K.Smith

9th Grade

Civics/Economics

AMI Days 1-5

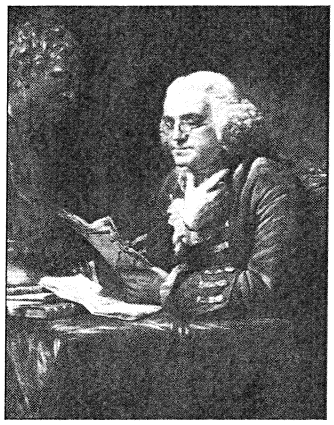
AM I DAY 1

Wanted: A Just Right Government Name:

Independent Citizens Seek Awesome Government

When the American colonists gained their independence from the British after the Revolutionary War, the Americans were faced with a problem: What kind of government should they have? They'd lived for years under British rule, and they had lots of complaints. Now they would create a government from scratch, and they had a few requirements.

Independent citizens seek government that...
- Has enough power to do its job
- Doesn't give anyone too *much* power
- Considers the needs of all the states
- Lets citizens have a say
- Protects individual rights



Benjamin Franklin worked on the Articles of Confederation before he helped write the Constitution.

Independent Citizens Seek ~~Awesome~~ Weak Government

Their experience under heavy-handed British rule left the newly independent Americans a little bit skittish. Basically, they wanted a government that couldn't do much. They started by drafting a document called the Articles of Confederation. A **confederation** is a group of individuals united together for a purpose—in this case, the 13 states that had been British colonies before the war. The **Articles of Confederation** explained how the 13 states would be governed as one nation. Here are the basics:

- Each state was independent and had its own government.
- Each state would send representatives to the "Congress of the Confederation," a lawmaking body.
- Congress was the only branch of government. (No president or courts.)
- In Congress, each state got one vote.

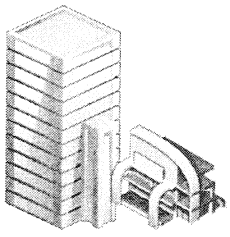
A Rocky Start

On one hand, the Articles of Confederation had qualities that citizens appreciated. Because the Articles did not set up a very strong government, states got to keep their power and independence. There was no powerful government telling them what to do. Citizens also wanted protection, and the Articles gave Congress the power to create a military to protect all the states.

← PROS

However, there were problems. For one thing, the Articles did not give Congress the power to enforce its laws. Congress also had no power to collect taxes to pay for the military. And in order to change the Articles, every single state had to agree to the changes. These and other problems meant that, in general, citizens felt like the relationship... er, the *government*, wasn't working.

⇦ CONS



Lots of Differences

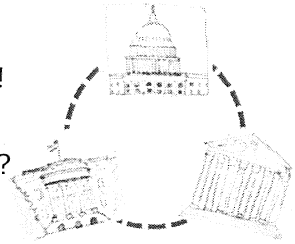
With thirteen different states, there was no easy solution. Here's why:

- *States had different needs*. For example, some states depended on fishing, while others mostly grew crops.
- *States had different sizes*. Some states had many people; others had few.
- *People had different opinions*. Some people feared a central government, while others thought a central government was necessary.

That last one was especially troublesome. Many people feared they would lose their freedom if a central government had too much power. Others were tired of the weak government created under the Articles of Confederation and felt like nothing would ever get done if nobody was in charge.

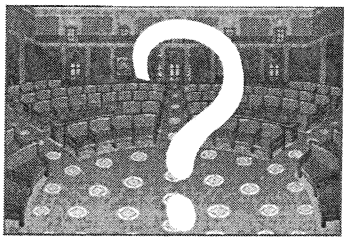
Wanted: A Just Right Government Name:

Let's Fix This Thing



In 1787, representatives from every state except Rhode Island met in Philadelphia to fix the Articles. We call this meeting the **Constitutional Convention** because they ended up doing more than just fixing the articles—they wrote the Constitution! But agreeing on a new way to structure the government wasn't easy.

Some states floated a new idea: Why not create a government with *three* branches? The new government could have a *legislative branch* with a congress to make laws, an *executive branch* led by a president to carry out laws, and a *judicial branch* with courts to interpret laws. It sounded good, but there was one major problem: How many votes would each state get in the Congress?



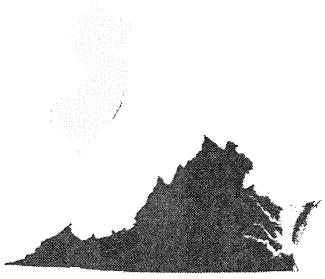
Voting in Congress: Yes, It's a Big Deal

Why? Because some states have a large population and some have a small population. Under the Articles of Confederation, each state got one vote no matter how many people it had. That meant people in large states had less influence in Congress. Naturally, large states thought this wasn't fair. They thought they should get more votes because they had more people. Small states, however, thought it was a pretty good deal. Even though they were small, they had the same amount of power and influence as large states. They wanted to keep a one-vote-per-state system.

Battle of the Plans

Two different plans emerged—one favoring small states and one favoring large states. Can you tell which is which?

Virginia Plan	***New Jersey Plan***
• Legislative branch has 2 chambers • Number of votes for each state depends on the state's population	• Legislative branch has one chamber • Each state gets one vote



The Americans were a lot like Goldilocks in the story about the three bears: They had to try different governments until they found one that was "just right!"

The Constitution Solution

The two sides—large states and small states—finally reached a compromise. The **Constitution** was the second and final attempt to write a document that would govern the United States, and we still follow it today. Under the Constitution, Congress is divided in to two chambers: the Senate and the House of Representatives. In the Senate, each state gets two votes no matter what size it is. This favors small states. In the House of Representatives, the more people a state has, the more votes it gets. This favors large states. The Constitution also solved some other problems found in the Articles of Confederation.

- The Articles didn't require states to treat citizens from other states the same as their own citizens, but the Constitution does.
- The Articles couldn't be changed unless all states agreed, but the Constitution can be changed if 3/4 of the states agree.
- The Articles didn't require states to follow the laws Congress passed, but the Constitution says federal laws are superior to state laws.

Wanted: A Just Right Government Name:

BRITISH RULE

What were the effects of British rule?

CAUSES	EFFECTS

ARTICLES OF CONFEDERATION

What problems did the Articles of Confederation lead to?

CAUSES	EFFECTS

THE CONSTITUTION

What problems did the new Constitution solve?

CAUSES	EFFECTS

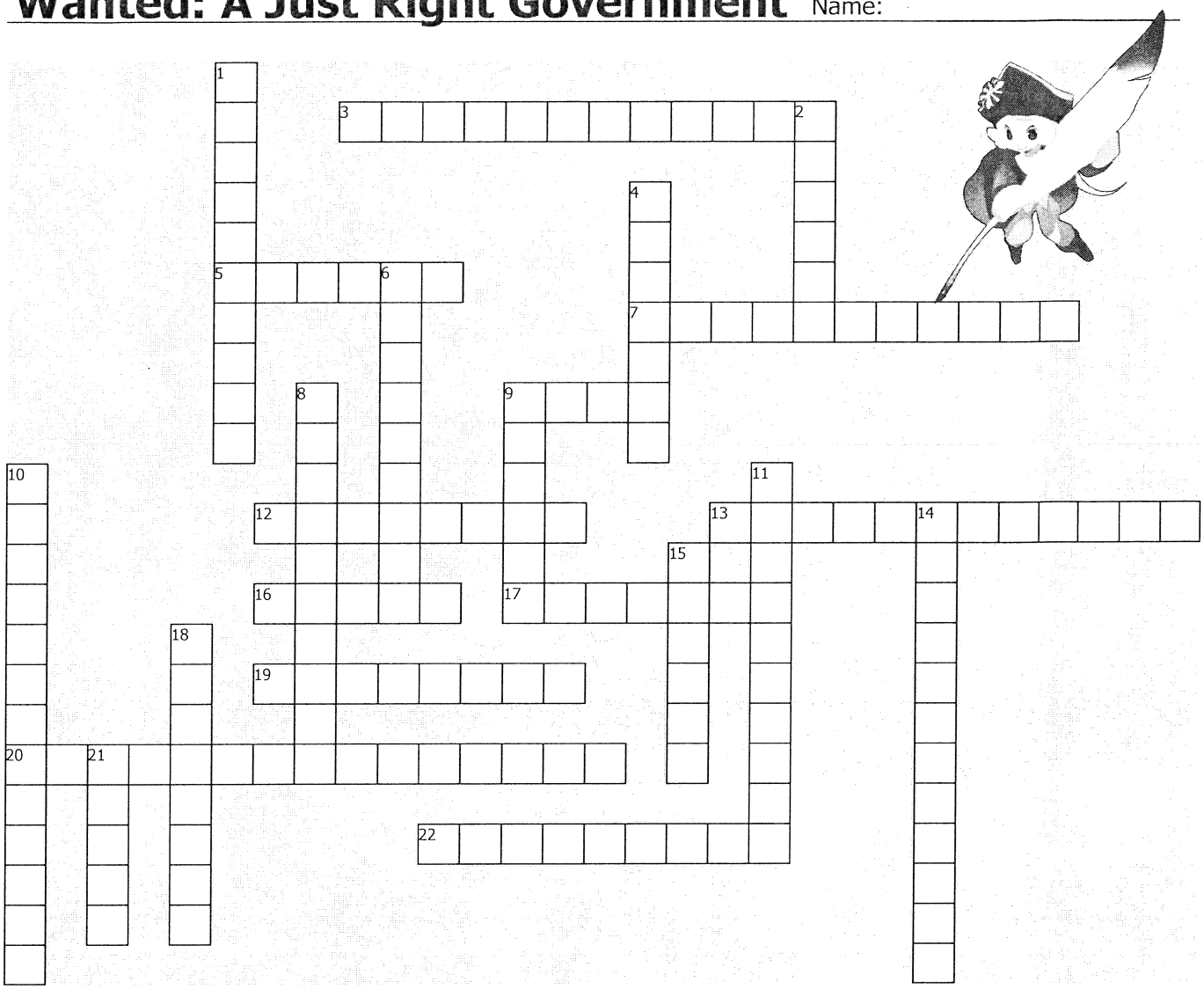
Wanted: A Just Right Government Name: _____

It's All About Cause and Effect! When you look at causes and effects, you can see the relationships between different things that take place. Use what you learned in the reading to match causes and effects for different stages of America's government.

