

Unit 2, Activity 1, Preamble Anticipation Guide

Instructions: Using your prior knowledge and understanding of the Preamble to the United States Constitution, distinguish the following statements as either being true or false by circling a T for true and F for false. Be prepared to discuss and defend your answer.

1. An elite group of Americans wrote the Constitution for American citizens. T or F
2. The Constitution created a perfect union of the states. T or F
3. Establish justice means to arrest and prosecute criminals. T or F
4. Every United States citizen should have equal protection of the law. T or F
5. The government should work to settle disputes between individuals and groups of individuals. T or F
6. Americans have a duty to ensure that rights and liberties stated in the Constitution are passed on to the next generation of United States citizens. T or F

As we discuss the Preamble to the U.S. Constitution, review your responses. If your positions change, indicate how they changed below, explain what caused your positions to change, and how your position either disproves or proves the statement.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Unit 2, Activity 1, Preamble Group Directions

Preamble Group Directions and Questions

Group 1: Establishing Justice

Print and distribute the abstract for [*Harper v. Virginia Board of Elections*](#) from the EDSITEment-reviewed website [Oyez, Oyez, Oyez: Supreme Court WWW Resource](#). Students should read the facts of the case, the questions presented, and then respond to the following:

For a case to arrive at the Supreme Court, it must be difficult to decide. What good points are there on both sides of the case *Harper v. Virginia Board of Elections*? It costs money to hold an election. The tax being charged at Virginia polling places was used by counties for expenses such as conducting voting and by the state to support public education. Many southern states also implemented poll taxes to disenfranchise African Americans. The maximum tax was only \$1.50. Shouldn't anyone be happy to pay such a small amount for the privilege of voting and to help pay for the voting process? Would it be fair to ask people who do not vote to pay for voting through some other tax, such as a tax on items you buy at the store (a sales tax)? On the other hand, if you have no money at all, is that a good reason to keep you from voting? Was Virginia guilty of passing a poll tax to disenfranchise African Americans like many of the southern states?

1. What do you think the court decided?
2. Another word for justice is fairness. What happens in the United States to help ensure fairness and equal protection of the law? What does establish justice mean?

After the exercise is completed, share the actual outcome of the case with students.

Group 2: Ensuring Domestic Tranquility

Print out [*Burson v. Freeman — Abstract*](#) from the EDSITEment-reviewed website [Oyez, Oyez, Oyez: Supreme Court WWW Resource](#).

Students should read the facts of the case and respond to the following:

1. For a case to arrive at the Supreme Court, it must be difficult to decide. What good points are there on both sides of this case? Shouldn't voters be able to walk to the polling place in peace and quiet (such peace and quiet could be considered one kind of domestic tranquility) without someone's trying to persuade them to vote for their candidate? On the other hand, don't supporters of candidates have the right to talk to people about candidates they support? What do you think the court decided?
2. What does it mean to ensure domestic tranquility? How did the case *Burson v. Freeman* ensure domestic tranquility? What other examples of domestic tranquility can you list?

After the exercise is completed, share the actual outcome of the case with students.

Unit 2, Activity 1, Preamble Group Directions

Group 3: Providing for the Common Defense

Print and distribute the last page of [President Franklin Delano Roosevelt's request to the Congress that the United States declare war on Japan after the attack on Pearl Harbor](#) from the EDSITEment-reviewed website [The Digital Classroom](#), and the [Uncle Sam Recruiting Poster](#), available via a link from the EDSITEment resource [American Memory](#). Students should review the documents and respond to the following:

1. Why did the President ask Congress to declare war? Why didn't he declare war himself? Does it make sense to require the President to ask Congress? How does that help provide for the common defense?
2. What is the point of the Uncle Sam poster?
3. How does the government today provide for the common defense?
4. What does provide for the common defense mean?

After the exercise is completed, share answers to the questions with students.

Group 4: Promoting the General Welfare

In 1906, no one was required to inspect meat that was sold to the American public. Public reaction to Upton Sinclair's book *The Jungle* was a major factor in the passage of the 1907 Meat Inspection Act, which established a system of meat inspection that lasted until July 1996, when the federal government announced new rules requiring more scientifically advanced methods of meat inspection.

