriotic song of the United States.

Finally, "Old Colony Times" looks back to the early 1700's and the link between England and the colonies. By the late eighteenth century, people became nostalgic about the colonial times only a few decades earlier. In this song, three rogues all meet with unfortunate ends simply because they could not sing. This song, based on the folk music of many cultures, eventually became quite popular in Europe as well as the United States.
THE TOAST

by Francis Hopkinson

Convivially

C7 F C F B-F C7 F

I. 'Tis Wash - in - a - ton': health, nil • bumph'er III round, For-

C F C G7 C C G7 F C7 F

he is our glo - ry and pride; Our arms shall in bat - tle with-

C7 Bb C7 F Bb F C7 F

con - quest be crown'd Whilst Vir - tue and he's on our side. oeez-

A F C7 F C7 Bb C7 F

arms shall in bat - tle with con - quest be crown'd. Whilst Vir - tue and
2. 'Tis Washington's health, loud cannon should roar,  
   And trumpets the truth should proclaim;  
   There cannot be found, search all the world o'er,  
   His equal in virtue and fame.  
   There cannot be found, search all the world o'er,  
   His equal in virtue and fame.

3. 'Tis Washington's health; our hero blest,  
   May heaven look graciously down;  
   Oh, may he live, our hearts to possess,  
   And Freedom still call him her own, etc.
THE FEDERAL CONSTITUTION AND LIBERTY
FOREVER by Williamson and Hewitt

A new Patriotic Song

Written by Mr. Milnes

Sung with great applause

The Tune adopted

By Mr. Williamson

By Mr. Hewitt


Nymphs of their Helicon streams, Their Gods and their Heroes are fabulous, tijj~'g~.

Dreams their Gods and their Heroes are fabulous, drilrmm~rmm~.

Lumians boast The Federal Constitution boys and Liberty for ever the
Federal Constitution boys and Liberty for ever.

AU-4. "Sail" man of all choice, "Hurr!" Mr. hurr.
No "impe" "Han lium II...my Q r m over the hill!"
OUT Cheek anchor's a lure
and our little ride) secure
So hurr to the hill
Wilt. Us hum bia us your...
the "EO"-RAL CONS[TiTU:TION][n]-rillh **PRt-SrDr,~n (h.r.p'u, -
W[?A [ref. for no foe] or no far be "trait.
Our rurHR the hill till
If dr/mine! Hill nr. pride,
HrThs rillHrd our Clar.
and hill in oil. "oil"
The FF,Dr.R AL (0 NSTH U110N, TR -Oe:trf; COR-Pi t:RCF: box- [IT ever.
~-o-TGO ~1"~ Y Ay V" R:R. HILL. till, in our ron;L
Lik. Inh our (UFG Hill. Fl. shall, from in our "gr.

The "Ratcl ill Belmi r.
"[ref. "fell""] our Nre
"Hr Hr. white in the w Hill,
Wilt. Ginnian blinti-
S(i) ~N ~X "EO-SITU:TION[nditu:AOVOCAIFS for ever.

When an enemy threat's all party shall serve,
We tribute an intriguers to buy a mean peace,
Columbians will learn,
Friend or foe to labor,
We'll never stain the toasts
Which as free men we boast.

P. F. The FEDERAL CONSTITUTION and INTEGRITY for ever.
FAME's trumpet shall soell in WASHINGTON'S praise.
And live grant a furlough to lengthen his days,
May health weave the thread
Of light round his head;
His nation can love!
Such a name—such a toasts

The FEDERAL CONSTITUTION boy...and WASHINGTON for ever.
HAIL, COLUMBIA

by Joseph Hopkinson

March tempo

I. Hail, Co-jum-bial Hap. py landl Hail, ye he-roes,

heav'n-born band. Who (ought and bled in (free's cause, Who (oupt and, bled in

free's cause, And when the storm of war was lone, En-

joy'd the peace your val or won. Let in-de-pend-ence.

Gm C7 F C G7 C C F C F

Gm C7 F C G7 C C F C F

Gm C7 F C G7 C C F C F

Gm C7 F C G7 C C F C F
OU: about, Ever mindful what it cost,

E'er artful for the prize: let us tar reach the skies.

United let UI be. Raly, round our liberty, As.

