

Foundation for Freedom: A Study of the United States Constitution

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.

Article I.

SECTION 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

SECTION 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications 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 in which he shall be chosen.

[Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.] The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

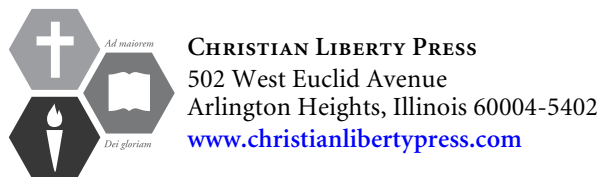
SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

TEACHER'S MANUAL

Copyright © 2014 Christian Liberty Press
October 2015 edition

All rights reserved. Copies of this teacher's manual may be made by the purchaser for personal or immediate family use only. Reproduction or transmission of this product—in any form or by any means—for use outside of the immediate family is not allowed without prior permission from the publisher. Brief quotations embodied in critical articles or reviews are permitted.



Author: Lars R. Johnson
Layout and editing: Eric L. Pfeiffelman
Copyediting: Diane C. Olson
Cover design: Bob Fine
Cover image: Chris and Kate Knorr; copyright © 2014 DesignPics

Scripture references are conformed to The Holy Bible, New King James Version © 1982, Thomas Nelson, Inc., so that modern readers may gain greater comprehension of the Word of God.

ISBN: 978-1-935796-38-1 (print)
978-1-629820-09-5 (eBook PDF)

Printed in the United States of America

Table of Contents

<i>Introduction</i>	<i>v</i>
<i>General Observations</i>	<i>vii</i>
<i>Chapter Instructions</i>	<i>1</i>
Chapter 1—The Colonial Experience	1
<i>Chapter 1—Review Exercises</i>	2
Chapter 2—The Struggle for American Independence.....	2
<i>Chapter 2—Review Exercises</i>	3
Chapter 3—A New Nation Is Formed.....	4
<i>Chapter 3—Review Exercises</i>	5
Chapter 4—Change Is Needed.....	6
<i>Chapter 4—Review Exercises</i>	7
Chapter 5—An Historic Assembly	7
<i>Chapter 5—Review Exercises</i>	8
Chapter 6—A Bundle of Compromises.....	8
<i>Chapter 6—Review Exercises</i>	9
Chapter 7—The Ratification Struggle	10
<i>Chapter 7—Review Exercises</i>	11
Chapter 8—Preamble and Article I	12
<i>Chapter 8—Review Exercises</i>	13
Chapter 9—Article II.....	15
<i>Chapter 9—Review Exercises</i>	16
Chapter 10—Articles III–VII	17
<i>Chapter 10—Review Exercises</i>	19
Chapter 11—The Bill of Rights	20
<i>Chapter 11—Review Exercises</i>	21
Chapter 12—The Early Amendments.....	22
<i>Chapter 12—Review Exercises</i>	23
Chapter 13—Twentieth-Century Amendments.....	24
<i>Chapter 13—Review Exercises</i>	25
Chapter 14—Five Principles of the Constitution.....	26
<i>Chapter 14—Review Exercises</i>	27
Chapter 15—The Nature of Our Constitution.....	29
<i>Chapter 15—Review Exercises</i>	30
Test 13—The Final Constitution Examination	31

Introduction

Foundation for Freedom: A Study of the United States Constitution (copyright © 2014 by Christian Liberty Press) provides students with an excellent introduction to the Constitution of the United States. The workbook includes material on the historical context of the Constitution, a detailed analysis of the articles and amendments of the Constitution, and a discussion of the general principles of the Constitution. The text also includes information about the important influence Christianity had on our system of government.

This teacher's manual is provided by the staff of Christian Liberty Press to help instructors successfully teach this course. It is our hope that instructors will find this manual useful as they teach this important subject to their students. We have attempted to write this manual so that it could be helpful for instructors in either a home school situation or traditional classroom.