Print and distribute the letter from author [Upton Sinclair to President Theodore Roosevelt \(March 10, 1906\) concerning conditions in the meat packing industry](#) from the EDSITEment-reviewed website [The Digital Classroom](#). Students should read the letter and respond to the following:

1. Should companies that sell meat inspect the meat they sell? Why should the government have a system for inspecting meat? How do meat inspections promote the general welfare?
2. What else does the government do to promote the general welfare?
3. What does promote the general welfare mean?

After the exercise is completed, share answers to the questions with students.

Unit 2, Activity 1, Preamble Group Directions

Group 5: Securing the Blessing of Liberty to Ourselves

Print and distribute [Wisconsin v. Yoder — Abstract](#) from the EDSITEment-reviewed website [Oyez, Oyez, Oyez: Supreme Court WWW Resource](#) and the [poster celebrating the passage of the Fifteenth Amendment](#), available via a link from the EDSITEment resource [American Memory](#) (Click here for the text of all [Constitutional Amendments](#), including the Fifteenth Amendment.)

For a case to arrive at the Supreme Court, it must be difficult to decide. What good points are there on both sides of this case? Why do some people believe parents should be required to send their children to school? On the other hand, shouldn't parents be able to raise their kids the way they want? Students should review the documents carefully and respond to the following:

1. What do you think the Supreme Court decided in this case?
2. Look up the word liberty in the dictionary. What does liberty mean? What might happen if people felt they had the liberty to do whatever they wanted regardless of the consequences? Under what circumstances should liberty be restrained or not restrained?
3. What is being celebrated in the poster? How did the Fifteenth Amendment secure the blessings of liberty to those who had been enslaved? How did the Fifteenth Amendment secure the blessings of liberty to those who had not been enslaved?
4. What does it mean to secure the blessings of liberty to ourselves?

Share the actual outcome of the case with the class.

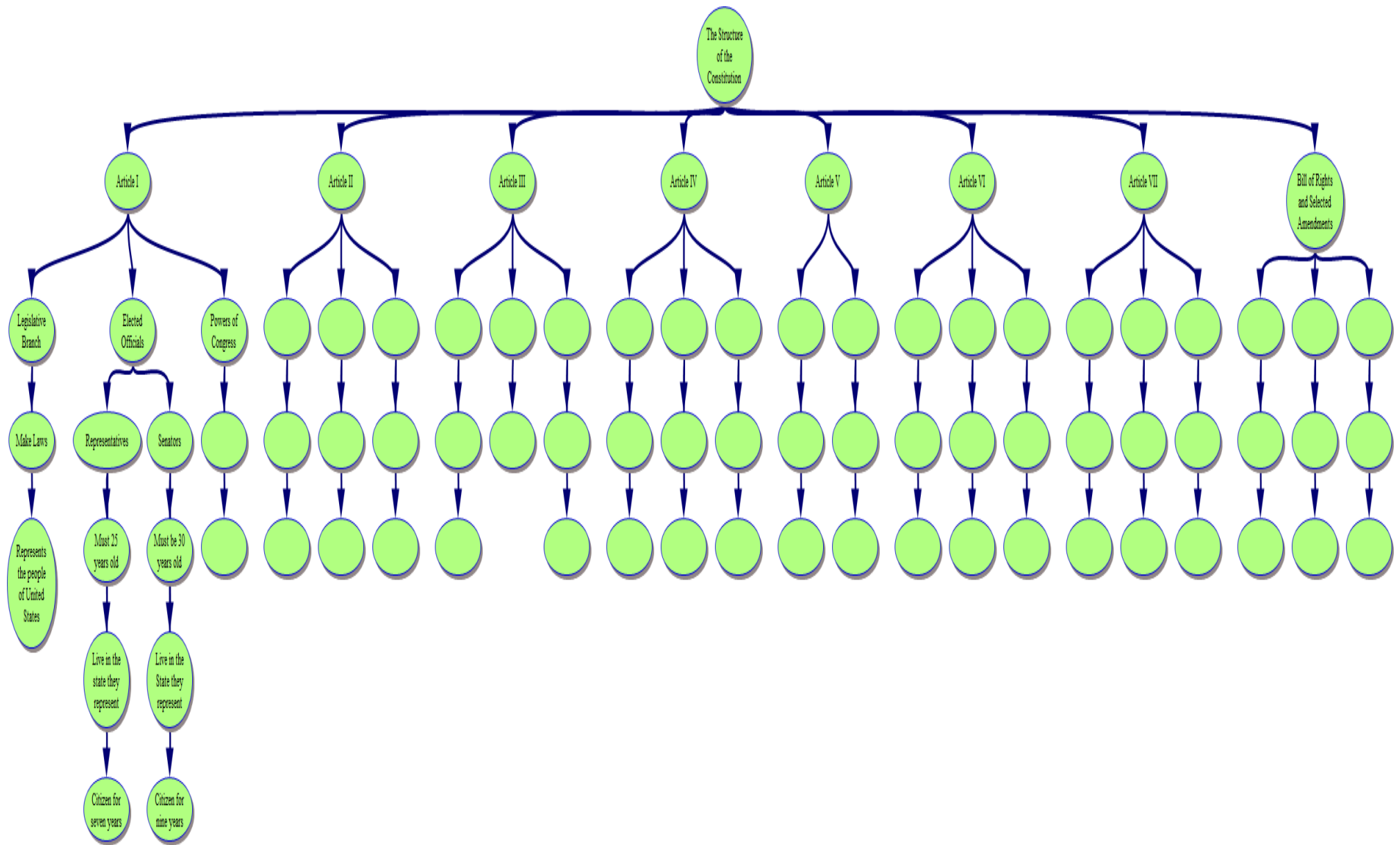
Group 6: Securing the Blessing of Liberty to Our Posterity

