

## Historical Literacy Project 2

**Unit Title:** The U.S. Constitution: Changing as “We the People” Change

**Designed by:** Clarissa Stevenson, Michelle Freidel, Amy Jagielski

**District:** Indian River, Smyrna

**Content Area:** Constitution

**Grade Level(s):** 8<sup>th</sup> grade

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**Summary of Unit:** In this unit, students will read, prepare presentations and make connections to the U.S. Constitution. By examining the changes that are reflected in this document, students will infer that our Constitution is fluid, changing as needed, based on what our society is experiencing at the time. Students will study the changes made and identify cause and effect relationships throughout our history.

### Stage 1 – Desired Results

What students will know, do, and understand

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#### Delaware Content Standards

Students will examine historical materials relating to a particular region, society or theme; analyze change over time, and make logical inferences concerning cause and effect.

#### Big Idea(s)

Change over Time

#### Unit Enduring Understanding(s)

*Students will understand that...*

the U.S. Constitution is an active document that changes over time as required by our ever-changing society, and that by evaluating those changes, one can infer how the citizens were changing as well.

#### Unit Essential Questions(s)

Is change inevitable?

#### Knowledge and Skills

**Students will know that the Constitution has changed over time to meet the needs of the citizens.**

**Students will be able to draw inferences and identify cause and effect relationships regarding our dynamic society and the foundation of our government.**

## Stage 2 – Assessment Evidence (Design Assessments To Guide Instruction)

### Suggested Performance/Transfer Task(s)

Essential Question Addressed

Is change inevitable?

Prior Knowledge

Students will analyze the changes made to the Constitution and explain how they reflect the ever-changing needs of U.S. citizens.

Scenario

Students will be given excerpts from various news articles that have appeared in recent months depicting the changing needs of Americans. Using the knowledge of how the Constitution has adapted over time, students will determine which present-day topic requires an amendment in order to provide for the needs of the citizens. Students will examine the articles to use as evidence explaining why the amendment is necessary.

Requirements

Handout 10: In the News

Handout 11: Short Answer Response

Final Product

Students will use the information gathered to answer the Essential Question: Is change inevitable?

### Rubric(s)

2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.

### Other Evidence

Vocabulary Frayer Diagrams

Constitution Handbook

Anticipation Guide

Learning Log / Journal

Short Answer responses

Classroom discussion

### Student Self Assessment & Reflection

Learning Logs

Connections

Personal Reflection

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Lesson # 1 Connecting to the Constitution

Clarissa Stevenson

**Lesson Description:** Students will use a variety of strategies to better comprehend and present the major points in each section of the U.S. Constitution. Students will make connections to the document, recognizing that it is written to apply to the people of the past, present and future; therefore laying the foundation for the inference and cause/effect relationships in the next lessons.

**Time Required:** Four 60-minute class

**Essential Question Addressed:** How does the Constitution reflect the needs of present-day citizens?

**Enduring Understanding:** Students will understand that the Constitution has changed, and will continue to change, to remain relevant to each generation.

#### **Materials:**

Learning Log or Journal

Handout 1: Unit Vocabulary

Handout 2: Anticipation Guide

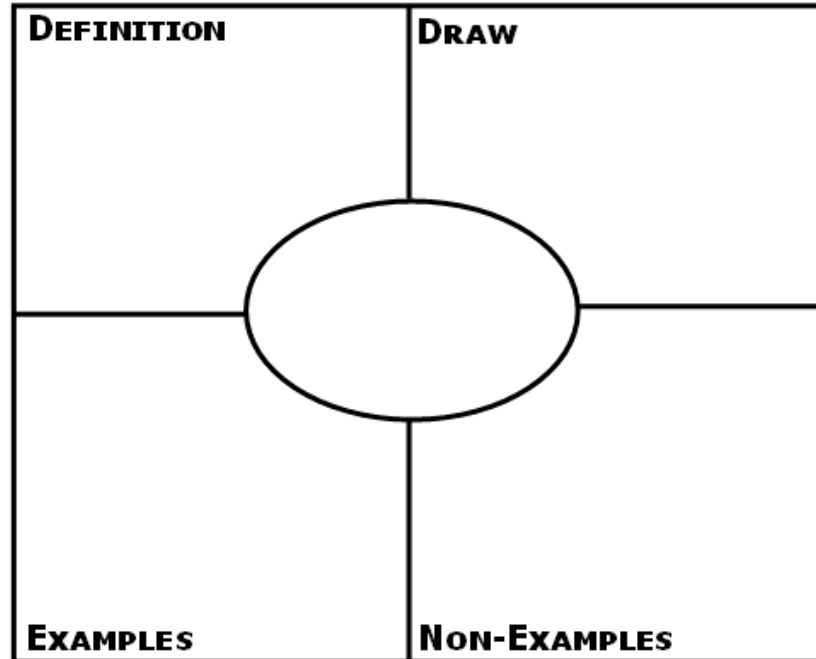
Handout 3: My Constitution Handbook

Handout 4: Presentation Menu

Materials for presentations: construction paper, markers, colored pencils, rulers, plain paper plates, Play-doh, magazines, scissors, glue, digital camera

#### **Procedures:**

1. Organize the class into groups of 2-3 students per table. Direct the focus of the lesson by having students record the lesson essential question (How does the Constitution reflect the needs of present-day citizens?) in the learning log/journal.
2. Students preview the vocabulary for the unit through direct instruction of Vocabulary Frayer Diagrams (see next page). Students draw twelve diagrams in their learning logs/journals. Pronounce each word from Handout 1: Unit Vocabulary and read the definition with students as they complete the appropriate sections. Complete the “Examples” and “Non-Examples” sections as a class, generating at least two possibilities for each section. When the vocabulary terms are used in context throughout the unit, students return to the diagram to illustrate the meaning by completing the “Draw” section.



3. Students activate prior knowledge by completing the “Before” section of Handout 2: Anticipation Guide. Hold all of the anticipation guides until the end of the lesson.

4. Students receive Handout 3: My Constitution Handbook. Working their way through the handbook, students complete the following tasks. The teacher will model expectations by completing the tasks for the Preamble in front of the class.

