

# American Government and U.S. Constitution

## Part II

### *“The Making of America”*

An in-depth curriculum teaching the

### The Substance and Meaning of the Constitution

*Designed for Schools: Public, Private, Home*

Contains:

- Textbook
- Suggested Class Schedule
- Teaching objectives for each lesson
- Reading assignments
- Quizzes
- Examinations
- Video tape lesson presentations (including student notes)

“A study course loved by high school students, supported by parents, sought after by lawmakers, endorsed by citizens across the nation.”

# **American Government and U.S. Constitution**

Part II

## *The Making of America*

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Printed in the United States of America



37777 West Juniper Road · Malta ID 83342 · 208-645-2625 (fax - 2667)

Product orders: 800-388-4512

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# Table of Contents

Introduction .....	5
Curriculum Outline and Suggested Class Schedule.....	6
Requirements and Grading Standards for Part II .....	7
Explanation of Quizzes and Examinations:.....	8
Lesson Presentations .....	9
Lesson 1: Freedom - An Idea Whose Time Has Come .....	10
Lesson 2: The Man Who Discovered America's Freedom Formula.....	12
Lesson 3: The Declaration of Independence.....	12
Lesson 4: Discovery of Ancient Principles .....	12
Lesson 5: Two People - One Ideal System.....	16
Lesson 6: The Articles of Confederation.....	16
Lesson 7: Revolutionary War - Battles for New England .....	16
Lesson 8: General Washington's Worst Ordeal.....	20
Lesson 9: The Need for a Miracle.....	20
Lesson 10: The Miracle at Philadelphia I.....	23
Lesson 11: The Miracle at Philadelphia II .....	23
Lesson 12: The Founders Invent a New System of Political Science I .....	23
Lesson 13: The Founders Invent a New System of Political Science II .....	27
Lesson 14: Prosperity Economics .....	27
Lesson 15: The Baptism of Fire .....	30
Exam 1 Part II American Government and US Constitution Review .....	32
Exam 1 Part II American Government and US Constitution.....	38
Lesson 16: The Preamble.....	46
Lesson 17: The Power Plant of the Constitution .....	46
Lesson 18: The House of Representatives I .....	49
Lesson 19: The House of Representatives II .....	49
Lesson 20: The Senate I .....	52
Lesson 21: The Senate II.....	52
Lesson 22: Organization of Congress I .....	52
Lesson 23: Organization of Congress II.....	56
Lesson 24: The Legislative Process.....	56
Lesson 25: The Powers of Congress I.....	59
Lesson 26: The Powers of Congress II .....	59
Lesson 27: Commerce .....	62
Lesson 28: Naturalization and Bankruptcy.....	62
Lesson 29: The Money System.....	65
Exam 2 Part II American Government and US Constitution Review .....	67
Exam 2 Part II American Government and US Constitution.....	72
Lesson 30: Three More Powers of Congress.....	80
Lesson 31: Copyrights, Patents, Courts, Seas, Law of Nations.....	80
Lesson 32: The War Powers .....	83
Lesson 33: The Remaining Powers .....	83
Lesson 34: Restraints on Congress .....	86
Lesson 35: Restraints on the States.....	88
Lesson 36: The Most Powerful Political Office in the World .....	90
Lesson 37: Powers and Duties of the President .....	92

Exam 3 Part II American Government and US Constitution Review .....	94
Exam 3 Part II American Government and US Constitution.....	98
Lesson 38: The Federal Judiciary .....	104
Lesson 39: Jurisdiction of Federal Courts .....	104
Lesson 40: Appellate Powers, Jury, Treason.....	107
Lesson 41: Union of the States and the Amendment Process.....	109
Lesson 42: The Finishing Touches .....	111
Lesson 43: The Bill of Rights and The First Amendment.....	113
Lesson 44: Amendments Two-Twelve .....	115
Lesson 45: Amendments Thirteen - Sixteen .....	117
Lesson 46: Amendments Seventeen - Twenty-seven .....	119
Lesson 47: Striving for a Higher Level.....	119
Exam 4 Part II American Government and US Constitution Review .....	122
Exam 4 Part II American Government and US Constitution.....	126
Exam 5 - The Constitution at a Glance Review .....	132
Exam 5 - The Constitution at a Glance .....	134

## Introduction

Welcome to Part II of our course on American Government and U.S. Constitution.

