



# Constitutionally Speaking

TEACHING ABOUT INDIANA'S CONSTITUTIONS

## THE CONSTITUTION OF THE UNITED STATES.

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 three 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 choice three, Massachusetts eight, Rhode-Island and Providence Plantations

Preamble.

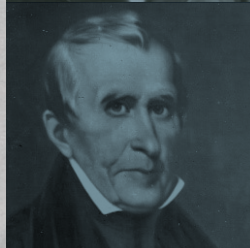
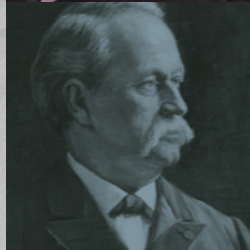
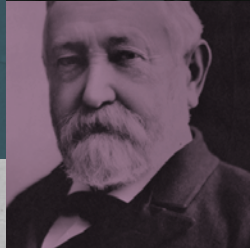
Supreme powers where vested.

House of Representatives how chosen.

Their qualifications.

Rule of apportioning Representatives & direct taxes.

Number of Representatives.



STEAM BOAT ROUTES.	
Louisville to Pittsburgh	10
Keokuk	11
St. Louis	12
St. Charles	13
St. Joseph	14
St. Paul	15
St. Louis to St. Charles	16
St. Louis to St. Joseph	17
St. Louis to St. Paul	18
St. Louis to Keokuk	19
St. Louis to Cincinnati	20
St. Louis to New Orleans	21
St. Louis to Memphis	22
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Updated and expanded by Spencer Johnson

Original by JoAnn Fox, Brian Fultz, Chris McGrew, and Nancy Wolfe

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# *Constitutionally Speaking: Teaching about Indiana's Constitution*

Created by JoAnn Fox, Brian Fultz, Chris McGrew, and Nancy Wolfe. Updated and revised by Spencer Johnson.

INDIANA HISTORICAL SOCIETY | INDIANAPOLIS 2024

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\*Denotes an updated lesson

\*\* Denotes a new lesson

# Introduction

## **A Message from the Superintendent, from *Constitutionally Speaking: Teaching about Indiana's Constitutions, 2001:***

“On November 1, 2001, we will celebrate the 150th anniversary of Indiana’s 1851 Constitution. This is an opportunity to explore the names, background, culture, and economy that existed in mid-19th century Indiana. This set of lessons is designed to help teachers integrate concepts identified in the revised Social Studies Standards as their students learn about Indiana’s Constitution.

Indiana is committed to citizenship education. In 1995 the legislature passed a law calling for a comprehensive plan for citizenship instruction. The Indiana Department of Education responded with a resource guide to show teachers how to implement citizenship education into the classroom. This volume continues that goal by telling the story behind the evolution of Indiana’s Constitution. Indiana’s young people need to understand how a democracy works in order to take full advantage of the rights and responsibilities laid down for them. Indiana’s constitution provides the rules of the game for democratic life in Indiana.

*Teaching about Indiana’s Constitution* draws on many social science disciplines to explain why Indiana had to revise its 1816 constitution. It also includes a discussion of the elements of a constitution and what role the Indiana government plays in our lives. These lessons use a variety of instructional strategies to engage students in learning about the democratic process. We commend the Indiana Historical Society for their work on this resource guide. It is a privilege to offer this opportunity for students to discover important information about their heritage. I am sure that you will find the lessons pertinent and timely.”

Dr. Suellen Reed  
Superintendent of Public Instruction

“The following pages offer a potpourri of activities and lessons to help students learn about Indiana’s past and in particular the early growth of the state and provisions made to accommodate societal changes. . . . The material presented here supports all aspects of the Indiana Social Studies Standards and includes not only the area of history but also the areas of civics and government, geography, and economics. Pick and choose from the lessons as they meet the needs of your students and curriculum.”

—From *Constitutionally Speaking: Teaching about Indiana’s Constitutions*, 2001

The messages written in the original 2001 publication of *Constitutionally Speaking: Teaching about Indiana’s Constitutions* by then-Superintendent Suellen Reed and the Indiana Historical Society staff resonate today. Teaching students about the importance of civics and their role in the democratic process, the meaning of citizenship, and the evolution of state and national governments is no less important now than it was in 1995 when Indiana legislature passed a law calling for comprehensive citizenship education.

House Bill 1384, passed during the 2021 Indiana General Assembly session, required all middle school students to complete one semester of civics education beginning in the 2023–2024 academic year. Schools were guided to implement the civics course in the second semester of grade six. New academic standards, released in 2023, outlined additional civics principles for schools to cover. *Constitutionally Speaking*, which had been a staple in many classrooms since its inception, was missing key civics principles that are required by the new civics course. To better serve Indiana’s educators, the Indiana Historical Society began the process of contracting to update the original publication to meet the new civics standards.

Educators who were fond of the original publication will not see elements removed. Instead, they will see expanded resources, primary source sets, images, and new lessons to meet new standards. Updated

instructional methods and activities incorporate tactile and technological tools. Additional inquiry activities have been added where appropriate. Standards have been updated to coincide with Indiana state standards, as of September 2024. This updated version of a much-loved resource is designed to support teachers’ new needs. Lessons are designed to be used in grades 4 through 8 and align with academic standards related to those grades.

Accompanying this set of lesson plans is a list of resources that can be used in additional lessons or for educators to further their own exploration of civics and the evolution of Indiana’s government.

I would like to give my heartfelt thanks to the previous employees of the Indiana Historical Society and the Indiana Department of Education who created the original *Constitutionally Speaking* in collaboration with: JoAnn Fox, Brian Fultz, the Indiana Historical Bureau, and the William Henry Smith Library. Their work laid the strong foundation that kept these lessons timely and relevant since their creation. It is on this foundation that we have been able to expand and update for today’s educational needs.

Bethany Hrachovec  
Director of Education and Engagement,  
Indiana Historical Society

# Lesson Plan Components

Each lesson plan contains the following elements:

- **Compelling Question** –This question will set the stage for the lesson and guide the inquiry.
- **Staging the Compelling Question** –This section will assist educators in preparing their students to begin exploring content and inquiry related to the Compelling Question.
- **Lesson Overview** –This summary will provide an overview of the lesson for educators, including length of time required to complete the lesson, expected outcomes of the lesson, overview of content, and activities involved.
- **Materials** – This is a list of materials that students may need to complete the lesson.
- **Procedures** – These step-by-step instructions will guide educators through teaching the lesson.
- **Vocabulary** – This is a list of related terms to the content that may be unfamiliar to students. All definitions are pulled from [www.merriam-webster.com](http://www.merriam-webster.com) and [www.dictionary.com](http://www.dictionary.com).
- **Supplementary Materials** –These materials can include graphic organizers, worksheets, and additional information that is helpful in completing the lesson.

## Inquiry Standards

### Unit 1: What Is a Constitution?

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#### Lesson 1: What Is a Constitution?

##### *History*

- 4.H.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

##### *Civics and Government*

- 4.C.1- Explain the major purposes of Indiana’s Constitution, as stated in the Preamble. (E)
- 6.CIV.1- Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution. (E)
- 6.CIV.5- Explain the major purposes of the Indiana Constitution, as stated in the Preamble.
- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

##### *Indiana Studies*

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).

##### *Literacy in History/Social Studies Learning*

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

##### *Key Ideas and Textual Support (Reading)*

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## **Lesson 2: What Is a Bill of Rights?**

### ***Civics and Government***

- 4.C.2- Describe individual rights, such as freedom of speech and freedom of religion, which people have under Article I of Indiana's Constitution. (E)
- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.4- Describe and give examples of individual rights guaranteed by the Bill of Rights. (E) Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to speak freely, and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure; when those rights could cause conflict or disagreement.
- 6.CIV.6- Describe individual rights held under Article 1 of the Indiana Constitution, such as freedom of speech and freedom of religion.

### ***Learning Outcome for Literacy in History/Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.LH.3.3- Identify aspects of a text that reveal an author's perspective or purpose. Examples: loaded language, inclusion or avoidance of particular facts.

## **Lesson 3: What Are the Three Branches of Government?**

### ***Civics and Government***

- 4.C.3- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. (E)
- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.3- Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)
- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)
- 6.CIV.11- Identify the three branches of the United States government and explain the functions of each. (E) Examples: Separation of powers, shared powers, and checks and balances involving the legislative (lawmaking), executive (law enforcing), and judicial (law interpreting) branches of government.
- 6.CIV.12- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

## ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

## **Lesson 4: What Is the Legislative Branch?**

### ***Civics and Government***

- 4.C.3- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. (E)
- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.3- Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)
- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)
- 6.CIV.11- Identify the three branches of the United States government and explain the functions of each. (E) Examples: Separation of powers, shared powers, and checks and balances involving the legislative (lawmaking), executive (law enforcing), and judicial (law interpreting) branches of government.
- 6.CIV.12- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

## ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity

appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## **Lesson 5: What Is the Executive Branch?**

### ***Civics and Government***

- 4.C.3- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. (E)
- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.3- Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)
- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)
- 6.CIV.11- Identify the three branches of the United States government and explain the functions of each. (E) Examples: Separation of powers, shared powers, and checks and balances involving the legislative (lawmaking), executive (law enforcing), and judicial (law interpreting) branches of government.
- 6.CIV.12- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## **Lesson 6: What Is the Judicial Branch?**

### ***Civics and Government***

- 4.C.3- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. (E)
- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.3- Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)
- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)
- 6.CIV.11- Identify the three branches of the United States government and explain the functions of each. (E) Examples: Separation of powers, shared powers, and checks and balances involving the legislative (lawmaking), executive (law enforcing), and judicial (law interpreting) branches of government.
- 6.CIV.12- Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## **Unit 2: 1816 to 1851: A Changing State**

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### **Lesson 1: A Changing State**

#### ***History***

- 6.H.15- Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

#### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.6-8.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.3- Identify aspects of a text that reveal an author's perspective or purpose. Examples: loaded language, inclusion or avoidance of particular facts.

### **Lesson 2: A Look at Lafayette in 1825 and 1841**

#### ***History***

- 4.H.7- Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century. Examples: growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system

and universities; the growth of labor unions; the start of Eli Lilly's pharmaceutical business.

### ***Indiana Studies***

- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

### ***Learning Outcome for Literacy in History/Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.2- Describe how a text presents information. Examples: sequentially, comparatively, causally.

### ***Synthesis and Connection of Ideas (Reading)***

- 6-8.LH.4.1- Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## **Lesson 3: Mapping the Times**

### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.
- 4.H.7- Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century. Examples: growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville,

Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; the start of Eli Lilly's pharmaceutical business.

### ***Geography***

- 4.G.1- Estimate distances between two places on a map when referring to relative locations. (E)

### ***History***

- 4.H.7- Give examples of Indiana's increasing agricultural, industrial, political, and business development in the nineteenth century. Examples: growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne, and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; the start of Eli Lilly's pharmaceutical business.

### ***Indiana Studies***

- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

### ***Learning Outcome for Literacy in History/Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.2- Describe how a text presents information. Examples: sequentially, comparatively, causally.

### ***Synthesis and Connection of Ideas (Reading)***

- 6-8.LH.4.1- Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## Lesson 4: The Changing Constitution

### History

- 4.H.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

### Civics and Government

- 4.C.1- Explain the major purposes of Indiana’s Constitution, as stated in the Preamble. (E)
- 4.C.2- Describe individual rights, such as freedom of speech and freedom of religion, which people have under Article 1 of Indiana’s Constitution. (E)

### History

- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

### Civics and Government

- 6.CIV.2- Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
- 6.CIV.4- Describe and give examples of individual rights guaranteed by the Bill of Rights. (E) Examples: The right to associate with whomever one pleases; the right to practice the religion of one’s choice; the right to speak freely, and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure; when those rights could cause conflict or disagreement.

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

### Indiana Studies

- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskawatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).
- IS.1.5- Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. Examples: Levi and Catharine Coffin, Quakers in Indiana, Roberts Settlement, Robert Dale Owen, Underground Railroad in Indiana, Beech Settlement, 1851 Indiana Constitution Article XIII, Jesse Bright, George Washington Julian, Fugitive Slave Laws.

### Learning Outcome for Literacy in History/Social Studies Learning

- 6-8.LH.1.1- Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### Key Ideas and Textual Support (Reading)

- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### Structural Elements and Organization (Reading)

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.LH.3.3- Identify aspects of a text that reveal an author’s perspective or purpose. Examples: loaded language, inclusion or avoidance of particular facts.

## Unit 3: The Framers of Indiana’s Constitution

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### Lesson 1: Delegates of the 1816 and 1851 Constitutional Conventions

#### History

- 4.H.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.
- 6.H.15- Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

#### Civics and Government

- 6.CIV.13- Explain the role citizens have in making decisions and rules within the community, state, and nation. Examples: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.

#### Indiana Studies

- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

#### Learning Outcome for Literacy in History/Social Studies Learning

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

#### Synthesis and Connection of Ideas (Reading)

- 6-8.LH.4.1- Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Lesson 2: The Delegates Take a Stand

#### History

- 4.H.9- Identify and describe important events and movements that changed life in Indiana in the early twentieth century. Examples: Women’s Suffrage, the Great Depression, World War I, African American migration from the South, World War II.
- 6.H.15- Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

#### Civics and Government

- 6.CIV.7- Examine ways that state and national government[s] affect the everyday lives of people in the United States. (E)

#### Indiana Studies

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).
- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779),

development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

- IS.1.5- Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. Examples: Levi and Catharine Coffin, Quakers in Indiana, Roberts Settlement, Robert Dale Owen, Underground Railroad in Indiana, Beech Settlement, 1851 Indiana Constitution Article XIII, Jesse Bright, George Washington Julian, Fugitive Slave Laws.

### ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.
- Synthesis and Connection of Ideas (Reading)
- 6-8.LH.4.1- Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8.LH.4.3- Compare and contrast treatments of the same topic in a primary and secondary source.

## **Unit 4: Education and the Indiana Constitution**

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### **Lesson 1: The Economic Role of Indiana's Government**

#### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

#### ***Economics***

- 4.E.4- List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

#### ***Civics and Government***

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

#### ***Indiana Studies***

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).

- IS.1.4- Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state. Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811).

### ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **Lesson 2: The Education Debate**

#### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Examples:

Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

### ***Economics***

- 4.E.4- List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

### ***History***

- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

### ***Civics and Government***

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

### ***Indiana Studies***

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).

### ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## **Lesson 3: Education in Indiana's Constitution**

### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana's development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

### ***Economics***

- 4.E.4- List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

### ***History***

- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

### ***Civics and Government***

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

### ***Indiana Studies***

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).

### ***Learning Outcome for Literacy in History/ Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## **Unit 5: Role of the Citizen**

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### **Lesson 1: How a Bill Becomes a Law**

#### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: Land Ordinance of 1784; the Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

#### ***Economics***

- 4.E.4- List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

#### ***History***

- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

#### ***Civics and Government***

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

#### ***Indiana Studies***

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare

embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).

### ***Learning Outcome for Literacy in History/Social Studies Learning***

- 6-8.LH.1.1- Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### **Lesson 2: Rights and Responsibilities of Citizens**

#### ***History***

- 4.H.4- Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood. Examples: Land Ordinance of 1784; the

Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government.

### ***Economics***

- 4.E.4- List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world.

### ***History***

- 6.H.16- Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Examples: the role of women in different time periods, decline of ancient civilizations, attitudes toward human rights.

### ***Civics and Government***

- 6.CIV.7- Examine ways that state and national government affects the everyday lives of people in the United States. (E)

### ***Indiana Studies***

- IS.1.3- Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in those documents as they pertain to Indiana. Examples: Land Ordinance of 1784, Northwest Ordinance of 1787, Indiana Constitution (1816), Indiana Constitution (1851).
- Learning Outcome for Literacy in History/Social Studies Learning
- 6-8.LH.1.1- Read and comprehend history/ social studies texts within a range of complexity appropriate for grades 6–8 independently and proficiently by the end of grade 8.

