

## Mr. Cegielski's Presentation of The Constitution

"To be ignorant of the Constitution is to be ignorant of all things your country is . . . . and of the truths its people have believed to be above all others in the relationships between human beings and government."

Floyd G. Cullop

### Essential Questions:

- **What are the powers and responsibilities of each branch of government?**
- **How does the system of checks and balances serve to limit the powers of each branch?**
- **What is judicial review and how was it established? Is this one of the most important and essential checks on governmental power? Why or why not?**



### The Constitution - Preamble

### Warm Up



"We, the People of the United States, in order to form a more perfect Union..."

**Task:** What do you think the writers meant by this?

"We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

**Task:** List the goals of government.

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

What are the six functions of government in the preamble to the Constitution?

1. "form a more perfect Union":
  - To make this a better country.
  - To fix the problems of the Articles of Confederation that was the structure of our government before the Constitution
2. "establish Justice":
  - To make sure people are treated fairly
  - To have a country governed by laws, not by men.
3. "ensure domestic Tranquility"
  - To keep things peaceful inside the country
  - To keep our neighborhoods safe
4. "provide for the common defense"
  - To protect ourselves from other countries and their armies
  - "Common" meaning all of the states in the Union
5. "promote the general welfare"
  - Make life better for individuals and families
6. "secure the blessings of Liberty"
  - Freedoms we fought for independence from Great Britain for
  - Freedom of religion, right to representative government, freedom of speech, right to own property.

Who did the people of 1787 write this Constitution for?: "to ourselves and our Posterity"

- "The People" did it themselves.
- Radical idea at the time: we don't need a King to tell us how to govern ourselves
- "Our Posterity": Their children, and their children's children. Future generations. They did it for us.

How do these functions affect you, your family and the local community?

## Our Constitutional History - Summary

- 1774 - First Continental Congress
- 1775 - Second Congress
- July 4, 1776 - Declaration of Independence
- 1777 Articles of Confederation
- 1787- U.S. Constitution  
Federalists Vs. Anti-Federalists
- 1791- Bill of Rights

## The Constitution - Our Social Contract



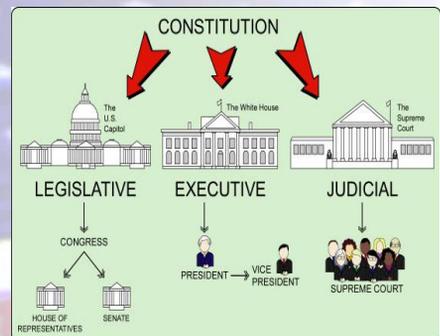
## The Basic Principles of the U.S. Constitution

- **Federalism** - power is divided among the states and the national government.
- **Separation of Powers** - power was divided vertically through federalism and horizontally through separation of powers among the three branches of government.
- **Checks and Balances** - The power of each branch of government is checked or limited and balanced by powers held by other branches.

## Basic Principles cont.

- **Popular Sovereignty** - all political power rests with the people.
- **Limited Government** - gov't may only do what the people give it the authority to do.
- **Judicial Review** - power of the Court to determine constitutionality of a gov't action (legislative law).

## The Constitution establishes the powers of the Three Branches of Government



*Separation of Powers*



Which branch of government is the strongest?

Task: Why do you think the Founding Fathers created three branches of government?

**Copy statements a-f and complete!**

According to the principle of checks and balances, each branch of the government must have control over the other branches. Look at the first three articles of the Constitution and identify one of each type of checks and balances. Indicate where each power is listed in the Constitution.

