Government, Democracy and Laws

Lesson Plan for Supporting Question

What key documents establish the foundation of America’s participatory democracy?
Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital Primary Source Sets collection) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as they see fit for their students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the Primary Source Sets toolkit to learn more about using primary sources in the classroom.

What’s Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary list or cards, a materials list and instructions. There also is a “formative assessment” to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproducible student worksheets are available in the Student Materials PDF (on website, below “Educator Materials) for this topic.

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproducible assessment worksheet(s) also are available in this topic’s Student Materials PDF.
Overview
The Declaration of Independence, the U.S. Constitution, and the Bill of Rights are central to how the United States presents itself to its own people and to the world. They have been copied by many emerging democracies around the world and show remarkable resilience over the 250 years since their adoption.

Unit Compelling Question
Why aren't all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America's participatory democracy?

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Compelling and Supporting Questions

5th Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the Primary Source Sets, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the K-5 Primary Source Sets.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

Why aren't all rules good rules?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The bolded questions below is the supporting question for this Read Iowa History unit.

1) What key documents establish the foundation of America's participatory democracy?
2) How are laws created?
3) How can laws be changed to guarantee human rights?

Read Iowa History: Right to Vote

This Read Iowa History lesson addresses “Why aren't all rules good rules?” and “What key documents establish the foundation of America's participatory democracy?” and includes lesson plans, worksheets, suggested assessments and other tools.
### Standards and Objectives

#### Iowa Core Social Studies Standards

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<th>No.</th>
<th>Standard</th>
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<tbody>
<tr>
<td>SS.5.2.</td>
<td>Use supporting questions to help answer the compelling question in an inquiry.</td>
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<tr>
<td>SS.5.3.</td>
<td>Determine the credibility of multiple sources.</td>
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<td>SS.5.4.</td>
<td>Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</td>
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<tr>
<td>SS.5.24.</td>
<td>Explain probable causes and effects of historical developments.</td>
</tr>
<tr>
<td>SS.5.25.</td>
<td>Develop a claim about the past and cite evidence to support it.</td>
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#### Iowa Core Literacy Standards

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<tr>
<th>No.</th>
<th>Standard</th>
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<tr>
<td>RI.5.2</td>
<td>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
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<tr>
<td>RI.5.3</td>
<td>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
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<tr>
<td>W.5.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<tr>
<td>W.5.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
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<tr>
<td>W.5.8</td>
<td>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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<tr>
<td>W.5.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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#### Objectives

- I can analyze sources: images, documents, video and texts.
- I can identify and organize evidence that is relevant to the supporting and compelling questions.
- I can answer the supporting question with evidence and reasoning.
- I can explain probable causes and effects of historical developments.
Utilize this background essay, in whole or in parts, with students to provide further context and understanding government, democracy and laws. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

From its creation, the United States was different from its European predecessors. Its people were not united by a common heritage, ethnicity or even language. It was then, as it is now, a diverse nation of immigrants. What united it was a radical belief of the time, that “all men are created equal,” and that a free people could govern themselves and not descend into anarchy and chaos. For centuries, European nations had monarchs and aristocracies to maintain order and stability from generation to generation. The United States declared that its people would be governed only by their elected representatives. This belief in democracy, as one British commentator observed, created in the United States “a nation with the soul of a church,” united by a common belief.

Framework of U.S. Democracy
Three documents have been central to the essence of this perception. The Declaration of Independence was drafted by the Second Continental Congress in 1776 in Philadelphia to explain and justify why the colonies were separating themselves from the domination of Great Britain. Delegates from 13 colonies along the Atlantic Coast sent delegates to the convention in Philadelphia. They approved a resolution to separate themselves from Great Britain and appointed a committee of five men to draft an explanation to the world why the colonies were taking this step.

The committee chose Thomas Jefferson of Virginia to write the original draft. He began with an explanation of why governments are established and then moved on to the injustices the colonies had endured by Parliament and the king. The document ends with the declaration that the colonies were from now on free from British rule. It was approved by the Continental Congress on July 4, America’s Independence Day. It declares that “all men are created equal and endowed by their Creator with certain inalienable rights.” The nation has never fully lived up to that bold statement in practice, but it is the measure against which perceived injustices are measured.

The former colonies that defeated the British Empire needed to establish some legal framework that would bind them together for certain purposes but not become as oppressive as the monarch they had just defeated. At first, the Articles of Confederation provided a weak central government but pressure for a stronger authority developed quickly. In 1787, delegates to a Constitutional Convention began meeting to strike a balance between responsibilities left to the states and those delegated to the federal government.

Like the Declaration of Independence, the U.S. Constitution begins with a preamble that sets forth its purpose — “to form a more perfect union.” Federal authority is divided into three branches: the legislative branch that makes the laws; the executive that administers the laws; and the judicial that interprets the laws in cases of conflict. Central to the U.S. Constitution is the concept of checks and balances. Each branch has some authority to curb undue power exercised by the other two branches. Some duties were specifically delegated to the federal government and some specifically reserved to the states. The Convention specified that the plan would go into effect when nine states approved it. New Hampshire was the ninth in 1788, and Rhode Island was the last in 1790. George Washington was elected as the first president in 1788.

