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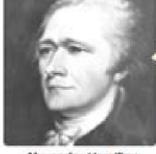
Federalists & Anti-Federalists

Name: _____

Who Would Say That? Read each statement. If it sounds like something a Federalist would have said to support the Constitution, write **F** in the box. If it sounds like something an Anti-Federalist would have said to complain about the Constitution, write **A** on the line

- | | |
|--|---|
| <p>___ 1. The Constitution gives the federal government enough power to overpower the states.</p> <p>___ 2. It will not be possible for the federal government to overpower the states, because the states are a necessary part of the federal government.</p> <p>___ 3. The Constitution contains no Bill of Rights to protect individual liberties like freedom of speech, trial by jury, and the right against searches and seizures.</p> <p>___ 4. The Constitution says federal laws are "the supreme law of the land," so the federal government could just take complete control.</p> <p>___ 5. Nothing in the Constitution says the federal government has power to limit peoples' freedoms in the first place.</p> <p>___ 6. The Constitution gives the federal government just a few powers that are very well defined.</p> <p>___ 7. The President created by the Constitution is really just a king.</p> | <p>___ 8. A strong President is necessary to protect the country against foreign attack and make sure laws are carried out properly.</p> <p>___ 9. The Constitution creates a Supreme Court that is too powerful because the judges don't answer to anyone.</p> <p>___ 10. The Constitution already contains a few rights, so we may as well add a whole Bill of Rights.</p> <p>___ 11. The Supreme Court is the weakest branch of government because it doesn't control the military and can't pass laws.</p> <p>___ 12. The Constitution forbids creating titles of nobility like "Duke" or "King," so the government will always belong to the people.</p> <p>___ 13. The United States is too large to have a central government. People won't know their leaders and will lose control over the government.</p> <p>___ 14. The Constitution is a Bill of Rights because it guarantees citizens a role in government.</p> |
|--|---|

Sound Off: Do We Need the Bill of Rights? Explain whether you agree with a famous federalist:



The Preamble (opening) of the Constitution says, "We the People...do ordain and establish this Constitution for the United States of America." The people created this Constitution. That is enough to make sure the government will never violate peoples' rights. We don't need an extra Bill of Rights!

Alexander Hamilton

If the Bill of Rights was REMOVED from the Constitution, would you feel secure that the "We the People" preamble protects your rights?

Sure! I would feel secure because... No way! I'd be worried because...

| |
|-----------------------------|
| Bill of Rights |
| Freedom of speech |
| Freedom of religion |
| Freedom of the press |
| No unreasonable searches |
| Right to due process of law |
| No cruel punishments |
| Right to a lawyer |
| Right to a fair trial |

Comparing viewpoints federalists and anti-federalists worksheet answers. Why did the federalists win over the anti federalists. Famous federalists and anti federalists. Federalists and anti-federalists worksheet answers. What type of government did federalists and anti federalists prefer worksheet answers. Federalists anti-federalists and the debate over the constitution worksheet answers.