Band of brethren joined. Peace ind safe ly we shall find.
OLD COLONIAL TIMES
New England Folk Tune

Stoutly

1. In lood old colon-ony times, When we were un-der the

mf

2. kalm. Three-rolush chill’s rell In-to mis-haps, Be-

3. cause they could not sinl. Be-cause they could not sinl. Be-

4. cause they could not sing; Three-ru-guish chaps rell;
2. The mister, he was a miller,
And the second, he was a weaver,
And the third, he was a little tailor,
Three rogues chaps together,
Three rogues chaps together;
And the third, he was a little tailor,
Three rogues chaps together.

3. Now the miller, he stole corn,
And the weaver, he stole yarn,
And the little tailor stole broadcloth for
To keep these three rogues warm, ete.

4. The miller lost drowned in his dam,
The weaver lost hun in his yarn,
And the devil clapped his claw on the little tailor,
With the broadcloth under his arm, &c.
GAMES
GAMES AND ACTIVITIES

As any teacher knows, word games and puzzles represent an endless source of amusement for elementary school children. The activities can be educational, as well as enjoyable, instruments in the classroom. The teacher may wish to use the following games as free time activities, examination reviews, and/or rewards for finishing homework on time. Each of the games included in this unit can be modified to increase or decrease in difficulty, and involves an understanding of the U.S. Constitution; consequently, their use can be justified in the classroom. However, the answers should be discussed in class in order to ensure that comprehension of the information, not merely guesswork, has been utilized by the students.

The crossword puzzle and word search may simply be photocopied and distributed to the students. Almost all children have encountered these word games previously. The Bingo game may take a few moments of instruction, and does require extra materials and class time. Photocopy a blank grid for each student and distribute a handful of chips or markers to all participants. On a chalkboard or overhead projector, write the list of terms for all pupils to see. The children must write down one term in each box on their grids, making sure not to duplicate any terms. Then the teacher will begin the game; chips or balls numbered 1-30 should be well mixed and selected one by one from a container. As the teacher pulls out a number, he/she looks on the definition sheet to read the given explanation. If the child has that term on their grid, they may cover that space with a marker. For example, if the teacher pulls out the chip numbered 1, he/she would say "This man was our first President." All those who had written "George Washington" on their grids would be able to cover that space. A winner is selected when on grid covers four squares in a row. Upon finding a winner, have the children exchange cards. In this way, the students must continually be
reviewing all the information. Variations can be made upon this game by changing the requirements for calling Bingo. Students may have all four caners, the inner square, the perimeter, or the entire card in order to win the round.

Word games such as these examples allow the students to quietly work toward a visible goal and receive recognition for their knowledge. Although these activities may provide much enjoyment to the class, the teacher must always remember that these games are merely supplements to well-planned, thoughtful lessons. Fun activities can never replace class discussions and reviews, but instead may act as motivational tools for the classroom instructor.
### ACROSS

1. Roger Sherman represented this state at the Constitutional Convention
2. To ena-oach upon; violate
3. The 13th Amendment outlawed this
4. A member of the Congressional body with 435 people is a
5. "William Livingston represented this state at the Constitutional Convention"
6. Originally signed the Constitution
7. "Father of the Constitution"
8. From another country
9. One of 3 authors of the Federalist papers (2 words)
10. Votes into office
11. From another country
12. To approve or confirm
13. One of 3 authors of the Federalist papers (2 words)
14. Votes into office
15. From another country
16. From another country

### DOWN

1. Head of the legislative branch of government
2. The Congressional Body with 100 members
3. America's first Vice President was
4. Refuse to sign a law
5. The branch of government that interprets the law
6. State armed forces
7. First Head Justice
8. Complete freedom
9. Member of the Supreme Court
10. A state's ______ of House representatives is based on population
11. A native or naturalized person of a city
12. Not private; open to everyone
<table>
<thead>
<tr>
<th>ACROSS</th>
<th>ANSWERS</th>
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<tbody>
<tr>
<td>1. CONNECTICUT</td>
<td>1. CONGRESS</td>
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<tr>
<td>2. INFRINGE</td>
<td>3. SENATE</td>
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<td>3. SLAVERY</td>
<td>4. ADAMS</td>
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<td>5. REPRESENTATIVE</td>
<td>6. VETO</td>
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<td>7. NEW JERSEY</td>
<td>8. JUDICIAL</td>
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<td>9. STATES</td>
<td>10. MILITIA</td>
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<tr>
<td>11. MADISON</td>
<td>11. MARSHALL</td>
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<tr>
<td>12. FOREIGN</td>
<td>13. INDEPENDENCE</td>
</tr>
<tr>
<td>14. RATIFY</td>
<td>15. JUSTICE</td>
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<td>15. JOHN JAY</td>
<td>16. PROPORTION</td>
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<tr>
<td>17. ELECTS</td>
<td>19. CITIZENS</td>
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<tr>
<td>18. EXECUTIVE</td>
<td>21. PUBLIC</td>
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<td>20. PHILADELPHIA</td>
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<td>22. UNANIMOUS</td>
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<td>23. REPEAL</td>
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<td>24. PINCKNEY</td>
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<td>25. IMPEACH</td>
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CONSTITUTIONAL BINGO TERM SHEET