The course consists of three components: the student text, this teacher's manual, and a set of quizzes and tests. These items are included in the Constitution course used by Christian Liberty Academy School System (CLASS) and are available from Christian Liberty Press. Instructors should not, however, feel limited to using only the materials provided by Christian Liberty Press; feel free to add whatever you think will enhance your students' understanding of the Constitution.

We have attempted to provide teachers with what they will need to successfully instruct their students about the American Constitution, using the course materials mentioned above. This teacher's manual includes general suggestions for teaching the course, recommendations for the individual chapters, and footnotes with additional information. It also contains answers to the chapter review questions.

May the Lord grant you wisdom and diligence as you seek to teach young people the principles of the United States Constitution.

General Observations

The United States Constitution is crucial to our system of government; it is the fundamental law of the land. It is the goal of Christian Liberty Press that students learn to understand and appreciate the Constitution for what it is—the organic law of the United States. Only by doing so can they truly appreciate their rights and responsibilities as citizens and prepare to take up their role in civil society. We believe that the document students are going to be studying provides the means by which an orderly system of liberty and popular government can be made available to all. We would agree with William Gladstone, a famous British prime minister of the nineteenth century, when he stated that “... the American Constitution is, so far as I can see, the most wonderful work ever struck off at a given time by the brain and purpose of man.”*

The text is divided into three basic parts, each of which is important—historical background, a thorough examination of the original Constitution and its amendments, and a closing broader evaluation of the Constitution. It can be arranged into the following categories for the purposes of general course structure:

- establishment of the United States as an independent nation (chapters 1–4),
- the Constitutional Convention and ratification of the Constitution (chapters 5–7),
- detailed analysis of the original Constitution (chapters 8–10),
- detailed analysis of the amendments (chapters 11–13), and
- principles of the Constitution (chapters 14–15).

COURSE MATERIALS

As instructors begin to plan how to teach this course, it is important that they become familiar with the course materials. Therefore, before providing specific chapter information, we first would like to give some general information about the course. As mentioned in the introduction, this course is designed with three components in mind. The most important, of course, is the student workbook, which consists of fifteen chapters and four appendices.

The text includes a wide variety of illustrations, maps, timelines, and charts to help students comprehend the subject matter. The purpose of the timelines is to place important dates in constitutional history within the broader context of American history. The workbook also has a large number of side articles, which are included to focus on important details or discuss matters that would be useful for the students to understand. The notes at the end of the various chapters will occasionally contain extra information that students might find enlightening.

Instructors will notice, as they review the workbook, that we have placed a great emphasis on letting the actors in American constitutional history speak for themselves. We have, therefore, included a large number of quotations from the Founding Fathers and the Supreme Court. This will enable students to read for themselves original source material, rather than simply depend upon our interpretation. In an effort to retain the flavor of the time, we have generally maintained the original spelling, capitalization, punctuation, and grammar of the quotations and the Constitution. Due to the important impact the United States Supreme Court has on the American constitutional system, we have included many references to or quotations from Supreme Court decisions.

* Sol Bloom, *The Story of the Constitution* (Washington, DC: The United States Constitution Sesquicentennial Commission, 1937), 168.

FOUNDATION FOR FREEDOM: A STUDY OF THE UNITED STATES CONSTITUTION

Each chapter has a chapter review section, which consists of objective exercises, fill-in-the-blank sentences, and essay questions. The answers to the chapter review exercises will generally be found in their respective chapters; students, however, will be held responsible for material from earlier chapters that may also apply to the chapter in question. The wording of the students' answers to the fill-in-the-blank and essay exercises may vary but should reflect the information found in the teacher's manual. We have provided space in the text for students to write their answers to the objective exercises and fill-in-the-blank sentences in the text, although the essay questions should be answered on separate paper.

With regard to the appendices in the workbook, students will not be required to study this material, but we believe that they will find the information helpful. The outline of the Constitution in Appendix A will be particularly helpful to students as they prepare for the final, comprehensive exam on the Constitution. The Constitution, with all of its amendments, is reprinted in its entirety in Appendix B. Students may also want to refer to Appendix C as they read about various Founding Fathers in the text. Appendix D is provided as an encouragement to students to continue their study of American history and the United States Constitution.