Print and distribute the [photograph of coal breaker boys](#) from the EDSITEment resource [American Memory](#). (Note: An image using less memory is available by searching [American Memory](#) for the exact phrase "Coal breaker boys." Students should review the image carefully and respond to the following:

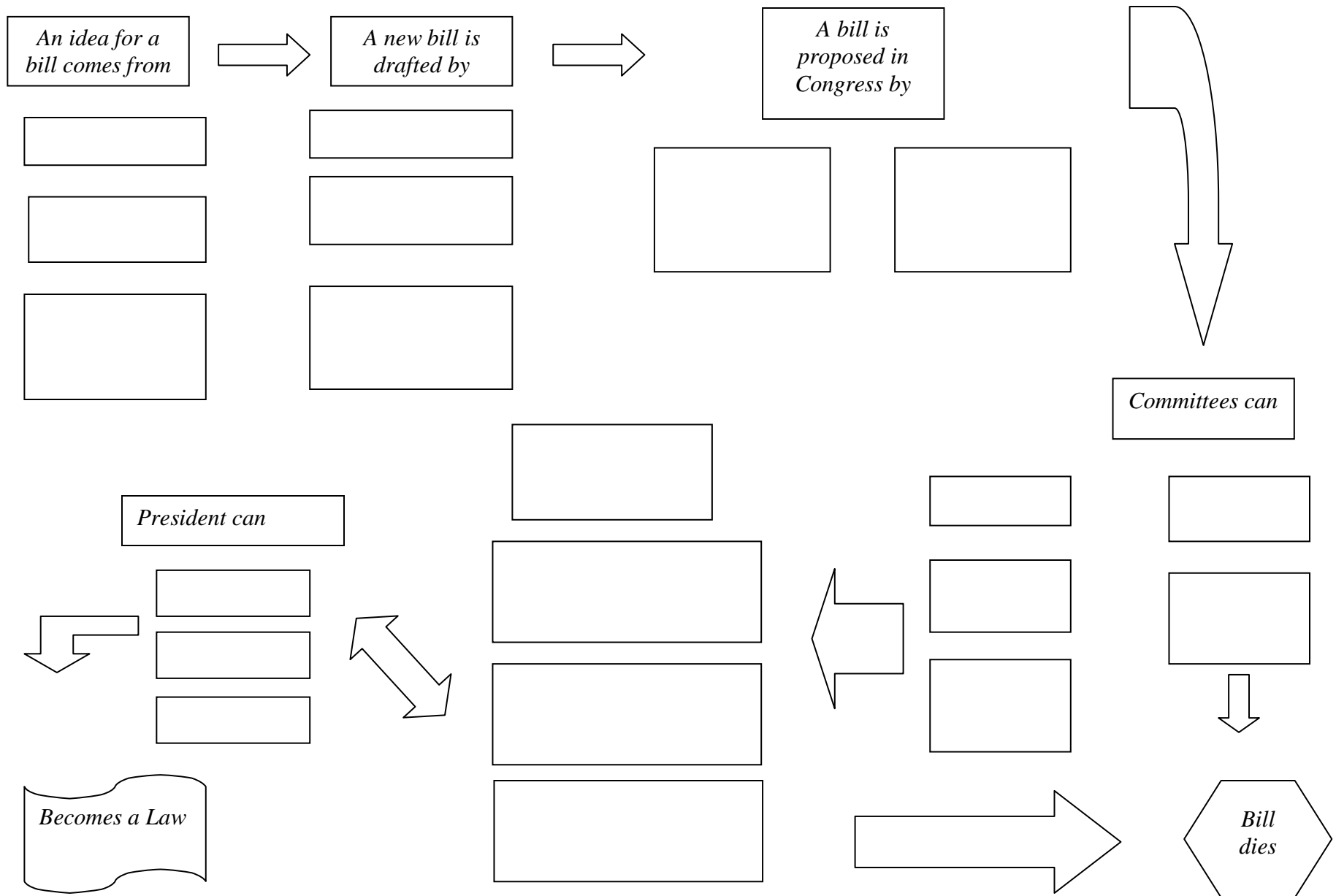
1. Are some students your age tempted to leave school and take a job?
2. Why are there no more coal breaker boys?
3. The Constitution is still being changed through amendments. Laws in the United States are still being changed today. How does improving rules and laws today help secure the blessings of liberty for people in the future (posterity)? Can you think of some other ways the government ensures people in the future will have liberty?
4. What does secure the blessings of liberty to our posterity mean?