Write all of these terms in each of the boxes on your Bingo gid. You may select any 16 terms and write them in any order you wish. However, each term may be used only once. Be sure to write neatly and do not use abbreviations.

Alexander Hamilton
Articles of Confederation
Amendment
Bicameral
Benjamin Franklin
Bill of Rights
Cabinet
Congress
Constitution
Checks and Balances
Delaware
Federal System
George Washington
House of Representatives
Impeach
James Madison
John Adams
Justices
Patrick Henry
President
Philadelphia
Preamble
Republic
Repeal
Rhode Island
Ratify
Supreme Court
Senate
Veto
Washington D.C.
DEFINITION SHEET
(Teacher's Copy)

1. Our first President
   (*GetTgtg Washington*)

2. Legislative body that has 2 members from each state
   (*Senate*)

3. Legislative body that has membership divided by population of states
   (*House of Representatives*)

4. Father of the Constitution
   (*James Madison*)

5. Federalist who wanted more state power
   (*Alexander Hamilton*)

6. Man who did not attend the Convention because he "smelled a rat."
   (*Patrick Henry*)

7. Our first Vice-President
   (*John Adams*)

8. Head of the Executive branch
   (*the President*)

9. Head of the Legislative branch
   (*the Senate*)

10. Head of the Judicial branch
    (*the Supreme Court*)

11. The President's advisors are the......
    (*the Cabinet*)

12. A plan of government
    (*a constitution*)

13. City of the Constitutional Convention
    (*Philadelphia*)

14. Oldest signer of the Constitution
    (*Benjamin Franklin*)

15. Addition to the Constitution
    (*an amendment*)

16. First ten amendments
    (*Bill of Rights*)

17. The introduction to the Constitution
    (*the Preamble*)

18. Means to divide power between the states and national government
    (*federal system*)

19. Means to have 2 legislative houses
    (*bicameral*)

20. Our nation's capital
    (*Washington, D.C.*)

21. System that prevents one branch of government from becoming too strong
    (*checks and balances*)

22. Supreme Court members are called...
    (*Justices*)

23. System of government in which the public elects leaders to votes for them
    (*a republic*)

24. To remove a leader from office
    (*impeach*)
25. To refuse to sign a law  
   *(velo)*

26. To cancel or negate a law  
   *(repeal)*

27. America's first plan of government  
   *(Articles of Confederation)*

28. First state to sign the Constitution  
   *(OgawWliYtl)*

29. Only one of the 13 original states to refuse to send a delegate to the Convention.  
   *(Rhode, Island)*

30. To accept or approve  
   *(ratify)*

-As the number chips are selected, look on these definition sheets and read only the first phrases. The children must search on their g-ids for the words in italics. To keep track of which items have been called, place the numbered chips over the definition its represents. Then when the children call Bingo and ask to check their answers, you can quickly scan the definition sheets to see if the students covered the right terms.
TESTING MATERIALS
TESTING MATERIALS

At the end of the any unit of study, children should be evaluated and tested to determine the level of growth and understanding attained by instruction. By testing the learners, the teacher can also evaluate his/her own leadership techniques and the quality of the instructional unit. By tracking the most troublesome test questions, the evaluator may discover a weakness in the unit or in his/her clarity during instruction. Therefore, in many years the instructor can strive to eliminate such problems and become an even more successful teacher.

Testing procedures vary widely and are influenced by a number of factors. Class size, age level, ability, and time constraints all affect the types of tests which should be implemented in an evaluation attempt. In addition, each instructor will emphasize different objectives and information and hold different opinions on the importance of certain topics. Therefore, no single test could possibly accommodate all teaching situations; a pool of test questions will provide the raw materials for evaluation and measurement.