It is our goal to provide instructors with a teacher's manual that will aid them in teaching this course. While not including specific lesson plans, this manual provides suggestions for scheduling, instructions for each chapter, and answers to the chapter review exercises. It should go without saying that the answers in this manual are for use by instructors alone; students should not have access to the answers to chapter review exercises.

The test packet consists of twelve quizzes, thirteen tests, and an answer key for the quizzes and tests. The first three tests cover two chapters each; there is one test for each of the remaining chapters; and a final, comprehensive examination is given on the entire Constitution. Each chapter test consists of twenty-five objective questions. It is important that students complete all of the chapter review exercises, since the material on the tests will be largely based on these exercises. The final test covers the entire Constitution and is intended to meet the requirements of those states—such as Illinois—that require students to pass a comprehensive examination on the United States Constitution. There is a quiz for each of the chapter tests that can be used to evaluate whether a student is ready to take a chapter test.

COURSE SCHEDULE

This course is designed for completion in one semester—eighteen weeks—if students work on the course each school day during the semester. On average, it should take a week to complete each chapter, including testing, and a week to prepare for the final Constitution exam. Due to the length of chapter 8, we are suggesting that two weeks be set aside for its completion. This should leave an additional week to use for extra activities or makeup lessons in cases where students had to go more slowly than expected to comprehend the material in the text.

In general, we suggest that students take a couple of days to carefully read and study each chapter, one day to complete the chapter review exercises, one day to prepare for the chapter test, and one day to take the test. In the case of the first three tests, each of which covers two chapters, we suggest that two weeks be taken to complete both chapters, using two days to prepare for the test. The schedule suggested below is based on the semester plan.

SEMESTER SCHEDULE

Weeks 1–2	<ol style="list-style-type: none">1. Students should complete chapter 1.2. Students should complete chapter 2.3. Students should prepare for and take test 1.
Weeks 3–4	<ol style="list-style-type: none">1. Students should complete chapter 3.2. Students should complete chapter 4.3. Students should prepare for and take test 2.

Weeks 5–6	1. Students should complete chapter 5. 2. Students should complete chapter 6. 3. Students should prepare for and take test 3.
Week 7	1. Students should complete chapter 7. 2. Students should prepare for and take test 4.
Weeks 8–9	1. Students should complete chapter 8. 2. Students should prepare for and take test 5.
Week 10	1. Students should complete chapter 9. 2. Students should prepare for and take test 6.
Week 11	1. Students should complete chapter 10. 2. Students should prepare for and take test 7.
Week 12	1. Students should complete chapter 11. 2. Students should prepare for and take test 8.
Week 13	1. Students should complete chapter 12. 2. Students should prepare for and take test 9.
Week 14	1. Students should complete chapter 13. 2. Students should prepare for and take test 10.
Week 15	1. Students should complete chapter 14. 2. Students should prepare for and take test 11.
Week 16	1. Students should complete chapter 15. 2. Students should prepare for and take test 12.
Week 17	1. Students should prepare for and take test 13—the final examination over the Constitution.

Some instructors, however, may prefer to complete the course during an entire school year. In such instances, we would suggest that they simply double the amount of time allotted for each chapter. This could be accomplished by either completing the course on a part-time basis, two to three days a week, or by adding additional work for students to complete. Whether completed over one or two semesters, we are confident that students will gain a greater understanding of and appreciation for the United States Constitution once the course is completed.

GRADING

To determine student scores on daily work, instructors should use the enclosed answers to decide which questions students have answered correctly. Compare the number of points earned by students with the total for each chapter's student exercises to determine the percentage of correct answers. We have indicated the maximum number of possible points for each chapter's student exercises with the following chapter answer keys.

The true-false, matching, and multiple choice questions are worth one point each. The fill-in-the-blank questions are worth one point per blank. We recommend that the answers to the essay questions be worth three points each. Instructors should grade students both on the content of their essay answers and the clarity of their answers. We suggest that teachers use the model answers in the following chapter answers when evaluating their students' essay answers. Make sure to read any footnotes that may apply to daily work answers.