- a. A power that the executive branch has over the legislative branch: \_\_\_\_\_  
This can be found in what article/section of the Constitution \_\_\_\_\_
- b. A power that the executive branch holds over the judicial branch. \_\_\_\_\_  
This can be found in what article/section of the Constitution \_\_\_\_\_
- c. A power that the legislative branch holds over the executive branch. \_\_\_\_\_  
This can be found in what article/section of the Constitution \_\_\_\_\_
- d. A power that the legislative branch holds over the judicial branch. \_\_\_\_\_  
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- f. A power that the judicial branch holds over the legislative branch. \_\_\_\_\_  
This can be found in what article/section of the Constitution \_\_\_\_\_

*The Constitution*

The Constitution of the United States of America



- Preamble - Introduction
- Article 1 - Legislative Branch
- Article 2 - Executive Branch
- Article 3 - Judicial Branch
- Article 4 - Relations Between the States
- Article 5 - Amending the Constitution
- Article 6 - Supremacy Clause
- Article 7 - Ratification Process

27 Amendments  
(changes to the Constitution)  
First 10 are called the Bill of Rights

**Today's Goal: Finish preparing "The Constitution Mix and Match Game!"**

- **Objective:** The objective of this game is to learn about the powers, responsibilities, and requirements for each branch of government in a fun way!
- **Directions:**
  - 1) Divide into groups of 3-4.
  - 2) Create 25 questions, focusing only on the powers, responsibilities, and requirements (e.g. age, citizenship, etc.) for each branch of government—legislative (Senate and House of Representatives), executive, and judicial. Use the Constitution, as well as your textbook to gather the information for your questions. DO NOT write the answers on the cards!
    - Sample of an acceptable question: In which branch does an official serve for life? The Supreme Court (the Judicial branch).
  - 3) Once finished, the questions will be exchanged with other groups in the class. All groups will be responsible for writing the answers to the questions on sheets of paper to be posted around the classroom.
  - 4) **GOAL—How to win:** The first group to correctly answer all 25 questions and place all answers under the proper categories wins!

Your group must also duplicate the following answer sheet on butcher paper in preparation for tomorrow's game:

Executive (The Presidency)	Senate	House of Rep.	Judicial (Supreme Court)
Powers, Responsibilities, Requirements	Powers, Responsibilities, Requirements	Powers, Responsibilities, Requirements	Powers, Responsibilities, Requirements

## Today's Goal: Play "The Constitution Mix and Match Game!" And win!!!

- **Objective:** The objective of this game is to learn about the powers, responsibilities, and requirements for each branch of government in a fun way!
- **Directions:**
  - 1) Divide into groups of 3-4.
  - 2) Create 25 questions, focusing only on the powers, responsibilities, and requirements (e.g. age, citizenship, etc.) for each branch of government—legislative (Senate and House of Representatives), executive, and judicial. Use the Constitution as well as your textbook to gather the information for your questions. **DO NOT** write the answers on the cards!
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## The System of Checks and Balances

- Because the three branches of government share powers, each can (partially) check the powers of the others.
- **Congress can check the president in these ways:**
  - (1) By refusing to pass a bill the president wants
  - (2) By passing a law over the president's veto
  - (3) By using the impeachment powers to remove the president from office
  - (4) By refusing to approve a presidential appointment (Senate only)
  - (5) By refusing to ratify a treaty the president has signed (Senate only)



## Checks and Balances Continued...

- **Congress can check the federal courts in these ways:**
  - (1) By changing the number and jurisdiction of the lower courts
  - (2) By using the impeachment powers to remove a judge from office
  - (3) By refusing to approve a person nominated to be a judge (Senate only)
- **The President can:**
  - (1) check Congress by vetoing a bill it has passed
  - (2) check the federal courts by nominating judges
- **The Courts can:**
  - (1) check Congress by declaring a law unconstitutional.
  - (2) check the president by declaring actions by him/her or his/her subordinates to be unconstitutional or not authorized by law.



## Do you agree with the following quote?

- Richard Neustadt, a political scientist, observed that the Constitution does not separate power so much as create "a government of separated institutions sharing power."
- **Conclusion:**
  - A system of balances minimizes the risk that one branch might completely take over the government or stray too far politically from the other branches.
  - The system of checks and balances design has been a key factor in the Constitution's survival, assuring evolution in government rather than revolution.
  - Due to a system of checks and balances, the legislative, executive, and judicial branches' powers overlap, and each branch exerts some power over the others.