Hopefully, by the time you are ready for Part II, *The Making of America*, you will have completed a study of Part I, *The 5000 Year Leap*, which contains the 28 Principles of Liberty. These 28 principles form the foundation of our Constitution. Once you have a good understanding of them, the study of the Constitution itself has much more depth of meaning. One can actually see that the Founders were conversant in basic these principles as they undertook to structure a plan of government.

I consider *The Making of America* a great masterpiece. It is the "granddaddy" of all books on the United States Constitution. One has to briefly look at the Bibliography on pages 777-779 to appreciate the sources used. While I consider myself a serious student of the Constitution, to think of having to digest all the writings of the Founders, including *The Federalist Papers*, the Convention notes, and the ratification debates, and many other original sources, is mind-boggling. I am grateful for the extensive research by several key people at the National Center for Constitutional Studies who, for several decades, painstakingly studied these books and carefully classified the Founders' thinking into topics and sub-topics. The final product represents not only the thinking but also the very words of the Founders on every detail and idea in the Constitution, both large and small. It is the Founders who are explaining why they put each idea into the document and the meaning they wanted us to understand behind each idea.

I think it is also significant that this book was published in 1985, just in time for the Bicentennial of the Constitution in 1987. For many years, we have been drifting away from the Founders' original intent. Some very powerful forces have been at work trying to get Americans to accept different ideas and new meanings behind the provisions in the Constitution. A study of *The Making of America* will put to rest these false political ideas and will illuminate once again the brilliance of the Founders' original success formula that we call the Constitution of the United States.

On a number of occasions, when concerned Americans, including some legislators, have called me on the phone searching for an answer or explanation of some governmental or political matter, I have usually begun my reply with, "Do you have your copy of *The Making of America* handy?" We then can usually find the answer to their inquiry given by one or more of the Founders themselves!

This course on *The Making of America* was recorded in the classroom comprised of mostly twelfth grade high school students. There are 47 lessons. We have gone to the additional work of dubbing into the video presentations all of the notes that a student should write down review in order to study for the quizzes on the material. Each student must also have a copy of the textbook, which we will refer to frequently during the presentations.

As I said in introduction to Part I, I have grown to love to teach these to young people. They seem to be able to easily recognize the hypocrisy of many situations in public life today and they are searching for answers. There is no greater reward a teacher can have than to see his students come alive to the freedom story and begin to identify with and think like America's Founding Fathers. As they do, they begin to ask, "Why are we not doing this today?" They also carry the feeling of these principles into their homes. I have had many parents express to me that they have never had such interesting and informative family discussions than since their high school student began telling what he or she was learning about the Founding Fathers.

Many young people have an intense interest in current events when approached in the right way. Not only are they interested, they are able to dissect the situation and describe the correct solution to many problems that exist in America today.

Is there any more important subject to have our young people learn in our time than that of being able to restore and preserve our liberty? I think not. As Cicero said, there is something godly about this endeavor.

Can any other knowledge be more helpful to the rising generation in America today? America desperately needs better and stronger leaders. We need leaders who know correct answers. I believe this course is a giant step forward in preparing such leaders. I congratulate any teacher for catching the vision and teaching these precepts. We heartily agree with Benjamin Franklin who said that any teacher, who has recognized within himself the talent to teach young people, "is as strongly called as if he heard a voice from heaven."

Earl Taylor, Jr.

## **Curriculum Outline and Suggested Class Schedule**

The course American Government and U.S. Constitution has two parts.

Part I is entitled *The 5000 Year Leap - The Twenty-Eight Principles of Liberty*. It contains 27 lessons.

Part II is entitled *The Making of America*. It contains 47 lessons. Together the entire course is 74 lessons, however, each part can stand on its own if desired.

In testing this curriculum it has been found ideal to have a block of time, say one hour and twenty-five minutes (1 and 1/2 hours) for each class period containing one lesson. Some schools have the option of such scheduling. In this case, the complete course (Parts I and II) can be taught in one semester.

