Handout B: Key Excerpts Version 1

1. Inalienable rights come from God or from Nature, and everyone is born with them. Because they are “inalienable,” they cannot be taken away with consent.

2. According to the document: rights come from the Creator.

3. The purpose of government is to secure inalienable rights and to protect the happiness and safety of the people.

4. Government gets its power through the consent of the governed.

5. The powers are limited. The people, all of whom are born with an equality of rights, delegate limited powers to government to ensure protection of those rights. This is a key part of the social contract.

6. Government should be changed when it damages, rather than protects, peoples’ rights.

7. Many members of the Continental Congress believed slavery to be a great injustice. Even some of those who owned slaves feared African Americans if there was immediate emancipation.

8. The fact that many of them owned slaves does not make the ideals wrong or less important. The Declaration’s ideals were championed by abolitionists and gave life to the fight to end slavery.

Handout C: Structure of the Declaration

1. Introduction – We care about what the rest of the world thinks about us, so we’re going to explain why we are declaring independence from England.

2. Preamble – People are all born with certain rights that cannot be taken away. All human beings have inalienable rights, because “all men are created equal” and there are no natural rulers among men. When government repeatedly fails to protect these rights, people have the right and duty to end that government and make a new one.

3. Indictment – King George III has violated the colonists’ rights in these ways, and, therefore, a revolution is justified.

4. Denunciation – The colonists have been let down by their “British brethren” – the people of England – who have stood by and permitted the government to be oppressive. Further, the colonists have tried many times to reconcile with England, but it has not worked.

5. Conclusion – The colonies are and should be independent states, no longer part of England. They can do all things free states do. The Declaration announces the formation of a new social compact and hence a people. This is why we celebrate the birthday of America on the day and year in which the Declaration was issued. The 13 colonies were a new, united people, independent of England.

6. Signatures – Fifty-six people signed their name according to their states to demonstrate that they were taking responsibility for the content of the Declaration.

Handout D: The Declaration, the Founders, and Slavery Versions 1 and 2

1. Response: Accept reasoned answers

Handout F: Comparing the Second Treatise of Civil Government to the Declaration of Independence Version 1 and 2

1. The ideas and principles in both documents include equality, liberty, freedom, and property.

2. Answers as follows:
   a. In the Second Treatise, the natural condition of mankind is a state of perfect freedom to protect his life, liberty, and estate. In the Declaration, all men are created equal and are endowed with certain unalienable rights including life, liberty, and the pursuit of happiness.
   b. The purpose of government is to preserve the rights of the people.
   c. Government cannot be just unless it is established by consent of the people.
LESSON 2
The Constitution

Handout C: First Impressions Version 1 and 2
1. The Constitution contains seven articles.
2. Answers will vary according to the margins and type size. Students may believe it is longer or shorter than their handbook.
3. Students may suggest that because the section about the legislative branch is so much longer, the Founders saw it as the most powerful and significant branch of government.
4. Students may suggest that the Constitution is organized in a linear and orderly way, divided into clear sections and subsections.
5. Thirty-nine people signed the Constitution. The signers were all men, and their names are associated with twelve states. Rhode Island is not represented.

Handout E: A Second Study Versions 1 and 2
Article I – Purpose: explains the powers and responsibilities of the legislative branch
Content:
1. bicameral (two-house) system
2. eligibility, election, and basis of representation for the House of Representatives
3. eligibility, election, and basis of representation for the Senate
4. elections and meetings of Congress
5. rules for Congressional proceedings
6. compensation, privileges, and rules for members of Congress
7. procedures for passing legislation
8. powers granted to Congress
9. powers denied to Congress
10. powers denied to the States

Article II – Purpose: explains the powers and responsibilities of the executive branch
Content:
1. eligibility and election of president and vice president
2. powers of the president
3. other duties of the president
4. reasons for impeachment

Article III – Purpose: explains the powers and responsibilities of the judicial branch
Content:
1. establishes Supreme Court, other courts established by Congress
2. powers of the judiciary
3. definition of treason

Article IV – Purpose: explains the relationships among states and between the federal government and states
Content:
1. states recognize the laws and contracts of other states
2. duties of states to states
3. procedures for adding new states and territories
4. federal government responsibility to states.

