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# Constitution - Rights & Responsibilities

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## UbD Template 2.0

Stage 1 – Desired Results		
Established Goals (e.g., standards)	<b>Transfer</b>	
	<p><i>Students will independently use their learning to</i></p> <p>be active and responsible citizens - recognize and use their rights; fulfill their civic responsibility</p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Understandings</b></p> <p><i>Students will understand that</i> .</p> <p>The U.S. Constitution is founded on seven principals.</p> <p>The Constitution, along with founding documents and court cases, helped create our government.</p> <p>As people living in the United States we have many rights, and we get these rights from a variety of places, including the Constitution, amendments to the Constitution, and Supreme Court cases.</p> <p>Individuals have responsibilities to themselves, as well as to their local and national communities.</p> <p>The national identity of the United States is complex and varied, so each of us who live here have a unique and valid perspective.</p> <p>Identity is dynamic, complex, and personal, and it affects both how we see ourselves and how we interact with others.</p> <p>Our environment influences how we understand ourselves and others.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● When should an important founding document be changed?</li> <li>● Why and how should we stay informed on public issues?</li> <li>● Where does a nation’s identity come from?</li> <li>● How can individuals with so many different identities come together to form a national identity?</li> <li>● What is the national identity of the United States, and how does it relate to each of us as individuals?</li> <li>● What is the identity of the United States, and how do I fit into it?</li> <li>● What are ways that identity is reflected in people’s rights and responsibilities? - <i>How can our rights and responsibilities impact our national identity?</i></li> <li>● How should a responsible citizen behave?</li> <li>● What are rights and responsibilities of a Taftola Toro?</li> </ul> </td> </tr> </table>	<p><b>Understandings</b></p> <p><i>Students will understand that</i> .</p> <p>The U.S. Constitution is founded on seven principals.</p> <p>The Constitution, along with founding documents and court cases, helped create our government.</p> <p>As people living in the United States we have many rights, and we get these rights from a variety of places, including the Constitution, amendments to the Constitution, and Supreme Court cases.</p> <p>Individuals have responsibilities to themselves, as well as to their local and national communities.</p> <p>The national identity of the United States is complex and varied, so each of us who live here have a unique and valid perspective.</p> <p>Identity is dynamic, complex, and personal, and it affects both how we see ourselves and how we interact with others.</p> <p>Our environment influences how we understand ourselves and others.</p>
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	<ul style="list-style-type: none"> <li>8.18 (B) summarize the significance of landmark Supreme Court cases, including Marbury vs. Madison</li> <li>8.19 (D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</li> <li>8.19 (C) explain the importance of personal responsibilities, including accepting responsibility for one’s behavior and supporting one’s family</li> <li>8.19 (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity</li> </ul>	
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**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
T M  A	Research Information Aesthetics	Performance Task(s) (8.19 C,D,F) <i>Students will demonstrate meaning-making and transfer by</i>  creating a Toro Profile of a current or former student, staff member, teacher, or parent based on an interview  ----- Other Evidence (e.g., formative) <a href="#">Seven Principles of Constitution Menu</a> & <a href="#">Menu Rubric</a> 8.15(D) <ul style="list-style-type: none"> <li><a href="#">Traditional Quizzes</a></li> <li><a href="#">Teacher Guide</a> to Menu</li> <li>Homework assignment - Finding History on Campus</li> </ul>

**Stage 3 – Learning Plan**  
[Calendar](#)

CODE (A, M, T)	Pre-Assessment (8.18 B) <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i> <a href="#">Constitutional Rights and Responsibilities Sort : Is it in the OG Constitution?</a>	
	<b>Learning Activities</b>  Day 1: Our Identities (What are rights and responsibilities of a Tafolla Toro? What are ways that (national/school) identity is reflected in people’s rights and responsibilities? - <i>How can our rights and responsibilities impact our national identity?</i> ) <ul style="list-style-type: none"> <li><a href="#">My Name by Sandra Cisneros</a></li> <li>“My Name” collage               <ul style="list-style-type: none"> <li>Guided reading in three rounds, first as a class, then small group, then on their own.</li> <li>student create a notecard that represents their name (first, last, middle, or nickname)</li> </ul> </li> </ul>	Progress Monitoring (e.g., formative data)          completed notecard
M T	Day 2: Pre-Assessment & Discussion <ul style="list-style-type: none"> <li>Constitutional Rights and Responsibilities Sort</li> </ul>	<a href="#">exit ticket 3-2-1</a>