Figure 2.2 Separation of Powers and Checks and Balances

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH
Voters ↓ House of Representatives (2-year term)    Senate (6-year term)	Voters ↓ President (4-year term, 2-term limit)	President Appoints, Senate Confirms ↓ Judges (Life term)
<b>POWERS OF CONGRESS</b> <ul style="list-style-type: none"> <li>Passes all federal laws</li> <li>Establishes lower federal courts and the number of judges</li> <li>Can impeach the president</li> <li>Can override the president's veto by a two-thirds vote</li> <li>Passes the federal budget, which finances the executive branch and other government institutions</li> <li>Approves treaties</li> <li>Approves presidential appointments, including those to the federal courts</li> </ul>	<b>POWERS OF THE CHIEF EXECUTIVE</b> <ul style="list-style-type: none"> <li>Is responsible for carrying out the laws passed by Congress</li> <li>Can approve or veto acts of Congress</li> <li>Can call Congress into special session</li> <li>Can submit legislation to Congress</li> <li>Nominates Supreme Court and federal judges</li> <li>Can pardon people convicted in federal courts</li> <li>Is responsible for execution of court orders</li> <li>Makes foreign treaties</li> <li>Is commander-in-chief of armed forces</li> </ul>	<b>POWERS OF THE JUDICIARY</b> <ul style="list-style-type: none"> <li>Can invalidate, on grounds of unconstitutionality, laws passed by Congress</li> <li>Can invalidate executive branch orders or actions on grounds of unconstitutionality or absence of authorizing legislation</li> </ul>
<b>CHECKS AND BALANCES ON CONGRESSIONAL POWERS</b> <ul style="list-style-type: none"> <li>Both houses of Congress must vote to enact a law, thereby checking power within the legislature</li> <li>President can veto legislation</li> <li>Supreme Court can rule federal and state laws unconstitutional</li> </ul>	<b>CHECKS AND BALANCES ON EXECUTIVE POWERS</b> <ul style="list-style-type: none"> <li>Congress can                             <ul style="list-style-type: none"> <li>reject legislation the president wants</li> <li>override vetoes of legislation by a two-thirds vote</li> </ul> </li> <li>Impeach and remove president (with Chief Justice of Supreme Court presiding)</li> <li>declare war</li> <li>Senate can refuse to confirm nominees or ratify treaties</li> <li>Supreme Court can declare presidential acts unconstitutional</li> </ul>	<b>CHECKS AND BALANCES ON JUDICIAL POWERS</b> <ul style="list-style-type: none"> <li>Congress can                             <ul style="list-style-type: none"> <li>change the number and jurisdiction (authority to hear cases) of the federal courts</li> <li>impeach and remove federal judges</li> <li>propose constitutional amendments to override Supreme Court decisions</li> </ul> </li> <li>President appoints federal judges (who must be confirmed by the Senate)</li> </ul>

## The Legislative Branch—Congress

- The Legislative Branch (Congress)—has the power to make laws. It has a **bicameral** (or two-house) legislature:
  - The Senate** (“The Upper House”)
  - The House of Representatives** (“The Lower House”)
- A term of Congress extends over two years with two regular sessions each term—one per year.

## The Senate: Each State Has Two Senators

New Hampshire = 2 Senators

Louisiana = 2 Senators

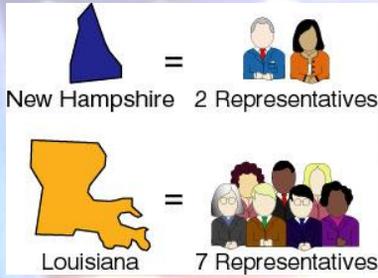
**What are the eligibility requirements to be a senator?**

## The Senate



- (left) Old Senate chamber. Restored in 1976.
- Two senators from each state=100 members
- Requirements for members of the Senate:**
  - Must be at least 30 years old
  - Citizen of the U.S. for 9 years
  - Legal residents of the state in which they are elected
  - Serve six-year terms and then must seek reelection