Article V – Purpose: explains how to amend the Constitution
Content: procedures for amending the Constitution

Article VI – Purpose: establishes the Constitution’s supremacy
Content:
1. new government will honor all contracts of old government
2. Constitution is the supreme law of the land
3. no religious test for office

Article VII – Purpose: explains criteria for ratification
Content: the Constitution will be established when nine states have approved it. The delegates to the Constitutional Convention from the various states sign their names to it.
Handout F: Looking Deeper at Philosophy
Versions 1 and 2

Article I, A
a. limited government, separation of powers
b. consent of the governed, republican government, federalism
c. republican government, federalism

Article I, B
a. limited government, individual rights
b. separation of powers/checks and balances, limited government

Article I, C
a. federalism
b. limited government, individual rights
c. republican government, consent of the governed

Article II
a. limited government, representative government
b. representative government, consent of the governed, federalism
c. limited government, separation of powers/checks and balances

Article III
a. limited government, representative government, separation of powers/checks and balances
b. federalism
c. separation of powers/checks and balances, individual rights

Article IV and V
a. limited government, individual rights, federalism
b. republican government, federalism
c. separation of powers/checks and balances, consent of the governed, federalism

Article VI and VII
a. limited government, federalism
b. limited government, individual rights
c. consent of the governed, federalism

LESSON 3
The United States Bill of Rights

Handout B: What Rights Are Protected by the Bill of Rights

Rights protected:

1. Amendment I: no established religion; free exercise of religion; freedom of speech; freedom of the press; right to assemble peaceably; right to petition the government for a redress of grievances
2. Amendment II: right to a militia; right to keep and bear arms
3. Amendment III: no quartering of soldiers without consent of owner
4. Amendment IV: no unreasonable searches or seizures; no searches or seizures without warrants
5. Amendment V: must have indictment by grand jury for capital crimes; cannot be tried for the same offense twice; cannot be forced to be a witness against yourself; cannot be deprived of life, limb, or property without due process; private property cannot be taken for public use without just compensation
6. Amendment VI: speedy and public trial; impartial jury in state and district where crime committed; informed of nature and cause of accusation; confronted with witnesses; obtain witnesses in your favor; have assistance of counsel for defense
7. Amendment VII: trial by jury preserved in lawsuits for amounts over $20
8. Amendment VIII: no excessive bail or fines; no cruel or unusual punishments
9. Amendment IX: these rights cannot deny or infringe rights to others; listing of some rights does not imply that these are our only rights
10. Amendment X: the powers not delegated in the Constitution are reserved for the states or to the people

Because:
Accepted reasoned answers
**Handout C: You Be the Judge! Versions 1 and 2**

1. just compensation for taken property, Fifth Amendment
2. freedom from government-established religion, First Amendment
3. no cruel and unusual punishment, Eighth Amendment
4. free religious exercise, First Amendment
5. right against self-incrimination, Fifth Amendment; right of the accused to have access to counsel, Sixth Amendment
6. due process, Fifth Amendment; right to a fair trial by impartial jury, Sixth Amendment; related issues: freedom of the press, First Amendment; public trials, Sixth Amendment
7. freedom from unreasonable searches and seizures, Fourth Amendment
8. freedoms of speech and assembly, First Amendment

**Handout D: Civic Values and the Constitution**

1. initiative, responsibility
2. justice, resourcefulness
3. justice
4. justice, moderation
5. moderation
6. honor, perseverance, responsibility, duty
7. justice, responsibility
8. honor, justice, respect
9. honor, justice, respect, responsibility, duty
10. initiative, honor, responsibility
11. justice, respect
12. courage, initiative, perseverance, respect, responsibility, resourcefulness
13. justice, moderation
14. moderation, responsibility, vigilance

**LESSON 4**

America’s Civic Values

**Handout C: Civic Values and You Versions 1 and 2**

1. respect
2. initiative, responsibility
3. courage, responsibility
4. initiative, resourcefulness
5. honor, justice, responsibility, initiative
6. initiative, resourcefulness
7. honor, courage, initiative
8. honor, responsibility, perseverance
9. initiative, respect
10. courage, perseverance
11. honor, justice, responsibility
12. courage, respect
13. honor, justice, vigilance
14. honor, justice
15. honor, respect

**Handout D: Civic Values and the Constitution**

1. initiative, responsibility
2. justice, resourcefulness
3. justice
4. justice, moderation
5. moderation
6. honor, perseverance, responsibility, duty
7. justice, responsibility
8. honor, justice, respect
9. honor, justice, respect, responsibility, duty
10. initiative, honor, responsibility
11. justice, respect
12. courage, initiative, perseverance, respect, responsibility, resourcefulness
13. justice, moderation
14. moderation, responsibility, vigilance

**LESSON 5**

American Heroes: Past and Present

**Handout A: What is a Hero?**
Students’ answers will vary based on the heroes they choose

**Handout C: My American Hero Versions 1 and 2**
Students’ answers will vary based on the Character Card hero they were assigned