In "The U.S. Constitution: Blueprint of a Nation", the test questions are divided by type. Multiple choice, matching, true-false, and sentence completion are included in the objective portion, while essay questions comprise the subjective section. A careful selection of numerous objective questions, and 1-2 essay questions is the suggested combination for a typical elementary school class. After choosing an appropriate number of questions and arranging them in a logical order, the teacher should also write clear, concise directions on the top of the test form(s). Time limits and grading procedures should be established prior to the start of the examination in an effort to avoid confusion.
OBJECTIVE QUESTIONS

Multiple choice Items

1. Who was known as the "Father of the Constitution"?
   A. John Adams
   B. James Madison
   C. George Washington
   D. Alexander Hamilton

2. A federal government is a government in which ....
   A. the national government has absolute power.
   B. most power lies with the state.
   C. a royal leader rules the country.
   D. power is shared between the national and state governments.

3. What does the legislative branch of government do?
   A. makes the laws
   B. carries out the laws
   C. vetoes the laws
   D. interprets the meaning of the laws

4. What does the executive branch of government do?
   A. makes the laws
   B. carries out the laws
   C. decides the constitutionality of the laws
   D. repeals the laws

5. What does the judicial branch of government do?
   A. repeals the laws.
   B. creates new laws.
   C. carries out the laws.
   D. interprets the meaning of the laws.

6. The executive branch may check the power of the legislative branch by ....
   A. deciding what treaties mean.
   B. vetoing laws.
   C. impeaching members of Congress.
   D. appointing judges.
7. The legislative branch may check the power of the judicial branch by ....
   A. approving the appointments of judges.
   B. deciding whether laws are constitutional.
   C. overriding vetoes.
   D. deciding what the laws mean.

8. The legislative branch may check the power of the executive branch by ....
   A. deciding whether laws are constitutional.
   B. impeaching judges.
   C. deciding what the treaties mean.
   D. overriding a veto.

9. The executive branch may check the power of the judicial branch by ....
   A. impeaching judges.
   B. grants pardons for federal aimes.
   C. can change the size of the Supreme Court.
   D. may call special session of Congress.

10. Which of the following are not the President's duties?
    A. can impeach judges.
    B. appoints judges.
    C. leads his/her political party.
    D. may call special sessions of Congress.

11. Who was the first Head Justice?
    A. Hamilton
    B. Marshall
    C. Madison
    D. Pinckney

12. A person chosen by the people to represent them is a _________.
    A. judge;
    B. seaetary.
    C. delegate.
    D. Cabinet member
13. Who was the leader of the Federalist party?
   A. Alexander Hamilton  
   B. George Washington  
   C. James Madison  
   D. William Blount

14. America has a __________ as a form of government.
   A. true democracy  
   B. authoritative dictatorship.  
   C. socialist republic.  
   D. democratic republic.

15. The Preamble to the Constitution lists the government's __________.
   A. rules.  
   B. powers.  
   C. goals.  
   D. responsibilities.

16. Under the Articles of Confederation, the government was weak because it has no control over the ______.
   A. states.  
   B. courts.  
   C. Congress.  
   D. President.

17. The Great Compromise established that ______.
   A. the government would be divided into three branches.  
   B. the President would select his/her own Cabinet members.  
   C. the Northwest territory would be free of slavery.  
   D. the Congress would have two houses.

18. James Madison's plan of government called for ________.
   A. a decentralized national government.  
   B. a strong central government.  
   C. equal state sovereignty in Congress.  
   D. a bicameral legislature.
True/False Items