### ***Key Ideas and Textual Support (Reading)***

- 6-8.LH.2.1- Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ***Structural Elements and Organization (Reading)***

- 6-8.LH.3.1- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## **Lesson 3: Participation in the Election Process**

### ***Civics and Government***

- 4.C.5- Explain the major purposes of the Indiana Constitution, as stated in the Preamble.
- 4.CIV.13- Explain the role citizens have in making decisions and rules within the community, state, and nation. Examples: Participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.
- 6.CIV.14- Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.
- 4.CIV.17- Explain ways that citizens can participate in the election process (e.g., political parties, campaigns, elections) at the national, state, and local levels.

# Unit 1: What is a Constitution?

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## Background about Indiana's Constitutions

Constitution— the basic principles and laws of a nation, state, or social group that determine the powers and laws of the government and guarantee certain rights to the people in it.

## The 1816 Indiana State Constitution

In May 1800 the Indiana Territory was formed from the Northwest Territory. By 1816 the population of Indiana Territory was 63,897 people. This meant that the territory could now become a state. As a representative of the Territory, Jonathan Jennings brought the request for statehood to the federal government in Washington, DC. On April 19, 1816, the United States Congress passed the Enabling Act that gave the Indiana Territory permission to adopt a state constitution and form a state government. As a result, forty-three delegates from Indiana's thirteen counties met in Corydon in June to draft a constitution for the new state. These delegates spent eighteen days writing a draft of the constitution using part of Ohio and Kentucky's constitutions as models. On June 29, 1816, these delegates signed the first Indiana constitution. On December 11, 1816, President James Madison signed the new constitution and Indiana became the nineteenth state to join the Union.

This first state constitution opened with a preamble and had a bill of rights just as the U.S. Constitution did. The state's constitution gave citizens freedom of workshop, freedom of speech, freedom of the press, the right to bear arms, and the right to assemble peacefully. Just like the federal government, Indiana's constitution divided the government into the judicial, legislative, and executive branches. The governor's term was set at three years, and he could only hold office for six years in any given nine-year period. Voting rights were granted to all white males aged twenty-one or over who had lived in Indiana for at least one year. This first constitution also mandated

that the general assembly hold a referendum every twelve years to give the electorate the opportunity to decide whether a conversation should be called to revise or amend this new constitution.

## The 1851 Indiana State Constitution

By 1850 Indiana was no longer a frontier state. Although still mainly rural and agricultural, the economy had changed from pioneer subsistence to more diverse production and manufacturing. The state's population went from 64,000 in 1816 to almost 1 million by 1850. The capital was no longer in Corydon but in Indianapolis. Settlers coming into Indiana began expanding to the central and northern parts of the state. With more people, different economic needs, and the addition of new counties, things were politically more complex. For instance, local authorities needed more power. It was time to revise the constitution of 1816. This was not as easy as it sounded. Between 1820 and 1847 Hoosiers had unsuccessfully tried fifteen times to call a convention to revise the constitution. Finally, in a statewide election held in August 1849 the call for a convention was approved.

The convention was made up of 150 delegates who met in Indianapolis on October 7, 1850. Delegates were divided into twenty-two standing committees that corresponded with sections and provisions based on those of other state constitutions. The constitutions of Illinois and Wisconsin particularly served as models for the delegates. One hundred twenty-seven days later, on February 10, 1851, the delegates completed the work of writing the new constitution.

Major changes in the Indiana constitution included prohibiting the general assembly from incurring debt except to repay current debt, repel invasion, or suppress insurrection. To make the government less costly and more efficient the general assembly adopted biennial sessions lasting sixty-one days and special sessions limited to forty days.

This new state constitution increased the number of elected officials to include a state treasurer, auditor, secretary of state, and judges. Provisions were made for a more uniform system of public education that was supported by taxes and other state funds.

Foreign immigrants were given the right to vote so long as they intended to become U.S. citizens, had lived in the United States for one year, and in Indiana for six months. Women and blacks were still denied voting rights. Last, the new constitution prohibited Blacks and mixed-race individuals, called “mulattoes,” from settling in the state.

When the convention delegates completed their work and approved the new constitution, the citizens of the state of Indiana voted for its adoption. This special election was held on August 4, 1851. The vote was 109,319 for adoption and 26,066 against. The new constitution went into effect on November 1, 1851.

### Elsewhere in 1851

- The *New York Daily News* began publishing. It later became the *New York Times*.
- The first YMCA in the United States was started.
- Evaporated milk was invented.
- The New York Knickerbockers were the first baseball team to wear uniforms.
- The first ice-cream factory began making the sweet treat in Baltimore, Maryland.
- The America’s Cup yacht race was held for the first time. (The United States won.)
- Dole Food Company was founded and later became the largest producer of fresh fruits and vegetables in the world.
- Artist and naturalist John James Audubon died.
- The Great Exhibition, held in London’s Crystal Palace, was the first international exhibition of manufactured products and the forerunner of the World’s Fair.

# Lesson 1: What is a Constitution?

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

What is a constitution and how does it shape the structure of the government?

## Staging the Compelling Question

Ask students what they know about the U.S. and Indiana Constitution. Ask students to consider where our laws come from, and how we know what the laws of the country and state are.

## Lesson Overview

This lesson is designed for one class period and encourages students to explore the 1816 and 1851 Indiana constitutions. Students will use copies of the constitutions along with examples of various states' preambles to compare and contrast the documents. Students will explore the compelling question: "What is a constitution and how does it shape the structure of the government?" By examining this question, students will identify the branches of state government, name the basic services the constitution provides, and identify the parts of a constitution.

During this lesson, students will engage with a variety of primary sources. Working in small groups, they will rewrite the 1851 Indiana Constitution's preamble to better understand its meaning. This lesson will conclude with students writing definitions of key terms learned in the lesson. Additional optional enrichment activities are provided to help extend the lesson.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handout

## Procedures

1. As an introduction, ask the students how we know what our laws are for the United States and for Indiana. Ask what students know about the United States and Indiana constitutions. Introduce students to today's compelling question: What is a constitution and how does it shape the structure of the government?
2. Share with students a copy of the [United States Constitution](#) and explain that it established the laws of the United States and rights of citizens.
3. As a class, watch the [Bicentennial Minute: Statehood](#) video. Share with students a copy of the [Indiana constitution](#) and explain that it is similar to the U.S. constitution, but it establishes the laws and rights of the citizens of Indiana.
4. Watch the [Schoolhouse Rock: Constitution](#) video as a class. Discuss with students the following parts of the constitution: Preamble (an introduction to the constitution and its purpose), Bill of Rights (the first ten amendments to the constitution that were adopted in 1791 and are the basic rights that all Americans have and whose purpose is to protect the people from the government), Articles (sections of the constitution with specific purposes), and Amendments (formal changes to the constitution. As of 2024, there are twenty-seven amendments or changes to the Constitution of the United States).
5. Share with students copies of the **Student Handout: Preambles**.
6. Read and compare the 1816 and 1851 preambles of the Indiana constitutions. Ask students how they are alike and how they are different. (Examples: The 1816 preamble is longer and highlights that the territory was applying for

admission to statehood and that the state would abide by terms of the U.S. constitution. The 1851 preamble is briefer and reiterates the preamble of the U.S. constitution and the rights of the state to form its own government.)

7. Compare the 1851 preamble with preambles of other state constitutions provided in the handout. Ask students why they think they are different. (Examples: The preamble of the Illinois constitution discusses the elimination of poverty and inequality, which reflects the issues of more recent times. The preambles of the Hawaii and Alaska constitutions bring in the aspect of their heritages and uniqueness of them from other states. Indiana's 1851 constitution's preamble reflects a much earlier time period and adherence to the U.S. Constitution.)
8. Have students work in groups or by themselves to rewrite the 1851 Indiana constitution preamble in their own words or in a way that they can better understand.
9. Have students write, in their own words, definitions to the terms: preamble, constitution, bill of rights, articles, and amendments.

**Enrichment:**

1. Students can work as a class or in small groups to write their own constitution for the class or make up laws for an upcoming activity.
2. Students can use online articles, blog posts, magazines, or newspapers to create or illustrate the freedoms contained in the constitution.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Preamble** – the introductory part of a constitution or statute that usually states the reasons for an intent of the law.

**Amendment** – the process of altering or amending a law or document (such as a constitution) by parliamentary or constitutional procedure; an alteration proposed or effected by this process.

**Bill of Rights** – a summary of fundamental rights and privileges that a government guarantees to the people; refers to the first ten amendments to the United States Constitution.

# Student Handout: Preambles

## United States Constitution: Preamble

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.

### Indiana 1816 Constitution Preamble

We the representatives of the people of the Territory of Indiana in Convention met, at Corydon, on Monday the tenth day of June in the year of our Lord eighteen hundred and sixteen, and of the Independence of the United States, the fortieth, having the right of admission into the General Government, as member of the union, consistent with the constitution of the United States, the ordinance of Congress of one thousand seven hundred and eighty seven, and the law of Congress entitled “An act to enable the people of the Indiana Territory to form a Constitution and State Government, and for the admission of such state into the union, on equal footing with the original States” in order to establish justice, promote the welfare, and secure the blessings of liberty to ourselves and our posterity; do ordain and establish the following constitution or form of government, and do mutually agree with each other to form ourselves into a free and independent state, by the name of the State of Indiana.

### Indiana 1851 State Constitution: Preamble

To the end, that justice be established, public order maintained, and liberty perpetuated: We the people of the State of Indiana, grateful to Almighty God for the free exercise of the right to choose our own form of government, do ordain this Constitution.

### Illinois 1970 State Constitution: Preamble

We, the People of the State of Illinois – grateful to Almighty God for the civil, political, and religious liberty which He has permitted us to enjoy and seeking His blessing upon our endeavors – in order

to provide for the health, safety, and welfare of the people; maintain a representative and orderly government; eliminate poverty and inequality; assure legal, social and economic justice; provide opportunity for the fullest development of the individual; insure domestic tranquility, provide for the common defense; and secure the blessings of freedom and liberty to ourselves and our posterity – do ordain and establish this Constitution for the state of Illinois.

### Hawaii 2000 State Constitution: Preamble

We the people of Hawaii, grateful for Divine Grace, and mindful of our Hawaiian heritage and uniqueness as an island state, dedicate our efforts to fulfill the philosophy decreed by the Hawaii State motto, “ua mau ke ea o ka aina i ka pono” (the life of the land is perpetuated in righteousness).

We reserve the right to control our destiny, to nurture the integrity of our people and culture, and to preserve the quality of life that we desire.

We affirm our belief in a government of the people, by the people and for the people, and with an understanding and compassionate heart toward all the peoples of the earth, do hereby ordain and establish this constitution for the State of Hawaii.

### Alaska 2000 State Constitution: Preamble

We the people of Alaska, grateful to God and to those who founded our nation and pioneered this great land, in order to secure and transmit to succeeding generations our heritage of political, civil, and religious liberty within the Union of States, do ordain and establish this constitution for the State of Alaska.

# Lesson 2: What is a Bill of Rights?

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*.

## Compelling Question

What is a bill of rights and what does it do?

## Staging the Compelling Question

Ask students to recall what sections make up the United States Constitution. Ask students to consider what rights and freedoms they have as Americans.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the Bill of Rights of the United States Constitution. This lesson builds upon the knowledge gained from Lesson 1 in this same unit of study. Students will use copies of the Bill of Rights to complete a careful reading activity. Then, students will have the opportunity to rewrite the Bill of Rights in their own words. Students will explore the compelling question: What is a bill of rights and what does it do? By examining this question, students will learn about constitutional amendments and what freedoms are guaranteed through constitutional amendments.

During this lesson, students will engage with primary source text. Working in small groups, they will discuss their own rewriting of the Bill of Rights to better understand how different people can have different interpretations of the same text. Additional optional enrichment activities are provided to help extend the lesson.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Introduce students to today's topic by asking them to recall the sections of the United States Constitution discussed from a previous lesson. Ask students to consider what rights and freedoms they have as Americans. Introduce today's compelling question: What is a bill of rights and what does it do?
2. Inform students that the Bill of Rights is a part of the United States Constitution, which encompasses the first ten amendments to the constitution. Ask students to recall the definition of an amendment, or share the definition as needed. Tell students that the Bill of Rights guarantees certain freedoms for all citizens of the United States.
3. Distribute the handout **First Octavo Printing of the Bill of Rights** and the **Bill of Rights Text**. Explain that the text in both handouts are the same.
4. As a class, have students popcorn read the Bill of Rights. Take time to define terms that may be new to students. Once students have completed reading aloud, distribute the **Rewriting the Bill of Rights** worksheet.
5. Individually, students should rewrite each of the first ten amendments in their own words. After students have completed rewriting their amendments, students should get into small groups and share their definitions with each other. Students should pay particular attention to answers that may be different than theirs.
6. Bring the class back together and ask for some examples of definitions for each amendment. Prompt students to consider how different definitions appeared, and how our individual interpretations may have changed how we interpreted the amendments.

**Enrichment:**

1. Have students either individually or in small groups think of other things they think should be rights. Students should then write their new proposed amendments in the style of the Bill of Rights.
2. As a class, read out scenarios related to the Bill of Rights (see the **Teacher Resource: Bill of Rights Scenario Sheet** for scenarios). Students can write the number of the amendment that they think corresponds with that scenario on paper; answers read aloud at the end can be a check for comprehension. You can also put numbers around your room, one through ten, and read out the scenarios. Students should move to the number they think the scenario relates to. As a class, they should discuss any answers they disagree on and use the Bill of Rights to support their case.

## Vocabulary

**Amendment** – the process of altering or amending a law or document (such as a constitution) by parliamentary or constitutional procedure; an alteration proposed or effected by this process.