Ever concerned that the federal government could abuse the rights of the people as the colonists felt Great Britain had done, Congress proposed a series of amendments to the U.S. Constitution that specifically spelled out restrictions on the federal government. The first 10 amendments to the U.S. Constitution are called the Bill of Rights, including the First Amendment, which states that individuals shall have the right to freedom of speech,
Background Essay continued

religion, the press and assembly and the right to petition the government.

These three documents are central to how the United States presents itself to its own people and to the world. They have been copied by many emerging democracies around the world and show remarkable resilience over the 250 years since their adoption.

Vocabulary Words

- Amendment
- Articles
- Bill of Rights
- Constitution
- Democracy
- Federal Government
- Founding
- Participatory Democracy
- Rights
Introducing Founding Documents

Unit Compelling Question
Why aren't all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America's participatory democracy?

Overview
This pre-lesson activity will provide an opportunity for students to use the close reading strategy while focusing on literacy standards of main idea, details and summarizing, as well as understanding context of the time period. This reading passage will be a reference throughout the lesson.

Instructions
1. Distribute copies of the Founding Documents reading passage to students.
2. Use the close reading strategy with students to analyze the passage. You can do this as a group or students can work independently as a formative assessment.
   - First reading: Read the passage carefully to gain basic understanding. What is the text mainly about? What is the main idea? Write the main idea in the top margin of the “Take Notes” worksheet. Students will highlight evidence on the passage in green.
   - Second reading: Read again and dig deeper. What are the big ideas that connect to the main idea? Students will highlight evidence on the passage in yellow and write them on the worksheet.
   - Third Reading: Read again and dig for details. What are the details for your big ideas? Students will highlight evidence on the passage in red and write them on the worksheet.
   - Fourth Reading: Students will read the passage one more time to summarize their thinking. They will then summarize the passage in five to seven sentences using their main idea and details they collected on the worksheet to determine key concepts and ideas. Students will write the summary on the Summary of Passage worksheet.
3. Students will refer back to this reading passage throughout the Read Iowa History to focus on different aspects.
4. Formative Assessment: Use this activity as a formative assessment if you decide to have students complete this on their own. If students have not used this strategy or procedure before, you can use the worksheets as a modeling experience to teach the close reading strategy.

Materials
- Founding documents reading passage
- Three worksheets: Close Reading Strategy, Take Notes about Passage, Summary of Passage
The founding documents of the United States of America are: the U.S. Constitution, the Declaration of Independence and the Bill of Rights.

The Declaration of Independence
The Declaration of Independence is one of the most important documents in the history of the United States. It was an official act taken by all 13 American colonies in declaring independence from Great Britain. People in the colonies were unhappy that they did not have a say in their government and still had to pay taxes. The Stamp Act of 1765 collected taxes on paper goods like legal documents, newspapers, and playing cards. In one act of protest, men dumped the cargo of a ship full of British tea into Boston Harbor in 1773; this is now called the Boston Tea Party. In 1775, the colonists went to war with Great Britain. The war between the colonies and Great Britain was called the American Revolutionary War from 1775-1783.

The Constitution
The Constitution of the United States is the foundation of the United States Government. It explains the system of Government and the rights of the American people. With three parts: The Preamble tells the purpose of the document and Government, the Articles set up how the Government is organized and how the Constitution can be changed, and the Amendments are changes to the Constitution. The first ten Amendments are called the Bill of Rights. The Constitution also created an executive branch and a judicial branch to set up a system of checks and balances. All three branches would have power, so no one branch could become more powerful than another. The Constitution was presented to the American public on September 17, 1787. The Constitution is known as a living document because it can be changed, or amended. Since its ratification, or formal approval, it has only been changed 27 times. Although it has been amended over the years, the Constitution's basic form still exists today.

The Bill of Rights
When the United States Constitution was approved in 1789, some people felt that it did not protect some basic rights and that the Constitution should be changed to protect those rights. On December 15, 1791, changes were made to the Constitution. These first 10 changes, or amendments, guaranteeing specific freedoms and rights; together they are called the Bill of Rights.

The Bill of Rights includes some of the most basic freedoms and rights that we think of today in the United States. These are a few of the key ideas in each amendment:

- First Amendment: freedom of religion, speech, the press, and assembly
- Second Amendment: the right of the people to keep and bear arms
- Third Amendment: restricts housing soldiers in private homes
- Fourth Amendment: protects against unreasonable search and seizure
- Fifth Amendment: protects against self-testimony, being tried twice for the same crime, and the seizure of property under eminent domain
- Sixth Amendment: the rights to a speedy trial, trial by jury, and services of a lawyer
- Seventh Amendment: guarantees trial by jury in cases involving a certain dollar amount
- Eighth Amendment: prohibits excessive bail or fines and cruel and unusual punishment for crimes
- Ninth Amendment: listing of rights in Bill of Rights does not mean that other rights are not in effect
- Tenth Amendment: power not granted to the Federal Government is reserved for states or individual people

These three documents have secured the rights of the American people for more than two and a quarter centuries and are considered instrumental to the founding of the United States.