A	<ul style="list-style-type: none"> <li>○ We do: with pre-cut “Rights” cards, student pairs sort rights into similar categories. Teacher monitoring and modeling on board or with document camera</li> <li>○ Teacher gets feedback about natural student groupings, then asks student to use the following two categories 1) Rights and 2) Responsibilities</li> <li>○ Teacher monitors student progress and guides/corrects students with questions (i.e. Explain why these two are in the same category)</li> <li>○ They do: Students sort rights and responsibilities into three categories 1) in the Constitution 2) added in an amendment 3) not in the Constitution</li> <li>● Completed Rights and Responsibilities sort (teacher version) becomes an anchor chart to reference throughout the unit <ul style="list-style-type: none"> <li>○ * could have students copy the anchor chart on a sheet on paper to keep in their binder/notebook</li> </ul> </li> </ul>	
M T A	<p>Day 3: Project launch and Menu overview</p> <ul style="list-style-type: none"> <li>● Students will read and annotate student one pager <ul style="list-style-type: none"> <li>○ use strategy <a href="#">Talking to the Text</a></li> <li>○ create a class K-W-L chart (with a focus on K-W columns)</li> <li>○ teacher will answer any questions about the project, menu, or other assessment requirements that students will be responsible for</li> </ul> </li> <li>● Students will receive unit calendar, one-pager of performance assessment and rubric for assessment and menu</li> <li>● Students complete one of the menu items</li> </ul>	<p>K-W portion of K-W-L chart</p> <p>1 menu item complete</p>
M A	<p>Day 4: How to Interview</p> <ul style="list-style-type: none"> <li>● Students begin by taking a survey via Google Forms (questions reproduced below)</li> <li>● Student will receive interview questions, and work to generate their own additional question</li> </ul> <p>during class students will peer-to-peer interview</p> <ul style="list-style-type: none"> <li>● complete second menu item</li> </ul>	<p>Student-generated interview question</p> <p>2 menu item complete (total)</p>
M A	<p>Day 5: Our Rights in Action!</p> <ul style="list-style-type: none"> <li>● Menu Work day (15-20 mins)</li> <li>● News Update (Why and how should we stay informed on public issues?)</li> </ul>	<p>4 menu items complete (total)</p>
A	<p>Day 6: Amending the Constitution (When should an important founding document be changed?)</p> <ul style="list-style-type: none"> <li>● Brainstorm: how do you think the Constitution should be changed? Should it be easy or hard? Who should have to agree to it?</li> <li>● Direct teach the process for amending</li> <li>● Worksheet</li> </ul>	<p>guided notes/worksheet</p>
A T	<p>Day 7: Supreme Court Expands Our Rights (When should an important founding document be changed?)</p> <ul style="list-style-type: none"> <li>● So we can change the Constitution and add rights to it. How else can we get more rights? (remember: the Supreme Court kind of has the power to make laws...)</li> </ul>	<p>gallery walk notes</p>

	<ul style="list-style-type: none"> <li>Gallery Walk: read about famous/key SC decisions and identify which right we made legal in a graphic organizer</li> </ul>	
A M T	<p>Day 8: Our Responsibilities (How should a responsible citizen behave?)</p> <ul style="list-style-type: none"> <li><a href="#">Take a Stand</a> <ul style="list-style-type: none"> <li>student physically stand in response to pre-selected quotes and phrases related to rights and responsibilities <ul style="list-style-type: none"> <li>questions can be taken from Constitution Pre-Assessment, as well as “What does it mean to be an American?”, or teacher could include statements they want students to consider</li> </ul> </li> </ul> </li> </ul>	5 menu items complete (total)
A	<p>Day 9: Menu work day</p> <ul style="list-style-type: none"> <li>students will complete or correct any menu items, and submit completed menu for grading</li> <li>those student interviewing members of the community who are on campus can have time to conduct interviews</li> </ul>	7 menu items complete (total)
M T	<p>Day 10</p> <ul style="list-style-type: none"> <li>News Update (Why and how should we stay informed on public issues?)</li> <li><a href="#">“What Does it Mean to be an American?”</a> <ul style="list-style-type: none"> <li><a href="#">save the last word for me</a> - discussion protocol</li> </ul> </li> </ul>	
<p>*Student conducted interviews will result in Toro profiles. Toro profiles will be collected into a book and included as part of our school’s 50th anniversary celebration.</p>		

<b>Rights in the <u>OG</u> Constitution</b>	<b>Rights <u>Added</u> in the Amendments</b>	<b>Rights <u>NOT</u> in the Constitution</b>
You can elect your own Representatives	Direct election of Senators	You can travel wherever you want
We can remove a president for committing crimes	Right to vote for men of color	You can do business all over the U.S.
You can change the Constitution	Right to vote for women	You have the right to a free public education
The federal government can	You have the right to remain silent	Police must tell you about your

make any laws they think is necessary and proper		right to remain silent
The federal government is in charge of commerce with other countries and Native American tribes	States can make their own laws	You can marry any consenting adult regardless of color or gender
		The Supreme Court can create a new law

<b>Responsibilities in the <u>OG</u> Constitution</b>	<b>Responsibilities <u>Added</u> in Amendments</b>	<b>Responsibilities <u>NOT</u> in the Constitution</b>
Jury Duty	Jury Duty	Do not litter/throw trash outside
Serve justice on our fellow citizens	We have to pay a federal income tax	Obey your parents/adults
Make sure our country is peaceful inside	We can directly elect our senators	Participate in your local community
Protect our		Defend our country

country		in war when necessary
Hold onto our liberty and pass it down to our children		Respect others
		Doing community service

### Survey Questions

1. What is your first and last name?
2. What years did you spend at Tafolla?
3. Are you a current or former Toro?
4. If former, what high school did you attend?
5. Did you go to college?
6. If so, where?
7. What is your occupation?
8. What city do you live in now?
9. If you live in San Antonio, what part?

# Interview a Toro Project

It is the 50th anniversary of Fidel Tafolla Middle School! This is a very significant moment for our school and our community. In order to help everyone celebrate, we will be talking to current and former Toros and asking them to share their experiences with us.