SUPPLEMENTAL RESOURCES

In those situations when instructors believe that students have the time to study material outside the textbook—especially if the course is being completed over an entire school year—we would suggest that

FOUNDATION FOR FREEDOM: A STUDY OF THE UNITED STATES CONSTITUTION

students be assigned additional activities and readings. We have provided some suggestions for extra work by students in the chapter instructions. Any of the materials listed in **Appendix D** would be useful for such an occasion. The following items could be of particular help in enabling students to understand the thinking of the Framers of the Constitution.

Students should learn more about the Christian roots of America and how they influenced the Framers of the Constitution. Instructors may want, therefore, to consider purchasing *Biblical Principles of the United States Constitution*, an audio compact disc, from Christian Liberty Press. This disc contains a lecture by Dr. Archie Jones, who provides helpful information about how the Christian faith profoundly influenced and shaped the development of the United States Constitution. We believe that students would greatly benefit from listening to this lecture and strongly encourage them to listen to the lecture both before and during completion of the workbook.

We have also included **Biblical Perspective** sections in the instructions within this manual for several of the chapters. Within each of these sections, we have listed Scripture references that have applicability to various portions of the United States Constitution. It is important to note that we do not claim that the object of most of these Bible passages is to deal with civil government; the primary purpose of Scripture is to point people to Christ. However, they do illustrate how the Constitution reflects ideas found within Scripture. We encourage instructors to have their students read the Bible passages found in the Biblical Perspective sections and consider how they may apply to the Constitution.

Even though not directly part of this course, we also want to stress the importance of *The Federalist*. This series of essays is universally acclaimed as being an authoritative commentary on the original Constitution and represents the understanding of the Framers of the Constitution. In light of the importance of these essays, we have quoted extensively from them in the text and suggested in the teacher's manual a variety of readings as additional student activities.

We would strongly encourage instructors to obtain a copy of this work for their students. There are a variety of editions on the market today, including a modern language version. Christian Liberty Press makes available an edition of *The Federalist* from the Liberty Fund.* This edition has a reader's guide, a glossary, and additional key documents. It also includes the Constitution of the United States and Amendments with marginal cross-references to pertinent sections in *The Federalist*. At the very least, students should borrow a copy from their local library. If teachers would rather only deal with specific essays, individual articles could be printed for students from one of the many websites dealing with *The Federalist Papers*.

Some students will probably groan, complaining that the *Federalist* essays are "boring"; but, in the long run, it will be good for students to read them. A close acquaintance with these essays will help students gain a better understanding of what the Framers were actually attempting to create and will certainly illustrate the political sophistication of Americans during the ratification debate.

For instructors with access to the Internet, we would suggest that they review *The Founders' Constitution* website at <<http://press-pubs.uchicago.edu/founders/>>. This site, which is a joint venture of the University of Chicago and the Liberty Fund, consists of a collection of documents that relate to the Constitution as it existed in the 1830s, when the last of the Founding Fathers died. This includes selections from Justice Joseph Story's commentary on the Constitution, which is referenced on several occasions in the student text.

* The Liberty Fund edition of *The Federalist Papers* may be purchased at <<http://www.shopchristianliberty.com/the-federalist/>>.

TOPICS FOR EXTRA READING BY STUDENTS

We would suggest that instructors assign additional, short readings on some of the topics listed below, which could be used for discussion purposes with students. Students could use articles from encyclopedias or the Internet.

- | | |
|-----------------------------------|--------------------|
| Magna Carta | William Blackstone |
| English common law | Mayflower Compact |
| Glorious Revolution | John Locke |
| Baron de Montesquieu | House of Burgesses |
| Fundamental Orders of Connecticut | |

Chapter 1 Review Exercises (Pages 7–8)

(worth 42 points)

TRUE OR FALSE

- | | | |
|------|------|------|
| 1. F | 3. F | 5. T |
| 2. T | 4. F | |

MATCHING

- | | | | |
|------|------|------|------|
| 1. h | 3. d | 5. b | 7. e |
| 2. c | 4. a | 6. f | 8. g |

MULTIPLE CHOICE

- | | | |
|------|------|------|
| 1. a | 3. b | 5. a |
| 2. b | 4. c | |

FILL IN THE BLANK

1. the separation of powers
2. John Locke
3. the law of nature, revealed law
4. Petition of Right
5. Habeas Corpus Act
6. Bill of Rights
7. Toleration Act
8. local shire or county

ESSAY QUESTIONS (Wording may vary.)

