

Federal vs. State Government

Vocabulary

American Indians - native people who live in the Americas (noun)

allegiance - strong liking and respect for (noun)

bill - a proposed law presented to a legislature, but not yet officially passed and made law (noun)

currency - a specific type of money that a country uses (noun)

market - place where trade takes place (noun)

oppose - to act against (verb)

segregation - the action or state of setting someone or something apart from other people or things (noun)

settle - to move to a place and make it home (verb)

sovereignty - having supreme power (noun)

Literature Links

The Constitution of the United States (American Government in Action) by Karen Judson

Constitution Translated for Kids by Cathy Travis

The United States Constitution: A Graphic Adaption by Jonathan Hennessey and Aaron McConnell

Day 1 (60 minutes)

California State Constitution

Do We Really Need a Bill of Rights?

Vocabulary: allegiance, bill

Lesson Tasks

Do We Really Need a Bill of Rights?

Other - The user has their own Methodology.

The teacher will create a large T-chart on the board and label it “Federalists” and “Anti-Federalists.” Students will read the article, highlighting the differing viewpoints regarding the Bill of Rights. The teacher will randomly call on students and have them come up and add an item to the T-chart. Students will discuss the implications of the Bill of Rights’ freedoms in today’s society. Students will write one paragraph explaining whether they think the protections given to the people in the Bill of Rights should be more specific or broader. Students will answer the question in the last paragraph of the article and explain their reasoning.

Below Level/Developing Learner: Students will work as a group, with a peer mentor or with teacher support to complete the assignment.

English Language Learner: Students will work as a group, with a peer mentor or with teacher support to complete the assignment.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Do We Really Need a Bill of Rights?

Q: Why do you think Constitutional amendments are written in broad terms?

A: Answers will vary. Possible answer: The founding fathers were looking ahead.

high/5

Do We Really Need a Bill of Rights?

Q: What might our government be like if Thomas Jefferson and the Anti-Federalists had given in to the opinions of the Federalists?

A: Answers will vary.

high/5

Lesson Tasks

California State Constitution

Other - The user has their own Methodology.

Students will form groups of three within the classroom. The teacher will pass out a section of the California Constitution. Each group of students will examine their section and choose a law to discuss. Students will examine the pros and cons of the law and write their observations on paper. When each group is finished, students will come together as a whole group. Each group will present their law and its pros and cons.

Gifted and Talented Learner: Students can search for primary documents discussing the creation of the California Constitution and summarize their findings.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

California State Constitution

Q: What do you think the next change to California's constitution could be?

A: Answers will vary.

high/5

Day 2 (45 minutes)

State vs Federal Lands

Vocabulary: American Indians, settle

Lesson Tasks

State vs Federal Lands

Graphic Organizers - Visual displays of facts, concepts or ideas. Used to guide students' thinking as they fill it in and build upon it. Can be a chart, graph, diagram or web.

Students will underline the following key terms as they read the article: "ordinance," "townships," "parcel," "Northwest Ordinance" and "Ordinance of 1787." On two separate pieces of paper, students will create two T-charts. Title the first one "Ordinances" and the second one "Point of View." While reading the first half of the article, students will use the Ordinances T-chart, labeling the left side "1785" and the right side "1787." Students will add brief notes on what each ordinance permitted and why it was created. While reading the second half of the article, students will use the Point of View T-chart, labeling the left side "American Settlers" and the right side "American Indians." Students will add brief notes about their point of view regarding land control.

Below Level/Developing Learner: Students can split into two groups, with each group taking one of the sides on each chart.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

State vs Federal Lands

Q: What should happen to the large amount of public land owned by the federal government? Give reasons for your opinion.

A: Answers will vary.

high/5

State vs Federal Lands

Q: How did the views of the Shawnee and Miami about the Northwest Ordinance differ from the views of the settlers?

A: Answers will vary.

high/5

Day 3 (45 minutes)

Who Owns the American Indian Reservations?

Constitutional Protection of Education

Vocabulary: American Indians, segregation, sovereignty

Lesson Tasks

Constitutional Protection of Education

Other - The user has their own Methodology.