## Step One: Choose an Interview Subject

We will learn about all the kinds of people who have spent time here on our campus, including students, teachers, staff, and parents. You will choose a Toro who you think has a lot to say about their time here. Your choice must be approved by your teacher.

## Step Two: Interview Your Toro

You will conduct an interview of your Toro. You will ask four questions. Ms. Vogel and Mrs. Mendiola will give you three questions; you will create one question. You will record notes of their answers as well as a minimum of two direct quotes.

- Four questions (**one** of which you write yourself)
- Take notes of their answers
- **MUST** include at least **two** direct quotes

## Step Three: Create a Toro Profile

Once you have interviewed your subject, it's time to create a profile of your Toro. You will choose one of the Toro Profile options. You may color the Toro head if you so choose.

The information you must include:

- 1) The first name of your interview subject
- 2) Which years they spent at Tafolla (for example, 1987-1990)
- 3) Their current occupation (could be "student")
- 4) Other schools they have attended or worked at
- 5) One direct quote
- 6) Their answer to question #3
- 7) Something else you found interesting about them



**Toro Interview**

Group Member Names: \_\_\_\_\_

Interview Subject: \_\_\_\_\_

Date of Interview: \_\_\_\_\_ Location of Interview: \_\_\_\_\_

Question One: What is your favorite memory of Tafolla?

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Question Two: What are your hopes for Tafolla in the future?

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Question Three: What are the rights and responsibilities of a Tafolla Toro?

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Question Four:

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**Toro Interview**

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Question Three: What are the rights and responsibilities of a Tafolla Toro?

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# Performance Assessment Rubric

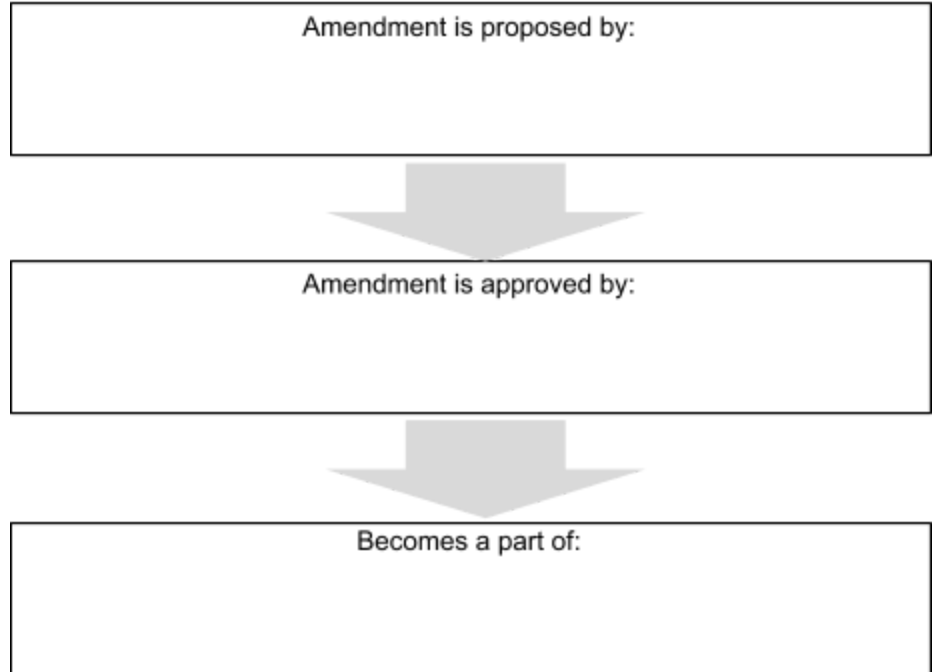
	<b>Exemplary</b>	<b>Masters</b>	<b>Approaching</b>	<b>Beginner</b>
<b>Research 40%</b>	Students took very detailed notes during their interview and included more than two direct quotes from their subject	Students took clear, easy to follow notes during their interview and included two direct quotes from their subject	Students took incomplete notes during their interview and included at least one direct quote from their subject.	Students did not take notes during their interview and included no direct quotes from their subject.
<b>Information 40%</b>	Students included more than the necessary information in their profile.	Students included all necessary information in their profile.	Students included most of the necessary information in their profile.	Students included little to none of the necessary information in their profile.
<b>Aesthetics 20%</b>	Students created a creative, colorful, and well-balanced presentation of their information.	Students created a well-balanced presentation of their information.	Students created a sufficiently balanced presentation of their information.	Students created an unbalanced presentation of their information.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Amending the U.S. Constitution

To amend is to \_\_\_\_\_

When people want to make a change to the Constitution, there are two ways in can be proposed. Either two-thirds of both houses of Congress need to propose it, or else two-thirds of the states need to do so. Once proposed, it is then written up and sent to the states, where it requires three-fourths of the states' approval in order to be ratified and added to the U.S. Constitution.



Amendment Number	Purpose of the Amendment	Do you think this amendment was necessary? Why or why not? (Yes/No because...)