1. The two principles established by the Mayflower Compact were that (1) order should be maintained by the will of the majority and (2) just laws should be enforced for the general good.

2. The principles developed from the Magna Carta were trial by jury of one's peers; justice could not be denied, delayed, or sold to any man; and no taxation by the king without the consent of the Great Council.
3. The four works most often cited by the Founding Fathers were the Bible, *Two Treatises on Government*, *Commentaries on the Laws of England*, and *The Spirit of Laws*.
4. The three principles guaranteed by the Bill of Rights of 1689 were (1) civil rights, (2) the supreme power of the Parliament over the monarchy, and (3) freedom from arbitrary government.
5. The Fundamental Orders of Connecticut established a representative government based on the consent of the governed.

Chapter 2 The Struggle for American Independence

This chapter explains how the original thirteen English colonies came to be an independent country. It clarifies for students the issues that created the conflict between Britain and the colonies; these issues include British attempts to organize their empire, taxation, trade, and colonial liberties. Although each issue is dealt with individually, instructors should point out to students that they are all interrelated. For example, the desire of the British for better imperial organization resulted in the need for additional tax revenue, which they attempted to obtain from the colonies. This was seen by the colonies as an infringement of their rights as Englishmen and resulted in resistance. This resistance, in turn, ultimately led to greater restrictions on colonial political liberties.

The chapter then goes on to discuss the steps that led directly to American independence. It begins with the First and Second Continental Congresses, discusses the Declaration of Independence, and then deals with the war. This chapter does not cover the fighting in depth, but does address the broad military highlights.

The chapter also introduces the ideology of colonial resistance to the British to students. Students will learn about the critical role evangelical Christianity, largely Puritan in nature, played in supporting the colonial cause. The final section of the chapter

focuses on John Witherspoon as a leading example of the role Christians played in securing American independence. The chapter does not, however, ignore the impact of the more secular philosophies of the day, recognizing the influence of Enlightenment thinking and Whig political theory.

KEY POINTS TO EMPHASIZE

We would encourage teachers to emphasize the following key points as they teach this chapter to students:

- The conflict between Great Britain and the colonies arose out of the desire of the British to organize their empire, which resulted in violations of colonial rights.
- Most Americans did not initially seek independence, but it became inevitable as the conflict deepened.
- Christianity played a critical role in the ideology that supported American independence.

ADDITIONAL STUDENT ACTIVITIES

1. Review the timeline on page 36. Notice the dates of some of the important events in the establishment of American independence. Students may want to add more items to the timeline or create their own.
2. Use the map on page 11 to show students why the British would have been concerned to organize their North American empire. Prior to the French and Indian War, British colonies were limited to those along the Atlantic coast. After the war, the British gained Florida from Spain, Canada from France, and clear title from Spain and France to the land between the original thirteen colonies and the Mississippi River.
3. Use the map on page 17 to illustrate the extent of the war. In particular, use the map to point out the few campaigns found in the chapter—Boston; Ticonderoga and Crown Point, New York; New York City; Saratoga, New York; British invasion of the South; and Yorktown, Virginia.

TOPICS FOR EXTRA READING BY STUDENTS

We would suggest that instructors assign additional, short readings on some of the topics listed below, which could be used for discussion purposes with students. Students could use articles from encyclopedias or the Internet.