Vocabulary Words: Amendment, Articles, Bill of Rights, Constitution, Federal Government, Founding, Rights
Close Reading Strategy

These example worksheets correspond with the instructions in pre-lesson activity 1 to do a close read, takes notes and write a summary. These versions of the worksheets are for you, the educator, to fill out, add notes and utilize. Versions of these worksheets are available for reproduction to students in this topic’s Student Materials PDF.

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| 1. **Read carefully to gain basic understanding.**  
  What is the text mainly about? What is the main idea? Write the main idea in the top margin in the clouds of the paper. *Highlight evidence in green.* |
| 2. **Read again and dig deeper.**  
  What are the big ideas that connect to the main idea? *Highlight evidence in yellow and write them on the note-taking sheet on the next page.* |
| 3. **Read again and dig for details.**  
  What are the details for your big ideas? *Highlight evidence in red and write them on your note-taking sheet.* |
| 4. **Read again to summarize your thinking.**  
  Summarize the article in five to seven sentences using your main idea, details, on your worksheet to determine key concepts and ideas. Write the summary on the back of the worksheet. |
### Taking Notes about Reading Passage

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Summary of Reading Passage

Write summary about [Founding Documents reading passage].
Think Like... Cards & Question Formulation Technique

Unit Compelling Question
Why aren't all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America's participatory democracy?

Overview
This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the Think Like... cards, which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, this activity is aimed to remind them that the impact of one's experience shapes their perspective on topics.

The other tool is the Question Formulation Technique (QFT), which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Source Background
George Mason led Virginia patriots during the American Revolution, and his concept of inalienable rights influenced Thomas Jefferson's Declaration of Independence. As a member of the Constitutional Convention, Mason advocated strong local government and a weak central government. This led to the adoption of the Bill of Rights. When the American Revolution got under way, Mason was a leader of Virginia patriots and later drafted the state's constitution. This document would hold the nuggets of later problems he had with the U.S. Constitution, in that the first rights granted in the Virginia constitution would be on behalf of the individual, which Mason would later see as lacking in the U.S. Constitution. During this time (1787), Mason was also a Virginia delegate (George Washington and James Madison were others) to the Constitutional Convention in Philadelphia, where, despite his ongoing poor health, he proved to be vastly influential in the composition of the Constitution.

Instructions
1. Introduce the compelling question: Why aren't all rules good rules?

2. Question Formulation Technique (QFT): This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you watch the 12-minute QFT instruction video. In the video, a fourth-grade teacher uses QFT to learn more about what her students know or do not know about fractions.

3. Use the QFT for students to ask questions about the George Mason quote, “That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amendable to them.” Ask them to also consider the compelling question, and to use the worksheet.

Instructions continued on next page
Instructions continued

4. Follow the steps below to assist students in their analysis.
   - Write as many student questions as you can on the board or on chart paper.
   - Do not stop to discuss, judge or answer any questions.
   - Write down every question exactly as stated, change any statements to questions.
   - Sort and prioritize questions.

5. After sharing the prioritized questions, discuss with students what social studies discipline (use disciplines from the Think Like... Cards) that the question falls under. Use the Think Like... cards to assist with the inquiry. Post questions on chart paper or social studies notebook for students to answer as they learn more.

6. Discuss how this quote connects to the Founding Documents reading passage.
George Mason

This is an example worksheet that corresponds with the instructions in pre-lesson activity 2. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic’s Student Materials PDF.

“That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amendable to them.”

- George Mason, Virginia Bill of Rights, June 12, 1776

Vocabulary

- Power: ability to direct or influence the behavior of others
- Vested: to given or earned
- Consequently: as a result of
- Derived from: to gain or get
- The people: United States citizens
- Magistrates: a civil officer or judge
- Trustees: a person, often one of a group, who controls property or money for the benefit of another person or an organization
- Servants: a person who performs duties for others
- Amendable: to modify, rephrase, or add to or subtract from

What questions do you have about this quote?

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Think Like...Cards

This is are the State Historical Society of Iowa's Think Like... Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?

Think Like an Economist

A person who studies the way people make decisions about money.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.
Think Like...Cards

This is the State Historical Society of Iowa’s Think Like…Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people’s lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn’t? Why?

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?
The Great Law of Peace and the Iroquois Confederacy

Unit Compelling Question
Why aren't all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America’s participatory democracy?

Overview
Students will analyze a video about the Iroquois “Great League of Peace” and its impact on the formation of the United States and its representative democracy.