After the exercise is completed, share answers to the questions with students.

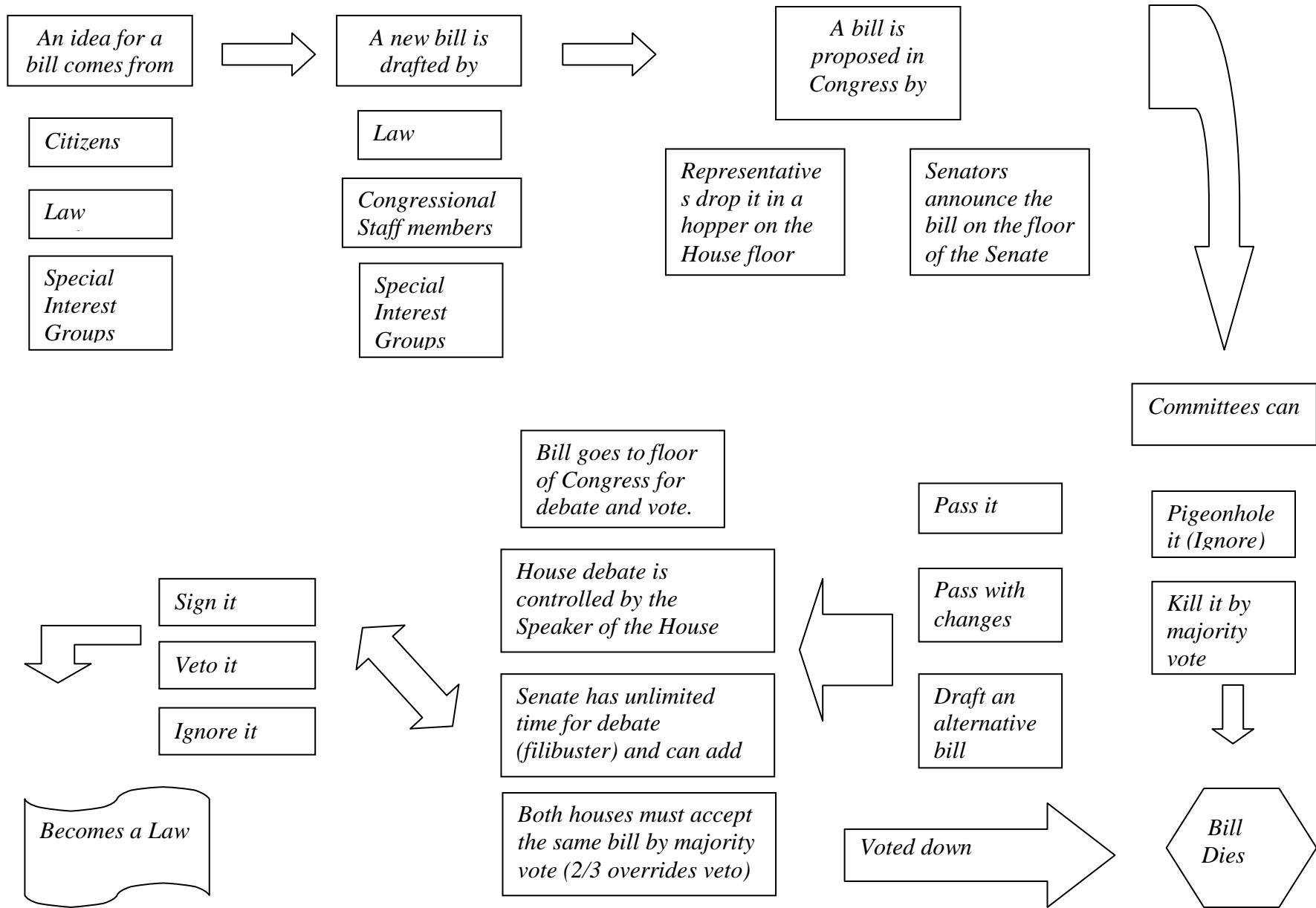
Unit 2, Activity 2, Structure of the Constitution