If, however, such flexibility is not available and a teacher has only 50 or 55 minutes per class period, then each lesson and its accompanying activities would have to be spread over two class periods and it would necessitate an entire school year to complete.

Assuming the first case, that an hour and twenty-five minutes is available per class period, here is a suggested daily schedule:

### **Daily Schedule:**

- First five minutes - review notes from previous day
- Quiz on discussion of previous day and related reading assignment
- Check quiz - need half or more correct for credit
- Class discussion - take good notes
- Student presentations, recitations, current issues, other activities

## Requirements and Grading Standards for Part II

### Instructor's requirements of students:

1. Prepare for class discussions by reading assigned pages and answering the questions.
2. Participate in class discussion and take good notes.
3. Take daily quizzes and periodic exams.
4. While studying *The Making of America*, find one current issue per week relating to one of the 286 Constitutional provisions. Be prepared to present one each week to the class, telling about the issue and whether it supports or violates the Constitutional provision.
5. Complete five special reports chosen from the following topics. Page numbers refer to *The Making of America*. Reports are to be (a) at least three pages, typed, double-spaced. Each report must include (b) your own discussion of the Founders' original concept or meaning and must include (c) at least five short quotes with references cited (may all be obtained from the text). Also included must be (d) how the meaning or concept has changed and how the change strengthened or damaged the original concept. Credit will be given for each of the four parts.
  - a. The Concept of "A More Perfect Union" (p.335-)
  - b. The Senate's Role In Protecting States' Rights (p 290-)
  - c. Congress Has the Power to Collect Taxes (p. 372-, p. 478-)
  - d. The General Welfare Clause (p. 387-)
  - e. The Regulation of Interstate Commerce (p. 400-)
  - f. Slavery and the Constitution (p. 466-)
  - g. Congress has Power to coin Money and Regulate the Value Thereof (p.420- , p. 493-)
  - h. The Electoral College (p. 519-)
  - i. The Evolution of the Doctrine of Judicial Review (p. 570-)
  - j. The Common Law Jury (p. 614-)
  - k. Freedom of Religion and the First Amendment (p. 675-)
  - l. The Right to Keep and Bear Arms (p. 694-)
6. Show knowledge of all articles and sections of the Constitution and the Amendments by completing Exam 5, *The Constitution at a Glance*

### Suggested Grading Standards

<u>Assignment</u>	<u>% of grade</u>
Homework questions	15
Daily quizzes (one per lesson)	15
Current issue reports to class	15
Constitution Study Reports (Part II)	15
Exams (5)	40

# **Explanation of Quizzes and Examinations**

## **Lesson Quizzes**

Daily or lesson quizzes are given as an additional motivation to read the assigned material, take good notes in class during the discussion, and to review notes taken. It is suggested that no “open notes” be given, as these concepts are simple enough to learn with a little effort.

Again, because of the number of these quizzes it would be cumbersome to try to grade them too strictly so it is suggested that a simple credit/no credit be given. It has proven effective to give credit when a student gets half or more correct. Correcting them in class is another way to review and reinforce the concepts.

Also, a teacher cannot get bogged down in giving make-up quizzes. It is suggested that a certain number, say 10%, of the quizzes be dropped at the end of the course. That way when a student misses one occasionally it will not hurt the grade and no make-up is required. It is a “free one” if it doesn’t happen too often.

Since the same questions appear on the examinations, answers to the quiz questions may be found in the examination review sheets in the examinations section.

Each quiz appears on a separate page for ease of copying or for making an overhead transparency.

## **Examinations**

There are four examinations in Part II. Each exam contains the same questions the student saw before in the daily quizzes. We have found it profitable for the students to be given the review test, with all the answers, two or three days before the actual exam is given. They also enjoy playing games and having contests with these questions and it is thrilling for a teacher to see such intense learning going on for the examination. This is a time also when parents and siblings get into the act by quizzing the student over the questions.

It is suggested that the exams be given without the help of any notes or texts. This is an opportunity to see how much learning (and teaching) has taken place. Experience has shown that the students will rise to the occasion if much effort is required of them.