Source Background
Much has been said about the inspiration of the ancient Iroquois “Great League of Peace” in planting the seeds that led to the formation of the United States and its representative democracy. The Iroquois Confederacy, founded by the Great Peacemaker in 1142, is the oldest living participatory democracy on Earth. In 1988, the U.S. Senate paid tribute with a resolution that said, “The confederation of the original 13 colonies into one republic was influenced by the political system developed by the Iroquois Confederacy, as were many of the democratic principles which were incorporated into the constitution itself.”

The people of the Iroquois Confederacy, also known as the Six Nations, refer to themselves as the Haudenosaunee (pronounced “hoo-dee-noh-SHAW-nee”). It means “peoples of the longhouse,” and refers to their lengthy bark-covered longhouses that housed many families. Theirs was a sophisticated and thriving society of well over 5,000 people when the first European explorers encountered them in the early 17th century.

Instructions
1. Introduce the supporting question: What key documents establish the foundation of America’s participatory democracy?
2. Use the vocabulary list to introduce the words participatory democracy and democracy.
4. Discuss: How did the Iroquois “Great League of Peace” influence the formation of the United States and its representative democracy? Who were the people of the Iroquois Confederacy?
5. Students record “evidence” on the worksheet from the video source to help answer the supporting question: What key documents establish the foundation of America's participatory democracy?
6. **Formative Assessment:** Students will record evidence from the video in their Check for Understanding worksheet. They will use this worksheet throughout this Read Iowa History.

Materials
- Vocabulary list
- “The Great Law of Peace” video about Injunuinty
- Video analysis worksheet
- Check for Understanding worksheet
“The Great Law of Peace” Video about Injunuinty, November 12, 2013

Analyze a Video

This is an example worksheet that corresponds with the instructions in Part 1 to analyze a video. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic’s Student Materials PDF.

<table>
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<th>Analyze a Video</th>
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<td><strong>Anticipate.</strong></td>
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<td><strong>Meet the video.</strong></td>
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<thead>
<tr>
<th>Observe its parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the people, objects and activities you see.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>PLACES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write one sentence summarizing this video.

<table>
<thead>
<tr>
<th>Try to make sense of it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is this video from? What was happening at the time in history it was created?</td>
</tr>
<tr>
<td>Who made it? Who do you think is the intended audience?</td>
</tr>
<tr>
<td>How do you think the creator wanted the audience to respond? List evidence from the video or your knowledge about who made it that led you to your conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use it as historical evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you find out from this video that you might not learn anywhere else?</td>
</tr>
<tr>
<td>What other documents or historical evidence are you going to use to help you understand this event or topic?</td>
</tr>
</tbody>
</table>
Check for Understanding

This is an example worksheet that corresponds with the instructions throughout this Read Iowa History to take notes. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic’s Student Materials PDF.

<table>
<thead>
<tr>
<th>What key documents establish the foundation of America’s participatory democracy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Great Law of Peace” Video about Injunuity, November 12, 2013</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Declaration of Independence, July 4, 1776</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Preamble to the U.S. Constitution, September 1787</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>U.S. Constitution, September 1787</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Bill of Rights in the U.S. Constitution, September 25, 1789</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Check for Understanding

<table>
<thead>
<tr>
<th>Iowa Constitution, 1857</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image of the Iowa Constitution, 1857" /></td>
</tr>
<tr>
<td><img src="image2" alt="Image of the Iowa Constitution, 1857" /></td>
</tr>
<tr>
<td><img src="image3" alt="Image of the Iowa Constitution, 1857" /></td>
</tr>
<tr>
<td><img src="image4" alt="Image of the Iowa Constitution, 1857" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independence Hall in Philadelphia, Pennsylvania, ca. 1900</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Image of Independence Hall in Philadelphia" /></td>
</tr>
<tr>
<td><img src="image6" alt="Image of Independence Hall in Philadelphia" /></td>
</tr>
<tr>
<td><img src="image7" alt="Image of Independence Hall in Philadelphia" /></td>
</tr>
<tr>
<td><img src="image8" alt="Image of Independence Hall in Philadelphia" /></td>
</tr>
</tbody>
</table>
Investigate and Research Founding Documents

Unit Compelling Question
Why aren’t all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America’s participatory democracy?

Overview
This part of the lesson allows students to view, investigate, discuss and research the founding documents.

Source Background
Independence Hall is a historic building in Philadelphia, Pennsylvania. It is called Independence Hall because the Declaration of Independence was passed there. The United States Constitution was also written there. It served as the capital of the United States several times, mostly during the Revolutionary War. It was also the meeting place of the state legislature of Pennsylvania.

Instructions

1. Distribute an “Be an Image Detective” worksheet to students to complete. First, students will analyze a primary source together. Display the Independence Hall in Philadelphia, Pennsylvania image. Read the source and description.