Unit 2, Activity 4, How a Bill Becomes Law



Unit 2, Activity 4, How a Bill Becomes Law with Answers



Unit 2, Activity 4, Drive Against 55

Some states are flooring it

When Richard Nixon signed into law the Emergency Highway Energy Conservation Act in 1974, it seemed to be one of those rare, unimpeachably wise legislative acts: the measure made 55 m.p.h. the national speed limit. Since automobiles operate more efficiently and far more safely at 55 than at higher speeds, the limit has in seven years saved more than 20 billion gal. of gasoline and as many as 60,000 lives.

Now, however, the 55 mph speed limit appears headed for a stretch of rough pavement. Bills to raise or circumvent the speed limit are under consideration in more than a score of state legislatures, particularly in the West, where ornery "sagebrush rebellion" sentiment fuels anger at all kinds of federal impositions. In some states, highway patrolmen are looking the other way as speeders pass. In others, such as Texas and California, fast drivers greatly outnumber police available to stop them. Last week in Nevada, a state consisting almost entirely of wide open spaces, the Governor signed a bill that makes speeders caught going no more than 70 subject to only a token \$5 "energy wasting" fine. (If clocked any faster, Nevadans will still be cited for speeding.) Montana has legally flouted the national limit since 1974 with a similar statute. Says newly unleashed Las Vegas Driver Dennis Gomes: "Here it's not like one of those Eastern states where the population density is so much greater and it's maybe 55 miles from one end of the state to the other. I would rather have a little risk and get to where I'm going faster."

According to the National Safety Council, heavy-footed Nevadans and Montanans face chilling risks on their highways. In those states' automobile death rates are respectively first and third highest in the U.S., several times greater than in 47-mile-long Rhode Island, for instance. In February, when a bill to institute a higher speed limit in Georgia was under debate, State Representative Benson Ham bitterly opposed the measure on accident-prevention grounds. Snapped Ham at one of his antagonists in the legislature, I'm not surprised to see a funeral director speaking for this bill." The move was defeated. Police in many states enthusiastically support the lower limit. Says Maryland State Police Captain Milton Taylor, "Here in the Northeast Corridor we've got so much congestion that it's almost impossible to drive sanely at more than 55." Taylor concedes that there are regional differences. "Out in the prairie states or the Southwest they've got the stretching room for a higher speed limit."