1) Cut out the causes and effects below.
2) Look at the three categories on the cause/effect flow chart.
3) Match three cause/effect statements for each category on the flow chart.
4) Paste the cause and effect statements onto the chart under the correct categories. (Within each category, it doesn't matter what order you paste them in.)

Effect: The new Americans made sure their new government did not have the power to collect taxes.	Effect: Large states were unhappy because, with bigger populations, they thought they should have more power.
Cause: Independent states made laws that penalized out-of-state businesses and citizens.	Cause: Small and large states could not agree on how power should be divided in the legislature.
Cause: The Articles of Confederation did not create any courts.	Cause: Many former colonists feared losing their freedom to a new government.
Effect: The new Americans made sure their new government could not take away states' freedom and independence.	Effect: The new Constitution said laws passed by Congress are superior to state laws.
Effect: When a problem arose between states, there was nowhere to settle the dispute.	Cause: The British government treated the American colonists harshly.
Cause: States could and did ignore laws passed by the Congress created by the Articles of Confederation.	Effect: The government could not pay its debts from the Revolutionary War, and America lost standing with other nations.
Effect: Many American colonists feared a powerful government.	Effect: The new Constitution required states to treat citizens of other states the same as they treat their own citizens.
Effect: The new Constitution split the legislature so states had equal power in one half and power based on population in the other	Cause: The legislature created by the Articles of Confederation gave equal power to large and small states.
Cause: The government under the Articles of Confederation could not collect taxes to raise money.	Cause: The British government taxed the American colonists unfairly.

Wanted: A Just Right Government Name:



Across

3. Fraction of states that must agree to change the Constitution
5. Under the Virginia Plan, these states would have more power
7. The branch that makes laws
9. States must treat their own citizens and other states' citizens this way
12. The branch that interprets laws
13. The document that replaced the Articles of Confederation
16. One problem was that states charged these on goods from other states
17. Under the Articles of Confederation, congress could not do this to its laws, so states could just ignore laws
19. The Articles let Congress create this but not pay for it
20. States send these to Congress
22. Under the Articles, America did not have one of these

Down

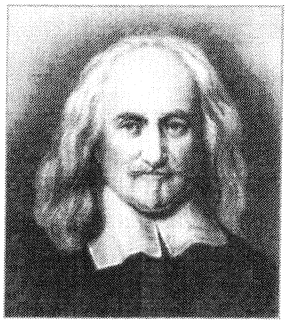
1. Early Americans had something in common with this fictional character!
2. These were the "individuals" in the "confederation" created by the Articles
4. Under the New Jersey plan, these states would have more power
6. the branch that carries out laws
8. In the House of Representatives, the number of votes a state gets depends on this
9. The chamber of Congress where each state gets two votes
10. A group of individuals united together for a purpose
11. The Articles of Confederation was America's first plan for _____.
14. One of two things people were afraid states might lose
15. The Articles of Confederation created a government that had only one of these
18. The Constitution says laws passed by Congress are ___ to state laws.
21. One of two things people were afraid states might lose

AMI DAY 2

Why Government?

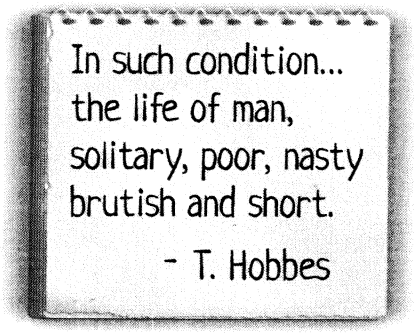
Name: _____

Nope, Not the Cartoon Tiger (the *other* Hobbes)



Thomas Hobbes

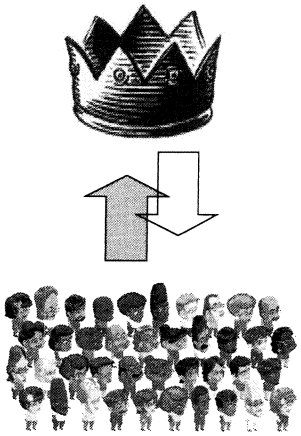
Thomas Hobbes was an English scholar and philosopher. He was born in 1588 and later became a tutor to a very wealthy family. As a tutor Hobbes had access to many books, traveled often, and met many important thinkers. Hobbes lived in Paris through the English Civil Wars and was interested in the nature of government. He wrote about many topics, including politics, geometry, physics, religion, and history. Hobbes was one of many scholars who tried to answer the question, "Why do we have government?"



Poor, Nasty, Brutish, and Short

Hobbes saw humans as naturally selfish and quick to fight. He believed that before there were governments, people lived in a **state of nature.** In a state of nature, everyone had a right to everything. In order to get what they wanted, people would always be at war with everyone else. Nobody would produce anything like inventions, art, or even crops or tools because they would be afraid other people would take them away. Hobbes didn't paint a very pretty picture of life without government.

Social Contract



Hobbes lived at a time when many philosophers were thinking about the nature of government. He was one of the first of his era to discuss the idea of a **social contract** between people and their government. A *contract* is an agreement in which both sides agree to something in order to reach a shared goal. In Hobbes' view, people agreed to give up some rights and power in exchange for protection. But for Hobbes, the social contract was no two-way street. He believed that once the people agreed to hand over power in exchange for protection, they lost the right to overthrow, replace, or even question the government.

Cover art from Leviathan.

Leviathan

Hobbes wrote a book called *Leviathan* (luh-VI-uh-then) to explain how he thought governments should work. Hobbes wrote *Leviathan* during the English Civil War. He wrote about the social contract, and he spent much of the book trying to show that a strong central authority was the only way to avoid the evils of war. Hobbes believed a single **sovereign**, or ruler, should have total authority over the people. He believed in a monarchy led by a king. That's because he thought that government would work best if all the power rested in one place. No three branches for Hobbes!

Monarchy? Not Democracy?

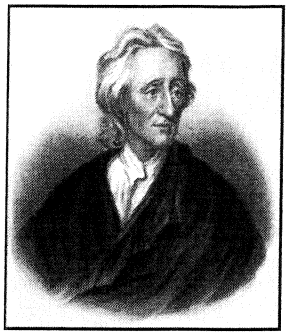
Many political thinkers—including America's Founding Fathers—built on Hobbes' ideas, especially the idea of a social contract. Hobbes was more concerned with protection and order than rights. But people like John Locke and Jean-Jacques Rousseau changed the focus from monarchy to democracy—power with the people instead of a sovereign. They began to see that people have rights that must be protected even from government.

Why Government?

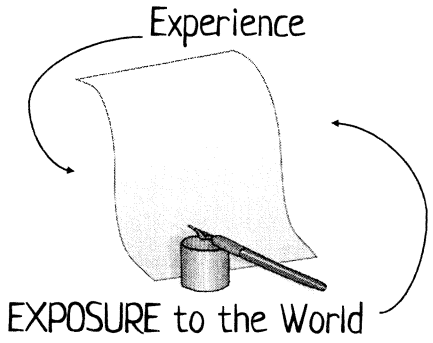
Name: _____

A Man with Many Hats

John Locke was born in England in 1632, at about the same time that Hobbes was about to begin his life's work as a philosopher. Locke considered becoming a minister, started his career as a doctor, but ended up as a philosopher and political scientist. He had many interests and produced a number of writings that influenced future leaders. One of those leaders was Thomas Jefferson, who helped America gain independence from Britain nearly 150 years after Locke was born. Jefferson studied Locke's writings, and Locke's ideas show up in our own Constitution.



John Locke

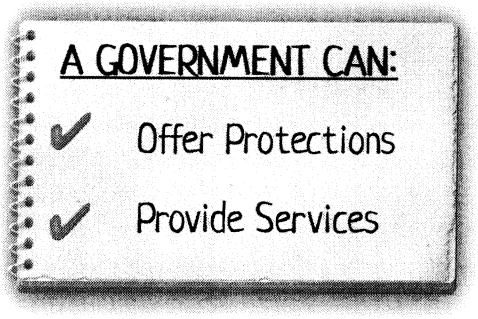


The Blank Slate

One of Locke's books, called *An Essay Concerning Human Understanding*, took over 18 years to write! In it, he says that people are born with a mind like a **tabula rasa**, which means a blank slate or page. During life, that blank slate gets filled up with the things a person experiences with the five senses. He said people learn and develop differently because they are exposed to different things. The one thing people have in common is that they are human and share a human nature that is the same for all people everywhere.

Natural Rights

Locke imagined a set of **natural rights** that human beings share. These are the right to life, liberty, and property. **Life** refers to the fact that people want to live and will fight to survive. **Liberty** means that people want to be as free as possible to make their own decisions. **Property** represents the fact that people want to own things that help them survive, such as land, food, and tools. Locke believed these rights aren't given to people—people are born with them.