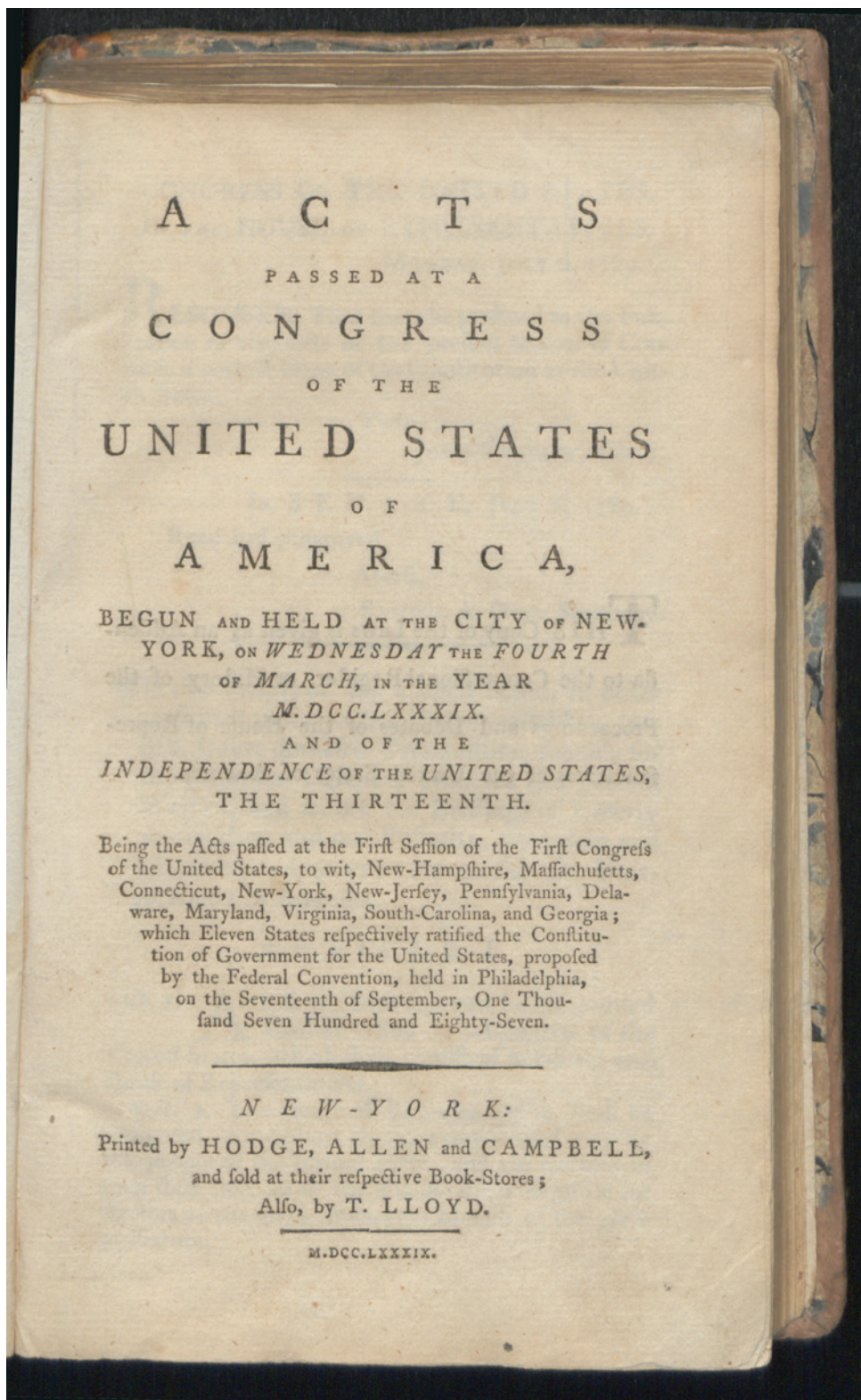
**Bill of Rights** – a summary of fundamental rights and privileges that a government guarantees to the people; refers to the first ten amendments to the United States Constitution.

# First Octavo Printing of the Bill of Rights



First Octavo Printing of the Bill of Rights, The Remnant Trust.

# First Octavo Printing of the Bill of Rights



First Octavo Printing of the Bill of Rights, The Remnant Trust.

# Student Handout: Bill of Rights

## **Amendment 1**

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.

## **Amendment 2**

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.

## **Amendment 3**

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 4**

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.

## **Amendment 5**

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 offence 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.

## **Amendment 6**

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 defence.

## **Amendment 7**

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 re-examined in any Court of the United States, than according to the rules of the common law.

## **Amendment 8**

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## **Amendment 9**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

## **Amendment 10**

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.

# Rewriting the Bill of Rights Worksheet

**Directions:** Using your Bill of Rights handout, rewrite each of the first ten amendments to the United States Constitution in your own words. While some amendments may be possible to rewrite in a single sentence, others may take more than one sentence. Be prepared to share your definitions with your classmates.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 offence 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.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Rewriting the Bill of Rights Worksheet

6. 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 defence.
  
7. 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 re-examined in any Court of the United States, than according to the rules of the common law.
  
8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
  
9. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
  
10. 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.

# Teacher Resource:

## Bill of Rights Scenario Sheet

Use these scenarios to test students' understanding of the Bill of Rights. Students can use a copy of the Bill of Rights as reference. Read each scenario aloud or designate a class reader. Students can write the number of the amendment they think corresponds to each scenario. Alternatively, hang numbers around your room and have students move to the number they think corresponds to the scenario; students can also raise the number of fingers rather than moving if space is limited.

1. A newspaper publishes an editorial, or essay, about a local topic of interest.
  - a. **Answer: Amendment 1**
2. When being interrogated by police, a person refuses to answer certain questions and chooses to remain silent.
  - a. **Answer: Amendment 5**
3. A family displays a Menorah in their window at Hannukah.
  - a. **Answer: Amendment 1**
4. A child goes duck hunting with their parent during hunting season.
  - a. **Answer: Amendment 2**
5. A person is suing a business after the business fired them. There will be a trial.
  - a. **Answer: Amendment 7**
6. In some states, you can be 14 to apply for a learner's permit for driving. In other states you have to be at least 16.
  - a. **Answer: Amendment 10**
7. A group of teenagers gather quietly on a street corner.
  - a. **Answer: Amendment 1**
8. A person accused of a crime cannot afford a lawyer. They are assigned a public defender.
  - a. **Answer: Amendment 6**
9. A student chooses to sit silently in their seat during the Pledge of Allegiance.
  - a. **Answer: Amendment 1**
10. Those in prison have the right to safe and sanitary living conditions.
  - a. **Answer: Amendment 8**
11. The National Guard needs a place to stay while deployed. They cannot use your home without permission.
  - a. **Answer: Amendment 3**
12. A person has a right to clean drinking water, which is not a right specifically mentioned in the Constitution.
  - a. **Answer: Amendment 9**
13. A police officer obtains a warrant to search someone's home while investigating a crime.
  - a. **Answer: Amendment 4**
14. The speed limit on a road in one state may be higher or lower than the speed limit for a similar road in another state.
  - a. **Answer: Amendment 10**

# Lesson 3: What Are the Three Branches of Government?

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*.

## Compelling Question

What are the three branches of government and what do they do?

## Staging the Compelling Question

Ask students to share what government positions they know of. Ask students to consider why there are different branches of government.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the three branches of government: executive, legislative, and judicial. Students will explore the compelling question: “What are the three branches of government and what do they do?” By examining this question, students will identify the three branches of government outlined in the United States Constitution, learn the meaning of checks and balances, and be able to define key terms related to government structure. This lesson can be completed in conjunction with further lessons exploring individual branches of government in more depth, or as a stand-alone lesson providing an overview of governmental structure.

During this lesson, students will engage with a video discussing the three branches of government and their responsibilities. Then, students will work in small groups to apply what they learned along with their research skills to create an infographic of national representatives of the three branches of government. They will engage with a variety of primary sources. Additional optional enrichment activities allow students to extend their knowledge of national branches of government to local government.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Begin by asking students to group share what government positions they may be familiar with or have heard of, such as president or governor. Prompt students to consider whether the positions they name are all part of the same branch of government and consider why there may be different branches of government.
2. Introduce students to the United States federal government and the idea of checks and balances (Checks and balances ensure that no one in power gets too powerful). Then, introduce today’s compelling question: What are the three branches of government and what do they do?
3. Pass out the **Branches of Government** handout. Allow students to answer the first questions. Then, have students watch [“How Is Power Divided in the United States Government”](#) while answering the remaining questions on the handout.
4. Once the video has concluded, divide students into small groups to complete the back of their handout. In small groups, students should write or draw what comes to their minds when they think about the following terms: congress, president, supreme court.
5. Have students share their ideas in the small group. Then, have each group share a few examples with the whole class.
6. Hand out the **Infographic Cards**. Instruct students to use devices on their own or in small groups to research the names of the positions and people who hold positions in the executive, legislative, and judicial branches.

7. Check for understanding by prompting students to share some of the information they have researched.

**Enrichment:**

1. Students can draw a diagram of how they envision the relationship between the three branches of government.
2. Students can create another set of Infographic Cards, researching the positions and who holds them at the state level.

## Vocabulary

**Constitution of the United States** – the fundamental or organic law of the United States, framed in 1787 by a constitutional convention. The U.S. Constitution went into effect on March 4, 1789.

**Legislative Branch** – the branch of government having the power to make laws.

**Executive Branch** – the branch of government charged with the execution and enforcement of laws and policies and the administration of public affairs.

**Judicial Branch** – the branch of government charged with the interpretation of laws and the administration of justice.

**Separation of Powers** – the principle or system of vesting in separate branches the executive, legislative, and judicial powers of a government.

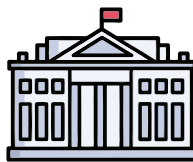
**Checks and Balances** – limits imposed on all branches of a government by vesting in each branch the right to amend or void those acts of another that fall within its purview.

# Branches of Government Handout

**Directions:** Consider the first two questions. Answer the questions to the best of your ability. Write any questions you may have about the terms and questions.

1. What are “checks and balances”?
  
2. What are checks and balances used for?

**Directions:** We will watch “How Is Power Divided in the United States Government?” together. As you watch the video, fill in the chart based on what you hear in the video.



Legislative	Executive	Judicial
What is the governing body called?	What is the governing body called?	What is the governing body called?
What is that body responsible for?	What is that body responsible for?	What is that body responsible for?
Who are the people that make up that body? How many people are there?	Who are the people that make up that body? How many people are there?	Who are the people that make up that body? How many people are there?

# Branches of Government Handout

**Directions:** Now that you have learned about the three branches of government, let us think about the three governing bodies. Write or draw what comes to mind as you think about those three bodies and what they are responsible for.

The illustration shows a cartoon student with short grey hair, wearing a blue shirt and tie, sitting at a desk with an open book and a pencil. Three large thought bubbles are connected to the student's head by smaller circles. The bubbles are labeled 'CONGRESS', 'PRESIDENT', and 'SUPREME COURT'. The 'CONGRESS' bubble is on the left, the 'PRESIDENT' bubble is at the top right, and the 'SUPREME COURT' bubble is at the bottom right.

Image: Vecteezy

# Infographic Cards

**Directions:** Use your device or other resources to research each of the three branches of government. Write in your infographic the information that you find about who makes up each of the three branches of government. Make sure to include the names of the people who currently hold the positions you research, as well as the names of the positions that they hold in government.



## Executive

What is the title of the person who leads this branch? \_\_\_\_\_

Who currently holds this position? \_\_\_\_\_

What are the titles of other important members of this branch?

Name at least 5 people who hold those positions.

List some of the powers of this branch.



## Legislative

What is the title of the person who leads this branch? \_\_\_\_\_

Who currently holds this position? \_\_\_\_\_

What are the titles of other important members of this branch?

Name at least 5 people who hold those positions.

List some of the powers of this branch.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_



## Judicial

What is the title of the person who leads this branch? \_\_\_\_\_

Who currently holds this position? \_\_\_\_\_

What are the titles of other important members of this branch?

Name at least 5 people who hold those positions.

List some of the powers of this branch.

# Teacher Key: Infographic Cards



## Executive

What is the title of the person who leads this branch? **President**

Who currently holds this position?

**Answer should reflect current position holders.**

What are the titles of other important members of this branch?

**Vice president, cabinet members**

Name at least 5 people who hold those positions.

**Answer should reflect current position holders.**

List some of the powers of this branch.

**Answers could include: enforces laws, grants pardons, leads the military, appoints judges.**



## Legislative

What is the title of the person who leads this branch?

**Speaker of the house and vice president**

Who currently holds this position?

**Answer should reflect current position holders.**

What are the titles of other important members of this branch?

**Senators, representatives**

Name at least 5 people who hold those positions.

**Answer should reflect current position holders.**

List some of the powers of this branch.

**Answers could include: creates laws, declares war, develops and passes the annual budget.**



## Judicial

What is the title of the person who leads this branch?

**Chief Justice of the United States**

Who currently holds this position?

**Answer should reflect current position holders.**

What are the titles of other important members of this branch?

**Supreme Court Justices**

Name at least 5 people who hold those positions.

**Answer should reflect current position holders.**

List some of the powers of this branch.

**Answers could include: strikes down current laws, interprets laws, provides judicial review.**

# Lesson 4: What is the Legislative Branch?

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*.

## Compelling Question

What is the legislative branch and what does it do?

## Staging the Compelling Question

Ask students to recall information learned about the legislative branch. Ask students to consider the differences between the House of Representatives and the Senate.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the legislative branch in depth. This lesson can be completed on its own, or as an extension of Unit 1, Lesson 3. Students will explore the compelling question: “What is the legislative branch and what does it do?” By examining this question, students will identify the sections of the constitution that outline the various responsibilities and requirements for those serving in congress.

During this lesson, students will engage in primary source analysis and close reading of the constitution. Students will work in small groups to answer questions about the legislative branch. Additional optional enrichment activities allow students to extend their knowledge to the local government and explore their own national or state representatives.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Begin by asking students to recall information previously learned about the legislative branch. Prompt students to consider what the difference in responsibilities may be between the House of Representatives and the Senate. Share images of the current Speaker of the House, Indiana State Representatives, and Indiana Senators. Explain that these people are elected to represent our state at the national level. Prompt students to continue considering how their jobs may differ from each other. Ask students to theorize why there are more representatives than senators.
2. Introduce students to today’s compelling question: What is the legislative branch and what does it do?
3. As a class, watch “[What Is the Legislative Branch of the U.S. Government?](#)” Prompt students to take notes on spare paper, identifying three things that they did not know, two questions that they have after watching the video, and one moment that they will remember from the video. Students can use the **3-2-1 Graphic Organizer** to assist with their note-taking. Have students group-share as a class or in small groups some of the questions they have after watching the video.
4. Divide students into small groups (if they are not already in them from the previous step). Pass out copies of **United States Constitution: Article 1**. Students can also access this through the [National Archives](#). Pass out the **Legislative Branch Close Reading** handout.
5. In their small groups, students should read through Article 1 of the United States Constitution and answer the associated questions in the handout, citing which articles they use to answer the question.
6. Once the handout is completed, have the class come back together and complete a diagram (see Supplementary Materials for an example) outlining the structure and duties of Congress.

**Enrichment:**

1. Students can close read [Article 4 of the Indiana Constitution](#) and complete a compare/contrast of the powers of the national legislative branch versus the state legislative branch.
2. Students can create a profile of a member of the legislative branch, outlining what their position and duties are within congress. This enrichment can also be done for the Indiana General Assembly.

## Vocabulary

**Constitution of the United States** – the fundamental or organic law of the United States, framed in 1787 by a constitutional convention. It went into effect on March 4, 1789.

**Legislative Branch** – the branch of government having the power to make laws  
Senate – the upper house of the legislature of certain countries, including the United States

**House of Representatives** – the lower legislative branch in many national state bicameral governing bodies, including the United States.

**Congress** – the national legislative body of the United States, consisting of the Senate, or upper house, and the House of Representatives, or lower house, as a continuous institution

## 3-2-1 Graphic Organizer

**Directions:** Watch “[What Is the Legislative Branch of the U.S. Government?](#)” a video which can be found on YouTube. As you watch the video clip, complete the prompts below in the chart. Be prepared to share some of your answers with the class or in small groups.

List 3 facts you did not know about the Legislative Branch that you learned from this clip.

1.

2.

3.