Arizona and North Dakota have moved to raise their limits, but only if the federal maximum is raised or repealed. And, in fact, Republican S.I. Hayakawa recently introduced a repeal bill in the U.S. Senate. Yet the Reagan Administration does not intend to press the issue, even though last year's Republican Party platform included a call for removal of the national 55 m.p.h. limit. The

Unit 2, Activity 4, Drive Against 55

federal official in charge of making the limit stick, Highway Administrator Ray Barnhart, is a reluctant taskmaster. Says he: "I think it's a stinking law, but I'm going to enforce it." His means are potent: if the feds determine from periodic speed checks that more than half of a state's drivers are ignoring the limit, U.S. highway funds can be reduced. In the case of Texas, for example, lax enforcement —about 70% of Texas drivers are speeders —should technically trigger an annual loss of \$8 million.

Proponents of a higher speed limit sometimes make a perverse fiscal argument against conservation. As South Carolina State Representative Eugene Stoddard explains, "Driving faster hurts gas mileage. More gas would be used, and that would increase our gas tax revenue." Indeed, in each year since 1974, the states have collectively been deprived of perhaps \$250 million in taxes on the 3.4 billion gal. of gas a 55 m.p.h. speed limit is said to save annually. Admits Colorado State Representative Bob Stephenson: "Money drives this issue." Perhaps. Yet it is mostly the myth that citizens have some divine right to barrel down the highway unfettered by law or prudence that makes a good idea seem dangerously unAmerican.

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Unit 2, Activity 4, Emergency Highway Energy Conservation Act

I AM pleased to sign into law H.R. 11372, an act aimed principally at helping to reduce gasoline and diesel fuel consumption during the energy crisis.

This legislation will encourage State governments to establish maximum speed limits on their highways of 55 miles per hour. The continued receipt of Federal highway trust funds by the various States will be conditioned upon the establishment of these speed limits.

I have been gratified and encouraged by the number of States which have already voluntarily reduced their speed limits in accordance with my request. I have also been pleased by the response of so many Americans to my request that they slow down on the highways even when the speed limits have not officially been lowered. Estimates indicate that we can save nearly 200,000 barrels of fuel a day by observing a national limit of 55 miles per hour.

This bill also will permit the use of highway funds to support the cost of carpool demonstration projects, which can do so much to reduce the number of automobiles being inefficiently used on congested urban highways. The Department of Transportation is studying methods to improve the effectiveness of carpooling, and this legislation will require a report to the Congress on this matter by the Secretary of Transportation.

These steps are just two of many that can and will be taken to help us through this period of acute energy shortages.

With the attitude of cooperation and mutual concern expressed by a wide range of conservation actions by individual Americans, the social and economic impacts of the energy crisis can be minimized and we can look even more confidently to the day when we will become self-sufficient in energy.

NOTE: As enacted, H.R. 11372 is Public Law 93-239 (87 Stat. 1046).

The statement was released at San Clemente, Calif.

Source: Federal Register Division. National Archives and Records Service, Public Papers of the Presidents of the United States, Richard Nixon, 1974 (Washington, D.C.: Government Printing Office, 1956-), pp.2-3

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Unit 2, Activity 4, Speed Limit Rubric

Speed Limit Rubric					
0	1	2	3	4	Score
The group has no relevant thoughts or opinions.	The group's thoughts and opinions are relevant but lack relevant supporting details	The group's thoughts and opinions are relevant but have few relevant supporting details	The group's thoughts and opinions are relevant and are backed by relevant supporting details	The group's thoughts are clearly presented with specific supporting details	
No tasks are completed	Two or more tasks are incomplete and directions are not followed	One or more tasks is incomplete, and directions are not followed completely	Most directions have been followed, and all forms (essay, speech, visual, and song or chant) have been presented	All directions have been followed correctly, and all forms (essay, speech, visual, and song or chant) have been presented	
Student does not complete assigned task	Student's task is complete, but is not relevant to the thoughts or opinions of the group.	Student's task is mostly complete and relevant to the thoughts and opinions of the group	Student's task is complete and supports the thoughts and opinions of the group	Student's task is complete and enhances the presentation of the thoughts and opinions of the group	

Unit 2, Activity 5, Supreme Court Cases

Supreme Court Cases: Loose or Strict Construction

Today's Date	Name of Court Case:
Background	
Key Facts	
Key People	
Constitution Interpretation	
Ruling	