Battle of Yorktown	William Pitt the Elder
Stamp Act	Continental Congress
John Witherspoon	French and Indian War
Boston Tea Party	Declaration of Independence
Coercive Acts	George Washington (See also page 289 in the textbook.)
Great Awakening	
American War for Independence (or Revolutionary War or American Revolution)	

Chapter 2 Review Exercises (Pages 21–22)

(worth 45 points)

TRUE OR FALSE

- | | | |
|------|------|------|
| 1. F | 3. T | 5. T |
| 2. F | 4. F | |

MATCHING

- | | | | |
|------|------|------|-------|
| 1. j | 4. g | 7. a | 10. e |
| 2. h | 5. b | 8. d | |
| 3. i | 6. c | 9. f | |

MULTIPLE CHOICE

- | | | |
|------|------|------|
| 1. c | 3. a | 5. c |
| 2. a | 4. b | |

FILL IN THE BLANK

1. England, France, Spain
2. Proclamation of 1763
3. a boycott of English goods, the Stamp Act Congress (or Declaration of Rights)
4. supporting Boston, forming the First Continental Congress
5. all men are created equal, people did not have to submit to Parliament if its laws were unjust

ESSAY QUESTIONS (Wording may vary.)

1. The English decided that the American colonists should make a greater contribution to the expense of government because of increased administrative costs due to newly acquired territories—in particular, paying for the large military force that was needed because of the Indian threat on the western frontier. England also had an increased national debt due to the recent war, and the English felt that the American colonists should pay for the defense of their territory.
2. George Grenville's plan was an effort to help solve Britain's financial and defensive problems with the North American colonies. He began with the Proclamation of 1763, which strictly limited colonial settlement west of the Appalachian Mountains to appease the Indians and control westward expansion. Grenville's plan also included the Sugar Act of 1764 and the Stamp Act of 1765 in an effort to raise revenue.
3. The main areas of contention between the colonists and the British were (1) taxation without representation, (2) the concept of free trade, and (3) the potential threat to the colonists' religious and political liberties.
4. The four principles of Puritanism that can be seen in American political development are (1) voluntary association, (2) limits on power, (3) a necessity for civic involvement by the saints, and (4) a careful delineation of the realms of the church and state.
5. The main ideas that were deeply ingrained in the political philosophy of Whiggism were that (1) power is evil and corrupting and must be limited and restrained in every way compatible with social orders and that (2) the idea of privilege—an artificial and man-made endowment—was an impediment to mankind's hope for fulfillment.

Test Preparation

Teachers should consider taking the following steps in helping students prepare for test 1. Since test 1 covers both chapters 1 and 2, preparation must cover both. We suggest that you use quiz 1 to evaluate students' readiness to take test 1.

- Students should review the key points of the chapters and study the chapter review exercises for both chapters before taking either quiz 1 or test 1.

- We suggest that you give quiz 1 to students once they have completed this study.
- After the quiz is completed and graded, students should do further study in any areas where they had difficulty on the quiz. If students did well on the quiz, they should do fine on the test.
- The student should be ready to take test 1.

Chapter 3 A New Nation Is Formed

This chapter begins with the war years, both on the national and state level. Winning the war against the British was not sufficient; the colonists also had to establish a new system of government for the new nation. The Second Continental Congress functioned as the government for the United States, although on an ad hoc, quasi-legal basis from 1775 through 1781. It was not until March 1, 1781, that the Articles of Confederation were ratified as the constitution for the United States. The states, on the other hand, fairly quickly adopted new constitutions, basing them on their past colonial experiences.

Students might be wondering why a new constitution for the United States was created. The bulk of the chapter attempts to answer that question. During what is known as the Critical Period, it became abundantly clear that the Articles of Confederation had numerous failings. The chapter examines, in some detail, eight specific weaknesses of the Confederation. Of particular importance was that the Confederation had no means of revenue independent of its requisitions on the states, and it had no control over foreign or interstate commerce. It was unable to compel the states to honor national obligations. It had responsibility but no power as a national government.

The Articles of Confederation also had no direct origin in, or action on, the people themselves. Unlike both the Declaration of Independence and the later Constitution, the Articles of Confederation were concerned only with the states and dealt only with them. The states were considered sovereign. Instructors should consider bringing this matter—which is implied in both chapters three and four but not expressly stated—to the attention of their students.

will as the supreme law of the land.”* Therefore, they argue the Constitution indirectly dismisses Christianity and its impact on this document.