## The House of Representatives Number Based on Population

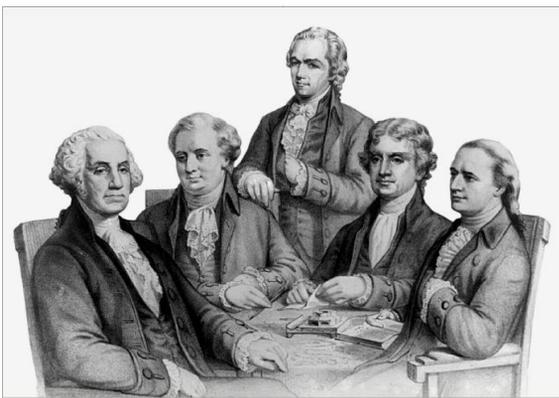


**What are the eligibility requirements to be a member of the House?**

## The House of Representatives



- (left) Original House chambers, Capitol, 1822. Painting by Samuel F.B. Morse, 1822.
- Has 435 members, based upon population.
- **Requirements for members of the House:**
  - (1) must be at least 25 years old
  - (2) citizen of the U.S. for 7 years
  - (3) Serve two-year terms and then must seek reelection



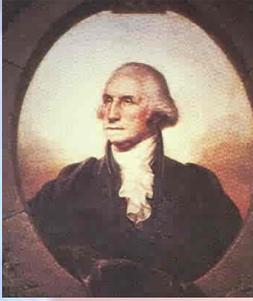
President Washington and his secretaries. What factors were considered in organizing the executive branch?

## The Executive Branch—The President

- **What are the eligibility requirements to be the President of the United States?**



## The Executive Branch—The President



- (left) George Washington, by Rembrandt Peale.
- **Requirements:**
  - (1) Must be at least 35 years old
  - (2) Must be a natural born citizen of the United States
- **Powers:**
  - (1) Commander-in-chief of the armed forces
  - (2) Has the special power to **veto** bills, refuse to sign a bill into law.
  - (3) Nominates judges to the Supreme Court
  - (4) Appoints heads of executive departments (the Cabinet) with Senate approval

## The White House



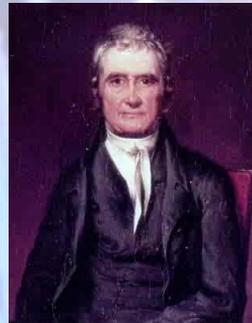
- (left) White House, Washington, D.C., ca. 1846
- The President and his/her Cabinet (Secretaries of State, Defense, Treasury, etc.) as well as the White House Staff meet here.
- The residence of the President and family.
- Guests of the President often stay overnight.
- The First Lady often hosts special dinner parties and holiday events here.

## The Judicial Branch— The Supreme Court



- (left) Old Supreme Court Chamber 1
- “The highest court of the land.”
- Consists of **9 judges**, all of whom were nominated by a U.S. President
- Judges serve for a life-term (until he or she retires or dies).
- The Supreme Court can review any case decided by any of the federal courts of appeals.
- The Supreme Court interprets the laws set forth in the Constitution and can declare a law unconstitutional through the process of **judicial review**.

## Background to the early Supreme Court: Chief Justice John Marshall



- (left) John Marshall. Oil by William James Hubbard, c. 1832.
- Chief Supreme Court Justice **John Marshall** presided over several landmark cases, including Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland.
- Marshall defined the power of the Supreme Court by establishing its ability to determine the constitutionality of laws (**judicial review**) in Marbury v. Madison, and he strengthened the national government's power.

JUDGEMENT

Colorado State Standard 2.3: Students know and understand the place of law in the Colorado and United States constitutional systems.

**Today's Objective: Learn the origins of judicial review!**

Warm Up: Analyze the cartoon below. Complete the questions below in 5-6 minutes. Then, we will begin our mock court trial on Marbury v. Madison!



- (1) What do you see in the cartoon? Make a list. Include objects, people, and any characteristics that seem to be exaggerated.
- (2) Which of the items on the list from Question 1 are symbols? What does each symbol stand for?
- (3) What is happening in the cartoon?
- (4) What is the cartoonist's message?

**Mock Court Trial Preparation: Marbury V. Madison**  
**Court Trial Date:**

**Directions:**

- 1) Divide into three large groups—(1) attorneys for Marbury, (2) attorneys for Madison, (3) Supreme Court Justices.
- 2) Read the article providing background information to the case. Use the questions as a guide to further your understanding. No need to write responses.
- 3) Attorneys: Using your understanding of the case as well as Constitutional law (Hint! Hint!), develop your best arguments to present to the Court! Spokespersons from each side will be appointed.
- 4) Judges: Prepare questions to ask the attorneys during the trial. Ask for clarification or expose weaknesses in their arguments.
- 5) The decision: Will history repeat itself or will the judges render a different verdict?