1. _ The Congress can impeach Supreme Court members.
2. _ The House of Representatives chooses the Cabinet members.
3. _ A Representative must be at least 30 years old.
4. _ A Senator is elected every 4 years.
5. _ George Washington called for support of the political party system.
6. _ The Bill of Rights guarantees a citizen's freedom of speech.
7. _ A new bill or law always originates in the House of Representatives.
8. _ Every state has three members in the Senate.
9. _ The nation's capital was always in Washington D.C.
10. _ The Bill of Rights was signed on September 17, 1787.
11. _ Alexander Hamilton supported a revision to the Articles of Confederation.
12. _ A Supreme Court member is elected for a four-year term.
13. _ The President is the commanding officer of the army and navy.
14. _ A Senator must be at least thirty years old.
15. _ The President can override an impeachment proceeding.
16. _ The Electoral College is a school for learning about the election process.
17. _ Congress may grant a pardon to a criminal by gaining a 2/3 vote in favor.
18. _ Someone born in Mississippi could be a Senator for Maine.
19. _ A Cabinet member is elected to a six-year term of office.
20. _ If Winston Churchill had spent 14 years in America, he could have run for the Presidency.
21. _ Only Congress has the right to declare war on another country.
SENTENCE COMPLETION ITEMS

1. A plan of government is known as a __________.
2. The U.S. Constitution was signed on __________.
3. Additions to the Constitution are known as __________.
4. The judicial branch of government is headed by __________.
5. The executive branch of government is headed by __________.
6. The legislative branch of government is headed by __________.
7. The President can check the power of Congress by __________ the laws made.
8. The __________ is the introduction to the Constitution.
9. The first plan of government for the United States was __________.
10. __________ was the head of the Constitutional Convention.
11. The Constitutional Convention was in the city of __________.
12. In 1787, the nation's capital was in the city of __________.
13. Alexander Hamilton was the head of the __________ party.
14. A Senator must live in his state for __________ years in order to be elected.
15. A Representative must be at least __________ years old to be elected.
16. You must be __________ years old to vote in the United States.
17. __________ is the "Father of our Country."
18. The "Father of the Constitution" is __________.
19. A member of the Senate is elected for __________ years.
20. The Preamble starts off with the three words __________ ...
21. The two strongest political parties today are __________ and __________.
ESSAY QUESTIONS

1. Explain in detail the system of checks and balances in the U.S. Government.

2. Compare and contrast the Federalist and Republican views of government.

3. Describe the importance of the Bill of Rights in our lives today.

4. Why did the Articles of Confederation fail as a new plan of government? Explain.

5. Select any two amendments and explain their importance and their meanings.

6. Explain in detail how a proposed bill becomes a law. Be sure to cover all three branches of government in your answer.

7. Describe the duties of the President fully.

8. Explain the election process for a political candidate. How do we elect our leaders of government?

9. Explain the differences between the original way of electing a President and Vice-President, and the way used now by the Electoral College.

10. What is the difference between a democracy and a republic? Explain why the United States uses its present form of government.

11. List 3 powers (each that):
   A. only the national government has.
   B. only the states' governments have.
   C. are shared by the state and national governments.

12. What are four differences between the Republican and Democratic views of government?

13. What are the requirements for becoming a:
   A. Senator?
   B. Member of the House of Representatives?
   C. President of the U.S.?

14. When someone is arrested for a crime, what are their rights (according to the Constitution)?

15. Summarize the meaning of the First Amendment and why it is so important for us today.
LITERATURE
AND
RESOURCES
Children's Literature about the Constitution

The reading list below offers many titles for an elementary classroom at the intermediate level. Unfortunately, the vast majority of trade books available are aimed at the junior-high or high-school audience: few books use simplified vocabulary or sentence structures deemed appropriate for young readers. In addition, the dearth of fiction books about the Constitution is both conspicuous and lamentable. While many nonfiction books tell the history of the Constitution, the lack of novels that involve the Constitution itself remains a weakness in this topic of study. To compensate for this loss, a teacher may wish to supplement the list below with fictional books about the various Presidents or famous Americans who signed the Constitution. One example might be Ben and Me, a story about a mouse who lived with Benjamin Franklin.

Although books such as these may not directly focus on the Constitution, at least the readers will become more familiar with the historical figures linked with the creation and preservation of this revered document.

These books may be checked out of a local library by the classroom teacher and made available to the students for independent study and enjoyment. Students should be encouraged to peruse these selections during free reading time or during any spare time in the classroom. The teacher may wish to have a "book talk" in front of the entire class, and have each child select a book about the Constitution to share with the group. Any of the books below would be suitable for the intermediate age group.

Bowen, Catherine Drinker. (1986.) *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787.* Atlantic Monthly Press: Boston. This readable narrative of the creation of the Constitution may also be somewhat difficult for younger readers to manage. However, the teacher may be able to read portions aloud and be confident of comprehension. Grade level: 6+ - H.S.