**Is it easy or hard to amend the Constitution?**

It is \_\_\_\_\_ to amend the Constitution because \_\_\_\_\_

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**What are some reasons we have already changed or added to the Constitution?**

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

**What are some other reasons you can think of to change or add to the Constitution?**

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

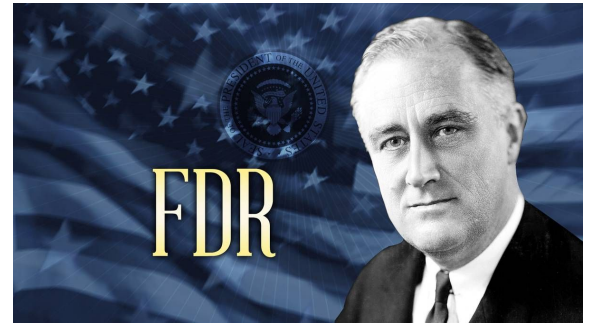
# The Amendments to the Constitution

- **11th** (February 7, 1795) - This amendment set limits on when a state can be sued. In particular it gave immunity to states from lawsuits from out-of-state citizens and foreigners not living within the state borders. This meant states couldn't be sued by people who weren't from the state.
- **12th** (June 15, 1804) - Revised the presidential election procedures. Before, the vice president was the person who had received the second most votes in the election. This would make Hillary Clinton the vice president of Donald Trump. So they changed it.
- **13th** (December 6, 1865) - This amendment abolished (got rid of) slavery and involuntary servitude, except as punishment for a crime.
- **14th** (July 9, 1868) - Defined what it means to be a US citizen (born on U.S. soil) and included former slaves as citizens. It prohibits states from limiting the privileges of citizens and gives each citizen equal protection of the law.
- **15th** (February 3, 1870) - Gave all men the right to vote regardless of race or color or whether they had been slaves.
- **16th** (February 3, 1913) - Gave the federal government the power to collect income tax from its citizens.
- **17th** (April 8, 1913) - Established that senators would be directly elected by the people (previously the people did not vote for senators, they were elected by state congresses).
- **18th** (January 16, 1919) - Prohibition of alcohol making alcoholic drinks illegal.
- **19th** (August 18, 1920) - Gave women the right to vote. It's also called women's suffrage.
- **20th** (January 23, 1933) - Gave details on the terms of office for Congress and the President. It said which day they should take office and other logistical things.



- **21st** (December 5, 1933) - This amendment repealed (got rid of) the Eighteenth Amendment. So now alcoholic drinks were legal again.

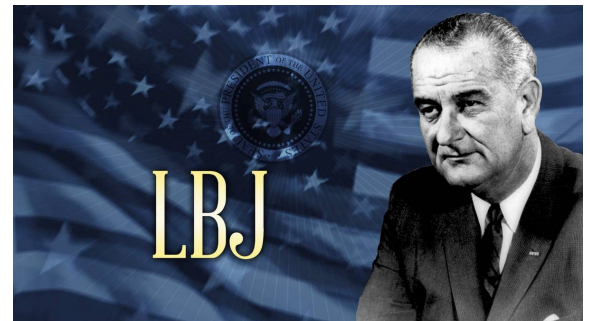
- **22nd** (February 27, 1951) - Limited the president to a maximum of two terms or 10 years.



- **23rd** (March 29, 1961) - Provided that Washington, DC be allowed representatives in the Electoral College. This way the citizens of Washington DC would have a vote for the president even though they are not officially part of a state.

- **24th** (January 23, 1964) - Said that people don't have to pay a tax, called a poll tax, in order to vote. This had been a way to keep poorer people from voting, but now you didn't have to pay to vote.

- **25th** (February 10, 1967) - This amendment defined the presidential succession if something should happen to the president. The first in line is the Vice-President. It also gave the Cabinet and Congress the power to remove the President if he or she becomes unfit for office and unable to serve.



- **26th** (July 1, 1971) - Set the national voting age at 18 (it had previously been 21).
- **27th** (May 5 or 7, 1992) - Congressional salary changes can not take effect until the beginning of the next session of Congress. So if Congress gives itself a raise, it won't be on them but on the next election of Congresspeople.

**DID YOU KNOW... it used to be ILLEGAL for people of color to MARRY white people? This is the story of how that law got changed!**



*Loving v. Virginia* is a civil rights decision of the United States Supreme Court, which invalidated any laws prohibiting interracial marriage (marriage between people of different races).

The case was brought by Mildred Loving, a black woman, and Richard Loving, a white man, who had been sentenced to a year in prison in Virginia for marrying each other. Their marriage was illegal under the state's Racial Integrity Act of 1924, which prohibited marriage between people classified as "white" and people classified as "colored". The Supreme Court's decision determined that this was unconstitutional, ending all race-based legal restrictions on marriage in the United States.

The decision was followed by an increase in interracial marriages in the U.S.



**DID YOU KNOW... it used to be (basically) illegal for black kids to go to school with white kids? This is a story of how school segregation was made illegal.**



For a long time, schools in the U.S. were designed to teach only one race of students. White students went to white schools and had white teachers, while black students went to black schools. The problem was, black schools were given a lot less money, had classrooms that were falling apart, and often got their textbooks used from white schools. The U.S. Supreme Court issued its *Brown v. Board of Education* decision on May 17, 1954. It declared all laws establishing segregated schools to be unconstitutional (against/illegal under the Constitution), and it called for the **desegregation** of all schools throughout the nation.