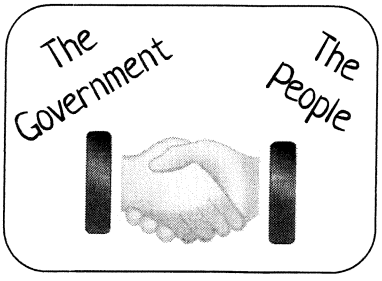


Why do we need a government?

Locke also wondered what life would be like if people didn't have a government. Like Hobbes, he believed this would lead to a **state of nature** with no rules, no one in charge, and no way for people to protect their natural rights. He believed the purpose of government is to end the state of nature and give people certain protections. But Locke also believed that governments should protect people's natural rights.

Social Contract

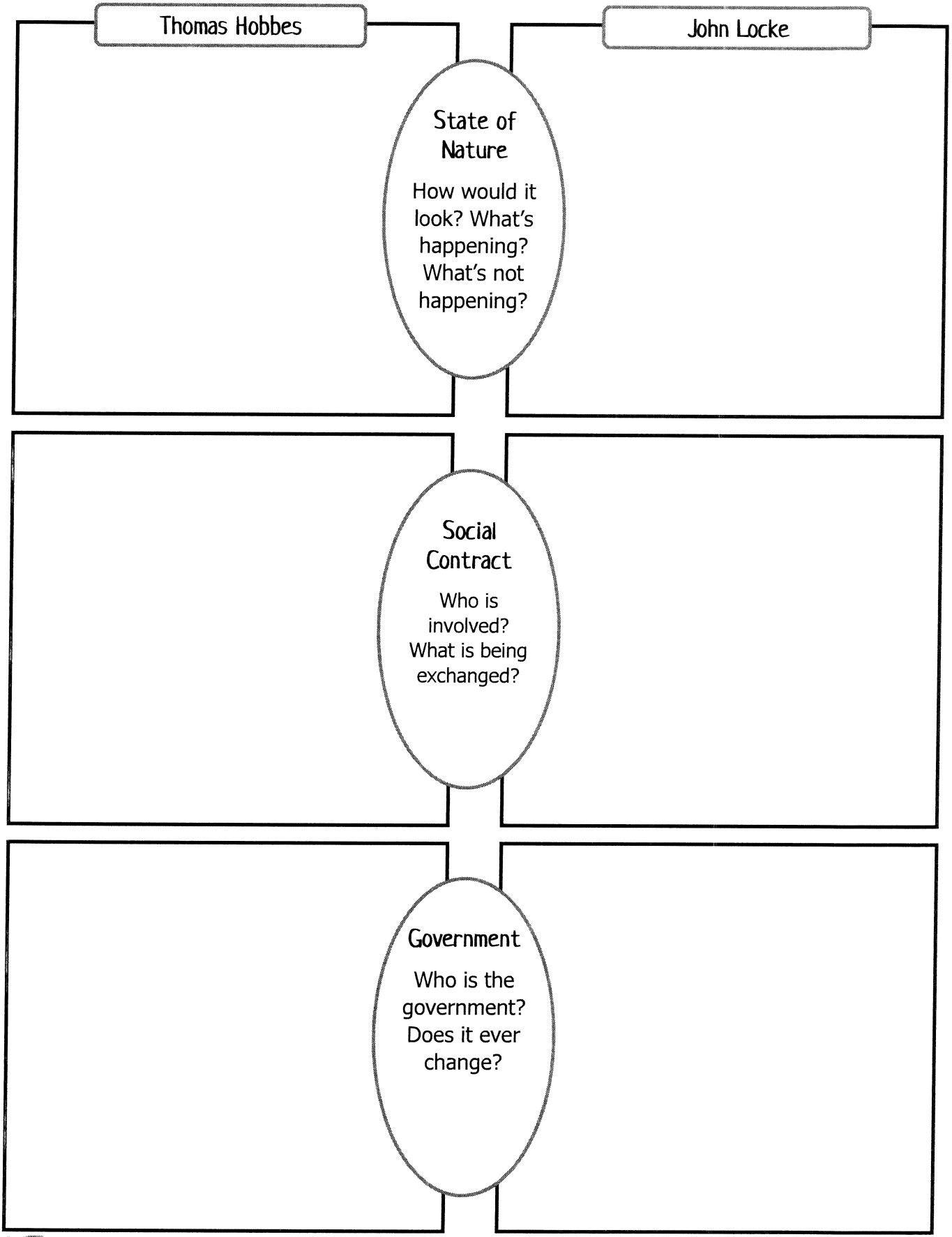
Locke believed a government can only be legitimate, or valid, if it is based on a social contract with citizens. For Locke, the social contract between a government and its people worked both ways: The people agree to give up some freedoms, but only if the government agrees to protect everyone's rights. If the government fails to deliver, the people have the right to revolt like the colonists did during the American Revolution. This two-way exchange between citizens and government was very different from Hobbes' view.



Why Government?

Name:

A. Sketch it out. Use words and images to create cartoons showing the 'big ideas' of Hobbes and Locke.

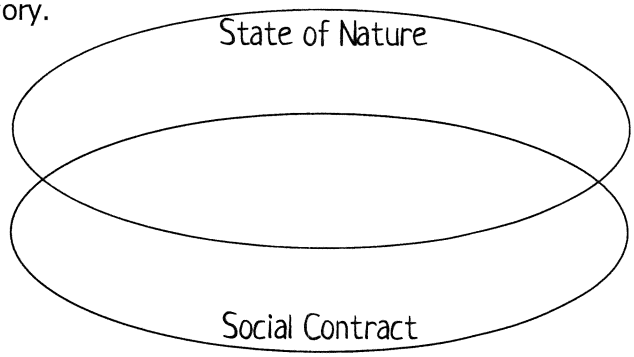


Why Government?

Name: _____

B. Venn. Put the number of the word in the right category.

1. Natural Rights
2. Life
3. Liberty
4. Property
5. Government
6. No laws
7. Laws
8. Compromises are made
9. You are on your own!
10. Rights are protected.



C. What's the connection? Describe how the words listed are connected to one another.

1. Life / Liberty / Property

2. State of Nature / War

3. Government / Social Contract

D. Agree or Disagree? Read each statement and determine if Hobbes and Locke would agree.

There are no laws in a state of nature, and people are always at war.

Agree or Disagree

Government is needed to create laws, protect people and provide services.

Agree or Disagree

The ruler should be someone that has complete power and cannot be overthrown if the people are unhappy.

Agree or Disagree

On the statement where they disagree, explain how Locke saw things differently.

AMI DAY 3

Who Rules?

Name: _____

Someone's Got to Be In Charge

If you compared all the governments in the world, you would find one thing in common: Someone is in charge. The question is, who? There are many different forms of government. Some have one leader who has all the control. Others give power to the people. Here are some forms of government that exist (or have existed) in the world:

King Harald V of Norway with his wife, Queen Sonja. Norway is a constitutional monarchy. The king is the head of state and has a mainly ceremonial role. The actual government is a democracy.

Me, Myself, and I

An **autocracy** is a government in which one person has all the power. There are two main types of autocracy: a monarchy and a dictatorship.

In a **monarchy**, a king or queen rules the country. The king or queen is known as a monarch. Monarchs usually come to power through their family line: The current king or queen's oldest child becomes the next king or queen. In some monarchies, especially those in historical times, the monarch held all the power and had the final say over the government. In modern times, monarchs usually share power with other parts of government. Often they are also subject to the country's constitution.

A **dictatorship** is a form of government where one leader has absolute control over citizens' lives. If there is a constitution, the dictator has control over that, too—so it doesn't mean much. Although other parts of the government may exist, such as courts or a lawmaking body, these branches always do what the dictator wants them to do. They do not represent citizens.

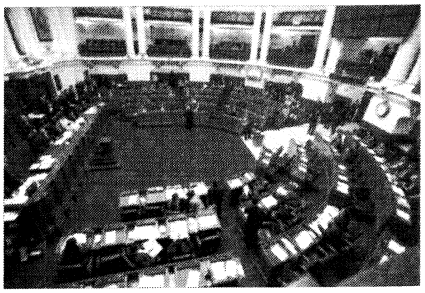
Power to the People!

In a **democracy**, citizens hold the political power. There are two fundamental types of democracies:

In a **representative democracy**, citizens elect leaders to represent their rights and interests in government. The elected leaders, or representatives, do the day-to-day work of governing the country: They consider the issues, work to find solutions, pass laws, and do all of the other things necessary to keep a country going. Citizens hold the ultimate power, though, because if they don't like what their representatives are doing, they can vote in new ones!

In a **direct democracy**, there are no representatives. Citizens are directly involved in the day-to-day work of governing the country. Citizens might be required to participate in lawmaking or act as judges, for example. The best example of this was in the ancient Greek city-state called Athens. Most modern countries are too large for a direct democracy to work.

A man votes in Peru.



The Peruvian legislature

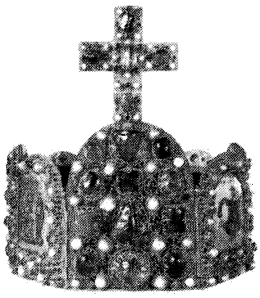
Who Rules?