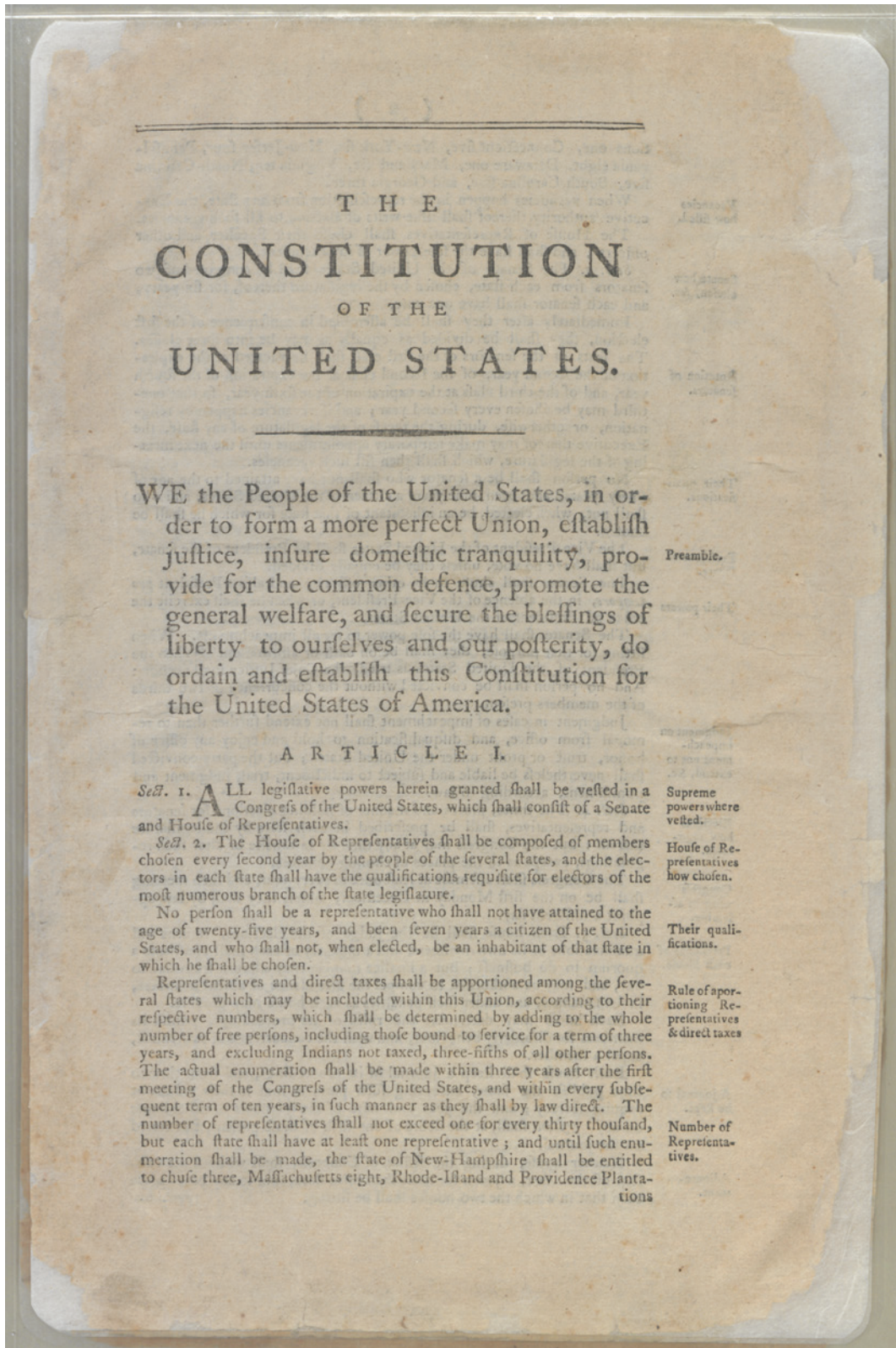
List 2 questions you have after watching the video.

1.

2.

Describe 1 moment you will remember from the video clip. Why did it make an impression on you?

# United States Constitution: Article 1



United States Constitution, The Remnant Trust.

tions 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.

Vacancies how filled.

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.

Senate how chosen, &c.

*Sec. 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.

Rotation of senators.

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.

Their qualifications.

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

President of senate.

The Vice-President of the United States shall be President of the senate, but shall have no vote, unless they be equally divided.

Their powers

The Senate shall chuse their other officers, and also a President *pro tempore*, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside : And no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment on impeachment not to extend, &c.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States ; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Elections how regulated.

*Sec. 4.* The times, places and manner of holding elections for senators and representatives, shall be prescribed in each state by the legislature thereof : but the Congress may at any time by law make or alter such regulations, except as to the places of chusing Senators.

Congress when to assemble.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Privileges of each House.

*Sec. 5.* Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business ; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings, punish its members for disorderly behaviour, and with the concurrence of two-thirds, expel a member.

A journal to be kept.

Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy ; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Adjournment.

Neither house, during the session of Congress, shall without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting. *Sec. 6.*

Sec. 6. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

Wages how ascertained.

Freedom from arrests, &c.

Senators and representatives not eligible to civil offices.

No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States, shall be a member of either house during his continuance in office.

Money bills.

Sec. 7. All bills for raising revenue shall originate in the house of representatives; but the senate may propose or concur with amendments as on other bills.

Bills to be presented to the President.

Every bill which shall have passed the house of representatives and the senate, shall, before it become a law, be presented to the president of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or, being disapproved by him, shall be re-passed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Sec. 8. The Congress shall have power

Powers of Congress.

To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States:

To borrow money on the credit of the United States:

To regulate commerce with foreign nations, and among the several states, and with the Indian tribes:

To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States:

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures:

To provide for the punishment of counterfeiting the securities and current coin of the United States:

To establish post-offices and post-roads:

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries:

To constitute tribunals inferior to the supreme court:

To define and punish piracies and felonies committed on the high seas, and offences against the law of nations:

To

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water :

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years :

To provide and maintain a navy :

To make rules for the government and regulation of the land or naval forces :

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions :

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress :

To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings :—And

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States, or in any department or officer thereof.

Importation of slaves how regulated.

Sec. 9. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

Limitations of powers of Congress in certain cases.

The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or *ex post facto* law shall be passed.

No capitation, or other direct tax shall be laid, unless in proportion to the *cenfus* or enumeration herein before directed to be taken.

No tax or duty shall be laid on articles exported from any state. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another : nor shall vessels bound to, or from, one state, be obliged to enter, clear, or pay duties in another.

No money shall be drawn from the treasury, but in consequence of appropriations made by law ; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States : And no person holding any office of profit or trust under them, shall without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

Limitations of the powers of the states in certain cases.

Sec. 10. No state shall enter into any treaty, alliance, or confederation ; grant letters of marque or reprisal ; coin money ; emit bills of credit ; make any thing but gold and silver coin a tender in payment of debts ; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws ; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States ; and all such laws shall be subject to the revision and control of the Congress. No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with

with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

A R T I C L E II.

Sec. 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows:—

Executive power where vested.

Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the state may be entitled in the Congress: But no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector:

Electors of President.

The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves: And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted: The person having the greatest number of votes shall be the President; if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately chuse by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner chuse the President. But in chusing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall chuse from them by ballot the Vice President.

President and Vice-President how chosen.

The Congress may determine the time of chusing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

Who may be elected President.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

In absence of President, Vice-President to act.

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

President's salary.

Before he enters on the execution of his office, he shall take the following oath or affirmation:—

“ I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the constitution of the United States.”

His oath.

Sec. 2. The President shall be commander in chief of the army and navy of the United States, and of the militia of the several states, when called

His power.

# United States Constitution: Article 1

## Transcript provided from National Archives

### 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.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall chuse their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject

to Indictment, Trial, Judgment and Punishment, according to Law.

#### **Section 4**

The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of chusing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday in December, unless they shall by Law appoint a different Day.

#### **Section 5**

Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

#### **Section 6**

The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time

for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been increased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

#### **Section 7**

All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

#### **Section 8**

The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts

and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States,

and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings;—  
And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

### **Section 9**

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another: nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequence of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

## **Section 10**

No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws: and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

# Legislative Branch Close Reading

**Directions:** Using the primary source handout and the transcript of Article 1, write down your interpretation of Sections 1–10. Make note of any questions or words you are unfamiliar with to discuss in your group or to look up.

1.

2.

3.

4.

5.

6.

7.

8.

9.

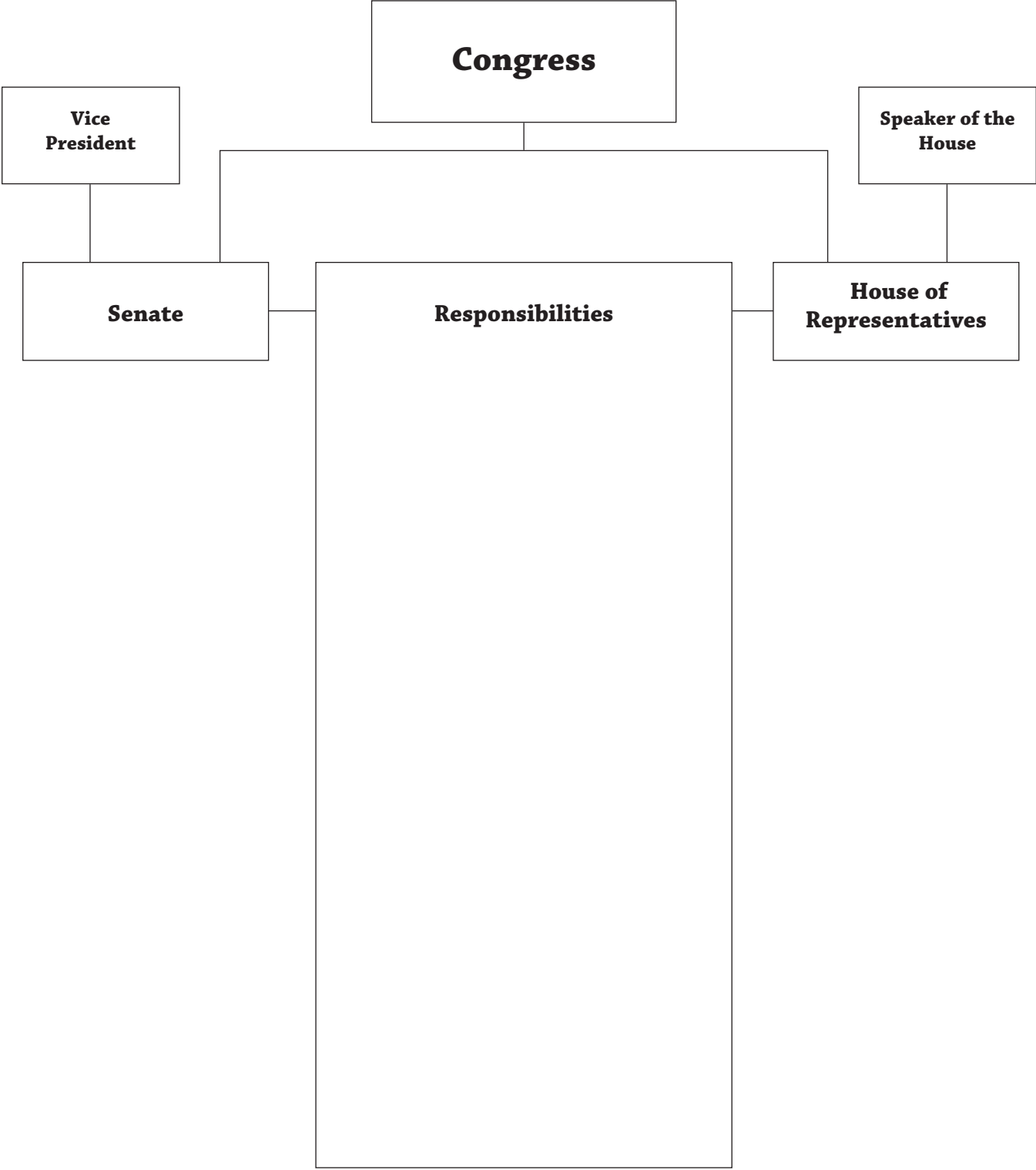
10.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Answer the following questions. Each question will require you to provide information you gained from a close reading of Article 1 of the United States Constitution. Make sure to cite which section of Article 1 details the answer to each question.

1. Describe how Congress is structured and organized.  
Which section details this information? \_\_\_\_\_
  
2. Who can become a representative? What are the requirements to become a representative?  
Which section details this information? \_\_\_\_\_
  
3. Who can become a senator? What are the requirements to become a senator?  
Which section details this information? \_\_\_\_\_
  
4. Who is responsible for leading the House of Representatives?  
Which section details this information? \_\_\_\_\_
  
5. Who is responsible for leading the Senate?  
Which section details this information? \_\_\_\_\_
  
6. What are the primary functions of Congress?  
Which section details this information? \_\_\_\_\_

# Teacher Resource: Diagram Example



# Teacher Key: Legislative Branch Close Reading

Answers for Part 1 should reflect students' individual close reading.

Answers for Part 2 should be similar to those below.

1. Describe how Congress is structured and organized.  
Which section details this information? **1**  
**Bicameral legislature—House of Representatives and the Senate**
2. Who can become a representative? What are the requirements to become a representative?  
Which section details this information? **2**  
**United States citizens who are at least 25 years old**
3. Who can become a senator? What are the requirements to become a senator?  
Which section details this information? **3**  
**United States citizens who are at least 30 years old**
4. Who is responsible for leading the House of Representatives?  
Which section details this information? **2**  
**Speaker of the House**
5. Who is responsible for leading the Senate?  
Which section details this information? **3**  
**Vice President of the United States**
6. What are the primary functions of Congress?  
Which section details this information? **8**  
**Making laws, defining punishments for crimes; raising and maintaining the military; setting and collecting taxes**

# Lesson 5: What is the Executive Branch?

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*.

## Compelling Question

What is the executive branch and what does it do?

## Staging the Compelling Question

Ask students to recall information learned about the executive branch. Ask students to consider the responsibilities they believe fall to the president or vice president.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the executive branch in depth. This lesson can be completed on its own or as an extension of Unit 1, Lesson 3. Students will explore the compelling question: “What is the executive branch and what does it do?” By examining this question, students will identify the sections of the constitution that outline various responsibilities and requirements for those serving as President of the United States.

During this lesson, students will engage in primary source analysis and close reading of the U.S. Constitution. Students will work in small groups to answer questions about the executive branch. Additional optional enrichment activities allow students to extend their knowledge to the local government and explore their own national or state representatives.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Begin by asking students to recall information previously learned about the executive branch. Prompt students to consider what the difference in responsibilities may be between the president and vice president. Share images of the current president and vice president. Explain that the president and vice president are elected to represent our state at the national level. Prompt students to continue considering how their jobs may differ from each other.
2. Introduce students to today’s compelling question: What is the executive branch and what does it do?
3. As a class, watch “[What Is the Executive Branch of the U.S. Government?](#)” Prompt students to take notes on spare paper, identifying three things that they did not know, two questions that they have after watching the video, and one moment that they will remember from the video. Students can use the **3-2-1 Graphic Organizer** to assist with their note-taking. Have students group share as a class or in small groups some of the questions they have after watching the video.
4. Divide students into small groups (if they are not already in them from the previous step). Pass out copies of **United States Constitution: Article 2**. Students can also access this through the [National Archives](#). Pass out the **Executive Branch Close Reading** handout.
5. In their small groups, students should read through Article 2 of the United States Constitution and answer the associated questions in the handout, citing which articles they use to answer the question.
6. Once the handout is completed, let students know that Indiana has had several vice presidents and one president who claimed Indiana as their primary state. Students will explore one of those people, completing the

**Executives from Indiana** handout. Assign each group one of the following primary sources:

- a. [William Henry Harrison](#)
- b. [Benjamin Henry Harrison](#)
- c. [Schuyler Colfax](#)
- d. [Thomas Hendricks](#)
- e. [Charles A. Fairbanks](#)
- f. [Thomas Marshall](#)
- g. [Danforth Quayle](#)

**Enrichment:**

1. Students can close read [Article 5 of the Indiana Constitution](#) and complete a compare/contrast of the powers of the national executive branch versus the state executive branch.
2. Students can create a profile of a federal executive department: State, Treasury, Interior, Agriculture, Justice, Commerce, Labor, Defense, Human and Health Services, or Housing and Urban Development. They should outline who is responsible for the department and the duties of that department.

## Vocabulary

**Constitution of the United States** – the fundamental or organic law of the United States, framed in 1787 by a constitutional convention. It went into effect on March 4, 1789.

