

Basic US History  
Unit 3 - Constitution and Voting  
Study Guide

At the end of each unit you have the choice of taking a comprehensive exam or completing a project and a 20-question multiple-choice exam. The following study guide and project option is provided so you may make an informed decision on whether to take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.
2. Review the handouts and notes you completed on this unit.
3. Go through the list of information on the study guide, writing out an identification of each item.
4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.
5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam and you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.
6. The exam and due date for the project will be **Monday, December 2<sup>nd</sup>**

You should be able to identify/describe/explain the following:

***Articles of Confederation***

fears of a strong central government  
the main weaknesses of the Articles of Confederation  
state representation under the Articles of Confederation  
the Land Ordinance of 1785  
the Northwest Ordinance of 1787  
Shays' Rebellion

the President  
term length, minimum age  
citizenship and residency requirements  
their powers  
how they are chosen (Electoral College)

the Supreme Court  
term length, powers, and appointment

***Constitution***

the House of Representatives  
term length, minimum age  
citizenship and residency requirements  
how their numbers are determined  
their leader: name and selection process  
their powers and role in impeachment

the Senate  
term length, minimum age  
citizenship and residency requirements  
how their numbers are determined  
their leader: name and selection process  
their powers and role in impeachment

process  
when elections are held  
how a bill becomes a law  
the following Amendments:  
1, 2, 3, 8, 13, 14, 15, 18, 19, 21, 24, 26, 27  
the Philadelphia (Constitutional) Convention  
the Virginia Plan/the New Jersey Plan  
the Great Compromise/Three-Fifths Compromise  
the Bill of Rights: why was it added, what they are  
separation of powers/checks and balances

***Other***

the names of Maine's Senators and Representatives  
voting information  
November's ballot questions

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Project Option

**Part I: Letter to the Editor**

You will write a letter to the editor expressing the viewpoint of a citizen regarding the problems with the Articles of Confederation and why a new constitution needs to be written. Your letter should:

- > identify who the citizen is (and be sure it is historically correct – no computer salesmen, etc.)  
*“I am a merchant from Connecticut.”*
- > clearly state a problem with the Articles of Confederation  
*“Shays’ Rebellion could not be handled by the national government because....”*
- > suggest a change that would solve the problem  
*“I think our government would work better if...”*
- > **(Look in a newspaper for examples of the format of Letters to the Editor)**

**Part II: On the Campaign Trail**

Imagine you are running for office and wish to become a Representative or Senator and complete the following:

1. Write a biography that exhibits how your age, citizenship, and residency status meet the criteria for the position.
2. Identify the following about the house of Congress you are campaigning for:  
the term length of this position                      how their numbers are determined  
the name and duties of their leader                      their role in impeachment
3. Develop a short campaign speech that includes your opinions of the Virginia Plan, the New Jersey Plan, OR whether we should count slaves as part of state populations.
4. You may write or record this portion, but you must have a written rough draft of anything you’ve recorded.

**Part III: Poster**

Create an accurate, creative, and colorful poster that is pleasing to the eye and exhibits good effort on **ONE** of the following:

1. how a bill becomes a law
2. the system of checks and balances/separation of powers
3. the Bill of Rights

**What You Must Hand In**

1. a rough draft of all pieces edited and signed by a proofreader
2. a final draft (handwritten or typed) of all written (or spoken) pieces

***YOU MUST HAVE ALL REQUIRED ELEMENTS TO PASS IN THE PROJECT ON THE DUE DATE INSTEAD OF TAKING THE COMPREHENSIVE EXAM!***

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Project Rubric

Basic Requirement	Possible Points	Points Earned
includes signed, proofread copy of all written portions	<u>√</u>	<u>          </u>
<b><i>Letter to the Editor</i></b>		
accurately identifies citizen of that time period	<u>5</u>	<u>          </u>
clearly states a problem with the Articles of Confederation	<u>10</u>	<u>          </u>
suggest a viable change that would solve the problem	<u>10</u>	<u>          </u>
uses appropriate format for a letter to the editor	<u>5</u>	<u>          </u>
<b><i>On The Campaign Trail</i></b>		
biography states an age appropriate for the position	<u>5</u>	<u>          </u>
biography states a citizenship status appropriate for the position	<u>5</u>	<u>          </u>
biography states a residency status appropriate for the position	<u>5</u>	<u>          </u>
accurately explains the term associated with this position	<u>5</u>	<u>          </u>
accurately states this house's representation type	<u>5</u>	<u>          </u>
accurately identifies the name and duties of the leader of this house	<u>5</u>	<u>          </u>
accurately identifies this house's role in impeachment	<u>5</u>	<u>          </u>
includes a detailed explanation of your opinion of the Virginia Plan, the New Jersey Plan, OR the 3/5ths Compromise	<u>10</u>	<u>          </u>
<b><i>Poster</i></b> (how a bill becomes a law <b>or</b> the system of checks and balances/separation of powers <b>or</b> the Bill of Rights)		
accurate, creative, colorful, exhibits good effort	<u>25</u>	<u>          </u>
Total Points Earned on Project:		<u>          </u>
x .80 =		<u>          </u>
		+
Multiple Choice Test Grade: _____ x .20 =		<u>          </u>
Overall Assessment Grade:		<u>          </u>