This is one area of the class-work that students can makeup. As a matter of fact, it is helpful if a student is allowed to retake the exam for a better grade. This allows for absences and unforeseen situations where a student may miss an exam. Caution must be taken however that this does not give the student a false sense of security so they put off studying. An accumulation of these many-question tests will discourage a student.

## Lesson Presentations

We, at NCCS, desire to make it as easy and practical as possible to conduct these series of lessons. We suggest, therefore, one of two options:

1. The **teacher** follows the outline and the lesson objectives, becomes so conversant with the material that he can conduct a class discussion himself as he skillfully teaches these concepts. This, of course, is always the preferred method. A live teacher/presenter is always the best for many reasons.
2. We have made **video tapes** available for every lesson in this course. In taping these lessons, it was decided to film it directly in the classroom in a live setting. Also, student notes appear right on the screen during the presentation so that the videos are totally self-contained. If the student will take notes as presented on the screen, he will have all the information he needs to pass the quizzes and examinations. This format makes it convenient to study the Constitution individually, as families, or in the classroom at school. Once again, a textbook is required to follow the taped discussion.
3. For ease of use, the written curriculum material is arranged mostly in order of usage as follows:
  - a. Reading assignment and homework questions (to save duplicating costs, more than one lesson's reading and questions may be found on the same page).
  - b. Lesson Quiz
  - c. Exam Review and Exam in the sequence they are to be given.

## Lesson 1: Freedom - An Idea Whose Time Has Come

### Reading Assignment:

*The Making of America*, pages xv-12

### Pre-lesson questions for homework study and review:

1. Generally speaking, who are the people we call the founding fathers of our country? (Pages xv-xxxix)
2. Identify six of the founders whose descriptions particularly impressed you, and tell why. (xv-xxix)
3. Show statistically how the Constitution elevated the United States to the wealthiest nation on earth. (1)
4. Name seven revolutions that have occurred in human history, and tell which one was the key to the others. (2-3)
5. Tell the reasoning given by Charles Pinckney which motivated the founders to invent a whole new system of government. (3-4)
6. Explain the founders' view of human nature. (4)
7. Sometimes we refer to the establishment of America as a "miracle." Support that position with quotations from the founders. (5)
8. It was considered good fortune that Providence had blessed America with the ideal "cultural soil" in which freedom could flourish. Tell how John Jay, the first chief justice of the U.S. Supreme Court, described this American culture. (5-6)
9. Describe the founders' vision for America in terms of geography, population, and worldwide influence. (6-8)
10. Even before the ink was dry on America's founding documents, foreigners realized that the American system was the hope of the world. Who were some of these foreigners, and how did they express their enthusiasm for America? (8-9)
11. What was the occasion of Samuel Langdon's 1788 speech before the Massachusetts legislature? What advice did he give about electing people to public office? (9-10)
12. In what ways did the founding fathers differ from each other? How, then, do we explain their remarkable unanimity in fundamental beliefs? (10-11)
13. What do you think the founders would say today, more than 200 years later, about how well we have preserved the system they gave to us? This course is designed to help each participant experience the thrill of walking down the "freedom trail" which the founders already blazed. Are you ready? (11-12)
14. Among all the things America exports to foreign lands today, what should be our greatest export of all? (12)

## Quiz - Lesson 1

1. How many people are generally included when we say “Founding Fathers”?
2. Who was the “greatest philosopher of the present age”?
3. Who “charms, captivates, and leads away the senses of all who hear him”?
4. Who knew all the political institutions of the world in detail?
5. Show statistically how the U. S. Constitution is the world's greatest success formula.
6. What are three things all mankind seek?
7. What is the key to all human progress?
8. The Founders viewed human nature as a mixture of \_\_\_\_\_ and \_\_\_\_\_.
9. Name two Founders who called the writing of the Constitution a “miracle”.
10. John Adams viewed the settlement of America as the opening of a \_\_\_\_\_ and \_\_\_\_\_ in \_\_\_\_\_....
11. What did British prime minister Gladstone say about the Constitution?
12. What kind of men did Samuel Langdon say we should elect to public office?
13. Why did the founders have basically the same beliefs even though they differed on details?
14. What should be America’s greatest export?