- Teacher models expectations by completing a Think-Aloud pertaining to the Preamble. Go through the appropriate steps to present the assigned section while brainstorming aloud so students can see the process. Project choices are on Handout 4: Presentation Menu.
- Small groups are assigned a section of the Constitution. The sections are divided by a box for note-taking and connections. (By the end of the lesson, each group will complete approximately 2 presentations. Assign each group only 1 section at a time to avoid confusion; presentations should be in order of the Articles.)
- Read the assigned section.
- Ensure that all members of the group understand the main idea of the section. Be sure to explain why certain sections are underlined—amended or superseded. (Student text-books often have annotations along the side of the Constitution to help explain each clause. Complete the Diagram assignment described in Step 1 for vocabulary terms, when applicable—this should carry over to Lessons 2 & 3.)
- Choose an activity from the appropriate options. (Handout 4: Presentation Menu)
- Prepare the group presentation.
- Present assigned content. As others are presenting, record notes in the chart to assist in greater comprehension. After the group is finished, reflect on the section and make connections to what was presented. Language arts classes often use the following connections; you may consider directing students to use these for this unit: text-to-self, text-to-text, text-to-world.
- Continue the process until all 7 articles are completed (the Bill of Rights and Amendments 11-27 will be completed in Lessons 2 & 3). Note: On average, each group will end up preparing 4

presentations throughout the unit (2 for this lesson). To vary the methods of presentation, students may be Jigsawed into small groups.

5. Students independently complete the “After” section and the “Applicable Today?” section of Handout 2: Anticipation Guide. Students respond to the questions at the bottom of the page. Discuss answers with their groups.

6. In the learning log/journal, students independently record a conclusion regarding the changes that were made to the 7 articles in the U.S. Constitution.

**Debrief:** Think-Pair-Share strategy for the following question: Is the Constitution still a relevant document?

**Formative Assessment (“Check for Understanding”):** Students will record an extended response to the following question: How does the Constitution reflect the needs of present-day citizens? Extended responses should be scored using the DE SS 2-point rubric.

## Unit Vocabulary

impeach: to bring charges of serious wrongdoing against a public official

compensation: salary

revenue: money raised by the government through taxes

veto: to reject, as when the President rejects a law passed by Congress

militia: army of citizens who serve as soldiers during an emergency

reprieve: suspension of punishment ordered by law

amend: to change

ratify: to approve

petition: formal written request to someone in authority, signed by a group of people

warrant: written court order

repeal: to cancel

suffrage: the right to vote

## Anticipation Guide

Review the statements listed below. If you think the statement is listed in the U.S. Constitution, place an “x” in the “Before” box on the left. We will complete the right hand side at the end of the lesson.

Before	Statement	After	Applicable today?
	A bill, or proposed law, must be passed by the House of Representatives and the Senate before going to the President for approval.		
	Representation is determined by counting all people in the state; exceptions include Indians who do not pay taxes and slaves who count as 3/5 of a person.		
	Congressional sessions begin on the first Monday in December.		
	You can become President even if you are not a natural-born citizen if you lived here during the adoption of the Constitution.		
	Congress has the power to set up and control the delivery of mail.		
	Import tax on slaves cannot exceed \$20.		
	Anyone accused of a federal crime has the right to a trial by jury (except for impeachment cases).		
	States were required to return any runaway indentured servants to their owners.		
	An amendment must be approved by ¾ of the state legislatures.		
	The President is the Commander in Chief of the armed forces.		
	Congress has the sole power to declare war.		

Now that we have finished our presentations, go through the statements once again. If you believe the statement is included in the Constitution, place an “x” in the “After” column. Then determine whether or not the statement is applicable to present-day U.S. Fill in the “Applicable Today?” column with either “yes” or “no” for each statement.

Review the statements for which you answered “no” in the last column. If that concept was needed in the last two hundred years, but is no longer applicable, what does this tell you about the U.S. Constitution?

Do you think that the Constitution can change again, and if so, why would it need to?

# My Constitution Handbook



Name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_



**Note:** *The following text is a transcription of the Constitution in its original form.  
Items that are underlined have since been amended or superseded.*

**We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Notes from Presentation:	Connection:

**Article. I.**

**Section. 1.**

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

**Section. 2.**

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

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.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Notes from Presentation:	Connection:

**Section. 3.**

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.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

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.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Notes from Presentation:	Connection:

**Section. 4.**

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

**Section. 5.**

Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behavior, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Notes from Presentation:	Connection:

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**Section. 6.**

The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

**Section. 7.**

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.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States: If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

<b>Notes from Presentation:</b>	<b>Connection:</b>

**Section. 8.**

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defense and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

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

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;--And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

<b>Notes from Presentation:</b>	<b>Connection:</b>

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**Section. 9.**

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Notes from Presentation:	Connection:

**Section. 10.**

No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Control of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Notes from Presentation:	Connection:

**Article. II.**

**Section. 1.**

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately choose by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner choose the President. But in choosing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall choose from them by Ballot the Vice President.

The Congress may determine the Time of choosing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Notes from Presentation:	Connection:

**Section. 2.**

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Notes from Presentation:	Connection:
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**Section. 3.**

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

**Section. 4.**

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Notes from Presentation:	Connection:

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**Article III.**

**Section. 1.**

The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

**Section. 2.**

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;--to all Cases affecting Ambassadors, other public Ministers and Consuls;--to all Cases of admiralty and maritime Jurisdiction;--to Controversies to which the United States shall be a Party;--to Controversies between two or more States;-- between a State and Citizens of another State,-- between Citizens of different States,--between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Notes from Presentation:	Connection:

**Section. 3.**

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Notes from Presentation:	Connection:

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**Article. IV.**

**Section. 1.**

Full Faith and Credit shall be given in each State to the public Acts, Records, and judicial Proceedings of every other State. And the Congress may by general Laws prescribe the Manner in which such Acts, Records and Proceedings shall be proved, and the Effect thereof.

**Section. 2.**

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labor in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labor, but shall be delivered up on Claim of the Party to whom such Service or Labor may be due.

Notes from Presentation:	Connection:
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**Section. 3.**

New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

**Section. 4.**

The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

Notes from Presentation:	Connection:

**Article. V.**

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Notes from Presentation:	Connection:

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**Article. VI.**

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Notes from Presentation:	Connection:

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**Article. VII.**

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

The Word, "the," being interlined between the seventh and eighth Lines of the first Page, the Word "Thirty" being partly written on an Erasure in the fifteenth Line of the first Page, The Words "is tried" being interlined between the thirty second and thirty third Lines of the first Page and the Word "the" being interlined between the forty third and forty fourth Lines of the second Page.

Attest William Jackson Secretary

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth In witness whereof We have hereunto subscribed our Names,

G°. Washington  
*Presidt and deputy from Virginia*

**Delaware**  
Geo: Read  
Gunning Bedford jun  
John Dickinson  
Richard Bassett  
Jaco: Broom

**Maryland**  
James McHenry  
Dan of St Thos. Jenifer  
Danl. Carroll

**Virginia**  
John Blair  
James Madison Jr.

**North Carolina**  
Wm. Blount  
Richd. Dobbs Spaight  
Hu Williamson

**South Carolina**  
J. Rutledge  
Charles Cotesworth Pinckney  
Charles Pinckney  
Pierce Butler

**Georgia**  
William Few  
Abr Baldwin

**New Hampshire**  
John Langdon  
Nicholas Gilman

**Massachusetts**  
Nathaniel Gorham  
Rufus King

**Connecticut**

Wm. Saml. Johnson  
Roger Sherman

**New York**

Alexander Hamilton

**New Jersey**

Wil: Livingston  
David Brearley  
Wm. Paterson  
Jona: Dayton

**Pennsylvania**

B Franklin  
Thomas Mifflin  
Robt. Morris  
Geo. Clymer  
Thos. FitzSimons  
Jared Ingersoll  
James Wilson  
Gouv Morris

**The Bill of Rights: A Transcription**

**Note:** The following text is a transcription of the first ten amendments to the Constitution in their original form. These amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights."