8. The principle of government being established by the consent of the governed is found in the Bible. Kings were called by God, yet confirmed in office by the people (see 2 Samuel 2:4, 5:1–3; 1 Kings 12). This principle is also expressed in the Declaration of Independence, which declares that government derives its power from the “consent of the governed.” Furthermore, the Constitution implies this principle by (1) its reference to the people establishing the Constitution; (2) its provisions for a republican form of government; and (3) its ratification process, which was based on the people electing representatives to state conventions specifically designed for this purpose.
9. The Bible expresses the principle of the separation of church and state in Old Testament law and practice by establishing separate offices for priest and king. In the New Testament, Christ implied this principle in Luke 20:25, which states, “Render therefore to Caesar the things that are Caesar’s, and to God the things that are God’s.” The Bible also indicates it is the state’s responsibility to punish evildoers, while it is the church’s responsibility to preach the gospel.

Test Preparation

Teachers should consider taking the following steps in helping students prepare for test 11. We suggest that you use quiz 11 to evaluate their readiness to take test 11.

- Students should review the key points of chapter 14 and study the chapter review exercises before taking either quiz 11 or test 11.
- We suggest that you give quiz 11 to students once they have completed this study.
- After the quiz is completed and graded, students should do further study in any areas where they had difficulty on the quiz. If students did well on the quiz, they should do fine on the test.
- Students should now be ready to take test 11.

* Gary DeMar, *America’s Christian History: The Untold Story* (Atlanta: American Vision, Inc., 1995), 78–80.

Chapter 15 The Nature of Our Constitution

In this final chapter, students will focus on an examination of the very nature of the United States Constitution. This includes its application to our system of government and the future of the Constitution. The text emphasizes that the Constitution is fundamental to our system of government. The Constitution established the structure around which our system of government has developed. This chapter discusses the various ways the Constitution is applied to the governing of the United States. It closes with an examination of the threats to our constitutional system of government.

Students will discover that much attention is paid to the Supreme Court in chapter 15. The Court plays a critical role in the application of the Constitution to America’s system of government. At the same time, the Court has had an important impact in changing the original constitutional order. The chapter refers to a variety of legal decisions to illustrate the negative impact the Supreme Court has at times had on our system of government.

KEY POINTS TO EMPHASIZE

We would encourage teachers to emphasize the following key points as they teach this chapter to students:

- The Constitution is part of the organic law of the United States and is foundational to its system of government.
- The Constitution is applied to the nation by amendment, through governmental practice and tradition, and rulings of the Supreme Court.
- Each branch of government has at times undermined the principles of the Constitution.

ADDITIONAL STUDENT ACTIVITY

Review the timelines on pages 198 and 256. Notice the dates of some of the important Supreme Court decisions referenced in the chapter. Students may want to add more items to the timeline or create their own.

TOPICS FOR EXTRA READING BY STUDENTS

We would suggest that instructors assign additional, short readings on some of the topics listed below, which could be used for discussion purposes with students. Students could use articles from encyclopedias or the Internet.

- | | |
|---|-----------------------|
| Progressivism | Charles Evans Hughes* |
| judicial review | William Brennan |
| organic law (or the <i>United States Code</i>) | |

* See also the brief biography of Hughes on page 239.

Chapter 15 Review Exercises (Pages 252–253)
(worth 48 points)

TRUE OR FALSE

- | | | |
|------|------|------|
| 1. F | 3. T | 5. T |
| 2. T | 4. F | |

MATCHING

- | | | | |
|------|------|------|-------|
| 1. g | 4. j | 7. f | 10. e |
| 2. k | 5. h | 8. c | 11. d |
| 3. i | 6. b | 9. a | |

MULTIPLE CHOICE

- | | | |
|------|------|------|
| 1. b | 3. c | 5. b |
| 2. b | 4. a | |

FILL IN THE BLANK

- the *United States Code*
- the amendment process
- Missouri Compromise of 1820
- Gibbons v. Ogden*
- legal judgment, legislative will

ESSAY QUESTIONS (Wording may vary.)