**Executive Branch** – the branch of government having the power to make laws

**President** – the highest executive officer of a modern republic, such as the chief executive of the United States

**Vice President** – an officer next in rank to a president who serves as president in the president's absence and succeeds to the presidency upon the resignation, removal, death, or disability of the president

## 3-2-1 Graphic Organizer

**Directions:** Watch “[What Is the Executive Branch of the U.S. Government?](#)” a video which can be found on YouTube. As you watch the video clip, complete the prompts below in the chart. Be prepared to share some of your answers with the class or in small groups.

List 3 facts you did not know about the executive branch that you learned from this clip.

1.

2.

3.

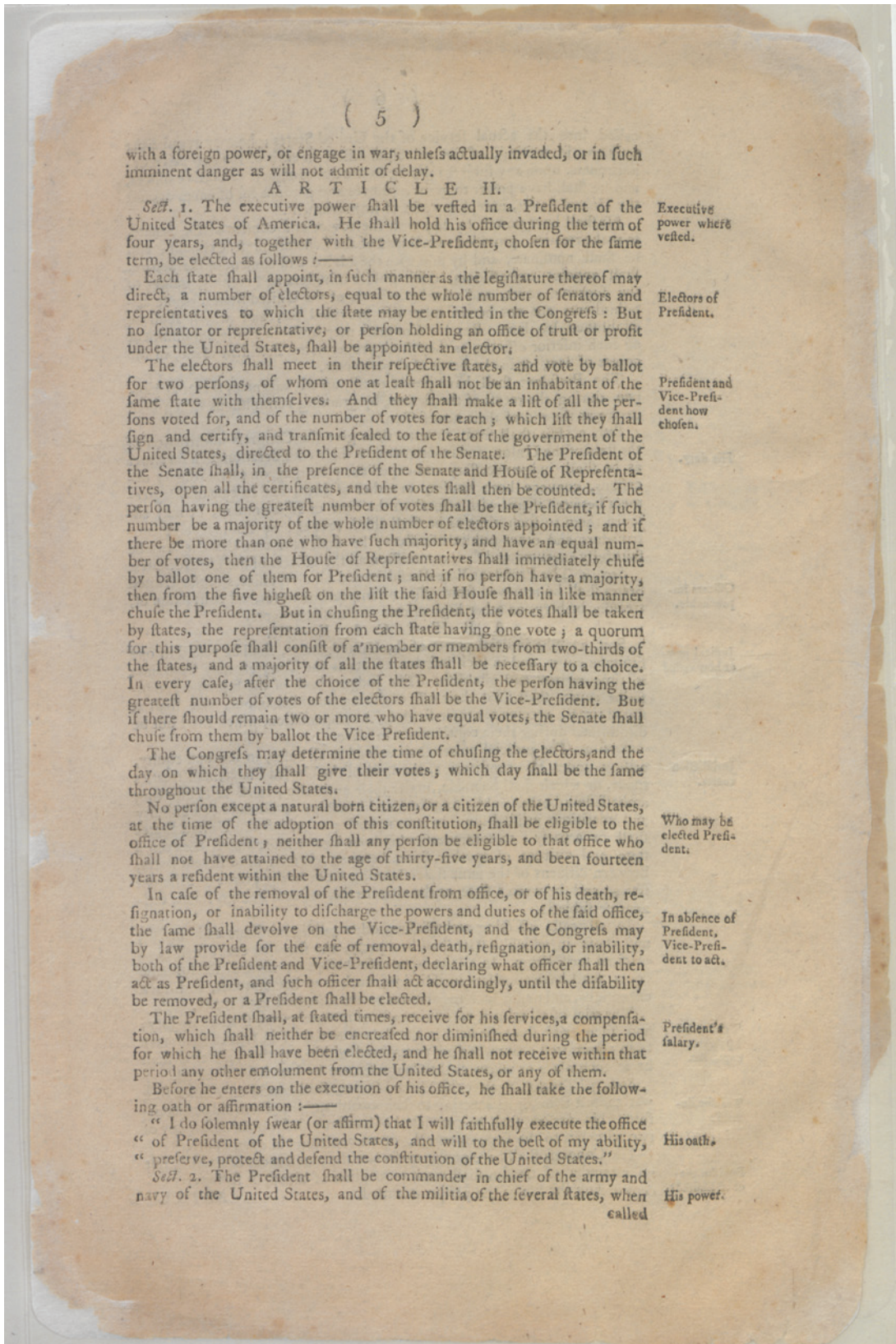
List 2 questions you have after watching the video.

1.

2.

Describe 1 moment you will remember from the video clip. Why did it make an impression on you?

# United States Constitution: Article 2



United States Constitution, The Remnant Trust.

called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the supreme court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law. But the Congress may by law vest the appointment of such inferior officers, as they think proper in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

His duty.

*Sect. 3.* He shall from time to time give the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Officers impeachable.

*Sect. 4.* The President Vice-President and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

A R T I C L E III.

Judicial power how vested

*Sect. 1.* The judicial power of the United States, shall be vested in one supreme court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior court, shall hold their offices during good behaviour, and shall at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

Jurisdiction courts.

*Sect. 2.* The judicial power shall extend to all cases, in law and equity, arising under this constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states, between a state and citizens of another state, between citizens of different states, between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be a party, the supreme court shall have original jurisdiction. In all the other cases before mentioned, the supreme court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

Trial to be by jury except, &c.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Treason defined.

*Sect. 3.* Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Punishment of it limited.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

ARTICLE

# United States Constitution: Article 2

## Transcript provided from National Archives

### Section 1

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the House of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest on the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; A quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected.

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the Office of President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

### Section 2

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

### **Section 3**

He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all the Officers of the United States.

### **Section 4**

The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

# Executive Branch Close Reading

**Directions:** Using the primary source handout and the transcript of Article 2 of the United States Constitution, write down your interpretation of sections 1–4. Make note of any questions or words you are unfamiliar with to discuss in your group or to look up.

1.

2.

3.

4.



# Teacher Key: Executive Branch Close Reading

Answers for Part 1 should reflect students' individual close reading.

Answers for Part 2 should be similar to those below.

1. Who leads the executive branch?  
Which section details this information? **1**  
**President, vice president**
2. Who can become president? What are the requirements to become president?  
Which section details this information? **1**  
**A natural-born citizen of the United States who is at least 35 years old.**
3. What are the key responsibilities of the executive branch?  
Which section details this information? **2**  
**Enforces the laws of Congress, appoints judges, leads the military**
4. How can a president be removed from office?  
Which section details this information? **4**  
**Congress can remove a president for treason, bribery, or other severe crimes.**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

### William Henry Harrison

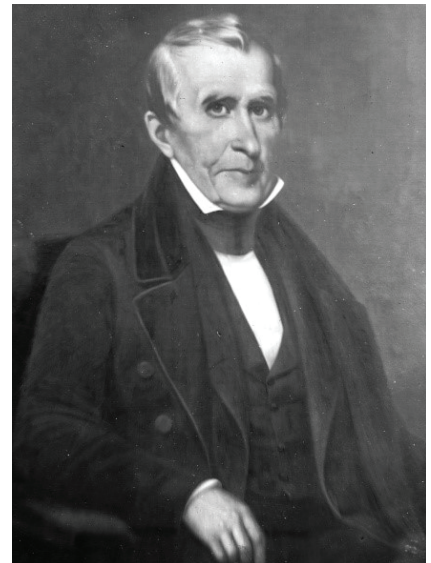
What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



W. H. Bass Photo Company Collection  
(P 0130), Indiana Historical Society

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

## Benjamin Henry Harrison

What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



W. H. Bass Photo Company Collection  
(P 0130), Indiana Historical Society

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

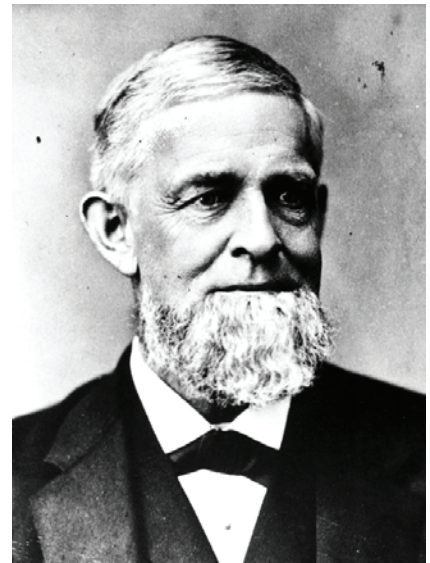
## Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

### Schuyler Colfax

What executive office did they hold?

When did they serve in the executive office?



IHS Collections,  
Indiana Historical Society

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

## Thomas Hendricks

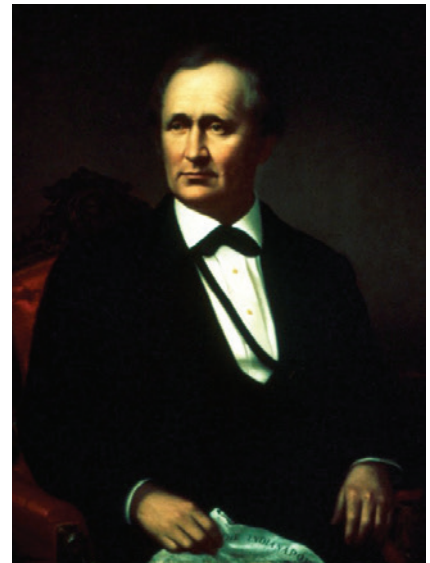
What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



W. H. Bass Photo Company Collection  
(P 0130), Indiana Historical Society

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

## Charles A. Fairbanks

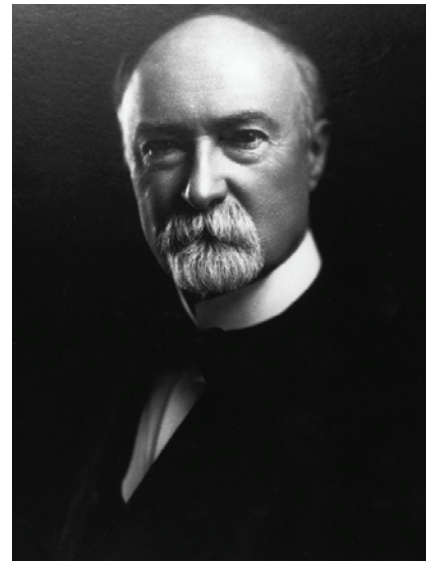
What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



Bretzman Photograph Studio  
Collection (P 0338), Indiana  
Historical Society

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

## Thomas Marshall

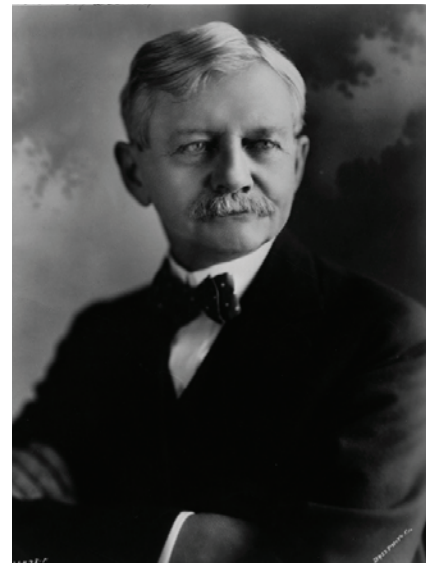
What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



IHS Collections, Indiana Historical Society

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executives from Indiana

**Directions:** Use your device or resources from the library to research your executive office figure. Use the information you research to answer the questions about your historic figure. Do not forget to write down your sources so we know where you got your information!

## Danforth Quayle

What executive office did they hold?

When did they serve in the executive office?

What were some of their key accomplishments while they held the executive office?

What other political positions did they hold in their life?

List where you got your information (book names, website URLs, etc.).



Indianapolis Recorder Collection, (P 0303), Indiana Historical Society

# Lesson 6: What Is the Judicial Branch?

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*

## Compelling Question

What is the judicial branch and what does it do?

## Staging the Compelling Question

Ask students to recall information learned about the judicial branch. Ask students to consider the duties of the supreme court.

## Lesson Overview

This inquiry-based lesson is designed for one class period and encourages students to explore the judicial branch in depth. This lesson can be completed on its own or as an extension of Unit 1, Lesson 3. Students will explore the compelling question: “What is the judicial branch and what does it do?” By examining this question, students will identify the sections of the U.S. Constitution that outline various responsibilities and requirements for those serving in the supreme court and judicial branch.

During this lesson, students will engage in primary source analysis and close reading of the constitution. Students will work in small groups to answer questions about the judicial branch. Additional optional enrichment activities allow students to extend their knowledge to the local government and explore their own national or state representatives.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Begin by asking students to recall information previously learned about the judicial branch. Prompt students to consider what duties the supreme court may fulfill. Share images of the current supreme court. Explain that these people are appointed by the president and that Indiana has a state-level supreme court, as well. Prompt students to consider what the differences between the national and state level supreme courts may be.
2. Introduce students to today’s compelling question: What is the judicial branch and what does it do?
3. As a class, watch “[What Is the Judicial Branch of the U.S. Government?](#)” Prompt students to take notes on spare paper, identifying 3 things that they did not know, 2 questions that they have after watching the video, and 1 moment they will remember from the video. Students can use the **3-2-1 Graphic Organizer** to assist with their note-taking. Have students group share as a class or in small groups some of the questions they have after watching the video.
4. Divide students into small groups (if they are not already in them from the previous step). Pass out copies of **United States Constitution: Article 3**. Students can also access this through the [National Archives](#). Pass out the **Judicial Branch Close Reading** handout.
5. In their small groups, students should read through Article 3 of the United States Constitution and answer the associated questions in the handout, citing which articles they use to answer the question.
6. Once the handout is completed, have the class come back together to group share the responsibilities of the Judicial Branch.

**Enrichment:**

1. Students can close read [Article 7 of the Indiana Constitution](#) and complete a compare/contrast of the powers of the national judicial branch versus the state judicial branch.
2. Students can create a profile of [Justice Sherman Minton](#), a Hoosier who served on the U.S. Supreme Court. Students can use creative digital or physical mediums to create a poster highlighting the justice and key decisions he helped to make.

## Vocabulary

**Constitution of the United States** – the fundamental or organic law of the United States, framed in 1787 by a constitutional convention. It went into effect on March 4, 1789.

**Judicial Branch** – the branch of government having the power to make laws

**Supreme Court** – the highest court of the United States

**Judicial Review** – the power of a court to adjudicate the constitutionality of the laws of a government or the acts of a government official

## 3-2-1 Graphic Organizer

**Directions:** Watch “[What Is the Judicial Branch of the U.S. Government?](#)” a video that can be found on YouTube. As you watch the video clip, complete the prompts below in the chart. Be prepared to share some of your answers with the class or in small groups.

List 3 facts you did not know about the judicial branch that you learned from this clip.

1.

2.