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**Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Notes from Presentation:	Connection:

**Amendment II**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Notes from Presentation:	Connection:

**Amendment III**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Notes from Presentation:	Connection:

**Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Notes from Presentation:	Connection:
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**Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Notes from Presentation:	Connection:

**Amendment VI**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

Notes from Presentation:	Connection:

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**Amendment VII**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Notes from Presentation:	Connection:

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**Amendment VIII**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Notes from Presentation:	Connection:

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**Amendment IX**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Notes from Presentation:	Connection:

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**Amendment X**

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.

Notes from Presentation:	Connection:

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## The Constitution: Amendments 11-27

### AMENDMENT XI

*Passed by Congress March 4, 1794. Ratified February 7, 1795.*

**Note:** Article III, section 2, of the Constitution was modified by amendment 11.

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Notes from Presentation:	Connection:

### AMENDMENT XII

*Passed by Congress December 9, 1803. Ratified June 15, 1804.*

**Note:** A portion of Article II, section 1 of the Constitution was superseded by the 12th amendment.

The Electors shall meet in their respective states and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; -- the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; -- The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in case of the death or other constitutional disability of the President. --]\* The person having the greatest number of votes

as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

*\*Superseded by section 3 of the 20th amendment.*

Notes from Presentation:	Connection:

**AMENDMENT XIII**

*Passed by Congress January 31, 1865. Ratified December 6, 1865.*

**Note:** A portion of Article IV, section 2, of the Constitution was superseded by the 13th amendment.

**Section 1.**

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**Section 2.**

Congress shall have power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

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## AMENDMENT XIV

*Passed by Congress June 13, 1866. Ratified July 9, 1868.*

**Note:** Article I, section 2, of the Constitution was modified by section 2 of the 14th amendment.

### Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

### Section 2.

Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,\* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

### Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

### Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

### Section 5.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

*\*Changed by section 1 of the 26th amendment.*

Notes from Presentation:	Connection:

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**AMENDMENT XV**

*Passed by Congress February 26, 1869. Ratified February 3, 1870.*

**Section 1.**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude--

**Section 2.**

The Congress shall have the power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

**AMENDMENT XVI**

*Passed by Congress July 2, 1909. Ratified February 3, 1913.*

**Note:** Article I, section 9, of the Constitution was modified by amendment 16.

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Notes from Presentation:	Connection:

**AMENDMENT XVII**

*Passed by Congress May 13, 1912. Ratified April 8, 1913.*

**Note:** Article I, section 3, of the Constitution was modified by the 17th amendment.

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: *Provided*, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Notes from Presentation:	Connection:

## **AMENDMENT XVIII**

*Passed by Congress December 18, 1917. Ratified January 16, 1919. Repealed by amendment 21.*

### **Section 1.**

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

### **Section 2.**

The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

### **Section 3.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Notes from Presentation:	Connection:



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**AMENDMENT XIX**

*Passed by Congress June 4, 1919. Ratified August 18, 1920.*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

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**AMENDMENT XX**

*Passed by Congress March 2, 1932. Ratified January 23, 1933.*

**Note:** Article I, section 4, of the Constitution was modified by section 2 of this amendment. In addition, a portion of the 12th amendment was superseded by section 3.

**Section 1.**

The terms of the President and the Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

**Section 2.**

The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

**Section 3.**

If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

**Section 4.**

The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

**Section 5.**

Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

**Section 6.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Notes from Presentation:	Connection:

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**AMENDMENT XXI**

*Passed by Congress February 20, 1933. Ratified December 5, 1933.*

**Section 1.**

The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

**Section 2.**

The transportation or importation into any State, Territory, or Possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

**Section 3.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Notes from Presentation:	Connection:

**AMENDMENT XXII**

*Passed by Congress March 21, 1947. Ratified February 27, 1951.*

**Section 1.**

No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

**Section 2.**

This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Notes from Presentation:	Connection:

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**AMENDMENT XXIII**

*Passed by Congress June 16, 1960. Ratified March 29, 1961.*

**Section 1.**

The District constituting the seat of Government of the United States shall appoint in such manner as Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

**Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

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**AMENDMENT XXIV**

*Passed by Congress August 27, 1962. Ratified January 23, 1964.*

**Section 1.**

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

**Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

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**AMENDMENT XXV**

*Passed by Congress July 6, 1965. Ratified February 10, 1967.*

**Note:** Article II, section 1, of the Constitution was affected by the 25th amendment.

**Section 1.**

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

**Section 2.**

Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

**Section 3.**

Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

**Section 4.**

Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Notes from Presentation:	Connection:

**AMENDMENT XXVI**

*Passed by Congress March 23, 1971. Ratified July 1, 1971.*

**Note:** Amendment 14, section 2, of the Constitution was modified by section 1 of the 26th amendment.

**Section 1.**

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

**Section 2.**

The Congress shall have power to enforce this article by appropriate legislation.

Notes from Presentation:	Connection:

**AMENDMENT XXVII**

*Originally proposed Sept. 25, 1789. Ratified May 7, 1992.*

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of representatives shall have intervened.

Notes from Presentation:	Connection:

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Handout 4

Presentation Menu

Directions: Record your assigned section of the Constitution in the first box. Read the three options for that section. As a group, decide which assignment you would like to complete for each section. Circle your choice. Refer to the descriptions below if needed.

Assigned Section:	Option 1	Option 2	Option 3
	Write & perform a short skit	Draw a cartoon/comic strip	Paper Plate Cube
	Play-doh Scenes	RAFT	Write & perform a poem/song/rap
	Children's Book	Picture This	Collage

Skits: must have elements of a story including characters, setting & plot (beginning, middle & end—climax) pertaining to your assigned section

Cartoon strip: illustrations & thought/speech bubbles to represent entire assigned section

Paper Plate Cube: design 6 paper plates with key facts, illustrations or details pertaining to your assigned section, assemble them to represent a cube

Play-doh scenes: create a diorama scene using Play-doh and any other materials you have gathered to represent your assigned section

RAFT: R (role) A (audience) F (format) T (topic)→ decide on these factors to complete the writing assignment; take on a role (delegate, citizen, etc) to create a writing in some format (letter, diary entry, etc) for your audience (citizens of home state, family, etc) to read about the topic (your assigned section)

Poem/song/rap: length must be sufficient to completely address your subject (assigned section)

Children's Book: must have elements of a story including characters, setting & plot (beginning, middle & end—climax) pertaining to your assigned section; writing & illustrations should be appealing to young children

Picture This: design a scene with characters & objects representing your assigned section; take a photograph of this scene using a digital camera so it can be projected for the class; scene should have enough details that the viewer would have an idea of your assigned section before you give your presentation

Collage: draw or cut out pictures that represent your assigned section; entire piece of paper should be covered and thoughtfully planned out

## **Lesson # 2** **The Bill of Rights from Start to Finish.**

**Michelle Freidel**

**Lesson Description:** The purpose of this lesson is to introduce and examine the Bill of Rights.

**Time Required:** Two 90-minute block class periods, or four 45-minute class periods.

**Essential Question Addressed:**

Why was the Bill of Rights added to the Constitution?