Name: _____

We, Ourselves, and... um... Us

In an **oligarchy** (OH-lih-gar-kee), a small group of people has all the power. *Oligarchy* is a Greek word that means "rule by a few." Sometimes this means that only a certain group has political rights, such as members of one political party, one social class, or one race. For example, in some societies, only noble families who owned land could participate in politics. An oligarchy can also mean that a few people control the country. For example, a **junta** is a small group of people—usually military officers—who rule a country after taking it over by force. A junta often operates much like a dictatorship, except that several people share power.

From 1962 to 2011, Myanmar (also known as Burma) was ruled by a military junta that was condemned by the world for its human rights violations.



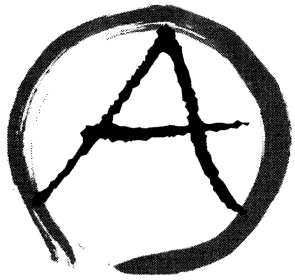
Crown of the Holy Roman Empire, which was tied to the Catholic church and lasted from the 10th—19th century.

Religious Rule

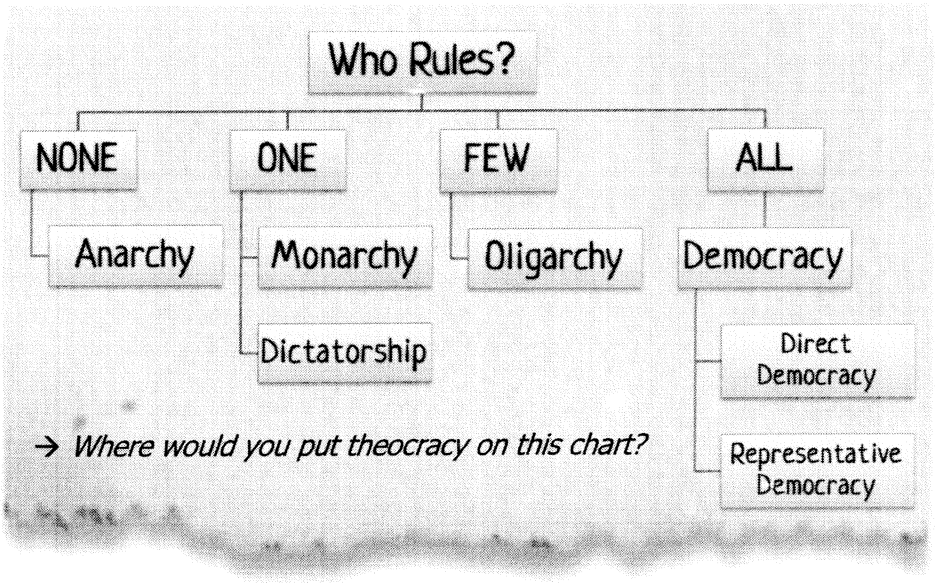
A **theocracy** is a government that recognizes God or a divine being as the ultimate authority. ("Theo" is a Greek word that means *god*.) In a theocracy, religious law is used to settle disputes and rule the people. A theocracy can also be a democracy, dictatorship, monarchy, or just about any other kind of government. For example, the Republic of Iran recognizes Islamic law, but Iran's citizens vote to elect their leaders. Modern theocracies are usually found in countries where the population is strongly religious.

Rule by None

In an **anarchy**, nobody is in control—or everyone is, depending on how you look at it. Sometimes the word anarchy is used to refer to an out-of-control mob. When it comes to government, anarchy would be one way to describe the human state of existence before any governments developed. It would be similar to the way animals live in the wild, with everyone looking out for themselves. Today, people who call themselves anarchists usually believe that people should be allowed to freely associate together without being subject to any nation or government. There are no countries that have anarchy as their form of government.



An A inside a circle is the traditional symbol for anarchy.



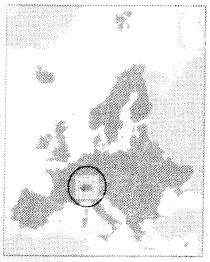
Who Rules?

Name: _____

A. Identify That Government! Identify the form(s) of government that each country has or had.

Switzerland

Citizens elect representatives to sit in two different lawmaking assemblies. But citizens also vote several times a year to decide on laws. Citizens can vote to propose their own laws or undo laws passed by their representatives. All citizens may vote directly on these laws.



Forms of government:

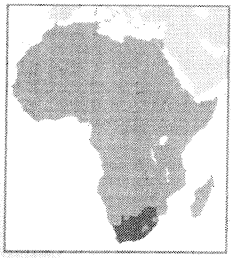
_____

and

_____

South Africa

From 1948-1994, official policy in South Africa gave white people all the political power. Even though the majority of South Africans were black, non-whites could not influence government. White South Africans elected representatives to sit in a lawmaking body.



Forms of government:

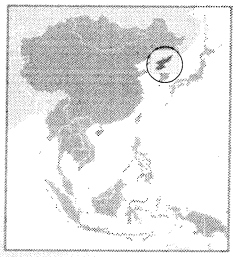
_____

and

_____

North Korea

One man leads North Korea and controls its government. He also controls its ruling political party. The ruling party chooses candidates for an Assembly, and citizens vote. The candidates do not have opponents, so citizens have no choices.

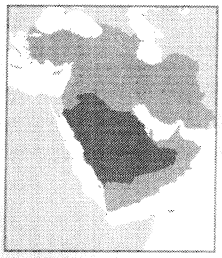


Form of government:

_____

Saudi Arabia

Saudi Arabia is led by a king. The king appoints a Council of Ministers to help govern, but there are no elections. Saudi Arabia's Basic Law states that the country's constitution is the Islamic holy book the Qur'an and other religious traditions.



Forms of government:

_____

and

_____

Denmark

The people of Denmark elect representatives to sit in Parliament, a lawmaking body. The Queen of Denmark heads the country, but she only has a small role in government. The government is led by a Prime Minister, who is appointed from among the elected representatives.

Forms of government:

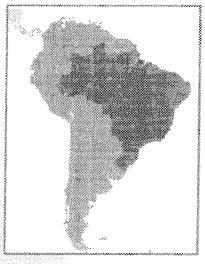
_____

and

_____

Brazil

Brazil is led by a president who is elected by the citizens. Citizens in Brazil elect a new president every four years. Citizens also elect representatives to serve in two different legislative bodies.



Form of government:

_____

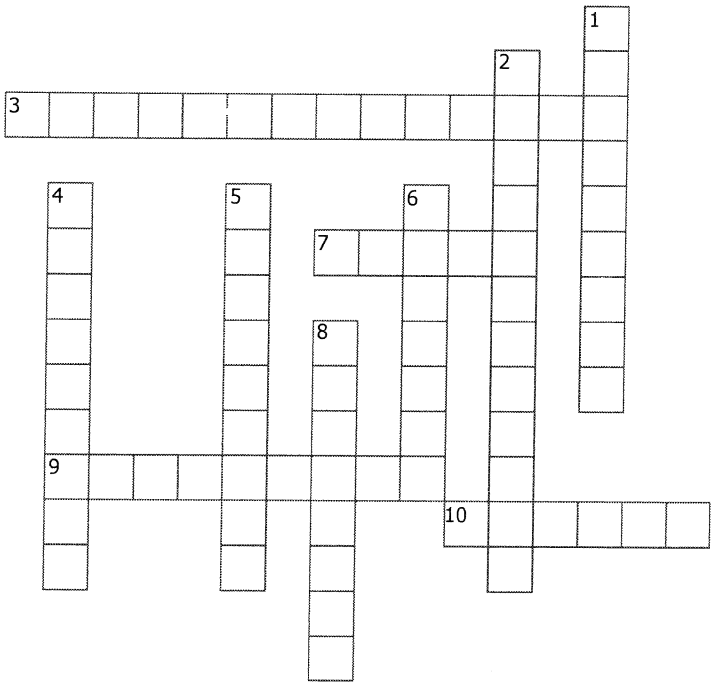
Who Rules?

Name: _____

B. True or False? Use what you learned in the reading and in Exercise A to fill in the chart below.

1. A monarchy can be like a dictatorship or it can be part of a democracy.	❍ True ❍ False	Example or Reason:
2. A dictatorship can also be a democracy.	❍ True ❍ False	Example or Reason:
3. A democracy can have both representative and direct characteristics at the same time.	❍ True ❍ False	Example or Reason:
4. An oligarchy can include representative democracy.	❍ True ❍ False	Example or Reason:
5. A government can be both a monarchy and an anarchy at the same time.	❍ True ❍ False	Example or Reason:
6. Theocracy can co-exist with monarchy.	❍ True ❍ False	Example or Reason:
7. Theocracy can co-exist with democracy.	❍ True ❍ False	Example or Reason:
8. An oligarchy can be like a dictatorship.	❍ True ❍ False	Example or Reason:

C. Vocabulary. Solve the crossword puzzle using vocabulary from the reading.



Across

3. Type of democracy where citizens elect leaders to represent them in government
7. A small group that rules a country after taking it over by force
9. One person has all the power
10. Type of democracy where citizens are involved in day-to-day government

Down

1. Recognizes God as the ultimate authority in government and law
2. One leader has absolute control over citizens' lives
4. Citizens hold the political power
5. A small group of people has all the power
6. People are not subject to any nation or government
8. A king or queen rules the country

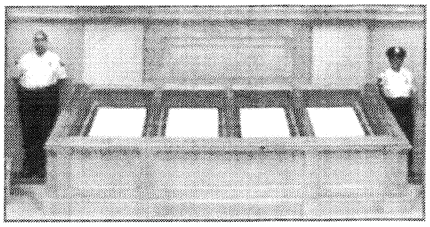
AMI DAY 4

Anatomy of the Constitution

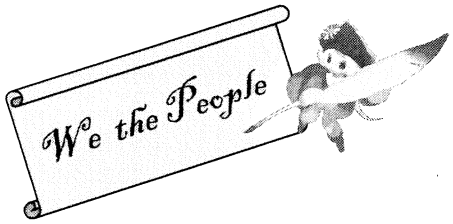
Name: _____

How Do They Govern?