3.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

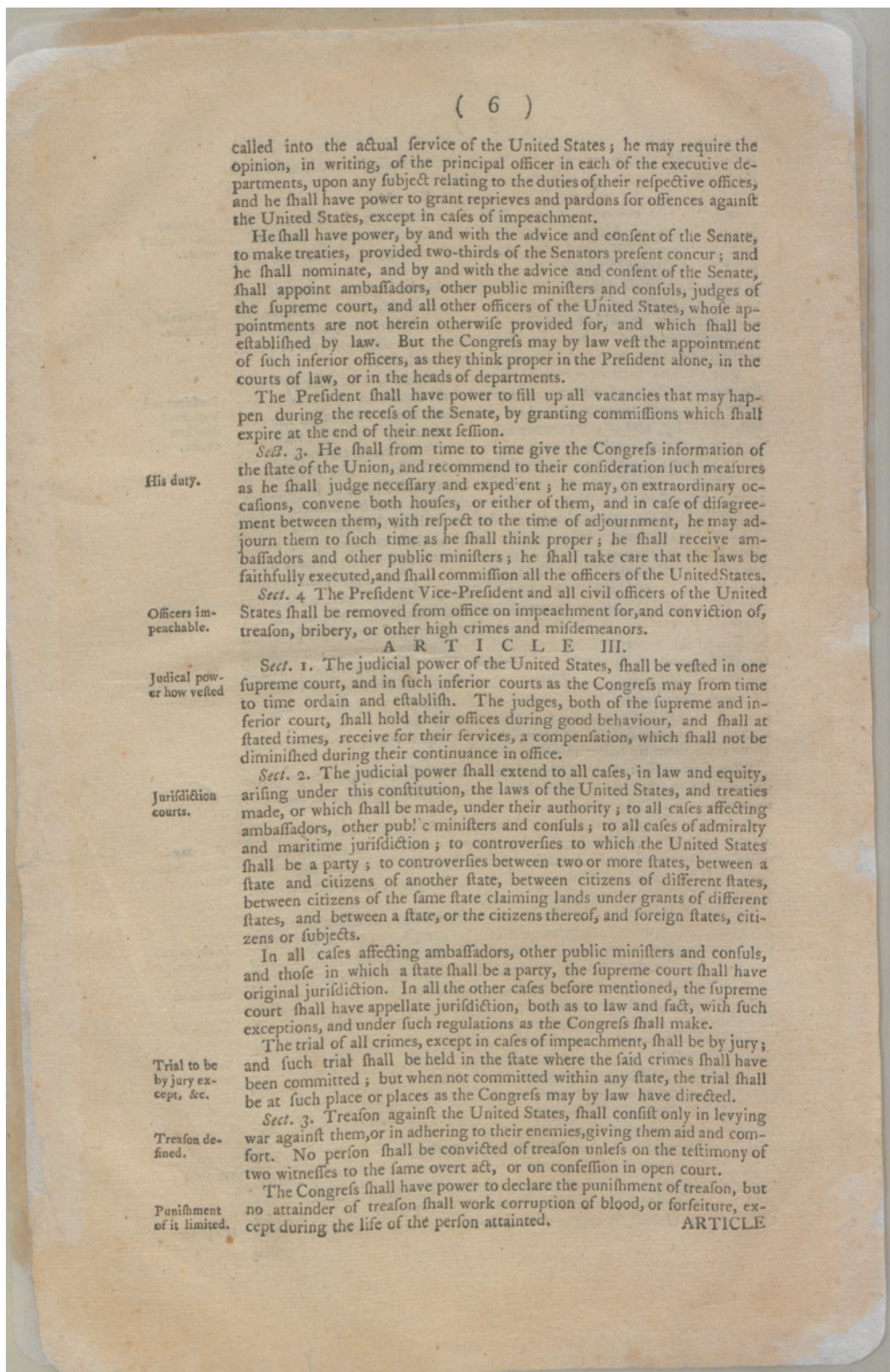
List 2 questions you have after watching the video.

1.

2.

Describe 1 moment you will remember from the video clip. Why did it make an impression on you?

# United States Constitution: Article 3



( 6 )

called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the supreme court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law. But the Congress may by law vest the appointment of such inferior officers, as they think proper in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

His duty.

*Sect. 3.* He shall from time to time give the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Officers impeachable.

*Sect. 4.* The President Vice-President and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

## A R T I C L E III.

Judicial power how vested

*Sect. 1.* The judicial power of the United States, shall be vested in one supreme court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior court, shall hold their offices during good behaviour, and shall at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

Jurisdiction courts.

*Sect. 2.* The judicial power shall extend to all cases, in law and equity, arising under this constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states, between a state and citizens of another state, between citizens of different states, between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be a party, the supreme court shall have original jurisdiction. In all the other cases before mentioned, the supreme court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

Trial to be by jury except, &c.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Treason defined.

*Sect. 3.* Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Punishment of it limited.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

ARTICLE

# United States Constitution: Article 3 transcript

Transcript provided from National Archives

## **Section 1**

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

## **Section 2**

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;— between a State and Citizens of another State,—between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

## **Section 3**

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Executive Branch Close Reading

**Directions:** Using the primary source handout and the transcript of Article 3, write down your interpretation of Sections 1–3. Make note of any questions or words you are unfamiliar with to discuss in your group or to look up.

1.

2.

3.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Answer the following questions. Each question will require you to provide information you gained from close reading Article 3 of the United States Constitution. Make sure to cite which Section of Article 3 details the answer to each question.

1. Describe the structure of the judicial branch.  
Which section details this information? \_\_\_\_\_
  
2. Who can become a supreme court justice? What are the requirements to become a justice?  
Which section details this information? \_\_\_\_\_
  
3. How long do supreme court justices serve?  
Which section details this information? \_\_\_\_\_
  
4. What are the key responsibilities of the judicial branch?  
Which section details this information? \_\_\_\_\_
  
5. What is the process called for the judicial branch that ensures that laws do not violate the U.S. Constitution?  
Which section details this information? \_\_\_\_\_

# Teacher Key: Executive Branch Close Reading

Answers for Part 1 should reflect students' individual close reading.

Answers for Part 2 should be similar to those below.

1. Describe the structure of the judicial branch.  
Which section details this information? **1**  
**Supreme court, lower courts**
2. Who can become a supreme court justice? What are the requirements to become a justice?  
Which section details this information? **1**  
**There are no requirements listed in the constitution. Anyone can be a justice.**
3. How long do supreme court justices serve?  
Which section details this information? **1**  
**Appointed for life, or until retirement**
4. What are the key responsibilities of the judicial branch?  
Which section details this information? **2**  
**Interprets laws to ensure they do not violate the U.S. Constitution; handles disputes between federal government, state governments, and foreign governments**
5. What is the process called for the judicial branch to ensure that laws do not violate the constitution?  
Which section details this information? **2**  
**Judicial review**

# Unit 2: 1816 to 1851: A Changing State

## Lesson 1: A Changing State

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

### Compelling Question

How did Indiana change from 1816 to 1851, and how is it different today?

### Staging the Compelling Question

Ask students to recall how Indiana was settled. Prompt students to consider how settlers may have moved into the Northwest Territory and moved around the state. Encourage students to think about who may have already lived in the Territory and the impact settlers had on them.

### Lesson Overview

This lesson is designed for one class period and encourages students to explore how Indiana changed from the time of its original constitution in 1816. Students will use primary source material to learn about life in Indiana and demonstrate how places in Indiana changed and will continue to change over time. Students will explore the compelling question: “How did Indiana change from 1816 to 1851, and how is it different today?”

During this lesson, students will engage with a primary source essay written by Albert J. West, proprietor of the *Lafayette Journal* to learn how a community in Indiana evolved since the early 1800s. Students will engage in close reading comprehension to answer questions about the primary source. The lesson will conclude with the class creating a collective Venn Diagram of the similarities and differences of life in Indiana today compared to life in 1850 Lafayette. Additional optional enrichment activities are provided to help extend the lesson.

### Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handout

### Procedures

1. Introduce today’s lesson by asking students what they know about the history of their town. Encourage them to think about what they remember of 1800s Indiana, including thinking about where people lived. Ask students to consider why early settlers moved into the Northwest Territory along the Ohio River, and what may have made it easier for them to move further away from the river. Encourage students to consider what life may have been like for Native communities who already lived in the Northwest Territory ahead of settlers moving in and what impact the settlers may have had on their lives. Reintroduce the 1816 constitution of Indiana and its significance in statehood. Explore the circumstances and motivations behind settlers moving northward and away from the Ohio River; new and better roads existed, as well as the motivation for better economic opportunity encouraged settlers to move northward.
2. Introduce today’s compelling question: How did Indiana change from 1816 to 1851, and how is it different today?
3. Share with students the **Albert West Essay** and **Discussion Questions** handout. Read the essay as a class or in small groups. Have students circle or underline any words that they do not know. Have students use online or physical dictionaries to look up unfamiliar words, and then make note of the definitions to share later in the lesson.
4. Have students answer the discussion questions and go over them as a class. See **Teacher Answer Key** for answers to the discussion questions.
5. Prompt students to share unfamiliar words and the definitions of those words with the class.
6. Discuss with students how life was different in the West essay from the way life is today. Make a Venn Diagram comparing the two time periods.

**Enrichment:**

1. Have students visit their local historical society, library, or online to find articles about their community during the mid-1800s. Have them compare their community to that of Lafayette during the same time period. Have them determine whether or not their community was experiencing the same type of growth.
  - a. [Indiana Historical Society](#) - The digital images collection can be searched using a keyword, such as the name of a town, to see images related to the keyword.
  - b. [Destination Indiana](#) – The Indiana Historical Society’s digital journeys exist for every county, detailing images and information of the history of that county.
  - c. [Hoosier State Chronicles](#) - This digital newspaper repository, courtesy of the Indiana State Library, can be searched for the names of towns for students to read articles from the time period about their town.
2. Have students draw pictures to illustrate the essay used in this lesson.
3. Have students write a short essay about their community. Have them describe life in their community today and what it might be like in the future. Have students speculate why someone might want to live in their community.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Proprietor** – a person who has the legal right or exclusive title to something.

**Primary Source** – an account or record (such as a firsthand account, a contemporaneous new report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

**Macadamizing** – to construct or finish (a road) by compacting into a solid mass a layer of small broken stone on a convex well-drained roadbed or using a binder (such as cement or asphalt) for the mass.

# Albert West Essay

## Lafayette in 1850

1. "It is with feelings of pride that we notice the improvements going on about town. Buildings are going up on almost every street. Plank roads are stretching their inviting arms into the country in a manner which must be highly gratifying to our agricultural community, including the poor fellows who have to pull the corn along. The grading and MacAdamizing of our streets is a work much needed, and which cannot be too highly commended. The business of the place demands that every reasonable effort should be made in the way of facilitating its operations; and we feel assured that every effort will be made now that the work is started."
2. "Our town is getting to be of some importance in the Wabash Valley; getting so in quite a natural and healthy way, no mushroom growth, the whim of lofty speculators, but a growth which speaks of a well-founded prosperity, and substantial business advantages."
3. "When our railroad is completed to Indianapolis, we shall possess trade facilities far superior to any other town on the Wabash. We shall grow up steadily and strongly."
4. "Our citizens of all classes, from the produce dealer and merchant down to the humblest day laborer, will have the most reasonable opportunities for acquiring a competence. True, there will never be the chances here for accumulating overgrown fortunes that exist in our large commercial cities, and for this we ought to be especially thankful; for it is a fact admitting of the clearest demonstration, that vice, degradation and misery increase in a fearful ratio, with such advantages. An inland town with 15,000 or 20,000 inhabitants presents a cleaner bill of private and public morality, and a greater amount of individual comfort and happiness, that can be found in the same number living in a large commercial town."
5. "Large cities, by being the hotbeds of vice, have been the destruction of empires. The old world is full of mournful evidences of this fact. We hope it will be a long time before such evidences of this fact. We hope it will be a long time before such evidences will have an existence in this country."
6. "It is a blessing most of us do not sufficiently appreciate, that the humblest mechanic in our country villages can, at a trifling expense, be informed of not only all the political movements of the world, but the whole minutiae of society from Maine to Panama, and from Father Thames to farther India, can be able to gossip of the new dance, the execution of any wonderful work of art or mechanics, and the progress of civilization throughout the world."
7. "Five years ago, our population numbered less than 3,000. The coming census will probably give us between 7,000 and 8,000. Since the spring of 1843, about 800 houses have been put up; a bridge thrown across the river; two plank roads commenced; and the grading for over 60 miles of railroad terminating at this point, completed. Business on the canal has increased – the country population greatly augmented – the money has become more plentiful, and the demand for labor of all kinds has increased. No man need be idle here for want of work."
8. "By industry, prudence, and economy, the three Graces of Western Mythology, hundreds of our hardest-working citizens have secured for themselves a house and lot; and with this start in life, nothing but the most unforeseen misfortunes can prevent them from quietly puffing away their old age in peace and plenty, under their own shade trees. Should our city improve in the next five years as rapidly as it has during the last five, we shall at the end of that time number some 12,000 inhabitants; and will probably be the best business town in the state. We have a healthy location and a healthy country all around us, and scarce an acre of land but what can be cultivated. Farmers can get the cash for any amount of produce they may bring to the market; and for businessmen, we have as enterprising and energetic a set as can be found in the West."
9. "There is nothing to hinder Lafayette from being the 'Star City' of the Wabash Valley. If there is any honest, industrious man with a wife and 10 children looking out for a home in this western country, let him come to Lafayette, and take our word for it, he will never have occasion to butt his head against a tree for being such a fool as to settle here."



# Teacher Answer Key: Albert West Essay Questions

1. What improvements are being made to Lafayette that bring pride to its citizens?  
**Answer: Buildings up on every street, plank roads going out to farms, putting gravel in roads, MacAdamizing, coming railroads, canals, available properties, growth of housing and business, cultivation of land, etc.**
2. In his essay, Mr. West mentions many forms of transportation being used in Lafayette and the surrounding areas. List at least four of these forms of transportation.  
**Answer: Plank roads, canals, bridges, railroad**
3. To what town is Lafayette's railroad track going to be connected?  
**Answer: Indianapolis**
4. What advantage will the railroad give Lafayette over other cities on the Wabash?  
**Answer: Paragraph 3—The railroad will give Lafayette better trading facilities than any other city on the Wabash.**
5. What was the population of Lafayette around 1845?  
**Answer: Less than 3,000**
6. By how much does Mr. West speculate the population has grown in five years?  
**Answer: By 4,000–5,000**
7. What does Mr. West predict the population will be five years from when he wrote the essay?  
**Answer: 12,000**
8. In paragraph 8, Mr. West is proud that “hundreds of our hardest-working citizens have secured for themselves...” What is Mr. West proud that they have secured for themselves?  
**Answer: A house and a lot**
9. Why do you think securing those things is important?  
**Answer: Answers may vary**
10. What nickname does Mr. West think Lafayette is capable of having?  
**Answer: Star City**

# Lesson 2: A Look at Lafayette in 1825 and 1841

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

How can we see changes in Indiana during the 1800s by looking at maps of one city?

## Staging the Compelling Question

Ask students to recall information about Lafayette in 1850 from the previous lesson. Ask students to name the elements that make up a map.

## Lesson Overview

This lesson is designed for one class period and encourages students to explore how maps and images reflect the changes Indiana experienced in the 1800s. This lesson builds upon information from Unit 2, Lesson 1. Students will use primary source material to further their mapping skills and draw conclusions about life in Indiana. The use of different maps with different scales and themes will require students to apply mathematical and geographic skills to historical inquiry. Students will investigate the impact of industrialization, urbanization, and social changes, along with key changes over time, in Lafayette. These activities will allow students to explore the compelling question: “How can we see changes in Indiana during the 1800s by looking at maps of one city?”

During this lesson, students will engage with primary source maps of Lafayette in 1825 and 1841. Students will answer a series of discussion questions that will prompt them to practice mapping skills and historical analysis. The lesson concludes with a discussion of how and why Lafayette was founded where it was. Additional optional enrichment activities are provided to help extend the lesson.