How did/do changes to the U.S. Constitution help the citizens of the new nation?

**Enduring Understanding:**

Students will understand that the United State Constitution is a living document and can be changed over time.

**Materials:**

*From Lesson 1*--Handout 3: My Constitution Handbook

Handout 5: Our Amendment (Project Directions/Rubric)

Handout 6: The Bill of Rights (Essential Question Short-Answer Debrief)

**Procedures:**

1. Ask students to break out into their group from the previous day(s). Once the students are in their pairs or trios ask each group to come up with one rule that they would like to incorporate into the classroom. Make sure that the students understand that their group must



work together to choose ONE rule, and they only have 5 minutes to make their decision. At the end of the five minutes have one student from each group come write their rule on the board.

2. Once all of the rules have been written on the board go through and highlight any rules that are the same or similar to each other. Remind the students that during the writing of the Constitution some of the colonies wanted similar laws to govern the new nation. Explain that the representatives had to compromise on how they worded the Constitution. Now have the students take the similar rules that they have created, and create one new rule that everyone can agree on. (If none of the rules were similar to each other then have the students look over the options on the board and suggest changes or rewordings that they think will make the rules better.) This part of the lesson should take a maximum of 15 minutes. Set a specific amount of time each law can be discussed based on the total number that are similar.
3. To finish out the opening activity discuss what the rules on the board have in common. Make sure you call attention to the rules that deal with the student's personal well-being. Once the class has discussed their rules ask them to look back at their notes/activity from yesterday. Ask the students to look for what rights for the people were guaranteed in the 1<sup>st</sup> article, the 2<sup>nd</sup> article, etc... (Briefly review the seven articles with the students. Help them arrive at the conclusion that a list of rights for the people is not mentioned in the first part of the Constitution) Ask the students "how this makes them feel?", and "what problems could this lead to?"
4. Explain to the students the following idea: "Even after the United States Constitution was ratified it came under major criticism. Some individuals were upset that no individual rights had been guaranteed, and others refused to sign the Constitution until they were promised that a guarantee of individual rights would be added. This list of rights, known today as The Bill of Rights, was the first set of amendments or changes to the U.S. Constitution. It was written by James Madison and it included such rights as Freedom of Speech, the Right to Bear Arms, and the Right to a Jury. Over the next couple of days you are going to be examining the 10 rights included in the U.S. Constitution's Bill of Rights."
5. Review the LEQ
6. Students should still be broken into their assigned groups. Pass out one copy of Handout 5 to each of the groups, then assign each group one of the first ten amendments to the Constitution. If you have more than ten groups then you can either give the same amendment to more than one group, you can divide up some of the amendments into different pieces, or you can create larger groups. Each group is going to be responsible for researching the meaning and reason of their assigned amendment, and identifying a present-day example of how their amendment affects U.S. citizens today. The group will be responsible for introducing their amendment to the rest of the class by creating a poster and preparing a 90-120 second presentation. Students will be responsible for individually completing the "My Constitution Handbook" (Handout 3) and turning it in at the end of the unit. The packet includes 2 sections. In the first section the students should write down both the meaning and reason for creation of each of the amendments presented. In the second section the student should write down a current example. They can use the example given by the group presenting, or they can create their own.
7. Students should have 1 full 45 minute class period or ½ of a block period to research their assigned amendment. The students should have a second full class period, or half of a block period to create their poster and prepare their presentation for the class. The presentations should take up one full 45 minute class period, or ½ of a block period. As the students present their information the students should be completing the "Notes" and "Connections" portions of Handout 3.

8. After all of the groups have presented students will complete the short formative assessment for this lesson.

**Debrief:**

As a whole class, review the LEQ. Another optional debriefing is to create/locate a short summary of 4 or 5 court cases. Put each of these cases up on the overhead/projector and ask the students to identify what right is being violated or supported.

**Formative Assessment (“Check for Understanding”):**

Students will complete Handout 6: Essential Question Short-Answer Debrief. The students will answer the 3 essential questions address in this lesson in short answer format.

If you feel that is important that the students are able to identify the 10 Bill of Rights you may want to include a Bill of Rights Quiz later on in the week, or at the end of the unit. (Students should have time to study them after they are introduced during this lesson.) One way to quiz the students would be to have them match the Right with the number amendment it represents.

Handout 5

**Our Amendment**



Congratulations! You have officially been named 2010’s Expert Historians by the United States Constitution Center. As the recipients of this great title you have been asked to give a short two minute speech on the Bill of Rights. This year’s theme is “Know your Amendments.” As expert historians your group is being asked to introduce the meaning and reason behind the addition of:

**Amendment \_\_\_\_:** \_\_\_\_\_.

Directions:

Research the amendment above that has been assigned to your group. You will have 2 class periods to discover what rights this amendment protects, why it was added to the Bill of Rights, and how it effects the lives of United States Citizen’s today. Once you have all of

this information you will need to create a 2 minute presentation that includes a visual representation. The visual representation needs to be approved before you start creating it. Two examples of visual representations would be a poster or a skit. Feel free to come up with your own idea, and don't be afraid to step outside the box! The rubric below will be used to determine your individual/group grade(s).

<b>Our Amendment Presentation Rubric</b>
<b>All information presented was accurate: 15 points</b>
<b>Presentation lasted between 1.5 and 2.5 min: 10 points</b>
<b>A visual representation was used in the presentation: 10 points</b>
<b>The visual representation was easy to understand : 5 points</b>
<b>The visual representation was neat/colorful/creative : 10 points</b>

Handout 6

## The Bill of Rights



Directions: Answer the following questions in complete sentences.

1. Why was the Bill of Rights added to the U.S. Constitution?


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2. How did the addition of the Bill of Rights help the new nation to succeed?


3. How does the Bill of Rights help you today? Give an example.


**Lesson # 3**  
**Amending the Constitution**

**Amy Jagielski**

**Lesson Description:** Students will learn how the Constitution of the United States can be amended and how these amendments have affected the country. They will work in cooperative pairs to research a specific amendment and create a presentation for the class. Presentations should include societal conflicts addressed by the amendment, changes its passage created and how the changes have impacted the United States today.