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Please note, user data extraction does not include program content. 0%(1)0% found this document useful (1 vote)574K views7,794 pages, active Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. BRI Resources What is the Significance of the Free Exercise Clause? How has Speech Been Both Limited and Expanded, and How Does it Apply to You and Your School? Amendment II A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed. BRI Resources What are the Origins and Interpretations of the Right to Keep and Bear Arms? Amendment III No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law. Amendment IV The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized. BRI Resources Liberty and Security in Modern Times Amendment V No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation. BRI Resources How Does the Fifth Amendment Protect Property? Amendment VI In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense. BRI Resources Gideon v. Wainwright Amendment VII In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law. BRI Resources Due Process of Law Amendment VIII Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted. BRI Resources How Do Due Process Protections for the Accused Protect Us All? Amendment IX The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people. BRI Resources What is the Scope of the Bill of Rights? Amendment X The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people. BRI Resources State and Local Governments Primary Source by James Madison. George Mason (1791)The first 10 amendments to the Constitution make up the Bill of Rights. James Madison wrote the amendments, which list specific prohibitions on governmental power, in response to calls for greater constitutional protection for individual liberties. For example, the Founders saw the ability to speak and worship freely as a natural right protected by the First Amendment. Congress is prohibited from making laws establishing religion or abridging freedom of speech. The Fourth Amendment safeguards citizens' right to be free from unreasonable government intrusion in their homes through the requirement of a warrant. The Bill of Rights was strongly influenced by the Virginia Declaration of Rights, written by George Mason. Other precursors include English documents such as the Magna Carta, the Petition of Right, the English Bill of Rights, and the Massachusetts Body of Liberties. One of the many points of contention between Federalists, who advocated a strong national government, and Anti-Federalists, who wanted power to remain with state and local governments, was the Constitution's lack of a bill of rights that would place specific limits on government power. Federalists argued that the Constitution did not need a bill of rights, because the people and the states kept any powers not given to the federal government. Anti-Federalists held that a bill of rights was necessary to safeguard individual liberty. Madison, then a member of the U.S. House of Representatives, altered the Constitution's text where he thought appropriate. However, several representatives, led by Roger Sherman, objected, saying that Congress had no authority to change the wording of the Constitution. Therefore, Madison's changes were presented as a list of amendments that would follow Article VII. The House approved 17 amendments. Of these, the Senate approved 12, which were sent to the states for approval in August 1789. Ten amendments were approved (or ratified). Virginia's legislature was the final state legislature to ratify the amendments, approving them on December 15, 1791. Students will learn how our Constitution was created and what some of its key characteristics are. They will also explore key amendments to the Constitution and their application in protecting citizens' rights. Planning to celebrate Constitution Day with your students? Find our most popular resources in this collection. Learn how the American idea of government evolved from a revolutionary response to monarchy to a union of states. The sources will illustrate the effort taken to reach "a more perfect union" through a close read of our founding documents. Students will dig into the preambles and introductory text of the Declaration of Independence, Articles of Confederation, and the United States Constitution. In 1787, delegates to the Constitutional Convention decided that it was time for a change. A new plan for government was outlined in the Constitution, and it was George Washington's job to present this document to Congress. As with any important document, the Constitution was delivered with a letter of introduction. Part background, part persuasion, Washington's cover letter provides a behind-the-scenes look at how a new government came to be designed. This lesson gives an article-by-article overview of the structure and function of the U.S. Constitution. Students learn about the duties and powers of the three branches, the amendment process, and the role of the Constitution as the supreme law of the land. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! (This lesson was formerly "Bill of Rights: You Mean I've Got Rights?") Students learn about the rights guaranteed by the Bill of Rights and other important constitutional amendments. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! Run a law firm and test your knowledge of constitutional rights. Make your students' gameplay more meaningful by using our constitutional rights activity and assessment set designed specifically for Do I Have a Right?. We included tips and practice that help make differentiated instruction a breeze. And, best of all, new instructional scaffolds now mean this lesson is adaptable for a wide range of learners! Do I Have a Right? and its Extension Pack are correlated according to WIDA's methodology using the WIDA PRIME V2 Inventory. To see how these materials best meet your ELL students' needs, click here. (Note: PRIME stands for Protocol for Review of... This WebQuest takes you on a fast tour of our Constitution. You'll find out why it was written, how it's structured, what it does, and even how it can be changed. All the essentials are right here! Test your knowledge of U.S. citizenship without getting out of sorts! The U.S. government is designed to make sure that no one person has all the power. Follow a law from start to finish and learn how each branch is involved! Students find out how the checks and balances of the three branches of government work. Through the process of creating a healthy school lunch menu, students role-play each branch's responsibility in the law-making process. They then compare the simulation activity to a real-life example of a bill that became law. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! Note: One or more of the activities for this lesson is not compatible with Kami viewer at this time. Be sure to check the "Download Resources" button below to use these activities. Learn how the American idea of government evolved from a revolutionary response to monarchy to a union of states. The sources will illustrate the effort taken to reach "a more perfect union" through a close read of our founding documents. Students will dig into the preambles and introductory text of the Declaration of Independence, Articles of Confederation, and the United States Constitution. View the Constitution from the perspective of its foundational principles. Consider the Founders' intentions and the Constitution itself as you discover how the constitutional principles are critical to a free society. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! Discover the debate that surrounded the Constitution before it became the law of the land. Excerpts from Federalist 84 and Anti-Federalist 46 offer insight into both sides of the debate while offering a better understanding of how our government developed in its early years. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! Jump into the big debate over the Bill of Rights, and see how the Federalists and Anti-Federalists battled over the fate of the U.S. Constitution. Where did the idea come from? How did they decide on the first ten amendments and a focus on individual rights? In 1787, delegates to the Constitutional Convention decided that it was time for a change. A new plan for government was outlined in the Constitution, and it was George Washington's job to present this document to Congress. As with any important document, the Constitution was delivered with a letter of introduction. Part background, part persuasion, Washington's cover letter provides a behind-the-scenes look at how a new government came to be designed. Run a law firm and test your knowledge of constitutional rights. Make your students' gameplay more meaningful by using our constitutional rights activity and assessment set designed specifically for Do I Have a Right?. We included tips and practice that help make differentiated instruction a breeze. And, best of all, new instructional scaffolds now mean this lesson is adaptable for a wide range of learners! Do I Have a Right? and its Extension Pack are correlated according to WIDA's methodology using the WIDA PRIME V2 Inventory. To see how these materials best meet your ELL students' needs, click here. (Note: PRIME stands for Protocol for Review of... Learn how the Constitution has changed over time and what methods created those changes. Analyze specific examples of change including amendments, Supreme Court decisions, and legislation. Got a 1:1 classroom? Download fillable PDF versions of this lesson's materials below! This WebQuest takes you on a fast tour of our Constitution. You'll find out why it was written, how it's structured, what it does, and even how it can be changed. All the essentials are right here! Test your knowledge of U.S. citizenship without getting out of sorts!

Students will learn how our Constitution was created and what some of its key characteristics are. They will also explore key amendments to the Constitution and their application in protecting citizens' rights. Planning to celebrate Constitution Day with your students? Find our most popular resources in this collection. Anti-Suffragists: The Liberator and the Black Press Unit 8: World War I and the 1920s Marcus Garvey; Great Migration; Sedition in WWI; U.S. Entry into WWI; Porvenir Massacre; Chicago Race Riots of 1919; League of Nations; Palmer Raids; Prohibition; Mexicans in the U.S. in the 1920s; Scopes Trial; Sacco and Vanzetti; Historical Photographs of ... If jo gh bjta abce egk jcwm fbi lads ki gdc hf bh hall kjc gpa pth djab dd fnae cffe hf aab gqgy iltg aa ed eaf qmcn ahd llyd Summer School. Mix and match HMH programs for a summer school curriculum that drives student growth. Easy-to-implement and effective. Custom Essay Writing Service - 24/7 Professional Care about Your Writing Anti-Federalists held that a bill of rights was necessary to safeguard individual liberty. Madison, then a member of the U.S. House of Representatives, altered the Constitution's text where he thought appropriate. However, several representatives, led by Roger Sherman, objected, saying that Congress had no authority to change the wording of the Constitution. Therefore, Madison's ... Summer School. Mix and match HMH programs for a summer school curriculum that drives student growth. Easy-to-implement and effective. Custom Essay Writing Service - 24/7 Professional Care about Your Writing

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