## Materials

Device to access the Internet, pencil/pen, paper, coloring utensils, copies of Student Handouts, calculator, magnifying glass

## Procedures

1. Introduce today’s lesson by asking students to recall what they remember from a previous lesson about what life was like in Lafayette in 1850. To prepare for the map-reading exercises, ask students to name various elements of a map using an example pulled up on a projector or displayed on the board. Label various elements with students including compass, legend, and scale.
2. Introduce today’s compelling question: How can we see changes in Indiana during the 1800s by looking at maps of one city?
3. Share copies of the **1825 Lafayette Map** and the **1825 Lafayette Map Discussion Questions**. Have students work in small groups to answer the discussion questions.
4. Then, share copies of the **1841 Lafayette Map**, the **1841 Lafayette Map Discussion Questions**, and the **Sketch of Lafayette**. In their same small groups, students should use the map and sketch to answer the discussion questions.
5. Bring the class back together and discuss the answers with the students.
6. Discuss why William Digby chose the location he did for the city of Lafayette and why the town was named Lafayette.

### Enrichment:

1. Have students design a new city for Indiana that would be built in 1851. Have them make a list of the businesses and services the town will need. Have them draw it as a plat map and/or topical map showing streets, landforms, businesses, etc. Have them draw pictures of the places in this town. Students might make an advertisement encouraging people to come and live in this town.

2. Using the local library or historical museums, find old maps of your community. Have students list the changes that have occurred in their community over time.
  - a. [Indiana Historical Society](#) - A collection of digitally available maps can be found through the Indiana Historical Society's online catalog.
  - b. Sanborn Maps through the [Library of Congress](#) and [Indiana University](#) - Sanborn Fire Insurance Maps are highly detailed depictions of most urban areas and can be helpful in identifying how towns and cities have changed over time.
3. Have students make a comparison between changes made in Lafayette and changes made within their own community over time. Students should discuss why these changes occurred. Students can answer the following questions to guide their comparisons:
  - a. What are the major ways that people moved goods and people in your community? Are these the same today as existed one hundred years ago? How have they changed?
  - b. What parts of your community are the oldest? How did your community grow over time?
  - c. How was your community connected to other regions? How is it connected today?

## Vocabulary

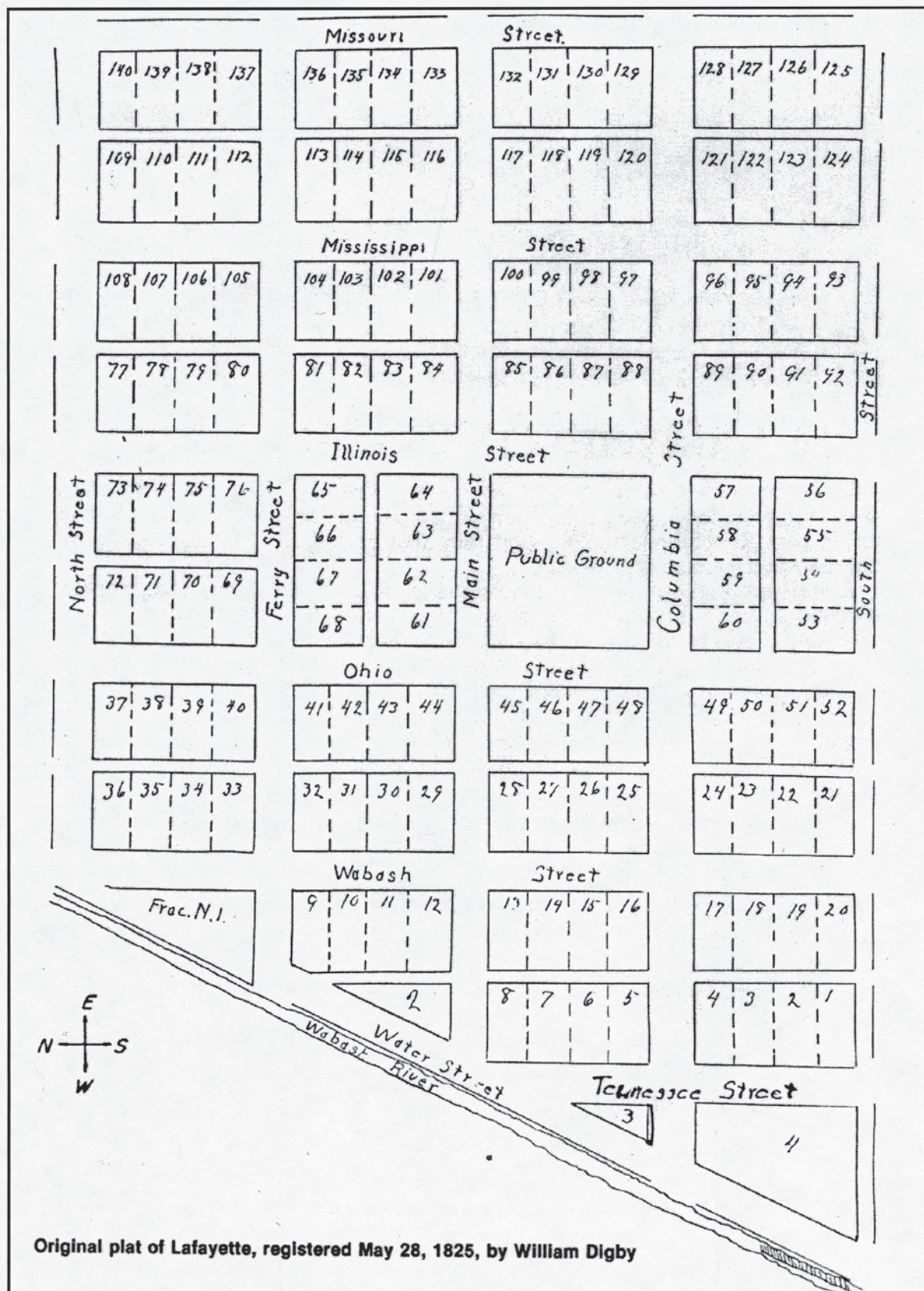
**Primary Source** – an account or record (such as a firsthand account, a contemporaneous new report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

**Compass Rose** – a circle printed on a chart or the like, used to indicate the points of the compass.

**Map Legend** – an explanatory list of the symbols on a map or chart.

**Map Scale** – an indication of the relationship between the distances on a map and the corresponding actual distances.

# 1825 Lafayette Map



Original plat of Lafayette, registered May 28, 1825, by William Digby

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# 1825 Lafayette Map Discussion Questions

**Directions:** Use the map of 1825 Lafayette to answer the following questions. You will need to use your coloring utensils to complete some of the questions.

1. Circle the compass rose.
2. Using the compass rose as a guide, label the four sides of your map with the cardinal directions.
3. Color the Wabash River blue.
4. Find the public ground and color it green.
5. Color the names of each street yellow.
6. How many streets do you see on the map? \_\_\_\_\_
7. List the names of the streets running north and south.
  
8. List the names of the streets running east and west.
  
9. Without including the public ground, how many lots were on Digby's original map? \_\_\_\_\_
10. What do you think are the origins of the streets' names?
  
11. What do you think was the intended use of the public ground?  
(Hint: What is in the middle of your downtown?)
  
12. Why did Digby choose to develop a town close to the Wabash River?

# Teacher Key:

## 1825 Lafayette Map Discussion Questions

1. Circle the compass rose.
2. Using the compass rose as a guide, label the four sides of your map with the cardinal directions.
3. Color the Wabash River blue.
4. Find the public ground and color it green.
5. Color the names of each street yellow.
6. How many streets would there be?

**Answer: 12**

7. List the names of the streets running north and south.

**Answer: Missouri, Mississippi, Illinois, Ohio, Wabash, Tennessee**

8. List the names of the streets running east and west.

**Answer: North, South, Ferry, Main, Columbia**

9. Without including the public ground, how many lots were on Digby's original map?

**Answer: 140**

10. What do you think are the origins of the streets' names?

**Answer: Directions, usage (e.g., Water Street is next to water, Ferry Steet connects to a ferry landing), state names, etc.**

11. What do you think was the intended use of the public ground? (Hint: What is in the middle of your downtown?)

**Answer: Courthouse**

12. Why did Digby choose to develop a town close to the Wabash River?

**Answer: Transportation, trade factories, and mills powered by water, etc.**





# 1841 Lafayette Map Discussion Questions

**Directions:** Use the map of 1841 Lafayette and the Sketch of Lafayette to answer the following questions. You will need to use your coloring utensils to complete some of the questions. You will also need to use the map of 1825 Lafayette to help you answer some of the questions.

1. On the sketch find the Wabash River and the Wabash and Erie Canal and color these waterways blue.
2. On the sketch locate the public ground and color it green.
3. On both the map and sketch, circle all the means of transportation you can find.
4. Label where the canal and railroad located?
5. Why were they put in these locations?
  
6. What types of buildings might be located near the Wabash River, the Wabash and Erie Canal, and the railroad line?
  
7. Using the 1825 map, color in the original section of town.
8. In which directions did Lafayette grow?
  
9. What new city was formed?
  
10. How were these two cities connected?

# Teacher Key:

## 1841 Lafayette Map Discussion Questions

1. On the sketch find the Wabash River and the Wabash and Erie Canal and color these waterways blue.
2. On the sketch locate the public ground and color it green.
3. On both the map and sketch, circle all the means of transportation you can find.  
**Answer: Students should circle steamboats, canals, bridges, horse-drawn wagons and farming equipment, roads (some are called turnpikes and state roads on the 1841 map), and railroads.**
4. Where are the canal and railroad located?  
**Answer: Along with Wabash River**
5. Why were they put in these locations?  
**Answer: Transportation and trade; only the farmers lived outside of the city; the railroad had not completely taken over the river traffic yet.**
6. What types of buildings might be located near the Wabash River, the Wabash and Erie Canal, and the railroad line?  
**Answer: Sawmills and factories, as they needed the water supply.**
7. Using the 1825 map, color in the original section of town.
8. In which directions did Lafayette grow?  
**Answer: It grew west, north, and south along the Wabash River. It also started to grow east from center and started to move upwards along the river valley (the large dark line running northeast to southwest on the eastern section of the 1841 map is a range showing high elevation).**
9. What new city was formed?  
**Answer: West Lafayette**
10. How were these two cities connected?  
**Answer: Bridges**

# Lesson 3: Mapping the Times

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

How did the geography of Indiana affect the two different constitutional conventions?

## Staging the Compelling Question

Ask students to recall when the two constitutions of Indiana were written. Prompt students to name differences between Indiana in 1816 and 1851 that they have already learned about.

## Lesson Overview

This lesson is designed for one class period and builds upon information from Unit 2, Lessons 1 and 2. This lesson uses primary source maps and information about delegates to the constitutional conventions to help students explore the compelling question: “How did the geography of Indiana affect the two different constitutional conventions?” From 1816 to 1851, Indiana had increased from 14 to 92 counties. The capital moved from Corydon to Indianapolis in 1824.

During this lesson, students will become familiar with Indiana’s counties, the 1816 and 1851 constitutional convention delegates, and identify change over time by exploring primary source maps from 1816 and 1851. Students will engage in a guided comparison activity in which they will look carefully at the two maps and use information about locations and convention delegates to answer questions. The lesson concludes with a discussion of how geographic changes to the state influenced the need for a new constitution in 1851. Additional optional enrichment activities are provided to help extend the lesson.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts, ruler, coloring utensils

## Procedures

1. Introduce today’s lesson by asking students to recall when Indiana’s two constitutions were written. Prompt students to name some changes that occurred in Indiana between 1816 and 1851 that they may already be familiar with. Review map terminology with students to verify their knowledge, including compass, legend, and scale.
2. Introduce today’s compelling question: How did the geography of Indiana affect the two different constitutional conventions?
3. Share copies of the handouts: **1816 Indiana Map, 1851 Indiana Map, Delegates to 1816 Convention**, and **Delegates to 1851 Convention**. Ask students to share their initial observations about the differences between the two maps, and then the two delegate charts.
4. Divide the class into groups and pass out the **How Did They Get There from Here** handout. In small groups, have students answer the questions on the handouts.
5. Once the handouts are complete, bring the class back together to discuss the answers with the students. Using information from the handouts, discuss why changes were needed to the 1816 constitution.

### Enrichment:

1. Select delegates from various parts of the state. Figure the distances each delegate traveled to get to the 1816 convention and the 1851 convention.
2. Write a letter to a delegate to the 1851 constitutional convention telling them why you think Indiana needs a new constitution.
3. Using Google Maps or other digital mapping tools, students can create a map showing where delegates came from. Discuss why some areas may have had more or less representation, ensuring to compare their digital map to the map of 1851.

## Vocabulary

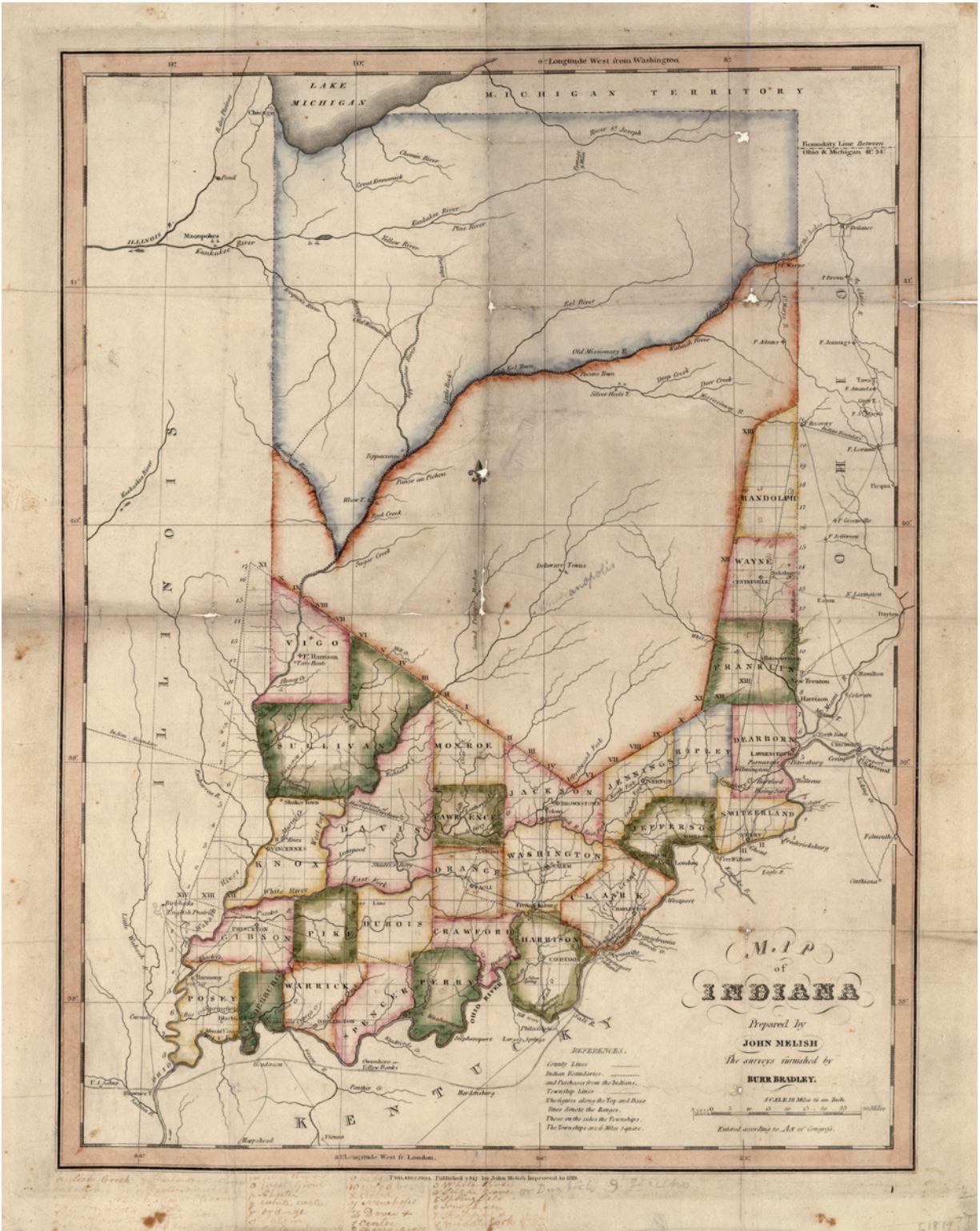
**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Constitutional convention** – a gathering of representatives who meet to frame a constitution.