**Time Required:** 3 – 4 50 minute class periods

**Essential Question Addressed:** How has the Constitution changed over the years and how has this affect the United States?

**Enduring Understanding:** The Constitution is a living document that changes will the needs of the United States.

**Materials:**

- From Lesson 1--*Handout 3: My Constitution Handbook
- Handout 7: The Amendment Process
- Computer access or research material for student research
- Handout 8: Amendment Research Requirement Sheet
- Handout 9: Amendment Research Note Sheet

**Procedures:**

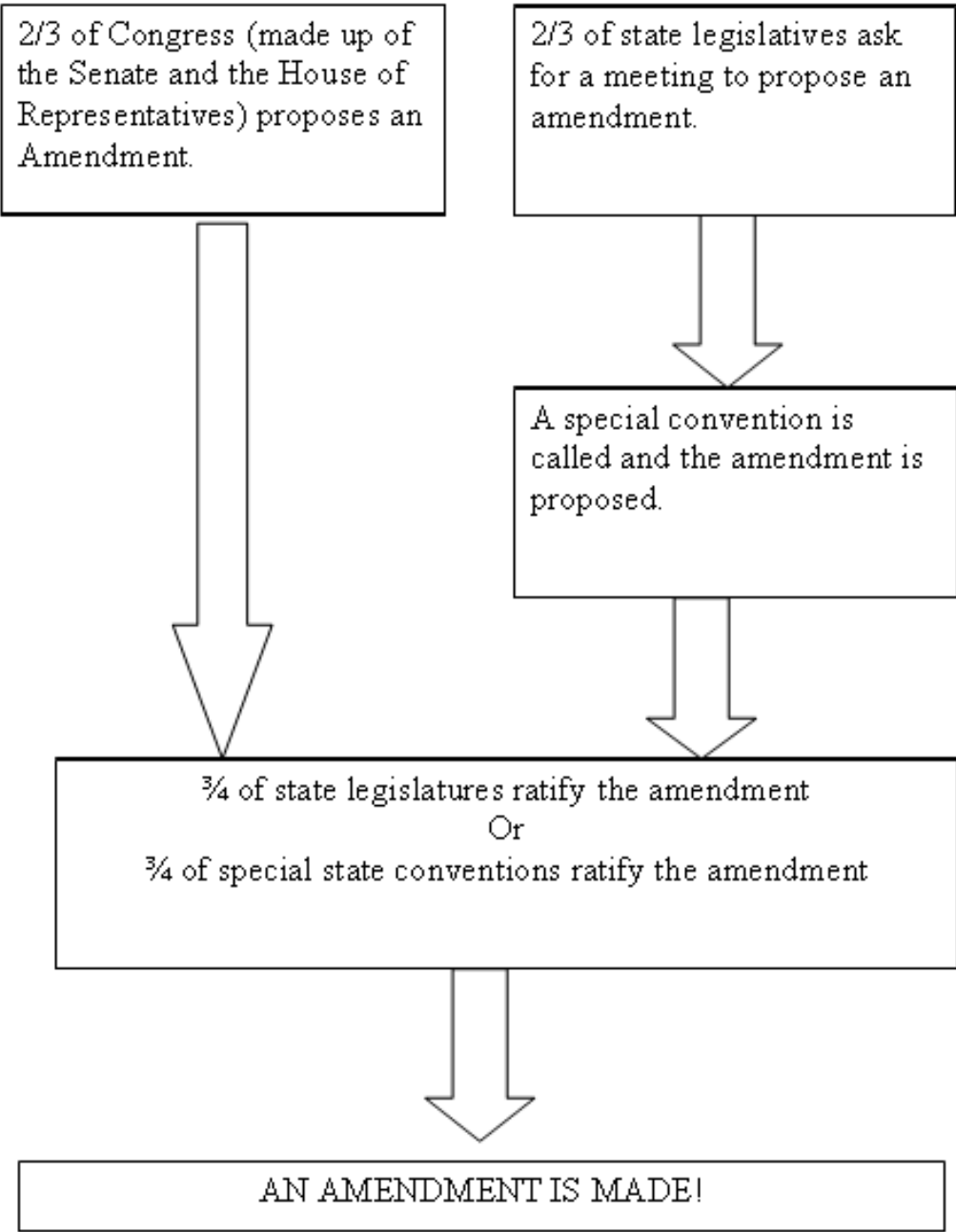
1. Opening: Pull out the Classroom Constitution created in the last lesson. Remind students that they added amendments to the Constitution in order to further protect citizen's rights. Also remind students that they are members of the Congress. Give students the following scenario: *The students have become victims of multiple crimes: stolen cell phones, iPods, money, etc...* As a result, a group of Congressmen have proposed a new rule that makes it mandatory for students to be searched before they leave the school grounds each day. Pass out Handout 7: The Amendment Process. Have students work in numbered pairs to decide which process for amending the Constitution would be the best for this situation. After about 5 minutes, discuss with the class the following points:
  - Which process would be the best? Why?
  - Is either process easy?
  - Why would the framers of the Constitution put these processes in place?
2. Divide the class back into their numbers pairs and assign each pair one of the amendments (13-27). Distribute Handout 8: Amendment Research Requirement Sheet to each student. Read over the handout with the class, checking for understanding of directions.
3. Review the website: <http://www.usconstitution.net/costamnotes.html@BOR> with the class. Model for students the research process, identifying the specific information (for Amendment 12) needed to fill in Handout 9: Amendment Research Note Sheet.
4. The numbered pairs should now work to find the information needed for their assigned amendment. Allow at least 1 full class period for research.
5. After research is complete, students should compile their information into a presentation (PowerPoint, poster, etc...) that they will share with the class.
6. On Presentation day, have students fill in information on each Amendment into Handout 3: My Constitution Handbook.

**Debrief:** At the end of all presentations, write the LEQ: "How has the Constitution changed over the years and how has this affected the United States?" on the board. Have students write their answers on an Exit Ticket to turn in.

**Formative Assessment ("Check for Understanding"):** Exit Ticket and completed My Constitution Handbook packet.

Handout 7

## The Amendment Process



Your task will be to research one amendment to the Constitution with a partner and create a presentation that will teach the class about your amendment.

Step 1-Go to the website <http://www.usconstitution.net/constamnotes.html#BOR>

Step 2- Click on your assigned amendment and gather as much information as you can from this website.

Step 3-Once you have collected the necessary information; begin working on your presentation for the class.

Necessary questions to be addressed in your presentation:

- What is your amendment about?
- Why was it proposed?
- What were some of the arguments for and against this amendment?
- When did it pass?
- What changes did the amendment create immediately after its passage?
- How does the amendment continue to affect the country today?