2. Discuss the information. Have students answer these source-dependent questions.
   - Look closely at the photo. What do you notice about the Independence Hall, as well as the surrounding buildings and area?
   - Independence Hall can be considered as one of the birthplaces of the United States. In this building, the Declaration of Independence and U.S. Constitution were both debated and signed. Who would be influenced by the history that took place in the building? Explain your answers.
   - What is the significance of Independence Hall?
   - What is the legacy of the founding documents?

3. View and discuss the Declaration of Independence (transcription available), U.S. Constitution (transcription available), Preamble to the U.S. Constitution (transcription available) and Bill of Rights in the U.S. Constitution while re-reading the Founding Documents reading passage.

Instructions continued on next page
Investigate and Research Founding Documents

Instructions continued

Discuss as a class the importance of the documents as “founding documents” for the United States. The close reading passage has minimal information. Students will be adding details to their Check for Understanding worksheet to write an improved essay answering: What key documents establish the foundation of America's participatory democracy? Below are some possible research websites:

Note to Educator: Make sure to circulate around your students to help clear up any misconceptions that arise.

- Khan Academy: Democratic Ideals in the Declaration of Independence and the Constitution
- National Constitution Center: Educational Videos
- Britannica for Kids: Declaration of Independence
- Duckster: American Revolution - The Declaration of Independence
- Prequel to Independence
- The Mini Page: Bill of Rights
- The Mini Page: Amendments 11-26

Students will share key details of their research and defend why they feel their content is the most important evidence for their final essay.

Formative Assessment: You, the educator, will observe the discussion and/or evidence being record in the Check for Understanding worksheet.

More Materials

- Suggested Books:
  The Declaration of Independence in Translation: What It Really Means by Amie Jane Leavitt;
  We the Kids: The Preamble to the Constitution of the United States by David Catrow;
  The Bill of Rights in Translation: What It Really Means by Amie Jane Leavitt
Independence Hall in Philadelphia, Pennsylvania, ca. 1900

IN CONGRESS, JULY 4, 1776.

THE UNANIMOUS DECLARATION OF THE THIRTEEN UNITED STATES OF AMERICA.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their Just Powers from the Consent of the Governed, thatGovernments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as they may Think most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Formations have their Origins that are formed are right, are long established, that form is the best Form, and in such Form as is most likely to effect their Safety. It is, therefore, the Desire of every People, to throw off such Governments, and to provide new Guards for their future Security. for the People have a right to institute, and to alter, Governments, and to take measures for their own good, and Security.

The History of the present King of Great Britain is a History of repeated Injuries and Usurpations, all which were designed to establish an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, which concern the Peace and Safety of this Country, and which become Operative by delay; and at the same Time protected his Commissioners, and Correspondents appointed for the same Purpose of oppressing this People.

He has dissolved Representative Bodies, summoned to a Meeting of the People, for the sole Purpose of oppressing and tormenting them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would assent to his Conditions, and be Subject to servile Obligations.

He has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Deputies, and Members of Congress, for the sole Purpose of fatiguing them with Long Journeys, and expending the Public Funds in permits

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislative Bodies.

He has affected to render the Military independent of and superior to the Civil Power.

He has combined with foreign Powers, to the Dishonor of America, to such Juristicall Foreigners as in Continuation.

John Hancock, President.

IN CONGRESS, JANUARY 18, 1777.

Ordered, That an Authentic Copy of the Declaratory of Independence, with the Names of the Members of Congress, be struck off to each of the United States, and that they be delivered on the first Day of July, 1777.

By Order of Congress,

John Hancock, President.
We the people of the United States, in order to form a more perfect union, establish justice, ensure 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.

The Congress shall have power 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.

The legislative powers of this Assembly shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

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.

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 power to 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 the President.

The House of Representatives shall consist of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifica-
tions 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 for which he shall be chosen.

The House of Representatives shall choose their other officers, and a speaker pro tempore, in the absence of the Speaker, or when he shall exercise the office of the President of the United States.

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 be under the control of either of them shall be held, while not in session, any proceedings for the impeachment, trial, judgment, or punishment of any劾 case of a senator, or representative, addressing or impeaching any other officer of the United States, or of any person in civil, military, or commercial capacities.

The privilege of the 

Chairman: 27

Secretary: 27

U.S. Constitution, 1787

PART 2

Constitutional Convention, 1787

Courtesy of Library of Congress, “We, the people of the United States, in order to form a more perfect union...” Constitutional Convention, 1787
PART 2

U.S. Constitution, 1787

28

In the Declaration of Independence, the year of our Lord 1776, the united States of America, for the absence of social or political corruption, were established. The Congress shall have power to regulate the internal and foreign trade of the United States, and declare war and peace. The powers of Congress shall be limited to those granted by the Constitution, and no law shall be passed except by a majority of each House. The President shall have power to veto any bill passed by the Senate or the House of Representatives, and to return it to the other House with his objections, unless the other House shall agree to a different version of the bill. The President shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

ARTICLE I.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE II.