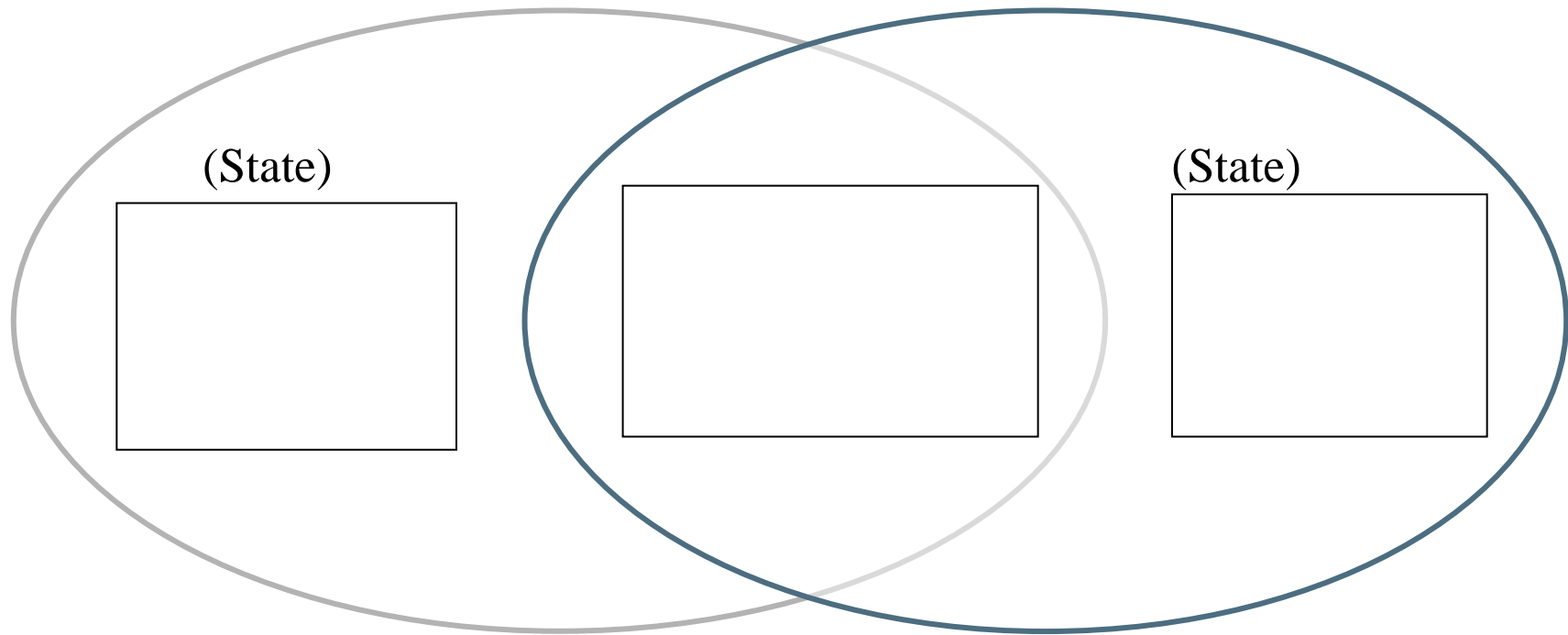
Unit 2 Activity 6, Regulatory Agencies Sentence Strips

- ***Consumer Product Safety Commission*** (CPSC): enforces federal safety standards
- ***Environmental Protection Agency*** (EPA): establishes and enforces pollution standards
- ***Equal Employment Opportunity Commission*** (EEOC): administers and enforces Title VIII of the Civil Rights Act of 1964 (fair employment)
- ***Federal Aviation Administration*** (FAA): regulates and promotes air transportation safety, including airports and pilot licensing
- ***Federal Communications Commission*** (FCC): regulates interstate and foreign communication by radio, telephone, telegraph, and television
- ***Federal Deposit Insurance Corporation*** (FDIC): insures bank deposits, approves mergers, and audits banking practices
- ***Federal Reserve System*** (the FED): regulates banking; manages the money supply
- ***Federal Trade Commission*** (FTC): ensures free and fair competition and protects consumers from unfair or deceptive practices