***Evaluation Rubric for Amendment Presentation***

	<b>Acceptable</b>	<b>Strong</b>	<b>Exceptional</b>
<i>Organization</i>	Audience has difficulty following presentation because student does not present information in coherent manner.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow easily.
<i>Subject Knowledge</i>	Student addresses partial information required, is uncomfortable with information they present.	Student addresses most of the information required, is at ease with answers to all questions, but fails to elaborate.	Student addresses all necessary information and demonstrates full knowledge by answering all class questions with explanations and elaboration.
<i>Mechanics</i>	Presentation has three or more misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.



	What Conflict does it address?	Why was it adopted?	What changes has it created?
Amendment # ____			

**Lesson # 4**  
**The Future of the Constitution**

**Clarissa Stevenson**

**Lesson Description:** Students will be given excerpts from various news articles that have recently appeared depicting the changing needs of Americans. Using the knowledge of how the Constitution has adapted over time, students will determine which present-day topic requires an amendment in order to provide for the needs of the citizens. Students will examine the articles to use as evidence explaining why the amendment is necessary.

**Time Required:** One 60-minute class

**Essential Question Addressed:** Is change inevitable?

**Enduring Understanding:** Students will understand that the Constitution will continue to change in order to reflect the needs of future generations.

**Materials:**

construction paper

markers

Handout 10: In the News

Handout 11: Short Answer Response

**Procedures:**

1. Groups choose one amendment they have studied throughout the unit for which to create a headline. Students should imagine that they are in the particular time period when the amendment was passed and create a headline for a newspaper or magazine that is advertising the need for the change that occurred. Groups record their headlines on construction paper and place them on the board. Students should guess which amendment each headline is reflects.
2. Students independently examine Handout 10: In the News. They choose one story that they believe represents a change that needs to be made to the Constitution. In their learning log/journal, students should write an amendment and explain their rationale for the necessity of change on the chosen topic. They should include the potential impact this amendment would have on U.S. citizens. Students share their amendments with the class. Categorize the proposed amendments. Ask groups to agree on one of the proposed amendments to pass; report out to the class.

**Debrief:** Think-Pair-Share strategy for the following question: How is a document that is over 200 years old still relevant today?

**Formative Assessment (“Check for Understanding”):** Students will record an extended response to the Unit Essential Question on Handout 11: Short Answer Response.

## In the News

### Topic A: Health Care

#### Patients - and patience - in health care end game



By LAURIE KELLMAN, Associated Press Writer Laurie Kellman, Associated Press Writer – Sun Oct 25

WASHINGTON – In Congress these days, the health care debate is as much about patience as patients.

In a closed-door meeting of feisty House Democrats this past week, Speaker Nancy Pelosi, D-Calif., served notice that in these final days before the Senate and House present comprehensive bills to overhaul the nation's system, hers is running short.

Rep. Earl Pomeroy, D-N.D., had interrupted Pelosi's presentation about one version of the bill with questions about its cost. According to Pomeroy and others, she cut him off — twice — with a question of her own:

Is there any version you could support?

Yes, Pomeroy said, but not the one most likely to succeed.

Pelosi moved on.

To the White House and Democratic leaders, Pelosi's question is the only one that matters at this late date. The answers help divide lawmakers into two columns: "yes" and "yes, if" under certain conditions. In another private meeting Friday, Pelosi forced her rank and file on the record by asking for a show of hands to register support for the public option plan she prefers which would reimburse doctors at Medicare rates plus 5 percent.

In the Senate, Majority Leader Harry Reid, D-Nev., select committee chairmen and senior White House officials are meeting nightly in search of a bill that could win the 60 votes needed to overcome a Republican filibuster.

At the White House, President Barack Obama is willing to play lobbyist in chief, but first he needs a bill.

So close to that pivot point and getting close to year's end, it's no longer a debate about whether there will be a health care bill. The questions are when, how — and who can compromise.

Democratic leaders expect their members, looking ahead to next year's elections, to vote for a health care bill despite any misgivings. But the vote-counters have no real way of knowing until each chamber produces a bill.

That's why negotiators have slogged through months of hearings, hundreds of amendments and meetings with members that require interminable listening, waiting, reassuring, cajoling and answering questions from the recalcitrant.

For Reid and Pelosi, that process continues. Making a member feel heard — and promising something he or she can boast about at home — can pay off.

Sen. Mary Landrieu, D-La., sent out a blaring news release Friday after her meeting with Reid, saying she raised "the unique challenges Louisiana is facing in terms of Medicaid and the special concerns I have about teaching hospitals." She said he understood these challenges and considered ways to address the problems.

Patience is limited, however.

Reid and Sen. Charles Schumer, D-N.Y., had a testy exchange after Schumer made comments on cable news that some saw as pressuring the Nevada Democrat to make up his mind about putting a government-run insurance option in the Senate bill.

Senate Finance Committee Chairman Max Baucus, D-Mont., said Friday that patience among negotiators runs out "a little more often now" than earlier in the process.

"I say, 'Hey, we are in this together. Sixty votes. Let's keep our eye on the ball,'" he said.

The pressure on Democratic lawmakers is enormous.

The success of a health care bill is largely the success of the Democrats who control Congress and the president they helped elect. In a time of lingering recession, there is no more compelling pocketbook issue than health care overhaul. It's an effort that's intensely personal because it could affect every American.

Much depends on each lawmaker's needs — political, substantive, even temperamental — leading up to an election in which all 435 House members and one-third of the 100-member Senate face election. The calculus is different for each member on the fence.

The vote of one might hinge on fear of voters' cries about government-run health care. A lawmaker with an eye on growing deficits might want to know about containing costs. What someone might really want is the ego-stroke and the political cover of a personal appeal from the president.

An awkward meeting with Obama in the Oval Office Thursday evening illustrated just how far senators are from putting those pieces together. The only takeaway not likely to be disputed: Reid grabbed an apple on the way out.

Neither of the government-run options had received pledges of support from 60 senators but both could hit that threshold, Reid told Obama, according to congressional officials who spoke on condition of anonymity because of the sensitive talks.

One version would use the public option as a threat that would kick in if private insurers do not lower premium costs by certain deadlines. Some liberal senators would have trouble voting for that one, Reid said. The other would allow states to opt out of the public option, chief proponent Schumer told Obama.

The meeting ended with the president pledging to help rally support for whichever version crosses the 60-vote threshold first.

For Reid, it was back to his office and the phones. On Friday, Reid was meeting one on one — with no staff — with Landrieu, Sen. Carl Levin of Michigan and Baucus, whose committee had passed one of the two Senate health care bills.

"We're having a debate, and members have to reflect and represent their districts," Pelosi said. "And we're hearing from them."