The Congress shall have power to make rules for the government of the United States, and to define and punish all crimes and offenses against the United States. The President shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency.

ARTICLE III.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE IV.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE V.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE VI.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE VII.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE VIII.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE IX.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

ARTICLE X.

The Congress shall have power to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

In Congress, on Sept. 17, 1787.

The independence and sovereignty of the United States are hereby declared, and the power of the United States is hereby vested in the Congress, which shall have the sole and exclusive right to declare war, grant letters of marque and reprisal, and approve treaties. The President shall have power to appoint ambassadors and other public ministers. The Senate shall have the power to ratify treaties, and to declare war, except in cases of emergency. The House of Representatives shall have the power to impeach and try all civil officers of the United States, except in cases of impeachment.

GEORGE WASHINGTON, President.

GEORGE WASHINGTON, President.

We, the people of the United States, in order to form a more perfect union...” Constitutional Convention, 1787

Courtesy of Library of Congress, “We, the people of the United States, in order to form a more perfect union...” Constitutional Convention, 1787
We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, 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.
AMENDMENTS TO THE CONSTITUTION.

Art. 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.

Art. 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.

Art. 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.

Art. 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.

Art. 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 any person be compelled, in any criminal case, to be 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.

Art. 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 favour; and to have the assistance of counsel for his defence.

Art. 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.

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

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

Art. X. The powers not delegated to the United States by the Con-
AMENDMENTS TO THE CONSTITUTION.

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. (a)

Art. XII. § 1. (b) 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 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 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 the case of the death or other constitutional disability of the President.

§ 2. 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.

§ 3. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice President of the United States.

(a) The amendment to the Constitution by which the judicial power was declared not to extend to any suit commenced or prosecuted by a citizen or citizens of another State, or by foreign subjects against a State, prevented the exercise of jurisdiction in any case past or future. Hollingsworth v. The State of Virginia, 3 Dall. 378; 1 Cond. Rep. 169.

(b) This amendment was proposed in October, 1803, and was ratified before September, 1804.

Courtesy of Library of Congress, Madison, James, “Amendment to the U.S. Constitution,” U.S. Congress, 25 September 1789
This is an example “Be an Image Detective” worksheet to help guide students in their analysis of images that are primary sources. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic’s [Student Materials PDF](#).

<table>
<thead>
<tr>
<th>Title:</th>
<th>What kind of image is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made the image?</td>
<td>___ photo ___ drawing/cartoon</td>
</tr>
<tr>
<td>What year?</td>
<td>___ painting ___ advertisement</td>
</tr>
<tr>
<td>___ something else</td>
<td></td>
</tr>
</tbody>
</table>

### Start with the Basics

In one sentence, what is happening in this image?

Is the image ...

___ black & white ___ color

What does this tell us about when the image was made?

Is there a caption?

___ yes ___ no

If so, what does the caption tell you?

### Observe ... Look for the Details

Describe what you see in the image.

What are the people doing in the image?

What are the objects used for in the image?

### Put the Pieces Together

Where do you think this image takes place?

What is its location?

What evidence tells you that?

What time period?

What evidence tells you that?

Why do you think this image was made?

How does this image compare to modern times?

### What questions does this image lead you to ask?
State of Iowa’s Constitution

Unit Compelling Question
Why aren’t all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America’s participatory democracy?

Overview
Students will consider the question: Why did states create their own constitutions? They will also be using the close reading strategy.

Source Background
In the early stages of the U.S. government, each state was required to write up their own constitution and Bill of Rights so that the power was given to the states. The primary functions of local governments are to provide services, such as schools, libraries, police and fire departments, and to make and enforce laws.

Instructions
1. Pose the following question to your class: Why did states create their own constitutions?
2. Distribute a copy of “Iowa’s Constitution” worksheet to each student.
3. Do a close reading of the “Iowa’s Constitution” essay from The Goldfinch.
   - First reading: You will read the article aloud to your class without stopping.
   - Second reading: Students will read and mark text by underlining vocabulary words, drawing a question mark next to parts that need clarification.
   - Third reading: Students will re-read a third time as needed while answering the questions from the “Iowa’s Constitution” worksheet. If there is time, students can use this suggested document and website to answer their own questions:
     - Full Transcript of the Iowa Constitution
     - Iowa Pathways: The Iowa Constitution
4. Students will record evidence on the Check for Understanding worksheet to help answer the supporting question, “What key documents establish the foundation of America’s participatory democracy?”
5. Formative Assessment: As students generate questions, listen for the misconceptions that often emerge. Offer information to correct misconceptions that will not be addressed in the remainder of the lesson.

Materials
- “Iowa’s Constitution” essay in The Goldfinch
- “Iowa’s Constitution” worksheet
Iowa’s Constitution

When the U.S. Constitution was ratified by the 13 original states, Iowa was not a state. It became a part of the United States through the Louisiana Purchase in the early nineteenth century. The Territory of Iowa was created in 1838. People who lived in the area voted down the proposition to become a state in 1840 and in 1842. They eagerly sought statehood, but opposed boundaries fixed by the U.S. Congress.