Fritz, Jean. (1987.) *Ssshl We're Writing the Constitution.* Putnam: New York. This illustrated book introduces youngsters to the signers of the Constitution and the times in which they lived. Grade level: 3-6.


Maris, Richard B. (1986.) *The Constitution.* Lerner Publication Company: Minneapolis. This is one of a five-book history series for young readers that deals exclusively with the founding period of our nation. Grade level: 4-8.
American V/iHiPoint A series of video commentaries designed to review the importance of the First Amendment. American TV and Communication, 300 1st Stamf ad Place, Stamf ad, CT 06902.


Blessings of Li/Jtlry. Video discusses U.S. Constitutional history and principles. Mail Order, Eastern National Parks and Monuments Association, P.O. Box 47, YaKtown, VA 23690.


Title Constitution al200·, Why does I/STi//WGr"k? Four 15-minute video productions. Sales Dept., Prentice Hall Media and Associated Press, P.O. Box 1050, Mt. Kisco, NY 10549.

An Empire of Reason. Film depicting the historical events that led to the creation of the United States. Produced by the Law, Youth, and Citizenship Program of the New York State Bar and the New York State Education Department. New York State Bar Association. 1 Elk Street, Albany, NY 12207.

Our Enduring Union. A choral reading of the Constitution. available on cassette. Project Constitution, Hampton Hall, Little Falls, NJ.

Our Living Constitution, Two 17-minute filmstrips for grades 5-12: "The Constitution and Bill of Rights" and "Amendments 11-26."

RU/lts, Laws, and the V.S. Constitution. A half-hour program for deaf children. 8-12 years of age. Produced by O.E.A.F. Media Inc., 2600 Tenth Street, Berkeley, CA 94710.

_This Honorable Court_. Two 1-hour programs that explore the history and function of the Supreme Court. WETA, P.O. Box 2626, Washington D.C. 20013.


_The V.S. Constitution_. Six 30-minute programs, hosted by Bill Moyers, on the federal government and the separation of power. Agency for Instructional Technology, Box A, Bloomington, IN 47402.

_VOICES of Freedom_. Three minute segments by various personalities on audio tape, reciting passages about the Constitution. Produced by People for the American Way, Field Dept., 1424 16th Street, NW, Washington D.C. 20036.

RESOURCE ORGANIZATIONS

The following is a list of organizations which can provide assistance on research on the Constitution and Bill of Rights. Students may also write for information in order to supplement research for essays or reports.

Agency for Instructional Technology. Box A. Bloomington IN 47402.


American Bar Association. Special Committee on Youth Education for Citizenship. 750 North Lake Shore Drive. Chicago. IL 60611

American Enterprise Institute. 1150 17th Street, NW. Washington D.C. 20003

American Historical Association. 400 A Street, SE. Washington D.C. 20003


American Library Association. 50 East Huron Street, Chicago.IL 60611.

American Political Science Association. 1527 New Hampshire Avenue. NW. Washington D.C. 20003

AMVETS, National Service Foundation. 4647 Forbes Boulevard, Lanham. MD 20706.

Boy Scouts of America. 1325 Walnut Hill Lane. P.O. Box 152079. Irving TX 75308.

Chicago Historical Society. 1601 N. Clark Street. Chicago, IL 60614

Daughters of the American Revolution, 1rte D. Street, NW Washington D.C. 20006.


Girl Scouts of America. 830 Third Avenue and 51st Street. NY. NY. 10022.


National Geographic Society. Education Services, 113417th Street, NW, Washington D.C. 20036.


Prentice Hall Media and Associate Press, Box 1050, Mt. Kisco, NY 10549.


Social Studies Consortium, 3300 Mitchell Lane, Boulder CO 80301

The following pages contain many small drawings and pictures for use in an elementary classroom. Teachers may photocopy and use these pictures in many ways, including on students' activity sheets, tests, and classroom memos. In addition, the clip-art pictures may be used to create new bulletin boards in the classroom or decorate parent newsletters. By enlarging, coloring, and copying these renderings, even teachers who claim little or no artistic talent can create interesting, appropriate, and neatly polished art with unlimited uses in the classroom.
We the People

[Various illustrations of historical events and figures, including the US Capitol, a newspaper publisher, and a gathering of people with an American flag.]
Constitution at Philadelphia forming the Constitution.
Pennsylvania State House, Philadelphia