The U.S. Constitution is the document that creates our nation's government. The contents of the Constitution create the three branches of our government and give directions for how the federal government works. (It does this with a little over 4,500 words covering only four sheets of paper!) Although the Constitution was written in 1787, over 220 years ago, it still guides our officials in running our country today. It is the oldest written constitution in the world that is still in use.



The Constitution on display at the National Archives in Washington, DC.

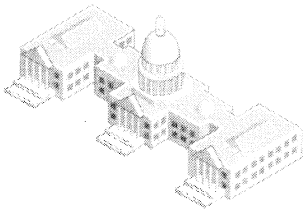


Introducing... The Preamble

Our Constitution is divided into nine parts. The first paragraph is called the *Preamble*. Its job is to introduce the Constitution, explain what the Constitution is meant to do, and describe the purpose of the new government. The first three words of the Constitution—"We the People"—contain the important idea of **self-government**.

Creating Congress: Article I

Article I is the first and longest part of the Constitution. It creates the legislative branch of our government. *Legislative* means law-making. This section is the longest because the people who wrote the Constitution believed that a legislative branch is very important in a government that represents the citizens. Members of the *legislature*, or law-making body, are responsible for turning citizens' wants and needs into laws.



Represent Me!

The legislative branch makes our government a representative democracy. In a *representative democracy*, citizens elect people to represent their needs and concerns in government. Article I creates a legislature called Congress and divides it into two parts: the Senate and the House of Representatives. Article I describes how Congress should be organized, tells what qualifications legislators must have, and says how often Congress should hold elections and meet as a group. It also describes other details of operation that each house of Congress gets to decide for itself.

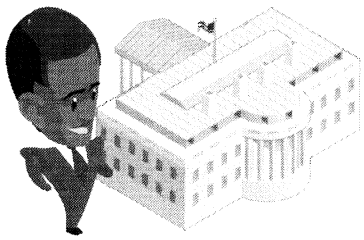
	The Senate	The House of Representatives
Qualifications	You must be at least 30 years old, been a U.S. citizen for at least 9 years, and live in the state you represent	You must be at least 25 years old, been a U.S. citizen for at least 7 years, and live in the state you represent.
Size	2 senators per state = 100 total	Number per state depends on population = 435 total (in 2011)
They represent...	the interests of the citizens in the entire state for 6 years per term.	the interests of the citizens who live in the district they represent within the state for 2 years per term.
Special Duties	The Senate acts as a court during impeachments.	All bills that raise money must start in the House of Representatives.
Role in Lawmaking	A bill must be approved by BOTH houses of Congress before it can go to the President to become a law.	

Anatomy of the Constitution Name:

The Powers of Congress

Article I lists the powers Congress has. Even though Congress is a law-making body, it is not allowed to make laws about anything that's not on this list:

- Collect taxes
- Borrow money and pay debts
- Make rules for how to become a citizen
- Regulate *commerce* (trade) with other nations, between the states, and with Indian tribes
- Coin money and punish counterfeiters
- Establish post offices
- Give patents to new inventions
- Create the lower federal courts
- Punish pirates
- Declare war and support an army and navy
- Make any other laws that are "necessary and proper" to carry out the powers in this list.



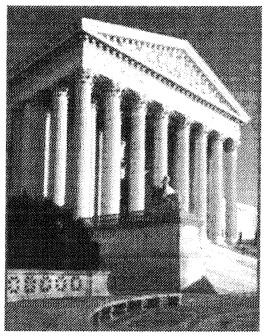
Creating the President: Article II

Article II of the Constitution describes the job of the executive branch. This branch *executes*, or carries out, laws. The president heads this branch, which also includes the vice president and many departments in charge of carrying out the government's day-to-day business. Article II describes who qualifies to be the president, what powers the office has, and what happens if a president misbehaves! It also explains the Electoral College, which is the process of how the president is selected.

Presidential Powers

The overall job of the executive branch is to carry out and enforce laws, but Article II gives the president a list of specific duties:

- Act as the commander-in-chief of the armed forces
- Maintain a *cabinet* of advisors who run the 15 executive departments like the State Department and the Treasury
- Grant pardons in all federal criminal offenses, and *reprieves* (postpone punishments like executions)
- Negotiate treaties with other countries
- Appoint ambassadors, Supreme Court Justices and federal court judges, and Cabinet members
- Make a State of the Union address to Congress
- Represent the United States when dealing with foreign countries
- Make sure that laws are carried out (*executed*)



The U.S. Supreme Court in Washington, DC

Creating the Courts: Article III

Here come the judges! Article III creates the judicial branch. The judicial branch interprets laws to decide what they mean and whether they have been followed in specific cases.

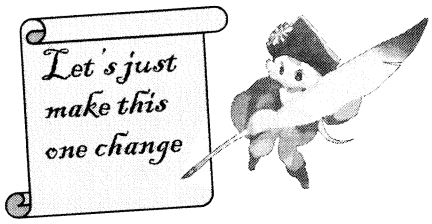
Article III creates the Supreme Court and authorizes Congress to create federal courts below the Supreme Court. These are courts that deal with United States laws, not state laws. Article III also gives directions about what kinds of cases the Supreme Court and federal courts can hear. Under Article III, federal judges are appointed, not elected. They stay on the bench until they retire, die, or are removed for bad behavior. Article III also guarantees trial by jury for criminal cases and explains the crime of treason.

Anatomy of the Constitution Name: _____

The States: Article IV

States have the power to create and enforce their own laws. Article Four of the Constitution describes how the states should interact with each other.

- Each state has to respect the laws and court decisions of the other states.
- If a criminal flees from one state to another, the state where the crime was committed can request that the criminal be returned to face charges. This is called *extradition*.
- New states can be admitted to the Union with the authorization of Congress and the president.
- All states must have a *republican*, or representative, type of government. (Sorry, states can't have kings.)

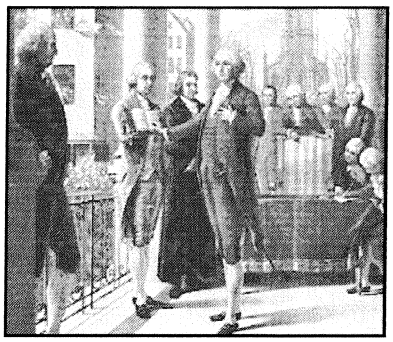


Amending the Constitution: Article V

The Constitution is not set in stone, and Article Five describes how it can be changed! A change or addition to the Constitution is called an **amendment**. Given what you've learned so far, do you think the Founding Fathers made it easy or difficult to amend the Constitution? If you guessed difficult, you're right. You'll read all about on the next page.

Supreme Law of the Land: Article VI

Federalism is the idea that the national government shares power with the state governments. But what happens if a state law disagrees with a national or federal law? Article Six states that the laws and treaties of the U.S. government are "the supreme law of the land." If a state law disagrees with a federal law, federal law wins. This article also requires officials working in the state and federal governments to take an oath to support the Constitution no matter what.



George Washington taking the oath of office for President of the U.S.

The list of states in order of ratification of the Constitution.

Ratification: Article VII

Article Seven says the Constitution could not take effect until at least nine out of the thirteen states approved it. (Back then, there were only thirteen states.) Each state held its own convention to discuss and vote on the Constitution's plan for government. But getting approval wasn't easy. Some people thought the seven articles weren't enough. After much debate, it was agreed that ten amendments would be added to the Constitution. These amendments, called the Bill of Rights, would list specific rights not already mentioned in the Constitution. This put people's minds at ease, and the Constitution became the law of the land in March 1789. The Bill of Rights was added in 1791.

Anatomy of the Constitution

Name: _____

The Amendment Process

The Constitution has only been amended 27 times in all these years. Does that tell you anything about how easy it is to change? Believe it or not, there are only two steps to the amendment process: approval in the U.S. Congress and approval by the states. But these steps are hugely difficult (especially the second one). Getting members of Congress to agree on something is hard enough... but getting states to agree?? That's an awful lot of agreement! With so much approval required, changing the Constitution can take years.

Here are the ways it can be done:

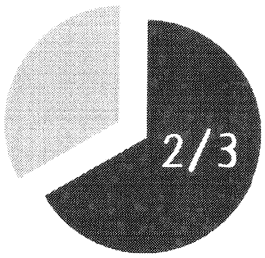
STEP 1: PROPOSE

Choose one of these methods:

❍ Congressional Vote

(All existing amendments proposed this way)

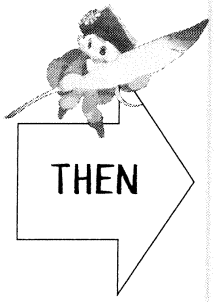
Two-thirds (2/3) of both houses of Congress vote YES to the amendment.



❍ Congressional Convention

(Never actually been used)

Two-thirds (2/3) of state legislatures ask Congress to hold a convention. The amendment is proposed at this meeting.



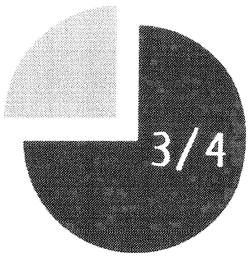
STEP 2: RATIFY

Choose one of these methods:

❍ State Legislature Vote

(Most common method)

Three-fourths (3/4) of state legislatures vote YES to ratify (approve) the amendment.