**TRIAL PREPARATION Requirements:**

- **Everyone:** Read through your materials on the Marbury v. Madison case as well as any other information you find online.
- **Chief Justice John Marshal and the other Supreme Court Justices:** You must master court trial procedure and direct every step of the trial! You are in charge! In addition, if an attorney cries "objection!" you must decide to "sustained" (agree with the objection) or "overruled" (disagree with the objection). Prepare a two-column chart, one column with 10 fact-based questions for the defense, the other column with 10 fact-based questions for the prosecution. Which ever side answers your questions best the trial, should win the case.
- **Prosecution Team (for Marbury):** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.
- **Defense Team (for Madison):** Prepare opening statement, 10 good arguments with evidence, fact-based questions for witnesses, closing statement.

**Background to Marbury V. Madison: A Review of the Constitutional Issue**

Branches	1800 Administration	1801 Administration
executive	President John Adams (Federalist)	Jefferson (Democratic Republican)
legislative	Federalist party dominates	Democratic Republican
judicial	<ul style="list-style-type: none"> <li>•One day before Jefferson is inaugurated, John Adams appoints over new judges. This is called "packing the court" or <i>patronage</i>—appointing officials who are politically like-minded.</li> <li>•Most of the judges receive their commission on time before Jefferson assumes office.</li> <li>•What about the remaining judges who have not yet received their commission?</li> </ul>	<ul style="list-style-type: none"> <li>•The remaining judges, including Marbury, are awaiting for their commissions to be delivered.</li> <li>•The new Secretary of State Madison refuses to give commission to Marbury because it was not delivered on time. The three commissions are thrown out!</li> <li>•Marbury asks for a <i>writ of mandamus</i>.</li> <li>•Under the <i>Judicial Act of 1789</i>, the Supreme Court had the power to issue a writ of mandamus to force Madison to grant commission. However, <i>Article 3, Section 1</i> of the Constitution states that the Supreme Court only has jurisdiction over ambassadors, consuls, and public ministers. Is the Judicial Act unconstitutional? How should the Constitution be interpreted in this case?</li> </ul>

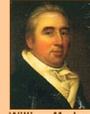


## Simplified Steps in a Trial:

Note: We will complete the trial within 30 minutes!

1. Calling of Case by Bailiff: "All rise. The Court of \_\_\_\_\_ is now in session. Honorable Judge \_\_\_\_\_ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Marbury's attorneys will present their major arguments and evidence. Attorneys will also call witnesses (Marbury and Madison) to the stand for examination. Opposing side can cross-examine.
4. Defendant's Case: Madison's attorneys will present their major arguments and evidence. Same procedure as described above for examination of witnesses.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. The Supreme Court Justices ask clarifying questions to each side to expose weaknesses in the attorneys' arguments. At least 5 questions should be asked to each side. Then, the Supreme Court Justices convene privately. The majority vote decides the case, either in favor of Marbury or Madison. Unlike a criminal or jury trial, the justices DO NOT need to come to a unanimous decision. Instead, the majority presents a brief explanation as to why they reached their decision. This is called the **majority decision**. The remaining justices present the **dissenting opinion**.

## What was the actual verdict in Marbury v. Madison?



William Marbury

The decision in Marbury's case, written by Chief Justice John Marshall (the very same John Marshall who affixed the seal to Marbury's commission--talk about a conflict of interest!) established and justified the power of judicial review. It is the first case read by virtually every first-year law student and is generally considered the greatest of all landmark cases. Marshall strained to reach his result. The plain words of Section 13 of the Judiciary Act indicate that Marbury went to the wrong court or invoked the wrong statute (or both), but Marshall proceeded as if the suit were authorized by Section 13 and then declared the statute unconstitutional on the grounds that it purported to expand the Court's original jurisdiction in violation of Article III. Marbury's suit was dismissed for lack of jurisdiction. Marshall's decision--brilliant in its conception--allowed the Court to brand Jefferson a violator of civil rights without issuing an order that the President could have ignored.