After the decision, the National Association for the Advancement of Colored People (NAACP) had registered nine black students to attend the previously all-white Little Rock Central High, selected because they had excellent grades and attendance. Called the "Little Rock Nine", the kids were bullied, tormented, and treated horribly by most of their white classmates, simply because they were black.

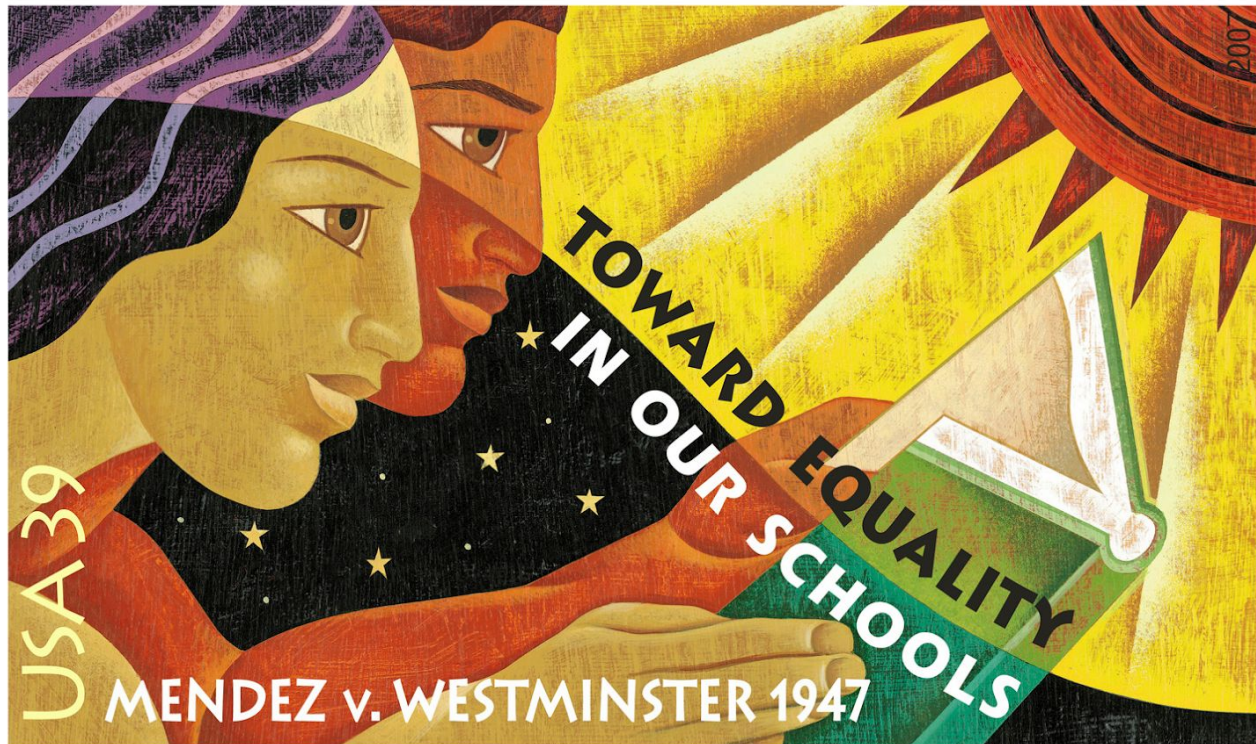
**DID YOU KNOW... Same sex couples were not able to get married in the United States as recently as 3 years ago?**



In 2015, the Supreme Court heard the case of *Obergefell v. Hodges*, which was about a couple fighting for their legal rights as spouses. Jim Obergefell's husband, John Arthur, was dying, and Obergefell wanted to be recognized legally as his spouse. They had gotten married in Maryland, where same sex marriage was legal, but they lived in Ohio, where it was not legal.

The Supreme Court decided that same sex couples had the right to marry, since the right to marry is one of liberty and equality and should be held by all adults in the U.S.

**DID YOU KNOW... Mexican-American students were not allowed to go school with white kids until 1947?**



***Mendez v. Westminster*** was a 1947 court case that challenged racial segregation in Orange County, California schools. In its ruling, the United States Court of Appeals for the Ninth Circuit held that the segregation of Mexican and Mexican American students into separate "Mexican schools" was unconstitutional. It was the first ruling in the United States in favor of desegregation.

Soledad Vidaurri went to the Westminster Elementary School in order to enroll her children and her brother Gonzalo Mendez's kids, Gonzalo, Geronimo, and Sylvia to the school. The Westminster School informed Vidaurri that her kids could be admitted to the school. However, Gonzalo, Geronimo, and Sylvia could not be admitted on the basis of their race and skin color. (Vidaurri's children had light complexions and French last names and therefore would not be segregated into a different school.) Upon hearing the news, Vidaurri refused to admit her children to the school if her brother's children were not admitted as well. The parents, Gonzalo and Felicitas Mendez, tried to arrange for Geronimo, Gonzalo, and Sylvia to attend the school by talking to the school administration but both parties were not able to reach an agreement.