❍ Special State Conventions

(Only been used once)

Each state holds a special convention to consider the proposed amendment. Three-fourths (3/4) of state conventions vote YES to ratify the amendment.

So Few Amendments, So Much Time

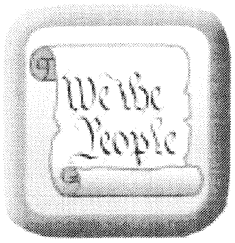
Hundreds of amendment proposals are introduced in Congress each year. Only 33 have ever received enough votes to actually be proposed. Of those, 27 were ratified and are now part of our Constitution. The first twelve amendments were proposed only a year after the Constitution took effect! Only ten of these were ratified by the states. They became the first ten amendments to the Constitution, and we call them the **Bill of Rights** because they define many of the rights guaranteed to U.S. citizens. The 27th Amendment was actually one of those original twelve... but it wasn't ratified until 1992! The 21st Amendment, which repealed the prohibition against alcohol in 1933, was the only amendment where states held special conventions to ratify the proposal.

This postage stamp commemorated the 19th Amendment, which gave women the right to vote in 1920.

Anatomy of the Constitution

Name: _____

A. Vocabulary. Match the term with the correct definitions from the lesson.



___ 1. ratify
___ 2. execute
___ 3. federalism
___ 4. republican
___ 5. propose

A) Introduce a new amendment
B) Carry out a law
C) A representative form of government
D) Approve or pass an amendment
E) System where the national government shares power with state governments

B. Multiple Choice. Use what you have learned in this lesson to answer the following questions.

___ 6. How many senators are in the U.S. Senate?
a. 50
b. 435
c. 100
d. It depends on the population.

___ 7. What does the Constitution say is the 'supreme law of the land'?
a. The Bill of Rights
b. State laws
c. The amendments
d. U.S. or federal laws

___ 8. What was added to the Constitution that listed rights not already in the Constitution?
a. The 14th Amendment
b. The approval of all 13 states
c. The Bill of Rights
d. The Necessary and Proper Clause

___ 9. What is the term for members of the House of Representatives ?
a. 2 years
b. 4 years
c. 6 years
d. Life

C. Separate Those Powers! Draw a line connecting each branch to the powers it has.

10. We write the bills that become laws.
11. We make sure the laws are carried out and enforced.
12. We hear cases about the laws and decide what the laws mean.

D. Article Match-Up. Draw a line connecting each Constitutional article with the subject that it covers.

Articles 1-3
Article 4
The Amendments
Article 6
Article 7
Article 5

13. Discusses how states should interact with each other.
14. Supreme Law of the Land
15. Creates the three branches of the U.S. government
16. Additions to the Constitution
17. How to amend the Constitution
18. How to Ratify the Constitution

Anatomy of the Constitution

Name: _____

E. Table of Contents. Complete the Constitutional Table of Contents by filling in the missing pieces with words from the lesson. Use the word bank below if you need help.

legislative	amended	Constitution	steps	executive
federalism	purpose	judicial	states	

Section	Answers these questions...
Preamble	What does the Constitution do? What is the _____ of the government?
Article I	How does the _____ branch create laws? What powers do the states have?
Article II	How does the _____ branch execute laws?
Article III	How does the _____ branch interpret the laws?
Article IV	How should the _____ get along with each other?
Article V	How can the Constitution be _____, or changed?
Article VI	How does _____ work? Which law is supreme?
Article VII	What _____ have to be taken to make the Constitution the law of the land?
Amendments	What changes have been made to the _____?

F. Who Said It? First, match the quote about working in government to the correct branch. Then name the article that describes the powers of this branch.

Floor debate [on a bill] is an exhilarating experience and important duty.
Carolyn Cheeks Kilpatrick, D– MI

The presidency has many problems, but boredom is the least of them.
Richard Nixon, R-CA

We apply laws to facts. We do not apply feelings to facts.
Justice Sonia Sotomayor

Article _____

The Executive Branch

Article _____

The Judicial Branch

Article _____

The Legislative Branch

Anatomy of the Constitution Name: _____

Whose Job Is It?

E=Executive L= Legislative J= Judicial

(For each description show the correct side of your tent.)

___ 1. Prints money

___ 2. Enforces the laws

___ 3. Decides what a law means

___ 4. Declares war

___ 5. Includes the president, vice president, and the cabinet

___ 6. Divided into the House and Senate

___ 7. Punishes pirates!

___ 8. Makes treaties with other countries

___ 9. Can declare laws unconstitutional

___ 10. Selected by the Electoral College

___ 11. Selected by popular vote

___ 12. Appoints Supreme Court Justices, federal judges, ambassadors and cabinet members

___ 13. Approves presidential appointments

___ 14. Makes a State of the Union address each year

___ 15. Collect taxes

AMI DAYS

Rule of Law

Name: _____

Skit #1: Order and Security

Roles:

Friend #1
Friend #2
Robber
Officer

Summary:

Two friends are attacked by a robber on the street. After searching for half an hour, they finally find a police officer. The police officer doesn't know how to help them. Even when the officer catches the robber, there is no jail where the officer can keep the robber, and the officer does not have the skills to figure out what is going on. The officer suggests the injured friend seek justice through a local council instead of in the court system.

Skit:

FRIEND #1: You always want to go to the mall. Let's go see a movie this time.

FRIEND #2: But the movie will get out after dark, and it's too dangerous to be on the street after dark.

FRIEND #1: It's always dangerous on the street! I mean, even right now we could—Hey!

[Robber comes up.]

ROBBER: Give me all your money!

FRIEND #1: I don't have any money!

ROBBER: The watch! Give me the watch! [robber gets into a fight with Friend #1, and Friend #1 is badly injured]

FRIEND #1: Okay, okay! Take the watch. [Friend #1 removes his watch]

[Robber takes watch and runs away.]

FRIEND #2: Help! Police!

FRIEND #1: There aren't any police around here.

FRIEND #2: Let's try to find one. Can you walk?

FRIEND #1: I think so. [they walk]

FRIEND #1: We've been looking for half an hour, and there's no—

FRIEND #2: There! Help! Police!

[Officer comes over]

FRIEND #2: Officer! Help! Someone robbed and beat up my friend.

OFFICER: Do you know where he is?

FRIEND #1: No. He ran away.

OFFICER: Hm. Don't know what I can do, then.

FRIEND #2: Find him!

OFFICER: In this city? I wouldn't know where to start. And even if I found him, what would I do with him? We don't have anywhere to put him. The jail has been shut down for years.

FRIEND #2: You can't do anything?

FRIEND #1: Hey! There he is!

[Officer runs after Robber and catches him by the arm.]

OFFICER: This is the guy?

FRIEND #1: Yes! See? He has my watch!

OFFICER: [to robber] Is this your watch?

ROBBER: Yes. My mother gave it to me.

FRIEND #1: That's a lie!

OFFICER: Look. There's no way for me to know who's telling the truth. [lets robber go]

FRIEND #2: You're just going to let him go? He needs to be punished!

FRIEND #1: And he has my watch!

OFFICER: Take it up with the local council. They can figure out what to do.

FRIEND #1: I don't want to go to the council. I want to go to court.

OFFICER: The council is better for this kind of thing.

FRIEND #1: So you're not going to do anything?

OFFICER: [shrugs] Nothing I can do. You'll have to solve it yourself, or talk to the council.

Rule of Law

Name: _____

Skit #2: Legitimacy

Roles:

Builder
Friend #1
Friend #2
Friend #3

Summary:

One person is building a house while a friend sits and reads the newspaper. When another friend arrives and questions whether the roof looks legal, the builder laughs at the laws that are in place. The laws were borrowed from a different country and do not make sense in this country. But the lawmakers don't care what the citizens need and aren't interested in listening. A third friend arrives, who is breaking the law with his smelly car. But the law is stupid and impossible to follow, so why try?

Skit:

FRIEND #2: What are you building?

BUILDER: A house! What does it look like?

FRIEND #2: Looks like it's about to fall down, if you ask me. Isn't it against the law to build the roof like that?

BUILDER: Yeah, but the law requires tiles. Who's ever seen tiles around here?

FRIEND #1: [reading paper] We were just talking about this new building code they passed. What a joke!

FRIEND #2: You mean they took a break from lunch long enough to pass a law?

FRIEND #1: Ha ha! Guess so. Doesn't have anything to do with us, though. It's all about building fancy hotels and skyscrapers.

BUILDER: They make a law about fancy places, but they won't change the law that says I'm supposed to use tiles for my roof. You can't even get tiles in this country!

FRIEND #2: That's what you get when you borrow a bunch of laws from some country halfway around the world. They must have plenty of tiles there.

BUILDER: [grumbling] Good thing there's no money to pay any inspectors.

FRIEND #2: One of these days, we ought to vote those people out of office. When are they going to listen to us about the laws *we* need?

BUILDER: Ha! Never, that's when. They don't want input from people like us.

FRIEND #3: [drives up in a car] Hey, guys! How's it going?

FRIEND #1: Great. Nice set of wheels! Awful lot of smoke coming out of that tailpipe, though.

FRIEND #3: I know! Can you believe they said I have to pass an emissions test?

BUILDER: With that thing? Good luck!

FRIEND #3: I know. Even if I wanted a new car, who's ever seen one for sale in this country?

FRIEND #1: Not me. We don't even have any car makers here.