### Discussion Questions:

- 1. Is judicial review a good idea? Should nine unelected judges be able to tell our elected representatives what they can and cannot do?
- 2. Is it the job of the judicial branch to protect the politically weak from oppression by the majority?
- 3. Are judges, protected with lifetime tenure and drawn generally from the educated class, more likely to be reflective and above the passing enthusiasms that drive legislative action?
- 4. Does *Marbury* mean that legislators or members of the executive branch have no responsibility to judge the constitutionality of their own actions?
- 5. Could we have a workable system of government without judicial review?

## Did our Founding Fathers intend for the courts to have the power of judicial review?

### Original Intent & Judicial Review—Interesting Facts:

- The Constitution does not expressly provide for judicial review. What should be made of this fact? Does it suggest that the framers did not intend to give the courts such a power? Not necessarily, although that is one explanation for its absence. It is also possible that the framers thought the power of judicial review was sufficiently clear from the structure of government that it need not be expressly stated. A third possibility is that the framers didn't think that the issue would ever come up, because Congress would never pass legislation outside of its enumerated powers. Only 11 of the 55 delegates to the Constitutional Convention, according to Madison's notes, expressed an opinion on the desirability of judicial review. Of those that did so, nine generally supported the idea and two opposed. One delegate, James Wilson, argued that the courts should have the even broader power to strike down any unjust federal or state legislation. It may also be worth noting that over half of the thirteen original states gave their own judges some power of judicial review.

## Closing Reflections and Extension Assignments for Marbury v. Madison:

- 1) What factors determined which side won our mock court trial?
- 2) How do you think our mock trial went? Any suggestions for improving ourselves or the mock court trial procedure?
- 3) **Extension Assignments to Marbury V. Madison Case (Due in 40 minutes!):**
  - 1) Read pages 22-23 (Thomas Jefferson's Reaction) and complete all questions on pages 24-25.
  - 2) Read pages 28-29 (Chief Justice John Marshall's Legacy) complete all questions on p. 30.



## Warm Up/Do Now: Introduction to Amendment Process

The Amendment Process=



- 5-minute written response and then wait at your desk for further instructions.

## Do Now: Amending the Constitution

- **Note:** Write your responses to following:
  - 1) Should there be subject matter limitations on amendments (i.e. think about recent proposals for an amendment banning gay marriage)? If so, what?
  - 2) Can and should the courts review the validity of constitutional amendments?
  - 3) What is the effect of amendments on previously ratified constitutional provisions?

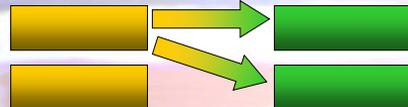
Class Discussion begins in 5 Minutes

## Possible Answers:

- 1) Opinion-based. Answers will vary.
- 2) The Court has at various times considered the validity of constitutional amendments. Importantly, the Court has considered the method of proposal and ratification, as well as the constitutionality of the subject matter of the amendment, to be a justiciable--and, therefore, not a "political"--question.
  - Example: In the *National Prohibition Cases (1920)*, the Court generally upheld the validity of the Eighteenth Amendment, rejecting arguments that a prohibition on the distribution and possession of alcohol was a constitutionally impermissible subject matter for a constitutional amendment.
- 3) The passage of new amendments can have a great impact on previously ratified constitutional provisions. Case in point: The 21<sup>st</sup> repealed the 18<sup>th</sup> Amendment (Prohibition).

## Amending the Constitution

- **Introductory AP Questions:** Using the constitution, textbook or online source, identify two formal methods for adding amendments to the Constitution as well as two informal methods. Why are informal methods used more?
- **Activity:** Attempt to correctly diagram the formal methods only for amending the Constitution. Look in the Constitution and below for a hint!