After people approved new boundaries, the first Iowa Constitution (the Constitution of 1846) was written so that Iowa could become a state. On December 3, 1846, in the Stone Capitol at Iowa City, Ansel Briggs was inaugurated as first Governor of the State of Iowa. A copy of the Constitution of Iowa was sent to Washington, D.C. It was approved by Congress, and President James Polk gave his approval on December 28, 1846.

As the new state grew, the needs of its people changed. These new needs could not be met by the first constitution so a constitutional convention was called to write a new one.

No Money in Iowa

The main drawback of the first Iowa constitution was that it did not allow banks that could print and issue money (these were called “banks of issue”). Money in the 1840s was not like the money we use today. The United States government did not print paper money at all. Instead, it made gold and silver coins. Banks and businesses avoided this problem by printing notes (a kind of paper money) to use in place of gold or silver. In the 1840s and ’50s, there were over 700 banks in the U.S. Many of these printed their own notes. The value of the notes varied from bank to bank. It was impossible to know the current value of the notes of all banks. In Iowa, the Constitution of 1846 prohibited banks of issue. They had no official currency. At one time, over 300 kinds of money circulated in Iowa.

When the new Constitution of 1857 was adopted, a new bank with many branches was begun. This was called the State Bank because the state made the rules. The State Bank gave Iowans money they could trust.
This is an example worksheet that corresponds with the instructions to Part 3 to analyze Iowa's Constitution. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's [Student Materials PDF](#).

**Iowa's Constitution: Why did states create their own constitutions?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When did Iowa become a state?</td>
<td></td>
</tr>
<tr>
<td>Who approved Iowa's Constitution?</td>
<td></td>
</tr>
<tr>
<td>Why did Iowa and other states create their own constitution?</td>
<td></td>
</tr>
<tr>
<td>What was the problem with Iowa's first constitution and how was the problem solved?</td>
<td></td>
</tr>
<tr>
<td>Other questions I have after reading this passage...</td>
<td></td>
</tr>
</tbody>
</table>
Comparing Preambles of Iowa and U.S. Constitutions

Unit Compelling Question
Why aren’t all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America’s participatory democracy?

Overview
Students will compare and contrast the Iowa and U.S. preambles to each constitution.

Source Background
The preamble to the U.S. Constitution, beginning with the words “We the People,” is a brief introductory statement of the Constitution’s fundamental purposes and guiding principles. Courts have referred to it as reliable evidence of the founders’ intentions regarding the Constitution’s meaning and what they hoped the Constitution would achieve.

Instructions
1 Have students read, compare and contrast the U.S. and Iowa preambles. Investigate these questions:
   - What is the purpose(s) of the preamble?
   - How does the preamble to the U.S. Constitution help explain why the founders thought Americans needed one?
   - What are the key words in the preamble that embody the country’s ideas and Iowa’s ideas?
   - Discuss how the preambles are similar or different.

2 Students record evidence in the Check for Understanding worksheet from the sources to help answer the supporting question: What key documents establish the foundation of America’s participatory democracy?

3 Formative Assessment: You, the educator, will observe the discussion and Venn diagram creation.

Materials
- Preamble to the U.S. Constitution
- Preamble to the Iowa Constitution
- Venn diagram
- Pencil
- Suggested Book: We the Kids: The Preamble to the Constitution of the United States by David Catrow
We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, 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.
CONSTITUTION
OF THE
State of Iowa.

WE, THE PEOPLE OF THE STATE OF IOWA,
grateful to the Supreme Being for the blessings with which we are
blessed, and feeling our dependence on HIM for a continuation of these bless-
ings, do ordain and establish a free and independent government, by the name of the State of Iowa, the boundaries
whereof shall be as follows.
Transcribed Excerpt from the Constitution of the State of Iowa

Preamble
WE THE PEOPLE OF THE STATE OF IOWA, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence on Him for a continuation of those blessings, do ordain and establish a free and independent government, by the name of the State of Iowa, the boundaries whereof shall be as follows:
This is an example worksheet that corresponds with instructions from Part 4 to compare the preambles in the U.S. and Iowa constitutions. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.
Lesson Summative Assessment

Unit Compelling Question
Why aren't all rules good rules?

Unit Supporting Question
What key documents establish the foundation of America’s participatory democracy?

Assessment Instructions

1. Instruct students to assemble the evidence they have collected on their Check for Understanding worksheet into an essay.

2. Distribute the lesson summative assessment worksheet. Allow students plenty of time to write. Students can go back to the sources, worksheet and the answers to their questions as they write.

3. Students can use the lesson summative assessment worksheet or regular notebook paper, and they can write on notebook paper or even type their essay. Have them keep the worksheet nearby in order to consider the prompts that are in each section.