Gonzalo Mendez dedicated the next year to a lawsuit against the Westminster School District of Orange County. The School District offered to compromise by allowing the Mendez kids attend the elementary but no other student of Mexican-American descent. The Mendez family declined the offer and continued the lawsuit. The Mendez family believed in helping out the entire Mexican community instead of a handful of children. They claimed that their children, along with 5,000 other children of "Mexican" ancestry, were victims of discrimination by being forced to attend separate "schools for Mexicans".

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Thanks, Supreme Court! The Expansion of Rights**

Subject and Number	What is it about?	Which right did the Supreme Court grant? Why?



# Homework Assignment

Tafolla has been around for 50 years--a very long time. What do you **really** know about our school? This assignment will let you explore Tafolla to learn a little bit more about our own history.

**Your chosen artifact:** \_\_\_\_\_

**Where is your object located?** \_\_\_\_\_

**When is your object from?** \_\_\_\_\_ I know this because \_\_\_\_\_

**If you couldn't find a date anywhere, between what years might your artifact be from?** My best guess is between \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_

**List any caption you found, or any words written on your artifact.** \_\_\_\_\_

**What does this object tell you about the history of Tafolla?** \_\_\_\_\_

**Draw a picture of your artifact.**

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Seven Principles of the Constitution

Principle	Definition
Limited Government	To keep the government from having too much power, or having power out of control
Republicanism	People have a say in government through elected people who represent them.
Checks and Balances	The specific ways that the three branches of government have power over each other
Federalism	Power is divided or shared between the different levels of government (federal, state, or local)
Separation of Powers	Within the government powers are shared between three different branches, Legislative, Executive, and Judicial
Popular Sovereignty	People have the power - citizens have the right to elect the people who represent them
Individual Rights	All people are protected, and can do things within the law. The government cannot take away or refuse these rights.

You have the option to show that you know these Principles of the Constitution in three different ways. You only have to show that you know each principle one way. By the end of the 9 weeks (December 14th) you must be done showing you know all seven principles.

If you are going to show that you know one of the Principles of the Constitution through a Learning Chat you will write "Learning Chat" in any box next to that Principle.

### Principles of the Constitution Tracking

Principle	Traditional Quiz (at least 3)	Visual (at least 1)	Writing (at least 1)
Limited Government			
Republicanism			
Checks and Balances			
Federalism			
Separation of Powers			
Popular Sovereignty			
Individual Rights			

**Traditional Quiz** - exactly what it sounds like - you will answer quiz questions about one principle. If you get less than 90% correct on the quiz you must do corrections. You must show your knowledge of three principle through a traditional quiz.

**Visual** - for this menu when you select to show your knowledge visually you will create a Loteria card for the principle you choose. The front of the card will have a symbol and name of the principle; the back of the card will have the definition of the principle.

**Writing** - for this menu when you select to show your knowledge through writing you will answer a short answer response. The prompt is: Describe one example of this principle in action. Include the definition in your own words, and one source where you found your example.

## This looks more complicated...

*Fear Not!*

*Teachers are used to being in control, and for some of us it is hard to let go and trust that things will go well. Some may see a menu and think it will be more difficult to keep up with and monitor student progress. We hope we have pulled out the stops to make it great for your classroom - and of course adapt what is here as you see fit.*

## What do I (the teacher) have to do?

*Student will have options as to how they are showing their learning (in this menu there are three options, for seven discrete pieces of knowledge). So, the roll-out should go much the way that traditional assessment would.*

## Why use a menu?

*Student choice is student voice! By providing options, and differentiating the way in which student will show their learning student can take ownership of their learning. You may also see confidence and engagement when students are asked to show learning in new or different ways.*

## How do I grade this?

*We envision that grading could go several ways. At our campus/district there are a required number of assignment and assessment grade each grading period. So, we have provided a simple rubric to grade all seven tasks as an assessment. In the rubric you will notice that the criteria are that student complete the required number of tasks - this also assumes that those tasks were done completely and correctly. You could choose to take each task as a separate assignment grade as well, and allow your students to redo incomplete/incorrect assignments as per your teacher/campus/district grading policy.*

## Want some other options for your students?

*Can't get enough of student choice?! Here are a few other ideas you could substitute into this menu - or use to create your own menu for a different unit of your own*

Already in here -

**Traditional quizzes** (created from released STAAR test questions, and open ended question(s) based on the cognitive level required in the knowledge standard)

**Visual** Loteria card includes a symbol or image, the name of the principle of the Constitution, and the definition on the back

**Writing** respond to the prompt and include a real world example.

Other stuff -

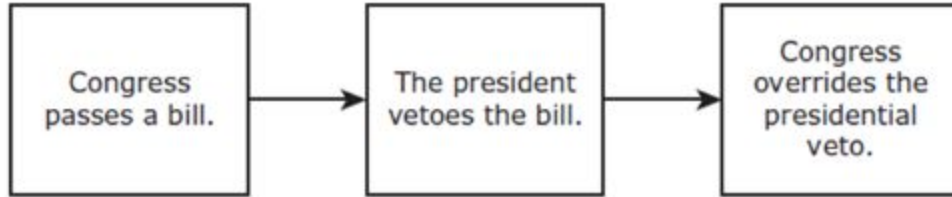
**Visual**

- three-panel comic strip
- Tri-fold brochure
- Poster
- Trading card (for people)



Name: \_\_\_\_\_ Period: \_\_\_\_\_

Principles of the Constitution Quiz



Which principle of U.S. government is illustrated in the sequence shown above?