Students will read the article as they use the Studies Weekly Cornell Note-Taking Method worksheet. Students should fill in 5-7 short-phrase (2-3 word) details from the article. When students have completed their worksheets, the teacher will have them write their entries on an anchor wall chart. The teacher will then take the entries and use a word cloud generator to create a colored graphic of the information.

English Language Learner: Students needing language assistance can dictate their responses to their teacher or a partner within the classroom.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Constitutional Protection of Education

Q: What does Article 9 of the California State Constitution say? Explain.

A: Answers will vary.

high/5

Lesson Tasks

Who Owns the American Indian Reservations?

Other - The user has their own Methodology.

Students will read the article. With a partner, students will use the article to fill out three events on a Cause and Effect Timeline worksheet. When this activity has been completed, the teacher will write the following questions on the board: “What was the main reason American settlers wanted American Indian lands? Why weren’t the American Indians protected by the Constitution? What is tribal sovereignty?” On the back of the timeline, students will copy the questions and answer them. The teacher can use these questions and answers to create an exit discussion.

Gifted and Talented Learner: Students can choose an American Indian tribe and conduct further research. In their research, students will answer the questions: “Does this tribe or nation live on an established reservation? Do they keep their traditions and customs alive? Do they still speak their native tongue? Do they have their own tribal government?”

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Who Owns the American Indian Reservations?

Q: If you were in charge of finding a solution to the problem of American settlers wanting to expand their lands into American Indian territory, what solutions would you suggest?

A: Answers will vary.

high/5

Day 4 (45 minutes)

Constitutional Principles - a Review

The Common Market

Vocabulary: currency, oppose

Lesson Tasks

Constitutional Principles - a Review

Other - The user has their own Methodology.

After reading about the U. S. Constitution, the Bill of Rights and the California Constitution, students will list at least five short-phrase (3-5 words) reasons that these documents were enacted, how they have withstood the test of time, how they’ve benefitted citizens and why they need to be improved upon from time to time. Students will take turns writing their responses on an anchor wall chart. The teacher will use a word cloud generator to create a colored graphic of the responses and post it on the wall.

Below Level/Developing Learner: Students will work with an on-level or above-level partner for reading and writing assistance.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

Constitutional Principles - a Review

Q: Which Constitutional principle do you think is the most important? Why do you think so?

A: Answers will vary.

high/5

Lesson Tasks

The Common Market

Other - The user has their own Methodology.

The teacher will write the week’s vocabulary words on the board. On a separate piece of paper, students will create original sentences with the words, showing that they understand the meanings of the words. They will use the context of the words used in the articles of the publication, a dictionary and each other

to establish the meanings of the words. Upon completion of the activity, the teacher will randomly choose students to come up and write the definitions of the words on the board. Then the teacher will choose new students to come up and write their created sentences underneath each vocabulary word and its definition. Differences in meaning can be discussed at the end of the session.

Gifted and Talented Learner: Students can use an online puzzle maker to create an acrostic puzzle with some or all of the vocabulary words.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

The Common Market

Q: What could happen if states were allowed to charge tariffs on trade with other states?

A: Answers will vary. Students should understand all states are not always fair with each other and need a moderator.

high/5

Let's Write Block

* indicates that prompt is featured in this week's Student Edition

Opinion: *The Northwest Ordinance helped the United States expand west into territory already occupied by American Indians. Do you think the settlers should have moved into this land? Why or why not? What were some alternatives? Write a persuasive essay stating your position and providing reasons and examples.

Informative Explanatory: Thomas Jefferson was a part of the Anti-Federalist movement. Explain the purpose of being a part of this movement. Use details and information from this week's articles to assist you in your writing process.

Narrative: Write a story about moving to a new state, the changes you have to make and how you learn all about your new state. What things might be different? What things might be the same?