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## Topic B: Economy

### Recession or not? US economy likely to be in limbo



by Rob Lever Rob Lever – Sun Oct 25

WASHINGTON (AFP) – The US economy is poised to show growth in the third quarter, rebounding from its worst slump in decades, but whether the recession is over is a more complex question.

The first official estimate due Thursday on gross domestic product (GDP), or output of goods and services, is expected to show expansion of between 3.0 and 4.0 percent in the July-September period after four negative quarters in a row.

Yet the economy may linger for months in a "no-man's land" in which GDP is expanding but no one is sure if the recession is "officially" ended, because of the way business cycles are defined in the United States.

For decades, the US government and economic community have recognized a panel of academicians with the private National Bureau of Economic Research as the official arbiter of business cycles.

The NBER panel does not use the definition employed in many countries of recession as two consecutive quarters of declining GDP.

NBER says a recession is "a significant decline in economic activity spread across the economy, lasting more than a few months, normally visible in real GDP, real income, employment, industrial production, and wholesale-retail sales."

Moreover, the NBER generally waits months before its pronouncement, leaving the question of recession or not in limbo.

Complicating the issue is the sharp rise in unemployment, which has hit a 26-year high of 9.8 percent, making it still feel like recession for many.

"The average American doesn't think you have recovery until the unemployment rate comes down, and it won't come down until you have a sustained rate of 3.0 percent," says Cary Leahey, senior economist at Decision Economics, a research firm.

"This is not really a meaningful recovery."

Leahey expects the economy to show growth of roughly 3.9 percent in the third quarter, but sees a slowdown to around 2.0 percent in the fourth quarter as the expansion stalls.

Moreover, analysts point out that much of the growth will be the result of businesses rebuilding inventories following sharp production cuts, and from government stimulus efforts that may not be sustained.

Nariman Behraves, chief economist at the research and consulting firm IHS Global Insight, said he believes the recession ended in June or July and that NBER should provide at least a preliminary pronouncement of the fact.

"I'm sure the recession is over, the only question is the strength of the recovery," he said.

"NBER could provide a preliminary reading, they could say, 'This is our best estimate,' instead of leaving everybody guessing."

Behraves said it may be as long as a year before NBER decides and that the state of uncertainty "is not helpful for businesses."

Federal Reserve chairman Ben Bernanke said last month the recession is likely over "from a technical perspective" but that the economy will struggle due to difficult credit conditions and high unemployment.

"It's still going to feel like a very weak economy for some time as many people will still find that their job security and their employment status is not what they wish it was," the Fed chief said.

The NBER declared the current recession on December 1, 2008, a full year after the downturn began. That was made despite data showing modest growth in the fourth quarter of 2007 and second quarter of 2008.

NBER declared an end to the 2001 recession only in July 2003, even though revised data showed there were not two consecutive negative quarters for GDP.

Roger Farmer, chairman of the economics department at the University of California at Los Angeles, said he believes NBER will eventually declare the recession ended in May 2009.

But Farmer said many Americans still will be feeling economic pain and that the NBER should consider other factors such as long-term unemployment.

"I think the economy is fragile, and the recovery could easily fizzle out," he said.

Even if the recession were declared over, "until the unemployment rate comes down, the US economy is going to be in trouble," he said.

"Only when we start spending again, and confidence returns to the private economy will the recession be over."

## Topic C: U.S. involvement in the Middle East

### 14 Americans killed in 2 Afghan helicopter crashes



KABUL – Helicopter crashes killed 14 Americans on Monday — 11 troops and three drug agents— in the deadliest day for the U.S. mission in Afghanistan in more than four years. The deaths came as President Barack Obama prepared to meet his national security team for a sixth full-scale conference on the future of the troubled war.

In the deadliest crash, a helicopter went down in the west of the country after leaving the scene of a firefight, killing 10 Americans — seven troops and three Drug Enforcement Administration agents. Eleven American troops, one U.S. civilian and 14 Afghans were also injured.

In a separate incident, two U.S. Marine helicopters — one UH-1 and an AH-1 Cobra — collided in flight before sunrise over the southern province of Helmand, killing four American troops and wounding two more, Marine spokesman Maj. Bill Pelletier said.

It was the heaviest single-day loss of life since June 28, 2005, when 16 U.S. troops on a special forces helicopter died when their MH-47 Chinook helicopter was shot down by insurgents. The casualties also mark the first DEA deaths in Afghanistan since it began operations there in 2005.

U.S. authorities have ruled out hostile fire in the collision but have not given a cause for the other fatal crash in the west. Taliban spokesman Qari Yusuf Ahmedi claimed Taliban fighters shot down a helicopter in northwest Badghis province's Darabam district. It was impossible to verify the claim and unclear if he was referring to the same incident.

Military spokeswoman Elizabeth Mathias said hostile fire was unlikely because the troops were not receiving fire when the helicopter took off.

NATO said the helicopter was returning from a joint operation that targeted insurgents involved in "narcotics trafficking in western Afghanistan."

"During the operation, insurgent forces engaged the joint force and more than a dozen enemy fighters were killed in the ensuing firefight," a NATO statement said.

Afghanistan is the world's largest producer of opium — the raw ingredient in heroin — and the illicit drug trade is a major source of funding for insurgent groups.

U.S. forces also reported the death of two other American service members a day earlier: one in a bomb attack in the east, and another who died of wounds sustained in an insurgent attack in the same region. The deaths bring to at least 46 the number of U.S. service members who have been killed in October.

This has been the deadliest year for international and U.S. forces since the 2001 invasion to oust the Taliban. Fighting spiked around the presidential vote in August, and 51 U.S. soldiers died that month — the deadliest for American forces in the eight-year war.

The Obama administration is debating whether to send tens of thousands more troops to the country, while the Afghan government is rushing to hold a Nov. 7 runoff election between President Hamid Karzai and challenger Abdullah Abdullah after it was determined that the August election depended on fraudulent votes.

The Obama administration is hoping the runoff will produce a legitimate government. In Washington, Obama was to meet with his national security team Monday in what was to be the sixth full-scale Afghanistan conference in the White House Situation Room.

Abdullah on Monday called for election commission chairman Azizullah Lodin to be replaced within five days, saying he has "no credibility."

Lodin has denied accusations he is biased in favor of Karzai, and the election commission's spokesman has already said Lodin cannot be replaced by either side.

Abdullah made the demand in a news conference during which he spelled out what he said were "minimum conditions" for holding a fair second round of voting, including the firing of any workers implicated in fraud and the suspension of several ministers he said had campaigned for Karzai in the first round before the official campaigning period began.

Abdullah did not say what would happen if his demands were not met. "I reserve my reaction if we are faced with that unfortunate situation," he said.

Abdullah said he was willing to meet with Karzai to discuss the conditions, but repeated that he would not discuss a coalition government as some have suggested, nor compromise on his recommendations out of concerns that they are difficult to implement.