- The very nature of the Constitution should limit the exercise of judicial review by the Supreme Court. The Court is subject to the Constitution, and its decisions are to be based on the Constitution. When determining particular cases, the Court should only overrule national or state laws in situations where there is a clear contradiction between the laws and the Constitution. The decisions of the Court should not in any sense be considered equal to the Constitution itself.

- The Supremacy Clause refers to the constitutional claim of supremacy for the Constitution itself and the laws and treaties of the United States, as stated in Article VI. The responsibility of applying the Supremacy Clause has generally been given to the judicial branch of the government, in particular the Supreme Court. The Supremacy Clause has provided the justification for the exercise of judicial review—the evaluation by the courts of whether legislative acts or executive actions are in keeping with the Constitution.
- The Constitution gave no provision for the acquisition of new lands. Thomas Jefferson, however, purchased the Louisiana Territory from France on the basis of the Constitution’s treaty-making powers.
- The original Constitution did not stipulate the number of terms that a President may serve, but George Washington set the tradition of a two-term limit by stepping down after his second term. This was respected until Franklin Roosevelt broke with tradition, being elected to a total of four terms. A campaign began to enact a constitutional amendment limiting the presidency to two terms. After the Republicans gained control of the Congress in 1946, the Twenty-second Amendment was proposed (1947) and ratified (1951).
- The coequal principle underscores the fact that the judicial branch is one of three equal branches of government. Early Presidents took the position that since they had taken an oath to uphold the Constitution, just as the judges, they also had a responsibility to the constitutionality of congressional laws.
- Abortion became a “liberty” protected by the Fourteenth Amendment. In 1965, the Supreme Court “discovered” in *Griswold v. Connecticut* a generalized right of privacy, based on the penumbra, or shadowy fringes, of the Bill of Rights. The privacy issues were initially found in the First, Third, Fourth, and Fifth Amendments. This broad “right of privacy” was considered a liberty issue in the 1973 *Roe v. Wade* decision legalizing abortion. The right to abortion was “discovered” in the concept of personal “liberty” found in the Due Process Clause of the Fourteenth Amendment. Supposedly, a woman’s right to “terminate her pregnancy” was violated by anti-abortion legislation passed in the state of Texas.

7. Several key politicians of both parties in the early twentieth century, including such early Presidents as Theodore Roosevelt, William Howard Taft, and Woodrow Wilson, were progressives. Other, later Presidents who were not part of the Progressive Era were still influenced by Progressive thinking, such as Franklin D. Roosevelt and Lyndon Johnson.

Progressives argued that changes in history required changes in America's constitutional order. They were instrumental in the passage of the Sixteenth through the Nineteenth Amendments. Progressives also helped to establish many of America's regulatory agencies.

Test Preparation

Teachers should consider taking the following steps in helping students prepare for test 12. We suggest that you use quiz 12 to evaluate their readiness to take test 12.

- Students should review the key points of chapter 15 and study the chapter review exercises before taking either quiz 12 or test 12.
- We suggest that you give quiz 12 to students once they have completed this study.
- After the quiz is completed and graded, students should do further study in any areas where they had difficulty on the quiz. If students did well on the quiz, they should do fine on the test.
- Students should now be ready to take test 12.

Test 13 The Final Constitution Examination

Once students have come to this point, they have completed the workbook. It is now time for them to prepare for the final examination of this course. Test 13 is designed to determine what students have learned about the specifics of the Constitution. It is meant to meet the requirements of states, such as Illinois, which require students to pass a comprehensive examination on the Constitution. It will not, therefore, contain questions regarding the historical context of the Constitution, broad themes within the Constitution, or Supreme Court decisions.

Test Preparation

Teachers should consider taking the following steps in helping students prepare for test 13.

- Students should study the outline of the Constitution in Appendix A (pages 257–264).
- Students should review chapters 8 through 13, including the chapter review exercises. All references to Supreme Court decisions may be ignored.
- Instructors should review with students quizzes 5 through 10. All references to Supreme Court decisions may be ignored.