Think & Review Questions

1. What are the advantages of having education controlled by individual states?
2. Why was it important for the states to have a common currency?
3. What does "full faith and credit" mean to people today?
4. List and explain each of the seven principles of the Constitution.
5. Debate the need for protecting individual rights. Use evidence from the article to prove your point.
6. Explain how situations are handled when tribal laws conflict with national or state laws.
7. Why do you think the outlawing of slavery was included in the Ordinance of 1787?
8. Compare the California Constitution's Declaration of Rights to the U. S. Bill of Rights. How are they alike and different?

Day 5 (45 minutes)

What is a Common Market?

Vocabulary: market

Lesson Tasks

What is a Common Market?

Other - The user has their own Methodology.

Students will complete the activity as described in the article. Students can use this week's publication or internet sources for assistance in completing the activity.

English Language Learner: If students need to, they can draw pictures with labels instead of writing full sentences.

Teacher Questions/Discussion Prompts, Cognitive Complexity Levels

What is a Common Market?

Q: In your own words, what does it mean to be a part of a common market system? What are the benefits or possible disadvantages?

A: Answers will vary.

moderate high/4

Technology Suggestion

Students may use an interactive constitution application.

Assessment

To check for understanding, distribute the weekly assessment for students to complete independently. If time allows, you may choose to assign an extension activity to conclude the lesson.

Answer Keys

Activities

What is a Common Market?

Answers will vary.

Worksheets

Worksheet 1 Week 6

Northwest Ordinances

1. Law; 2. Townships; 3. Parcel; 4. School; 5. Government; 6. Free; 7. Territory; 8. State; 9. Freedoms; 10. USC; 11. USC; 12. AI; 13. AI; 14. USC; 15. AI

Worksheet 2 Week 6

All About the California State Constitution

1. The California State Constitution is similar to the Bill of Rights because each document guarantees individual rights for its citizens. Both guarantee freedom of speech, freedom of religion and due process of the law.
2. The California State Constitution is stronger than the Bill of Rights because it prohibits cruel

or unusual punishment. This helped California to outlaw the death penalty because it was considered cruel or unusual.

3. The California State Constitution be changed by creating a proposition or initiative and placing it on a ballot. Then the people of California vote on whether or not to change the law.

4. The California State Constitution impacts my education by ensuring I have a free public school to attend. It gives me an equal opportunity to attend school no matter where I live in the state.

Assessment

1. When the population increased to 60,000 citizens, it could apply for statehood.

2. D

3. C

4. A

5. A

6. A

7. D

8. C

9. A, B, C

10. Thomas Jefferson felt strongly that the new government must avoid becoming a monarchy, and the Bill of Rights would help protect individual rights. James Madison did not see a need for further protection from monarchy.

Think and Review

1. States can choose their own curriculum based on what that state needs. States can also require their students to learn about their state history.

2. A common currency was needed to make it easier to buy and sell between states using the same type and denominations of money.

3. Full faith and credit mean that all states must recognize licensing and legal decisions happening in other states. This lets people drive from one state to another with just one driver's license.

4. Popular sovereignty: The power to govern comes from the people; Republicanism: The people elect representatives; Federalism: bringing states together under a central government; Separation of power: The government has three branches: executive, legislative and judicial; Checks and balances: Each branch of government is monitored and collaborative with the others; Limited government: The government can do only what the people allow it to do; Individual rights: guarantees for each person's protection under the law.

5. Answers will vary.

6. The court system.

7. Answers will vary. Possible answer: The ordinance also promised basic freedoms and liberties to all residents.

8. They both have the guarantee of freedom of speech, religion, due process and equal treatment under the law. However, the California Constitution outlaws slavery.

Name: _____

Date: _____

U.S. History Studies Weekly—Growth and Conflict

Federal vs. State Government

Week 6 Assessment

For open response questions, you must cite the article you used for all or part of your answer. For example: I found part of the answer on page 1 in the article "Getting Information."

1. Describe the process for becoming a state as laid out by the Ordinance of 1787.

8.3.1, 8.4

2. How does the commerce clause affect trade in the United States? 8.3.3

- A. It allows state governments to control trade with other countries, including tariffs and taxes.
- B. It prevents trade with other countries that impose tariffs or taxes.
- C. It only allows trade between the states if there are no tariffs or taxes.
- D. It allows the federal government to control trade with other countries, states and tribes.