Unit 2 Activity 6, Regulatory Agencies Sentence Strips

- ***Food and Drug Administration*** (FDA): administers federal food purity laws, drug testing and safety, and cosmetics
- ***Interstate Commerce Commission*** (ICC): enforces federal laws concerning transportation that crosses state lines
- ***National Labor Relations Board*** (NLRB): prevents or corrects unfair labor practices by either employers or unions
- ***Nuclear Regulatory Commission*** (NRC): licenses and regulates non-military nuclear facilities
- ***Occupational Safety and Health Administration*** (OSHA): develops and enforces federal standards and regulations ensuring working conditions
- ***Securities and Exchange Commission*** (SEC): administers federal laws concerning the buying and selling of securities

Unit 2, Activity 7, State Government Venn Diagram



Unit 2, Activity 8, Qualifications

Qualifications of Elected Officials in the United States Government			
Office	Age	Length of Citizenship	Residency
Representatives			
Senators			
President			

Other qualifications or characteristics needed by elected officials:

Unit 2, Activity 8, Election Candidates' Bios

President of the United States

Candidate #1: Franklin Johnson

- 37-year-old male who has lived the last five years in Jamaica
- Never held an elected office
- Believes the President and Congress should reduce the sentences of non-violent federal offenders to reduce the federal prison population
- Born in the United States to migrant workers who later became United States citizens

Candidate #2: Susie Roberts

- 42-year-old mother of three who has been a housewife for the last 25 years
- Never held an elected office
- Believes the President should focus more on domestic issues and end all foreign wars
- Born and lived in the United State her entire life

Candidate #3 Eric Lopez

- 56-year-old male who has lived the United States the last 20 years
- Was elected mayor of the city of Houston for two consecutive terms
- Believes the President and Congress should reduce immigration requirements and provide amnesty to all illegal immigrants with clean criminal records
- Became a United States citizen 15 years ago

Candidate #4 Alex Henderson

- 55-year-old male who has lived in the United States the last 16 years
- Served two terms in the United States House of Representatives and is currently serving his first term as President of the United States
- Believes the United States needs to be a global enforcer of peace and democracy around the world
- Born to United States diplomats abroad

Unit 2, Activity 8, Election Candidates' Bios

United States Senator for Ohio:

Candidate #1 Haley Steward

- 32-year-old female who has lived in the state her whole life
- Served a term in the state legislature and the United States House of Representatives; currently serves as Senator.
- Wants to see increase federal funding for her state's new interstate highway
- Born in the United States to a poor working class family

Candidate #2 Heinrich Gobertz

- 28-year-old male who immigrated to the United States 12 years ago and is a current resident of the state.
- Served two terms in the state legislature
- Believes in balancing the federal budget
- Born in Germany and became a naturalized citizen 10 years ago

Candidate #3 Samuel Steed

- 36-year-old male who moved out of the state five years ago
- Served two terms in the state legislature and a term as the mayor of Columbus, Ohio
- Seeks a lucrative government contract for a new army base to be built in his state
- Has lived his entire life in the United States

Candidate#4 Josephina O'Leary

- 45-year-old female and mother of four has lived in the state for the last twenty years
- Served a term as a state legislature
- Strong advocate of laws protecting young children from identify theft and harsher punishments for child molesters
- Born in Ireland to United States citizens on vacation

Unit 2, Activity 8, Election Candidates' Bios

United States Representative of the 1st district in New Hampshire:

Candidate #1: Harold Gibson

- 32-year-old male who is a lifelong resident of the district
- Served two terms as a town councilman and one as a state legislator; currently serves as a United States representative
- Lovable and highly approachable person who wants to get the most for his constituents
- Born in the United States

Candidate #2: Nancy Jefferson

- 22-year-old female who is a lifelong resident of the district
- Has no political experience
- Fun loving former high school homecoming queen and runner up for Miss New Hampshire who is well known and loved in the district
- Born in the United States

Candidate#3 Rick Thompson

- 35-year-old male who is a local business owner who lives in the suburbs just outside the district
- Served on the town council on two different occasions
- Wants to see more federal spending on infrastructure in the district and loans for local businesses to create jobs
- Born in the United States and has lived in the state for 15 years

Candidate #4 Raquel Welch

- 45-year-old female who is the former 1st Lady of the state but currently lives in Ohio
- Has never been elected to any political office
- Wants to increase and extend unemployment benefits to unemployed autoworkers and is a strong supporter of worker rights
- Born in the United States and lived in the state until three years ago