**Handout D: Dinner Party Seating Chart Versions 1 and 2**
Students’ answers will vary based on the heroes at their “dinner party” table
STANDARDS

CCE: Center for Civic Education
NCHS: National Council for History in the Schools
NCSS: National Council for the Social Studies
Common Core: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
  • RI: Reading Standards for Informational Text
  • SL: Speaking and Listening Standards
  • RH: Reading Standards for Literacy in History/Social Studies

Declaration of Independence
CCE (5-8): IA2, IB1, IIA1, IIC1, IID1
CCE (9-12): IA-2-3, IIB1, IIA1, IID1
NCHS (5-12): Era 3, Standard 1B
NCSS: Strands 2, 5, 6, and 10
Common Core:
RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RI.9-10.4, RI.11-12.4, RI.9-10.5, RI.11-12.5, RI.9-10.6, RI.11-12.6, RI.9-10.8, RI.11-12.8, RI.9-10.9, RI.11-12.9;
SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6;

Constitution
CCE: IB1, IC1, IIA1, IID2, IIAIA1, IIIB2, and IIIB1
NCHS (5-12): Era 3, Standard 3A
NCSS: Strands 5, 6, and 10
Common Core:
RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RI.9-10.4, RI.11-12.4, RI.9-10.5, RI.11-12.5, RI.11-12.9;
SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6;

Bill of Rights
NCHS: Era 3, Standard 3B
CCE: IIA1, IIA2, IIC1, IIAIA1, VB1,VB2
NCSS: Strands 2, 5, 6, and 10
Common Core:
RI.9-10.1, RI.11-12.1, RI.9-10.2, RI.11-12.2, RI.9-10.4, RI.11-12.4, RI.9-10.8, RI.11-12.8, RI.9-10.9, RI.11-12.9;
SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6;

Civic Values
CCE (5-8): IIC1, IID1, IID3, VCI-2, VD1
CCE (9-12): IIC1, IID3, IID5, VCI-2, VD3-4
NCHS (5-12): Era 3:1B, 1C
NCSS: Strands 2, 5, 6, and 10
Common Core:
RI.9-10.1, RI.11-12.1, RI.9-10.8, RI.11-12.8, RI.9-10.9, RI.11-12.9;
SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6;

American Heroes
CCE (5-8): IIB1-2, IIC1, IIC3, VD1
CCE (9-12): IIB2, IID3, IID5, VCI2, VD4
NCHS: Era 2: 2F; Era 3: 1B, 1C, 3A, 3B, 3D; Era 4: 2A, 4A, 4B, 4C; Era 5: 2A; Era 6: 1C; Era 7: 1A; Era 8: 2A, 3C; Era 9: 4A
NCSS: Strands 2, 5, 6, and 10
Common Core:
RI.9-10.1, RI.11-12.1, RI.9-10.8, RI.11-12.8, RI.9-10.9, RI.11-12.9;
SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6;
CHARACTER CARD RESOURCES

**John Quincy Adams**


**Andrew Carnegie**


**Cesar Chavez**


**Henry Clay**


**Roberto Clemente**


**Frederick Douglass**

Thomas, Sandra. *Frederick Douglas: Abolitionist/Editor*. [http://www.history.rochester.edu/class/douglass/home.html](http://www.history.rochester.edu/class/douglass/home.html)


**Thomas Edison**


**Gloria Estefan**


**Benjamin Franklin**


**Fannie Lou Hamer**


**Thomas Jefferson**


**Martin Luther King**


The King Center. [http://www.thekingcenter.org/](http://www.thekingcenter.org/)

**James Armistead Lafayette**

“James Armistead, Patriot Spy.” [http://www.time.com/time/specials/packages/article/0,28804,1963424_1963480_1963442,00.html](http://www.time.com/time/specials/packages/article/0,28804,1963424_1963480_1963442,00.html)

“Revolutionary War: James Armistead Lafayette” [https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html](https://www.cia.gov/kids-page/6-12th-grade/operation-history/revolutionary-war.html)

**Abraham Lincoln**


**James Madison**


**Thurgood Marshall**


“Thurgood Marshall: Associate Justice United States Supreme Court.” [http://www.arlingtoncemetery.net/tmarsh.htm](http://www.arlingtoncemetery.net/tmarsh.htm)

**William Penn**


**Rosa Parks**


**Jackie Robinson**


Benjamin Rush

Elizabeth Cady Stanton

Harriet Beecher Stowe

Mary Beth Tinker

Mary Tsukamoto

Harriet Tubman

George Washington

Ida B. Wells

Wright Brothers
The Wright Brothers and the Invention of the Aerial Age. http://www.nasm.si.edu/wrightbrothers/who/index.cfm