Connections Education logo.



The Constitution and Civil Liberties

# American Government Unit Companion

**Directions**

* Complete Prepare and Strategies for Success sections before you begin a unit.
* Complete Summaries and Reflect and Review sections before you take the unit assessment.
* For more details about each section, return to the course overview unit.

## Prepare icon. Prepare

Throughout the Constitution and Civil Liberties unit, you will explore the following Essential Questions.

### Essential question icon. Essential Questions

* What is the relation between government and its people?
* How can government’s power be limited while still giving it enough power to act when necessary?
* Are individual rights compatible with the promotion of the public good?

In Lessons 1–4, you will learn about these topics:

* major influences on the U.S. Constitution
* how the Constitution limits government power and protects individual rights
* breaking down the Constitution in parts—from Preamble to Article VII
* the Six Organizing Principles, or main ideas, that shape the Constitution and the Bill of Rights

At the end of Lesson 4, you will take a cumulative quiz.

In Lessons 5–11, you will learn about the following topics:

* how the Constitution can be changed, or amended
* the Supreme Court’s work balancing individual rights and government power
* the rights and protections under the First Amendment and their limitations

At the end of Lesson 11, you will take a cumulative quiz.

In Lessons 11–14, you will learn about the following topics:

* the meaning of Due Process and the protections guaranteed by the Constitution
* Bill of Rights protections for those accused of a crime
* assessing the right to privacy in the U.S. Constitution and in your state’s constitution

In Lesson 14, you will complete a portfolio assignment, comparing and contrasting your state’s constitution with the U.S. Constitution.

After a review of the unit in Lesson 15, you will take taking a cumulative test in Lesson 16.

## Strategies for success icon. Strategies for Success

### Compare and Contrast

Whether you are deciding between two pairs of sneakers to buy or which presidential candidate to support, you are likely applying the skill of comparing and contrasting. When you compare you are looking for the similarities, or ways things are alike. When you contrast, you are searching for the differences. Mastering this skill of compare and contrast will help you not only throughout this unit but in the many important choices you will make in your life.

#### Identify the Important Characteristics

Before you start comparing and contrasting, you need to know the characteristics or features that are important to the task at hand. Imagine there are two colleges you are interested in attending after high school. How would you compare these two schools and decide in which college to enroll? Make a list of the important characteristics. For example, size, location, financial aid package, and academic reputation of school might be factors to consider.

#### Organize & Research

After you have identified the characteristics, you can now research for information. It is helpful to make a simple chart to keep you focused and your information organized. When you are researching, take notes and add to your table. Review the following example:

|  |  |  |
| --- | --- | --- |
| CHARACTERISTICS | COLLEGE A | COLLEGE B |
| Size of school | 2,500 | 25,000 |
| Location of school | in hometown—15 min. drive | out-of-state—5 hr. drive |
| Financial aid package | covers everything but books and supplies | will need to get student loans to cover 1/3 of cost of tuition, room, and board |
| Reputation of school | one of the least competitive schools in area and high transfer rate | among the five best schools in the country |

After you have completed the research, you can now analyze the information and draw conclusions on which is the best choice for you. Based on the example, you might conclude that although College A is closer, smaller, and offers a better financial aid package, College B is the better option because it’s programs are more reputable.

Practice using a topic you have already studied and compared in American Government – The Legislative Branch.

Read the following short answer question and list the characteristics you need to compare and contrast.

Compare and contrast the two Houses of Congress according to Article I of the U.S. Constitution. What similarities and differences exist between the Senate and the House of Representatives regarding the size, qualifications of office, powers, and terms?

What characteristics are you comparing? size, qualifications, powers, and terms

Next, create a simple table before you begin your research to keep you focused and your information organized.

|  |  |  |
| --- | --- | --- |
| CHARACTERISTICS | SENATE | HOUSE OF REPRESENTATIVES |
| Size |  |  |
| Qualifications |  |  |
| Powers |  |  |
| Terms |  |  |

Finally, research excerpts from Article I of the U.S. Constitution and complete the table.

Article I

Section 2

1. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States…

2. No Person shall be a Representative who shall not have attained to the age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

3. Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers

Section 3

1. The Senate of the United States shall be composed of two Senators from each State chosen by the Legislature thereof for six Years; and each Senator shall have one Vote.

3. No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

6. The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation.

Section 7

1. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other Bills.

Section 8

The Congress shall have power

11. To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

|  |  |  |
| --- | --- | --- |
| CHARACTERISTICS | SENATE | HOUSE OF REPRESENTATIVES |
| Size | two senators per state | number of representatives is based on population of the state |
| Qualifications | minimum age is 30 years old, must have been a citizen for nine years or more | minimum age is 25 years old, must have been a citizen for seven years or more |
| Powers | power to impeach, to declare war | introduce bills related to taxes and to declare war |
| Terms | six-year terms | two-year term |

After you have completed your table, you can compare and contrast and begin writing your response. This is where it is important to use transition words. Transition words are signals to your reader to show whether you are comparing or contrasting. Review the following box for some common transition words.

To Compare – also, as well as, both, like, likewise, same, similar, similarly, the same as, too

To Contrast – although, but, differ, even though, however, in contrast, instead, nevertheless, on the contrary, on the other hand, unlike, while, yet, whereas

First examine what similarities exist between the Senate and House of Representatives, summarize those and compare. The following are examples of similarities:

Both the Senate and House of Representatives are part of the legislative branch of Congress, represent the constituents of their states at the federal level, and have the power to declare war.