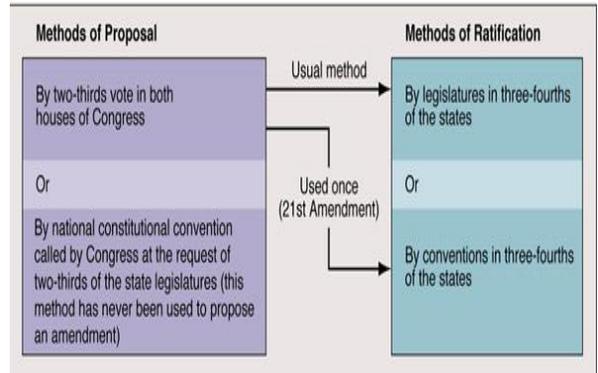
## Methods of Amending the U.S. Constitution

### • Formal Method –

**Article V** creates a two-stage process for amending the Constitution: proposal and ratification.

- An amendment can be proposed by two-thirds of both houses of Congress or
- by two-thirds of state legislatures requesting Congress to call a national convention to propose amendments.
- An amendment can be ratified by a favorable vote in three-fourths of all state legislatures or by such a vote in specially called ratifying conventions called in three-fourths of the states.
- The **Bill of Rights**, the first 10 amendments, were all ratified in 1791.

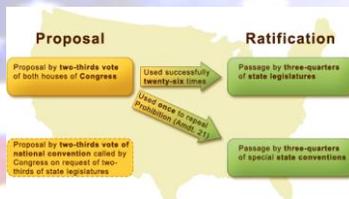
Figure 2.3 Methods of Amending the Constitution



So...

Proposal - National Level

Ratification - State Level



## Informal Amendment Process

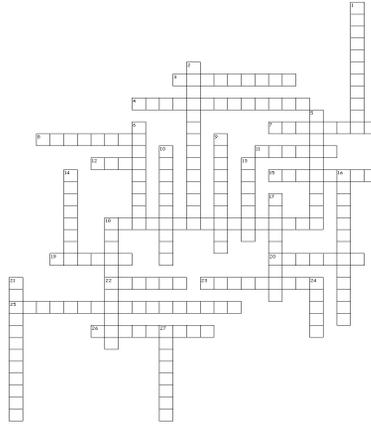
- The Framers wrote much of the Constitution in brief, outline-like terms to make revisions easier.
- Over the past 200 years, informal amendments have been added to the Constitution in five ways:
  - (1) the passage of legislation by Congress
  - (2) actions taken by Presidents
  - (3) decisions of the Supreme Court (judicial review)
  - (4) the activities of political parties
  - (5) Custom and usage

Chapter 3, Section 3

## How hard is it to pass an amendment?



- It is not easy to amend the Constitution; of the over 10,000 resolutions submitted to date, only 27 amendments have been adopted.
- **Alice Paul** (above) celebrates the ratification of the women's suffrage amendment in 1920. Paul is one of the chief authors of the ERA.
- **The Equal Rights Amendment (ERA)** was the proposed Twenty-seventh Amendment. First introduced in 1923 by the National Women's Party, it was finally approved by both the House and Senate in 1972. However, the amendment failed to receive the required number of votes from the states (38 states are required to vote in favor of ratification) and the amendment was defeated. Instead, an amendment on Congressional compensations changes became the 27<sup>th</sup> Amendment in 1992.

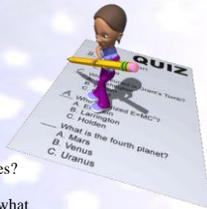


## Your Study Guide

- Yes, this crossword puzzle is your study guide for the upcoming test! Look in your packet!

## Review Quiz

- If you studied the constitution of our government, you will be able to answer the following questions about the relationship between the government and its citizens:
- 1) What is a constitution?
- 2) What are the purposes of government?
- 3) How is the government organized?
- 4) What is the purpose of checks and balances? Provide examples.
- 5) How was judicial review established and what is its importance?
- 6) Who is considered to be a citizen? What rights and responsibilities, if any, are the citizens supposed to have?
- 7) Describe the different ways of passing an amendment. Why is it so hard to pass an amendment?



## AP Free Response Questions:

- How does the Constitution of the U.S. reflect the values of Democratic Liberalism?
- Identify two formal methods for adding amendments to the Constitution. Identify two informal methods. Why are informal methods used more?