- A Judicial review
- B Checks and balances
- C Popular sovereignty
- D Federalism

The President . . . shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur.

—U.S. Constitution, Article II, Section 2

This excerpt provides one example of which constitutional principle?

- F Federalism
- G Checks and balances
- H Popular sovereignty
- J Individual rights

Which principle is related to the questions above? \_\_\_\_\_

Definition, in your own words:

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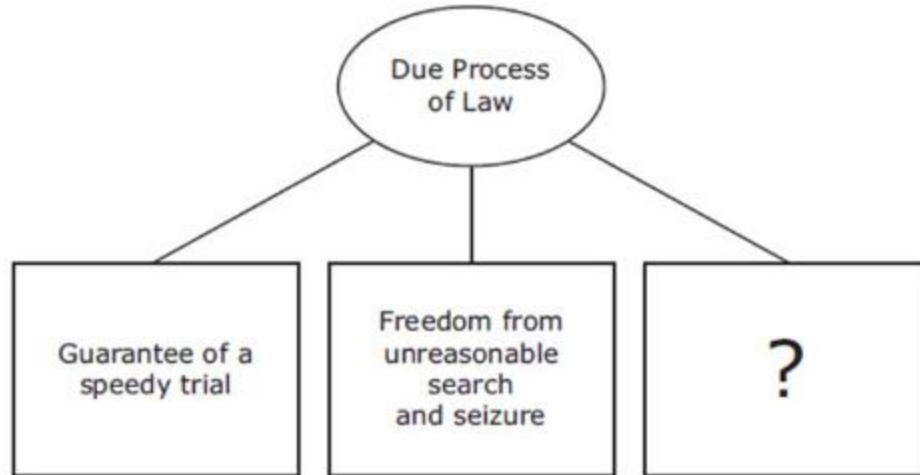
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Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Principles of the Constitution Quiz



Which right best completes the diagram?

- A The right to bear arms
- B Freedom to speak without fear of punishment
- C Protection from cruel and unusual punishment
- D Freedom of the press to report on court proceedings

### Principles of the Constitution

Limited Government    Republicanism    Checks and Balances  
Federalism    Separation of Powers    Popular Sovereignty  
Individual Rights

Which principle is related to the questions above? \_\_\_\_\_

Definition, in your own words:

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Name: \_\_\_\_\_ Period: \_\_\_\_\_

Principles of the Constitution Quiz

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—Tenth Amendment, U.S. Constitution

- 6 Which principle of U.S. government is most clearly reflected in the amendment above?
- F Checks and balances
  - G Federalism
  - H Separation of powers
  - J Due process

Principles of the Constitution

Limited Government    Republicanism    Checks and Balances  
Federalism    Separation of Powers    Popular Sovereignty  
Individual Rights

Which principle is related to the questions above? \_\_\_\_\_

Definition, in your own words:

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---

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% Score

Name: \_\_\_\_\_ Period: \_\_\_\_\_

Principles of the Constitution Quiz

- Which excerpt from the U.S. Constitution best illustrates the principle of popular sovereignty?
- F** "Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members. . . ."
- G** "The House of Representatives shall be composed of Members chosen every second Year by the People of the several States. . . ."
- H** "The Senate shall chuse their other Officers, and also a President pro tempore. . . ."
- J** "The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof."

Principles of the Constitution

Limited Government	Republicanism	Checks and Balances
Federalism	Separation of Powers	Popular Sovereignty
Individual Rights		

Which principle is related to the questions above? \_\_\_\_\_

Definition, in your own words:

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

How does this principle of the Constitution impact U.S. citizens?