3. What is a common idea among the principles of government related to the Constitution. 8.2 8.206

- A. only one branch of government is needed
- B. government gets power from the president
- C. limiting of government to prevent a monarchy
- D. representatives are elected for life

4. How did the Ordinance of 1785 describe how to divide the land? 8.2, 8.2.6, 8.2.7, 8.3

- A. to divide land into townships and parcels
- B. to set aside half of the lands for schools
- C. to set aside portions of the lands for people who had been freed from slavery
- D. to divide into parts for American Indians to live on

5. What was a result of the development of the American Indian reservation system?
- A. American Indians were required to live in certain places.
 - B. American Indians were required to start the National Indian Gaming Commission.
 - C. American Indians were given more land in Great Britain.
 - D. American Indians were given a choice of the best land in the United States.
6. What was the result of the Anti-Federalists' refusal to accept the Constitution without adding individual rights? 8.2, 8.2.3
- A. The Bill of Rights was added to the Constitution.
 - B. The Preamble was added to the Constitution.
 - C. The Federalist Papers were added to the Constitution.
 - D. The Articles of Confederation were added to the Constitution.
7. Commerce doesn't include which of these four things? 8.3.3
- A. trading
 - B. buying
 - C. selling
 - D. borrowing
8. In what instance was the 14th amendment used to protect school children? 8.2.7
- A. to improve school lunches
 - B. to set limits on the number of days students attend school
 - C. to end segregation in schools
 - D. to require schools to provide books to students
9. Which statements are true about the California Constitution? Mark all that apply. 8.3.1
- A. It has gone through many changes since it was first passed.
 - B. It outlawed slavery before slavery was outlawed in the United States.
 - C. It prohibits cruel or unusual punishment.
 - D. It is as old as the United States Constitution and has not been changed.
10. Contrast the constitutional views of Thomas Jefferson and James Madison. Explain the reasons behind Thomas Jefferson's viewpoint. 8.2.7

Name: _____

Date: _____

Northwest Ordinances

Use the terms in the box below to complete the paragraph.

government	parcel	school
townships	free	territory
law	freedoms	state



An ordinance is a _____ made by the government. In 1785, an ordinance was created that helped the United States to divide the land into _____. These areas of land were then split into smaller one acre plots called a _____ of land. One of these plots had to be set aside to build a _____. Then in 1787, another ordinance was created to describe the _____ of the new land. A governor would be in charge until there were 5000 _____ men and then it would become a _____. That area could then apply to become a _____ after it had 60,000 people. The ordinance of 1787 also guaranteed basic _____ and liberties to all residents.

The sentences below can be used to describe the impact of the Northwest Ordinances on the new citizens of these United States' territories or the American Indians who had called this land their home. If the sentence describes the United States citizens, write USC on the line. If the sentence describes the American Indians, write AI on the line.

10. _____ Surveyors were sent to measure the land and divide it first into townships.
11. _____ The ordinance also said that one parcel in each township had to be set aside for a school.
12. _____ Although it promised decent treatment, the American Indians did not agree to the Ordinance of 1787.
13. _____ Federal troops won a big battle in 1794, and the American Indians gave up the land in the Treaty of Greenville.
14. _____ It was illegal to own slaves in any of these states.
15. _____ This would continue as the settlers moved west and pushed the American Indians farther and farther to the west and away from the American settlers.

Name: _____

Date: _____

All About the California State Constitution

This worksheet will help you learn all about the California State Constitution. Use this week's *Studies Weekly* newspaper to help you complete the tasks. Make sure to use complete sentences and textual evidence in your responses.

1. Compare: What document is the California State Constitution similar to and why?

2. Contrast: How is the California State Constitution stronger than this document? Give an example.

3. Change: How can the California State Constitution be changed?

4. Impact: What impact does the California State Constitution have on your education?