Assessment Scoring Options

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Student shows understanding of What key documents establish the foundation of America’s participatory democracy with answers that are accurate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Mixture of some accurate and some inaccurate parts.</td>
</tr>
<tr>
<td>Beginning</td>
<td>Student unable to write any ideas in the given time and/ or ideas are very inaccurate.</td>
</tr>
</tbody>
</table>
Lesson Summative Assessment

This is an example gathering evidence worksheet that corresponds with the instructions for the lesson supporting question assessment. This blank version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's Student Materials PDF.

### Scenario:
The founders of the United States are considered geniuses for the government they created, especially considering how long it has lasted. Which key documents establish the foundation of America’s participatory democracy? Provide evidence and reasoning for your essay.

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start with a hook sentence.</td>
</tr>
</tbody>
</table>
| • Write the context in a sentence or two.  
  *(Refer to pre-lesson activity 1)* |
| • Write the big question in your own words in a statement. |
| • Write your thesis (answer) in one sentence. |

<table>
<thead>
<tr>
<th><strong>Category 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start with topic sentence (introduces category)</td>
</tr>
<tr>
<td>• Supporting Evidence</td>
</tr>
<tr>
<td>• Reasoning (how evidence connects to thesis)</td>
</tr>
</tbody>
</table>
## Lesson Summative Assessment

### Category 2
- Start with topic sentence (introduces category)
- Supporting Evidence
- Reasoning (how evidence connects to thesis)

### Category 3 (if needed)
- Start with topic sentence (introduces category)
- Supporting Evidence
- Reasoning (how evidence connects to thesis)

### Conclusion
- Restate thesis in a new way
- Give a clincher - a final, convincing thought to leave with the reader
Government, Democracy and Laws

Amendment
An amendment is a change or addition to a law is called an amendment. The word usually refers to a change to the constitution of a government.

Articles
Seven articles, known as the Articles of Confederation, served as the written document that established the functions of the national government of the United States after it declared independence from Great Britain.

Bills of Rights
The Bill of Rights are the first 10 amendments to the U.S. Constitution. This was ratified in 1791 and guaranteed such rights as the freedoms of speech, assembly and the press.

Constitution
A constitution is a set of rules that guide how a country, state or other political organization works. The constitution may be amended or changed. The U.S. Constitution governs the entire country.

Democracy
The word democracy itself means rule by the people. Democracy is a form of government in which the people have the authority to deliberate and decide legislation, or to choose governing officials to do so.

Federal Government
A federal government is a system of dividing up power between a central national government and local state governments that are connected to one another by the national government. In the U.S., the federal government is composed of three distinct branches: legislative, executive and judicial.

Founding
The act of founding is the establishing or originating an institution or organization.

Participatory Democracy
A participatory democracy emphasizes the broad participation of constituents in the direction and operation of political systems (people are in power and thus that all democracies are participatory).

Rights
Rights are legal, social or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people according to some legal system, social convention or ethical theory.
Additional Resources for Educators

**Government, Democracy and Laws Primary Source Set**
This digital source set offers many suffrage primary sources, source-dependent questions and links to additional resources. This includes information about U.S. government, democracy and laws.

**George Mason - Virginia Bill of Rights**
This webpage has quotes from George Mason, who was an American planter, politician and delegate to the U.S. Constitutional Convention of 1787. He was one of three delegates who refused to sign the Constitution.

**Khan Academy: Democratic Ideals in the Declaration of Independence and the Constitution**
This webpage offers perspective about the democratic ideals that led to the development of the Declaration of Independence and U.S. Constitution.

**National Constitution Center: Educational Videos**
This organization offers free educational video lessons that feature the museum's education staff, distinguished scholars and even some famous faces who bring America's democracy and the stories of “We the People” to life.

**Prequel to Independence**
This is a National Archives digital activity to sort documents and images related to the founding of the United States.

**The Iowa Constitution from Iowa PBS**
This webpage from Iowa PBS and Iowa Pathways focuses on the creation and implementation of the Iowa Constitution.

**The Mini Page: Amendments 11-26**
This archived article from *The Mini Page* - an educational children's newspaper - focuses on the Amendments 11 through 26 of the U.S. Constitution.

**The Mini Page: Bill of Rights**
This archived issue of *The Mini Page* - an educational children's newspaper - focuses on the Bill of Rights.

**The Mini Page: Creating a Federal Government - States and the Constitution**
This reading passage explains the power of the federal government and state governments.

**The Bill of Rights in Translation: What It Really Means by Amie Jane Leavitt**
This book explains the meaning of the Bill of Rights for students.

**The Declaration of Independence in Translation: What It Really Means by Amie Jane Leavitt**
This book explains the meaning of the Declaration of Independence for students.

**We the Kids: The Preamble to the Constitution of the United States by David Catrow**
This book is helpful to inspire discussion in classrooms with an illustrated look at the Preamble of the U.S. Constitution and provides an accessible introduction to America's founding ideals for citizens of all ages.