FRIEND #3: I can't even get new parts. But the law still says all the cars have to pass emissions. It's stupid.

FRIEND #2: You going to do it?

FRIEND #3: Heck, no. Why should I?

FRIEND #2: Because it's the law?

FRIEND #3: Ha ha! Good one! See you around, guys. [speeds off]

Rule of Law

Name: _____

Skit #3: Checks and Balances

Roles:

President
Legislator #1
Legislator #2
Legislator #3

Summary:

The President's friend wants a new law that will help his business make more money. The President asks the legislature to pass the law. He assures the legislators that Bob Smith will reward them for their cooperation. Nobody is worried that the law won't hold up because the court system is too disorganized. Even if someone does take the law to court, the President or the legislators can just bribe the judges.

Skit:

PRESIDENT: Hi, guys. Listen—Bob Smith came to see me. His coal business isn't making enough money, and he wants us to let up on the safety rules. It costs a lot to keep those mines safe. I told him we could pass a law doing away with some of those mine safety rules.

LEGISLATOR #1: Maybe we could, but what's in it for us?

PRESIDENT: Don't worry. He said he would be sure to take care of you.

LEGISLATOR #2: Sounds good to me. What do you want the law to say?

LEGISLATOR #3: Wait a minute—can we do that?

LEGISLATOR #1: Who's going to stop us?

LEGISLATOR #3: The judicial branch. Somebody might challenge the law in court.

LEGISLATOR #2: Let them try! The court is so disorganized, it loses track of half the cases.

LEGISLATOR #1: Yeah. Most of them never even go to trial. And we hardly have any judges. We may as well not have any judicial branch at all.

PRESIDENT: Which makes things a lot easier for us. But don't worry. If someone does challenge the law in court, we'll just do the judge a little favor, if you know what I mean.

LEGISLATOR #3 [to the President]: Yeah, I know what you mean. But I've got a letter here from a guy who says he voted for me. He works in the coal mines and he says a lot of people are getting hurt. He says we need more safety rules, not less.

LEGISLATOR #2: How much money is he going to give us for passing more safety laws?

LEGISLATOR #3: Aw, come on. Aren't some things more important than money?

PRESIDENT: Look here. You'd better get on board with this or you might not be representing anybody. Bob Smith can do a lot for us. Besides, he's a family friend.

LEGISLATOR #3: [Looks at the letter, then at the President] You think he'll let me use his yacht for a couple weeks? My kids could use a vacation.

LEGISLATOR #1: Sounds like we're going to get this law passed without any problems.

PRESIDENT: Don't you worry. You'll be sunbathing on the waves before you know it. Send me the bill as soon as it's passed, and I'll sign it right away.

Rule of Law

Name: _____

Skit #4: Equal Application of the Law

Roles:

Judge
Thief
Officer
Town Mayor

Summary:

After sentencing a thief to five years of hard labor for stealing potatoes at the market, the judge finds the town mayor waiting in his office. The mayor had a problem at the market, too. He lost his temper with a vendor because of the vendor's high prices. The mayor broke things in the vendor's shop and broke the vendor's arm. Because of the mayor's position, the judge agrees to overlook the offense.

Skit:

JUDGE: I find you guilty of stealing two sacks of potatoes from the market. I sentence you to five years of hard labor and a $1,000 fine.

THIEF: But Your Honor, I don't have any money!

JUDGE: Then you should not have broken the law. Case closed! I'm going to take a break.

THIEF: Wait! This isn't fair!

OFFICER: Settle down. Let's go.

THIEF: It was only potatoes! My kids didn't have enough to eat!

OFFICER: Be quiet, or I'll have to gag you!

[in the judge's chambers]

JUDGE: Hey there! This is a surprise. Good to see you.

TOWN MAYOR: Listen. I've got a small problem.

JUDGE: Oh?

TOWN MAYOR: I had an issue with this vendor at the market. You know how it is. These guys and their prices—they try to get away with murder these days! I might have let my temper get a little out of hand.

JUDGE: How out of hand?

TOWN MAYOR: I might have broken a few things. Including his arm.

[judge sighs]

TOWN MAYOR: Look. I've known you for a long time. Since before you got this job, if you understand my meaning.

JUDGE: I understand very well. But you don't need to pull that with me. You're the mayor—I'll take care of things.

TOWN MAYOR: That's what I figured, but I wanted to talk to you in person.

JUDGE: Doesn't sound to me like there was any problem at the market at all. [laughs] Those vendors should learn how to treat a customer right.

TOWN MAYOR: [laughing] I am the mayor, after all!

Rule of Law

Name: _____

Skit #5: Procedural Fairness

Roles:

Jail Guard
Prisoner #1
Prisoner #2
Prisoner #3

Summary:

Three prisoners end up sharing the same cell. One prisoner has been in prison for two years without being told why and without ever seeing a judge. Another prisoner is taken to court after spending only a short time in jail. There is no clear reason why that prisoner gets to go to court when the other one did not. A third prisoner has been jailed for not being able to pay the court fee. The court fee is decided by the judge on a case-by-case basis.

Skit:

[Jail Guard throws Prisoner #2 into the jail cell, where Prisoner #1 is already living.]

PRISONER #1 [to the jailer]: Hey! Hey, have you found out anything yet?

JAIL GUARD: Not my job to find out things. I just make sure people don't escape.

PRISONER #1: Come on—you said you'd try to find out why I'm in jail.

JAIL GUARD: Probably because you did something wrong.

PRISONER #1: But I didn't do anything! Come on—Can't you find someone who can tell me why I'm here?

JAIL GUARD: Shut up and eat your dinner.

[Jail Guard leaves]

PRISONER #1: I've been in here for two years and I still can't get them to tell me what's going on. I've never seen a courtroom—nothing.

PRISONER #2: Seriously? You mean I could be in here for years without seeing a judge?

PRISONER #1: Maybe. But then, I've seen people get out after a few weeks. Who knows why.

PRISONER #2: Probably because they've got money. That leaves me out—I got caught stealing a loaf of bread.

[Door opens]

JAIL GUARD: You guys have got company. [Guard throws another prisoner in the cell.]

PRISONER #3: It's not fair! You can't put me in here!

JAIL GUARD: Tell it to someone who cares. [shuts the door]

PRISONER #3: This is awful. How am I ever going to get out of here?

PRISONER #1: Ha. Maybe you won't.

PRISONER #2: What happened to you?

PRISONER #3: They took me to the judge, but he set the fee for my case really high. Five hundred dollars! I couldn't afford it.

PRISONER #1: What crime did you commit?

PRISONER #3: I didn't commit a crime. I owe my neighbor money, and she sued me. The judge said since I couldn't pay my neighbor and I couldn't pay the court fee, I had to come here.

PRISONER #2: That is so unfair!

PRISONER #3: And get this: The guy before me only had to pay $75 for his case. I don't know how the judge decides what the fee is going to be.

[Door opens]

JAIL GUARD [to Prisoner #2]: Hey, you—yes, you. Come on.

PRISONER #2: Where are you taking me?

JAIL GUARD: They said the judge is ready to hear your case.

PRISONER #2 [pointing at Prisoner #1]: What about him? He's been in here longer than me.

JAIL GUARD: I don't know anything about him. Are you coming or not?

PRISONER #2: Good luck, you two...

Rule of Law

Name: _____

Skit #6: Access to Justice

Roles:

Tamara (woman with a problem)
Robert (Tamara's male friend)
Angela (Tamara's female neighbor)
Court Clerk
Man (Files a case in court)

Summary:

Tamara wants to take a man to court for refusing to stop farming her land, but the local court is almost always closed. The nearest court is in the capital city, but Tamara can't afford to travel that far. When the local court opens for a day, Tamara thinks she'll be able to file her case. But women are not treated the same as men, and as a woman, Tamara did not get enough schooling to be able to read the forms. Without access to justice, Tamara has no way to enforce her rights.

Skit:

TAMARA: I don't know what to do! I've told him a hundred times he can't farm that land. It's my land, but he won't leave.

ROBERT: I can think of a few ways you could get him to leave.

TAMARA: I'm sure you could. But I don't need to go to prison. [sighs] Maybe the court will open soon.

ROBERT: Ha! It's been closed for six months. If you want to take him to court, you'll have to travel to the capital city.

TAMARA: I can't afford to travel five hundred miles to the city. They've got to get a judge out here soon. They can't just leave the court closed forever.

ROBERT: That would take money. Besides, you would never win. You're a woman.

TAMARA: Yeah, you're probably right.

ANGELA: Hi, guys! Guess what? I was just in town and the court is open. Can you believe it?

TAMARA: Really? Maybe if I go there right now I can file a case.

ROBERT: [sarcastically] Good luck.

ANGELA: I'll go with you. Let's go.

[Tamara and Angela go to the courthouse]

[at the clerk window]

TAMARA: Excuse me. Excuse me!

[clerk ignores her]

TAMARA: Excuse me! I want to file a case.

CLERK: Fill out this form.

TAMARA: Can you help me fill this out? I don't understand it.

CLERK: Nope. You've got to do it on your own.

MAN: Excuse me. I'd like to file a case.

CLERK: You need to get out of the way, ma'am. Fill out this form, sir.

MAN: Okay. [takes form and fills it out]

TAMARA [to Angela]: I can't read this.

ANGELA: I had two years of school. Let me try. [looks at form] I can read some of it, but I don't really understand what it's about. I don't know anything about how the courts work.

TAMARA [to clerk]: Isn't there any other way I can see the judge?

CLERK: Nope. Sorry.