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

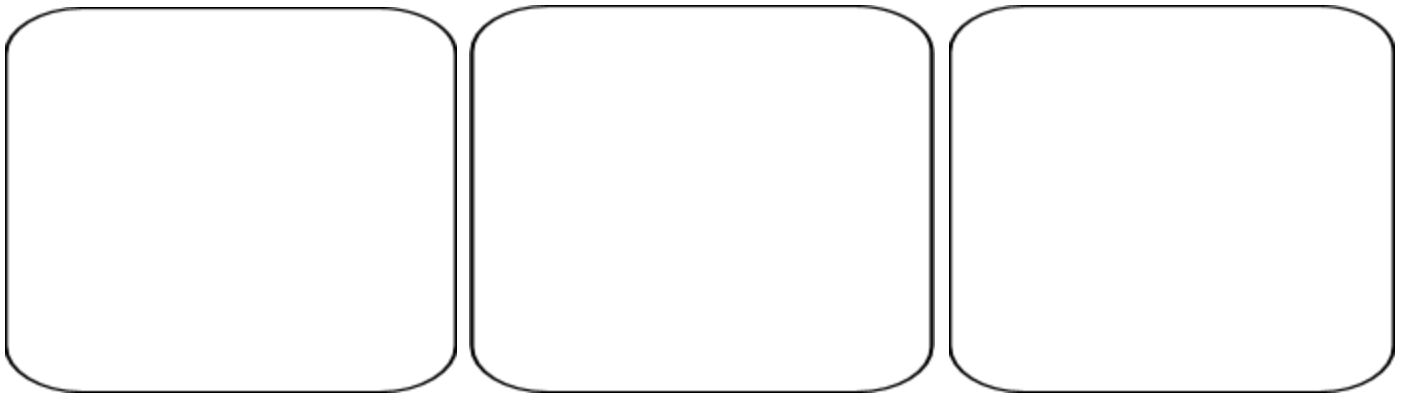
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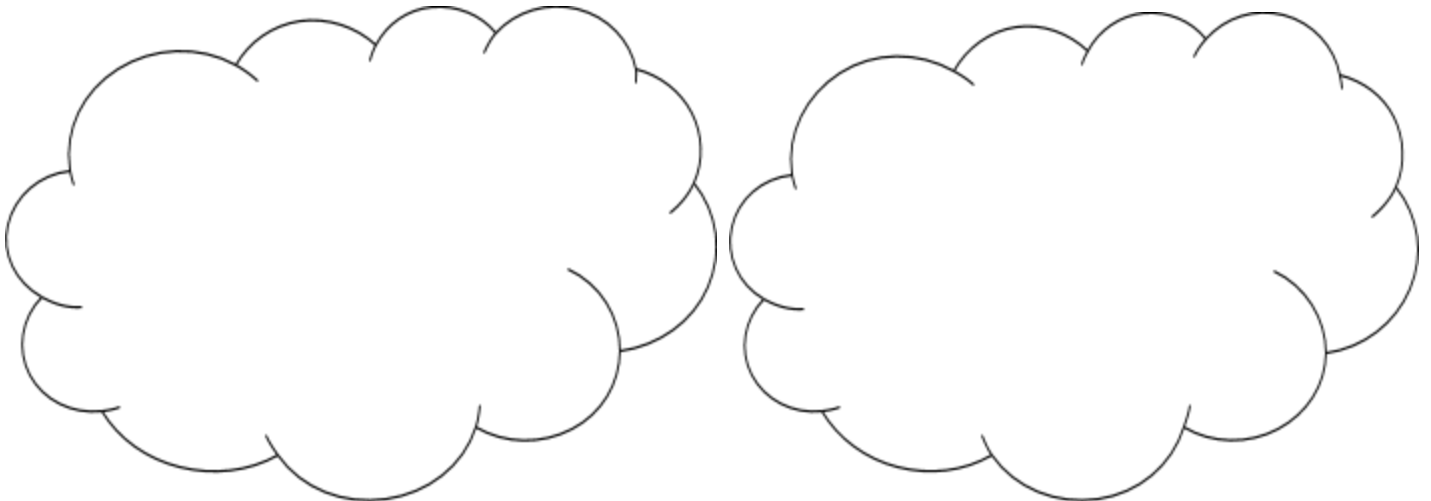
# Exit Ticket : Rights and Responsibilities

3-2-1

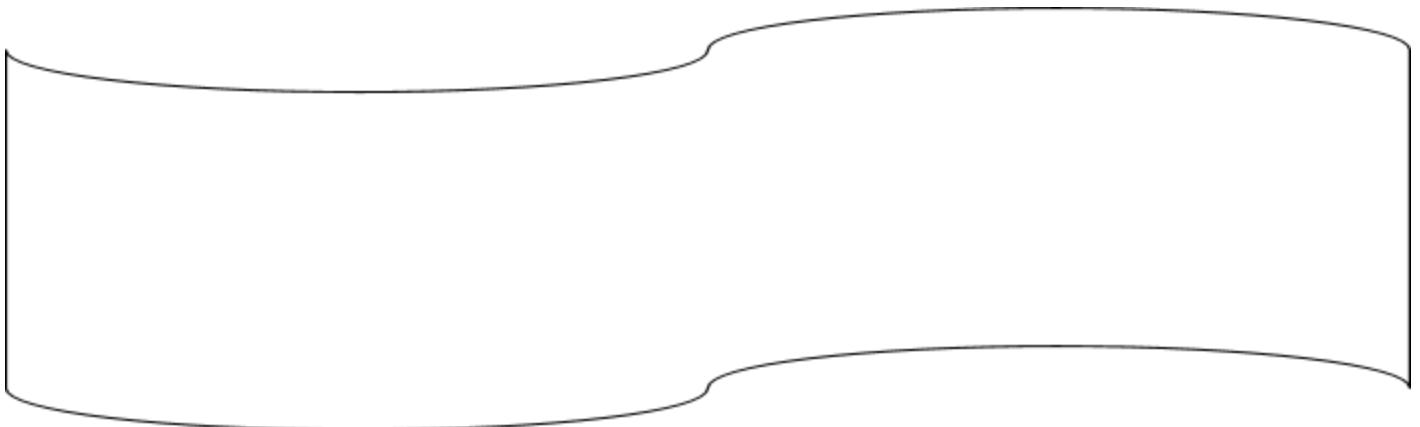
Include 3 of the most important rights and responsibilities.

Three empty rounded rectangular boxes arranged horizontally, intended for students to list three of the most important rights and responsibilities.

What are 2 rights or responsibilities that surprised you?

Two empty cloud-shaped boxes arranged horizontally, intended for students to describe two rights or responsibilities that surprised them.

What is 1 right or responsibility that you think should be added to the Constitution?

A large empty banner-shaped box with wavy top and bottom edges, intended for students to write one right or responsibility they think should be added to the Constitution.