

The Remedial Herstory Project

INQUIRY-BASED LESSON PLAN

STAGING THE INQUIRY

For this inquiry, teachers should consider opening with an intriguing and open ended question, then provide some background on this topic generally in the form of a video, brief lecture, or presentation. Close the introduction by asking students what questions they have, guide them in discussion to the question for the inquiry, highlighted at the top of the next page.

ACTIVITY TASKS

- Pose a broad open ended question. Provide background information.
- Students respond to questions in this packet independently or with a partner.
- Consider doing one of the following to extend the exercise:
 - Facilitate student discussion of the compelling question.
 - Facilitate a 4-corner debate.
 - Facilitate a structured academic controversy.
 - Students assume the characters involved and discuss the compelling question in character.
- Students craft an argument.

C3 FRAMEWORK

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

What are the values in the United States Constitution?

Locate the National Archives digital copy of the US Constitution by searching for "the Constitution of the US." With that in front of you, examine the document and respond to the questions below.

Preamble

We the people of the United States, in order to...

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

Article I Legislative Branch

Section 1 Creates a bicameral legislature

Section 2 Defines the House of Representatives

Length of term _____

Qualifications: _____, _____, and _____.

Appointed to provide representation for the purpose of taxation, determined by counting.

Each state gets at least _____ representatives, or one for every _____.

Today the House is restricted to 435 representatives, reapportioned every ten-year census. There are over 328 million people in the US now. On average, how many people does each of the 435 represent? _____

Do you think this was the intent of the founders?

Section 3 Defines the Senate

Length of term _____

Qualifications: _____, _____, and _____.

Which house has more power? The House or the Senate?

Which house is more representative of the people? The House or the Senate?

Senators were appointed by the State Legislatures until 1912. The 17th Amendment changed this giving the people more direct control of who represents them. **Which original political party would have supported this amendment?**

Vice President _____.

Senate has the power to try _____.

Section 4 The states decide when, where, and how to elect their representatives.

Section 5 Allows each house to determine its rules for procedure and discipline.

Section 6 They shall... be privileged... _____.

Section 7 Revenue bills must originate in the _____.

How does a bill become law?

Section 8 Powers of Congress

What kinds of taxes may Congress collect?

What are some of the most important of these powers?

- 1.
- 2.
- 3.
- 4.
- 5.

What does the Elastic Clause state?

Section 9 Powers specifically denied to Congress

May not outlaw importation of slavery until 1808.

What is the writ of habeas corpus? This will be important during the Civil War.

What does "no bills of attainder" mean?

What does "no ex post facto laws" mean?

No taxes on _____

No money shall be drawn from the Treasury unless a legal appropriation is made.

Congress may not grant _____, and no one holding government office may _____.

Section 10 Powers forbidden to states

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

Article II Executive Branch

Section 1 Length of term _____

Qualifications: _____, _____, and _____.

How does the president get elected?

Why do you suppose the presidential election was complicated to explain?

Vice president takes over if the president dies or is removed.

Section 2 Powers of the President

Commander _____

May grant _____

Has power to make _____, and to appoint _____
with the advice and consent of two-thirds of the _____.

Section 3 State of the Union Address

...he shall take care that the laws be _____

Section 4 May be removed from office on impeachment for and conviction of

- 1.
- 2.
- 3.
- 4.

Article III The Judicial Branch

Section 1 One Supreme Court and as many lower courts as Congress wants

Section 2 The Supreme Court has jurisdiction over

- 1.
- 2.
- 3.
- 4.

Section 3 **What constitutes treason?**

Article IV

Section 1 Full faith and credit is given to the States

Section 2 Citizens are entitled to _____.

What does the Fugitive Slave amendment state?

Are women, slaves, racial minorities, indigenous people, or children citizens?

Section 3 _____ shall admit new states.

Congress shall make rules regarding _____.

Section 4 Congress shall guarantee to every state _____.

And protection from _____ and _____.

Article V **How may the Constitution be amended?**

Is it easy to amend the Constitution?

Article VI Assumption of debts

This Constitution and the laws of the United States... shall be the _____.

Article VII Constitution is effective when _____ states ratify it (two-thirds).

Questions for Analysis

1. Does the Constitution mention any population of people specifically?
2. How many times does the word “his” appear in the Constitution?
3. **For what reasons do you suppose the founders chose to name certain people and imply other people?**
4. Which branch is given the most power in the Constitution?
5. Which branch is given the least power in the Constitution?
6. **For what reasons do you suppose the founders chose to allocate power in this way?**
7. **What does the Constitution value?**
8. What questions do you have after reading the Constitution? Does it seem clearer or more confusing now?

Extension

To extend this lesson consider reading portions of the Federalist papers written in defense of the Constitution. You can find these papers at <https://guides.loc.gov/federalist-papers/full-text>. Ask students to read a few of them and record three arguments for this Constitution as written that they found compelling.

After reading the Federalist arguments, consider doing the Remedial Herstory inquiry that centers on Mercy Otis Warren’s critique of the Constitution from an Anti-Federalist perspective. Her argument goes article by article; so keep your answers on this inquiry close by.