"These are not impossible things," Abdullah said, stressing that his team had pared them down to what they considered essential to a fair vote and possible to put in place before the runoff.

Another flawed election would cast doubt on the wisdom of sending in more U.S. troops.

With less than two weeks to go until the vote, disagreements have emerged between the U.N. and the Afghans on how to conduct the balloting.

Lodin said the commission hopes to open all 23,960 polling stations from the first round. The U.N. wants to open only 16,000 stations to cut down on the number of "ghost polling stations" that never opened but were used to stuff ballot boxes.

Elsewhere Monday, Nangarhar province Gov. Gul Agha Sherzai survived an assassination attempt after a gunman fired automatic weapons at his convoy in Jalalabad, according to his spokesman Ahmad Zia Abdulzai. Sherzai's bodyguards killed the gunman, as well as another attacker wearing a suicide vest and carrying grenades.

Meanwhile, security forces in Kabul fired automatic rifles into the air for a second day Monday to contain hundreds of stone-throwing university students angered over the alleged desecration of Islam's holy book, the Quran, by U.S. troops during an operation two weeks ago in Wardak province. Fire trucks were also brought in to push back protesters with water cannons. Police said several officers were injured in the mayhem.



U.S. and Afghan authorities have denied any such desecration and insist that the Taliban are spreading the rumor to stir up public anger. The rumor has sparked similar protests in Wardak and Khost provinces.

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Topic D: Environment

**Fifth Conference on Clean Energy Panels to Focus on Hot Topics Including BioEnergy, Wind and Smart Grid Technologies**

**Press Release** Source: Massachusetts Hydrogen Coalition, On October 26, 2009

BOSTON, Oct. 26 /PRNewswire/ -- With a record-breaking number of early-stage companies applying to present, the fifth annual Conference on Clean Energy - to be held in Boston at the Hynes Convention Center on November 12 and 13 - will focus on the hot topics driving clean energy innovation and growth in New England.

Forty early-stage companies will be presenting to investors in 10-minute sessions, highlighting critical market, competitive and corporate milestone information. This year's Conference attracted a record number of applicants, indicating increasing market need and innovation in New England-based clean energy startups. The applicants are focused on a variety of technologies with more than a third focused on renewable energy. Technologies include exciting new approaches for batteries, several different approaches for managing carbon and energy efficiency, a few biomass-based businesses and a broad array of renewable energy generation inventions, from solar to wind to hydro and beyond.

More than twenty early stage companies from Massachusetts will be augmented by another dozen U.S. companies from out of state, many of which are looking to be based in Massachusetts. For the first time, the Conference on Clean Energy also will feature about a half dozen European startups.

The Conference's investor pitch sessions and exhibits have featured many early-stage companies that have gone on to raise more than \$80M in equity and grant funding. Last year's conference attracted more than 600 attendees and featured more than two dozen clean energy startup companies. Notable participating companies throughout the years include novel engine technology startup Ethanol Boosting Systems (MIT) and HVAC efficiency company Pace Controls in 2005, waste-to-energy company Ze-Gen and biofuels startup Qteros (formerly SunEthanol) in 2006, novel silicon solar cell company Bandgap Engineering and Ocean Renewable Power Company in 2007 and heat-to-energy company MTPV and solar module companies GreenRay and PanelClaw in 2008.

The keynote sessions will be anchored by Dr. Steven Koonin, U.S. Department of Energy Under Secretary of Science, with additional keynotes to be conducted by the Honorable Deval Patrick, Governor of Massachusetts, and Ian A. Bowles, Secretary of the Executive Office of Energy and Environmental Affairs.

Industry panel sessions - led by Brad Bradshaw, founder and president of the Massachusetts Hydrogen Coalition (MHC) and co-host of the Conference since its inception in 2005 - will focus on a variety of clean energy hot topics including bioenergy, energy storage, wind and smart grid technologies. Some of the industry-leading companies slated to participate in these sessions include World Energy, Boston Power, Independence Wind and Amperion, among many others.

"We are pleased with the variety of participating companies at this year's conference focusing on topics such as alternative fuel, renewable energy and energy storage," said Abigail Barrow, founding director of the Massachusetts Technology Transfer Center (MTTC), a co-organizer of the event. "Clean energy continues to be a leading area for VC investment, and the Conference on Clean Energy offers a strong platform for these up-and-coming companies to voice the critical need for new technologies across a variety of clean energy sectors."

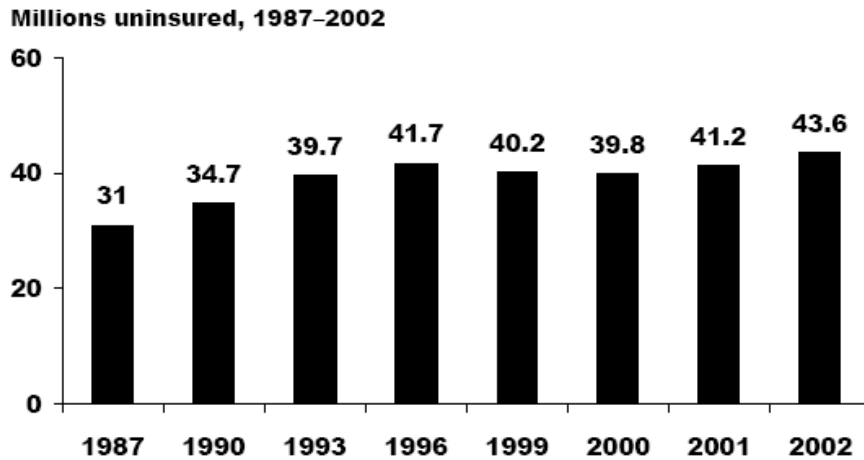
The fifth annual Conference on Clean Energy will anchor Clean Energy Week in Massachusetts. The week will include a number of activities and events designed to raise the visibility and illustrate the leadership of Massachusetts in clean technology and energy.

### **About the Massachusetts Hydrogen Coalition**

The Massachusetts Hydrogen Coalition, formed in 2004, is an industry association focused on accelerating the success of Massachusetts companies and organizations developing and deploying hydrogen, fuel cell and related technologies. The Coalition achieves its objectives by pursuing several initiatives, including promoting member companies, representing member companies at conferences, holding educational forums, identifying funding and market opportunities, and promoting industry interests with state and national governments.

Short Answer Response

### Uninsured Up by Nearly 4 Million People in Past Two Years



Source: U.S. Census Bureau, March CPS Surveys March 1988 to March 2003. Years 1999 and on adjust for new question and for 2000 population weights.

**Question: Is change inevitable?**

**Response:**

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2 – This response gives a valid addition, modification, or deletion with an accurate and relevant explanation.

1 – This response gives a valid addition, modification, or deletion with an inaccurate, irrelevant, or no explanation.