TAMARA [to Angela]: Let's just go. I'll have to find some other way to get that man off my land.

Rule of Law

Name: _____

Did You Get It? After you watch each skit, complete the cause/effect activity that goes with the skit.

Skit #1: Order and Security

Causes

___1. The victims knew the law enforcement was not effective.

___2. The police did not have **procedures** for dealing with crime.

___3. Criminals do not face any **consequences**.

___4. The police thought the local council was better than the court.

Effects

A. People commit crimes knowing they will get away with it.

B. They could not stop crime or keep order in society.

C. They did not encourage people to use the courts.

D. They did not feel **safe** on the streets and they worried about being out after dark.

Skit #2: Legitimacy

Causes

___1. The laws in this country were borrowed from another country.

___2. Lawmakers only pass laws to help their friends.

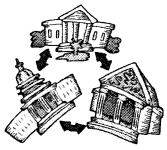
___3. People are expected to follow the law even though it was sometimes impossible.

Effects

A. The rest of the people the lawmakers represent have no **input** in the lawmaking process.

B. The laws do not meet the needs of the people in this country, and people do not see them as **worthy** of following.

C. Citizens do not **respect** the law because they don't see it as **fair** and reasonable.



Skit #3: Checks and Balances

Causes

___1. The judicial branch is disorganized and doesn't have enough judges.

___2. Lawmakers are only interested in what they can get from the wealthy.

___3. The lawmakers do what the President wants them to.

___4. Judges are willing to take favors from lawmakers.

Effects

A. It cannot **function** effectively

B. The judicial system is not **independent** from the lawmaking branch.

C. Power is not really **divided** between the legislative and executive branches.

D. They do not care about the other **people** they represent.

Rule of Law

Name: _____

Did You Get It? *(Continued...)*

Skit #4: Equal Application of the Law

Causes

___1. The judge saw the mayor as being too important to punish.

___2. The poor person was not able to influence the judge.

___3. The mayor knew he could control the judge.

Effects

A. He did not think he needed to obey the law.

B. In court, he was not treated the **same** as a rich or influential person would have been.

C. He let the mayor be **above** the law.

Skit #5: Procedural Fairness

Causes

___1. There were no **rules** for bringing prisoners to court quickly.

___2. The government did not have to **follow** set procedures.

___3. No law required that prisoners be told why they are being held.

Effects

A. One prisoner didn't know why he was in jail.

B. The prisoners had no idea how long they would be in jail.

C. Every case proceeded differently, and the legal system was not **fair**.

Skit #6: Access to Justice

Causes

___1. Tamara and Angela did not have much education.

___2. The nearest court was too far away.

___3. The man who came to court had an easier time than Tamara did.

___4. Tamara was not able to file a case.

Effects

A. She had no way to **enforce** her rights.

B. Men had easier access to justice than women.

C. They did not have the **knowledge** to understand the court system.

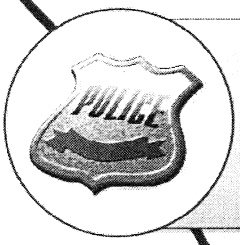
D. No court was **available** where Tamara could seek justice.

Rule of Law

Name: _____

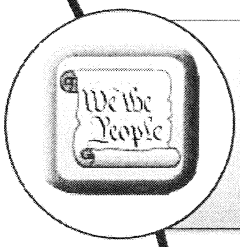
Organize. Use the **bold words** in each cause/effect skit activity to complete the chart below:

Rule of Law



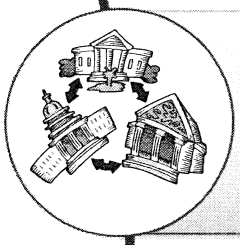
Order and Security

- Citizens feel _____ during daily activities
- Police have _____ for dealing with crime
- Criminals face _____



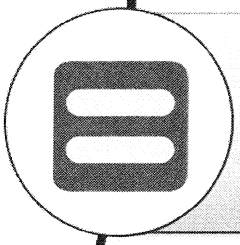
Legitimacy

- Citizens see the law as _____ of following
- Citizens have _____ in the lawmaking process
- Citizens _____ the law and see laws as _____



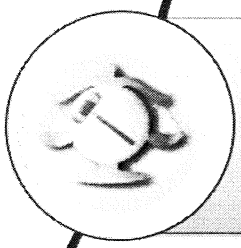
Checks & Balances

- Power is _____ among branches of government
- All branches _____ effectively
- The judicial system is _____ from other branches
- Elected officials must answer to the _____



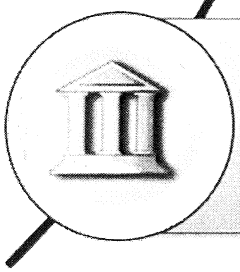
Equal Application of the Law

- Nobody is _____ the law, not even elected officials
- The judicial system treats everyone the _____



Procedural Fairness

- The government has _____ for legal proceedings
- The government _____ those rules
- The rules for legal proceedings are _____



Access to Justice

- Citizens have a way to _____ their rights
- Citizens have the _____ they need to get justice
- The justice system is _____ for people to use

Rule of Law

Name: _____

Rule of Law—Where Does It Come From? Our nation was built on the rule of law. Read each statement below and decide which Rule of Law factor it describes.

O = Order and Security

L = Legitimacy

C = Checks and Balances

E = Equal Application of the Law

P = Procedural Fairness

A = Access to Justice

___1. Every state sent representatives to help write the U.S. Constitution, and all of those representatives signed the Constitution when it was finished.

___2. The 14th Amendment to the U.S. Constitution says that states must give everyone "the equal protection of the laws."

___3. The 6th Amendment to the U.S. Constitution says that people accused of a crime have the right to have a lawyer help them defend themselves.

___4. The Preamble to the U.S. Constitution says one goal of the Constitution is to make sure our country is secure and peaceful.

___5. The U.S. Constitution splits the government's power between a legislative, an executive, and a judicial branch.

___6. The U.S. Constitution says that people accused of a crime have the right to a "speedy" trial.

___8. In the case *Marbury v. Madison* in 1803, the Supreme Court said that the judicial branch has the power to strike down laws that violate the Constitution, even though another branch of government passed that law.

___7. Congress has created the Federal Rules of Criminal Procedure, which lists the procedures that must be followed in every criminal case.

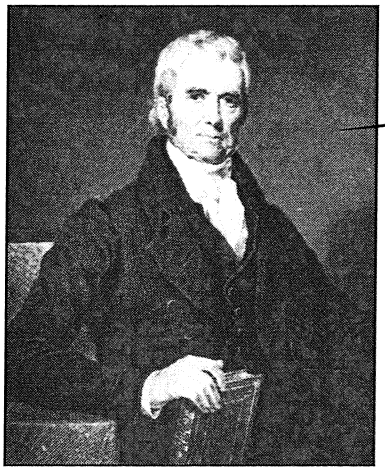
___9. The U.S. Constitution did not become the law of our nation until nine states approved it.

___10. Every state has laws that say children must go to school until a certain age.

___11. In the case *Marbury v. Madison* in 1803, the Supreme Court said that the Constitution is superior to all other laws and even the government must follow it.

___12. The U.S. Constitution says that nobody can be "deprived of life, liberty, or property without due process of law."

Explain It to a 4th Grader. In 1803, Chief Justice John Marshall wrote the Supreme Court's decision in *Marbury v. Madison*. He had something to say about the rule of law. How would you explain it so a little kid could understand?



"The government of the United States has been ... termed a government of laws, and not of men."

Chief Justice Marshall was trying to say that...

Rule of Law

Name: _____

Fun with Rule of Law! Find 20 key words in the puzzle.

V	P	I	S	T	L	E	T	B	N	T	S	X	S	X
L	J	R	U	E	C	A	A	B	N	Y	E	A	E	J
X	G	P	O	R	H	L	U	E	Z	G	C	E	C	R
E	N	T	O	C	A	C	D	Q	Y	Y	N	S	I	W
I	F	F	B	N	E	N	N	P	E	F	E	E	T	H
K	N	K	C	T	E	D	E	A	F	H	U	C	S	C
E	Z	E	Y	P	F	O	U	D	R	R	Q	U	U	O
H	S	F	E	R	P	I	C	R	T	B	E	R	J	A
K	K	D	M	L	H	B	T	C	E	R	S	I	S	C
C	N	R	E	S	P	E	C	T	H	S	N	T	E	C
I	U	M	R	E	D	R	O	L	V	E	O	Y	L	E
S	S	E	N	R	I	A	F	V	A	H	C	E	U	S
N	U	M	P	S	F	N	R	V	T	W	F	K	R	S
L	E	G	I	T	I	M	A	C	Y	U	H	L	S	J
A	X	R	O	S	A	F	E	C	B	O	H	C	P	M

First, find the 6 factors of Rule of Law:

- _____ and _____
- _____
- _____ and _____
- _____ Application of the _____
- Procedural _____
- _____ to _____

Now find these other key terms:

INPUT	RESPECT
PROCEDURES	BRANCHES
SAFE	ENFORCE
CONSEQUENCES	INDEPENDENT
RULES	PEOPLE

Would This Work? Debra doesn't think so, but she might be wrong. Look at each pair of Rule of Law factors. Would it be possible to have one without the other? If so, how? Watch out—this could be a brain twister! Use your graphic organizer for help.

Checks & Balances / Equal Application of the Law	
❑ You could have one without the other if...	❑ They have to exist together because...

Access to Justice / Procedural Fairness	
❑ You could have one without the other if...	❑ They have to exist together because...