Next turn to their differences and review what you have found. The following are examples of differences:

The Senate is smaller in size with two senators from each state, which means that no matter how big or small the state, the Senate number stays the same. Senators must be older and have more years of citizenship to be eligible for the office. While the House of Representatives hold the power to the introduce bills related to taxes, senators have the power to impeach. Lastly, senators serve 6 year terms whereas representatives only serve 1/3 of that time.

You will have several opportunities to practice this skill of comparing and contrasting throughout the course. Return to this section before you begin your portfolio assignment in Lesson 13 to review these steps and transition words in comparing and contrasting.

 Summaries

You may read summaries of the Magruder’s American Government textbook pages assigned in each lesson. Decide whether you want to read them before, during, or after a lesson.

* Read before a lesson to preview the most important information ahead of time, including people, places, and events.
* Read during or after a lesson to review Magruder’s American Government pages without rereading every word.

Access the American Government Summaries through the Web Links resource by selecting the backpack icon. Read the corresponding summary with the lesson.

* Lesson 3: Rationale of the Constitutional Structure
* Lesson 4: The Six Organizing Principles of the Constitution
* Lesson 5: The Amendment Process (27 Amendments)
* Lesson 6: The Unalienable Rights
* Lesson 8: Freedom of Speech
* Lesson 9: Freedom of Religion
* Lesson 10: Freedom of Press
* Lesson 11: Freedom of Petition and Assembly
* Lesson 12: Due Process of Law
* Lesson 13: The Rights of the Accused

 Reflect and Review

Before the unit assessment, use the checklist to reflect on what you have learned throughout the Constitution and Civil Liberties unit. This will help determine what content to review to prepare for the multiple question types on the assessment.

1. Read each of the statements.
2. If you agree with the statement, check the box.
3. Revisit statements that you did not check. Return to the lesson resources to review the content. Study the key words using the Glossary.

### Statements

| **[**check mark**]** | **Statement** | **Key Words** | **Resources** |
| --- | --- | --- | --- |
|  | I can discuss First Amendment Freedom of Speech and Press protections, limitations, and how they relate in the following Supreme Court Cases:  Texas v. Johnson  Phelps v. Snyder  Schneck v. US  Korematsu v. US  New York Times v. Sullivan | * symbolic speech * hate speech * seditious speech * clear and present danger test * libel | * Lesson 6: Flipped Video “Unalienable Rights” * Lesson 6: Magruder’s American Government: Protecting Civil Liberties > The Unalienable Rights > Commitment to Individual Rights * Lesson 6: Magruder’s American Government: Protecting Civil Liberties > The Unalienable Rights > Limited Government * Lesson 8: Magruder’s American Government: Protecting Civil Liberties > Freedom of Speech and Press > The 1st Amendment and Symbolic Speech * Lesson 7: Magruder’s American Government: Protecting Civil Liberties > Freedom of Speech and Press > Right of Free Expression * Lesson 6: Flipped Video “Free Speech and Press” |
|  | I can discuss the First Amendment Freedom of Petition and Assembly protections, limitations and how they relate to the Supreme Court case NAACP v. Alabama. | * associate * petition * assemble | * Lesson 11: Magruder’s American Government: Protecting Civil Liberties > Freedom of Assembly > Time, Place, Manner Rules * Lesson 11: Magruder’s American Government: Protecting Civil Liberties > Freedom of Assembly > Freedom of Association |
|  | I can explain First Amendment Freedom of Religion protections, limitations and how they relate in the following Supreme Court cases:  Engel v. Vitale  Lemon v. Kurtzman | * Establishment Clause * Free Exercise Clause * lemon test | * Lesson 9: Flipped Video “Freedom of Religion” * Lesson 9: Magruder’s American Government> Protecting Civil Liberties > Freedom of Religion > Free Exercise Clause * Lesson 9: Magruder’s American Government> Protecting Civil Liberties > Freedom of Religion > Religion and Education |
|  | I can explain Due Process protections under the Fifth and Fourteenth Amendments and how they relate to the following Supreme Court cases:  Gideon v. Wainright  Escobedo v. Illinois  Stanley v. Georgia | * due process * search and seizure * search warrant * probable cause * eminent domain * right to privacy | * Lesson 12: Flipped Video “Due Process of Law” * Lesson 12: Magruder’s American Government> Protecting Civil Liberties > Due Process of Law> Understanding Due Process * Lesson 12: Magruder’s American Government> Protecting Civil Liberties > Due Process of Law>Individual Rights and Public Good * Lesson 12: Magruder’s American Government> Protecting Civil Liberties > Freedom and Security of the Person > The Right of Privacy |
|  | I can discuss the Rights of the Accused that are protected under the Constitution | * self-incrimination | * Lesson 13: Flipped Video “Rights of the Accused” * Lesson 13: Magruder’s American Government> Protecting Civil Liberties> Article I Protections |
|  | I can explain the Six Organizing Principles of the Constitution and how they apply to the Bill of Rights including the Ninth and Tenth Amendments | * limited government * separation of powers * federalism * judicial review * checks and balances * popular sovereignty | * Lesson 4: Interactive Review: Checks and Balances * Lesson 4: Concept Web: Six Organizing Principles * Lesson 4: Three-Column Chart: Principle Connections * U.S. Constitution, Amendments 1-10 * Semester A, Unit 2, Lesson 10:   Flipped Video “Principles of the Constitution   * Semester A, Unit 2, Lesson 10: Magruder’s American Government: The Constitution > An Overview of the Constitution > More Basic Principles |