**Delegates** – a person acting for another, such as a representative to a convention or conference.

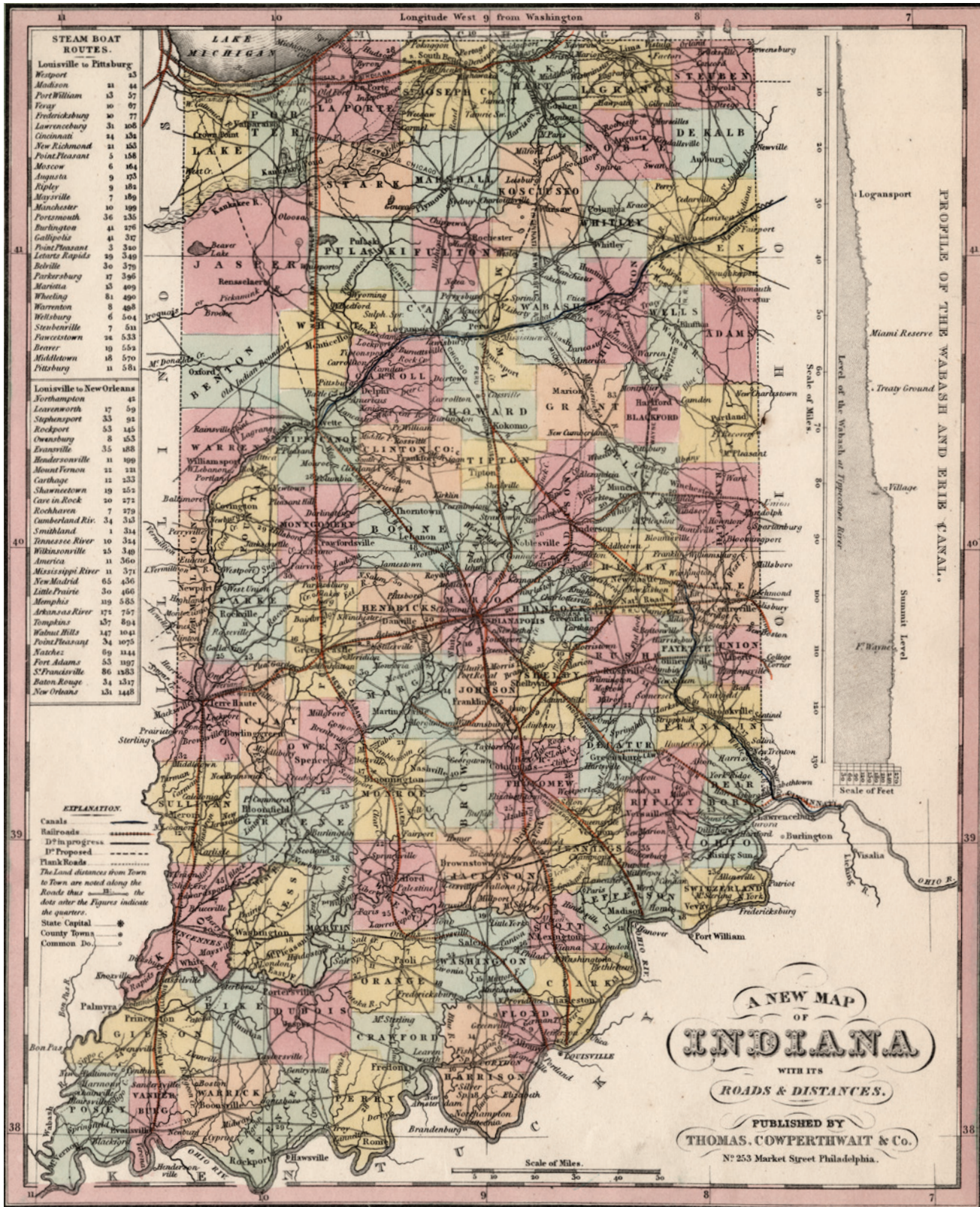
**Primary Source** – an account or record (such as a firsthand account, a contemporaneous news report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

# 1816 Indiana Map



Melish, John. "Indiana State Map, 1819" G4090\_1819\_M41819. Indiana Historical Society. Accessed December 3, 2024. [Indiana State Map, 1819 - Maps in the Indiana Historical Society Collections - Indiana Historical Society Digital Images](#)

# 1851 Indiana Map



Cowperthwait CO. Thomas, "A New Map of Indiana with its Roads and Distances, 1850. Indiana Historical Society.

# Delegates to 1816 Convention

County	Delegate	Place of Birth	Age	Occupation
<b>Clark</b>	Thomas Carr	Maryland	61	farmer
	John K. Graham	Pennsylvania	33	surveyor, civil engineer, merchant, teacher, farmer
	Jonathan Jennings	New Jersey	32	lawyer, politician
	James Lemon	Kentucky	?	lawyer, sheriff
<b>Dearborn</b>	James Dill	Ireland	44	lawyer
	Ezra Ferris	Connecticut	33	minister, justice of the peace, physician
	Solomon Manwaring	Delaware	45	lawyer, judge, surveyor
<b>Franklin</b>	James Brownlee	Pennsylvania	35	coroner, mill builder
	William H. Eads	Maryland	?	tanner, banker, merchant
	Robert Hannah	South Carolina	30	farmer
	Enoch McCarty	Virginia	33	farmer, lawyer
	James Noble	Virginia	31	lawyer
<b>Gibson</b>	Alexander Devin	Virginia	?	minister
	Frederick Rapp	?	41	business leader, spokesman for New Harmony
	David Robb	Ireland	45	miller, justice of the peace, farmer, surveyor
	James Smith	Virginia	42	justice of the peace, surveyor
<b>Harrison</b>	John Boone	Maryland	44	farmer, justice of the peace
	Davis Floyd	Virginia	44	river pilot, tavern keeper, state auditor, state treasurer
	Daniel C. Lane	Virginia	40	judge, surveyor
	Dennis Pennington	Virginia	40	stonemason, farmer, justice of the peace
	Patrick Shields	Virginia	?	lawyer, judge
<b>Jefferson</b>	Nathaniel Hunt	Connecticut	43	lawyer, merchant
	David Maxwell	Kentucky	40	physician, banker
	Samuel Smock	Virginia	?	lawyer, judge, justice of the peace
<b>Knox</b>	John Badollet	Switzerland	58	register of U.S. land office in Vincennes
	John Benefiel	Virginia	55	farmer
	John Johnson	Virginia/Kentucky	?	supreme court judge, lawyer
	William Polke	Virginia	41	farmer, surveyor
	Benjamin Parke	New Jersey	39	judge, lawyer
<b>Perry</b>	Charles Polke	Maryland	72	Baptist minister
<b>Posey</b>	Dann Lynn	Kentucky	34	farmer, trader, ferry operator, judge
<b>Switzerland</b>	William Cotton	Virginia	40	miller, judge, lawyer, farmer
<b>Warrick</b>	Daniel Gross	Pennsylvania/ Kentucky	?	farmer, lawyer

<b>Washington</b>	John DePauw	Kentucky	31	lawyer, merchant
	William Graham	Ireland	34	farmer, surveyor
	William Lowe	North Carolina	49	lawyer, judge
	Samuel Milroy	Pennsylvania	36	carpenter, trader, joiner, farmer
	Robert McIntyre	Pennsylvania	50	farmer, justice of the peace
<b>Wayne</b>	Patrick Beard	Ireland	47	livestock dealer, farmer
	Jeremiah Cox	Pennsylvania	53	milller, blacksmith, farmer
	Hugh Cull	Maryland	57	circuit rider
	Joseph Holman	Kentucky	28	merchant, tanner

# Delegates to 1851 Convention

County	Delegate	Age	Years in State	Place of Birth	Occupation	Political Affiliation
<b>Adams/Wells</b>	E. K. Bascom	26	8	Ohio	printer	Democrat
<b>Allen</b>	James W. Borden	39	16	North Carolina	merchant	Democrat
	Allen Hamilton	50	33	Ireland	farmer	Whig
<b>Bartholomew</b>	Smith Jones	31	18	North Carolina	farmer	Democrat
	Z. Tannehill	66	36	South Carolina	millner	Democrat
<b>Benton/Pulaski/Jasper/White</b>	Jonathan Harbolt	45	16	Virginia	joiner	Democrat
	Robert C. Kendall	30	11	Pennsylvania	merchant	Whig
<b>Boone</b>	Mark A. Duzan	36	17	E. Tennessee	farmer	Democrat
	William McClean	45	12	Pennsylvania	millwright	Democrat
<b>Blackford</b>	Dixon Milligan	37	13	Ireland	physician	Democrat
<b>Brown</b>	Shadrach Chandler	29	29	Indiana	lawyer	Democrat
<b>Carroll</b>	Hiram Allen	38	38	Indiana	lawyer	Whig
	Robert H. Milroy	34	34	Indiana	lawyer	Democrat
<b>Cass/Howard</b>	Horace P. Biddle	32	10	Ohio	lawyer	Whig
	George Gordon	30	6	Ohio	lawyer	Democrat
<b>Clay</b>	Francis B. Yocum	43	17	Kentucky	farmer	Democrat
<b>Clark</b>	Jacob Fisher	53	40	North Carolina	farmer	Democrat
	Thomas W. Gibson	35	20	Pennsylvania	lawyer	Democrat
	James G. Read	57	16	Kentucky	farmer	Democrat
<b>Clinton</b>	Cornelius J. Miller	30	9	Virginia	bricklayer	Democrat
	Stephen Sims	58	39	E. Tennessee	farmer	Whig
<b>Crawford</b>	Samuel Pepper	30	9	Kentucky	lawyer	Whig
<b>Davies</b>	Elias S. Terry	42	14	South Carolina	lawyer	Whig
<b>Dearborn</b>	John D. Johnson	45	33	Maryland	farmer	Democrat
	Johnson Watts	50	35	Kentucky	farmer	Whig
<b>Decatur</b>	James B. Foley	43	16	Kentucky	farmer	Democrat
	Joseph Robinson	54	30	Tennessee	lawyer	Whig
<b>DeKalb</b>	Robert Work	39	17	Ohio	farmer	Democrat
<b>Delaware</b>	David Kilgore	46	33	Kentucky	farmer	Whig
	Walter March	36	9	Massachusetts	attorney	Democrat
<b>Dubois</b>	Benjamin R. Edmundston	42	32	North Carolina	farmer	Democrat
	Smith Miller	46	32	North Carolina	farmer	Democrat
<b>Elkhart</b>	Walter E. Beach	36	13	New York	farmer	Democrat
<b>Fayette</b>	Ross Smiley	55	34	Pennsylvania	merchant	Democrat
	William W. Thomas	50	22	New York	farmer	Whig
<b>Floyd</b>	Phineas M. Kent	38	16	New York	lawyer	Democrat
	Henry P. Thornton	66	33	North Carolina	lawyer	Whig

<b>Fountain</b>	Joseph Coats	48	22	Virginia	farmer	Democrat
	Joseph Ristine	42	24	Ohio	merchant	Democrat
<b>Franklin</b>	George Berry	49	34	Virginia	physician	Democrat
	George G. Shoup	40	17	Ohio	merchant	Democrat
	Spencer Wiley	60	47	Virginia	farmer	Democrat
<b>Fulton/ Marshall</b>	Hugh Miller	43	27	Tennessee	farmer	Democrat
	Amzi L. Wheeler	39	15	New York	merchant	Democrat
<b>Gibson</b>	Samuel Hall	53	35	Maryland	lawyer	Whig
<b>Grant</b>	Benoni C. Hogin	43	23	Delaware	merchant	Whig
<b>Greene</b>	Thomas Butler	60	27	Virginia	farmer	Democrat
<b>Hamilton</b>	Haymond W. Clark	47	31	Virginia	physician	Whig
	Albert B. Cole	44	30	New York	merchant	Whig
<b>Hancock</b>	George Tague	63	37	North Carolina	farmer	Democrat
	John Zenor	57	42	Pennsylvania	farmer	Whig
<b>Hendricks</b>	Christian C. Nave	43	19	Tennessee	lawyer	Democrat
	Henry G. Todd	39	19	Kentucky	physician	Whig
<b>Henry</b>	George H. Ballingall	57	17	Scotland	farmer	Whig
	Isaac Kinley	28	28	Indiana	farmer	Democrat
	Daniel Mowrer	40	10	Pennsylvania	woolen manufacturer	Democrat
<b>Jackson</b>	John F. Carr	45	45	Indiana	farmer	Democrat
	Samuel P. Mooney	46	44	Kentucky	farmer	Democrat
<b>Jay</b>	Nathan B. Hawkins	37	26	Ohio	lawyer	Whig
<b>Jefferson</b>	Michael G. Bright	45	28	New York	farmer	Democrat
	William M. Dunn	35	35	Indiana	lawyer	Whig
	Milton Gregg	45	35	Ohio	manufacturer	Whig
<b>Jennings</b>	Hiram Prather	41	41	Indiana	farmer	Whig
	John Spann	58	31	South Carolina	farmer	Democrat
<b>Johnson</b>	Franklin Hardin	40	23	Kentucky	farmer	Democrat
	James Ritchey	46	21	Pennsylvania	physician	Democrat
<b>Knox</b>	James Dick	44	13	Scotland	farmer/teacher	Democrat
	Willis W. Hitt	50	20	Kentucky	physician	Whig
<b>Kosciusko</b>	James Garvin	40	16	Ohio	farmer	Democrat
<b>LaGrange</b>	John B. Howe	37	18	Massachusetts	lawyer	Whig
	Joseph H. Mather	25	8	New York	lawyer	Whig
	Henry T. Snook	53	15	New Jersey	physician	Democrat
<b>Lake/Porter</b>	Samuel P. Anthony	34	11	Virginia	lawyer	Democrat
	Daniel Crumbacker	31	15	Virginia	accountant	Democrat
<b>La Porte</b>	John B. Niles	42	17	Vermont	lawyer	Whig
	Edmund D. Taylor	43	4	Virginia	banker	Democrat
<b>Lawrence</b>	George W. Carr	43	43	Indiana	farmer	Democrat
	Melchart Helmer	48	30	New York	farmer	Whig
<b>Madison</b>	John Davis	35	14	Maryland	lawyer	Whig

<b>Marion</b>	Jacob P. Chapman	39	12	Massachusetts	printer	Democrat
	Douglas Maguire	?	28	Kentucky	printer	Whig
	Alexander F. Morrison	45	30	New York	publisher/ editor	Democrat
<b>Martin</b>	Thomas Gootee	53	35	Maryland	farmer	Democrat
<b>Miami/ Wabash</b>	John A. Graham	33	16	Maryland	printer	Democrat
	Harrison Kendall	37	37	Indiana	farmer	Democrat
	William Steele	66	34	Pennsylvania	lawyer/ merchant	Conservative
<b>Monroe</b>	William C. Foster	52	22	Pennsylvania	physician	Democrat
	Daniel Read	43	30	Ohio	professor	Democrat
<b>Montgomery</b>	Horace E. Carter	23	16	Pennsylvania	attorney	Democrat
	David A. Shannon	55	15	Pennsylvania	surveyor	Democrat
	Henry T. Snook	53	15	New Jersey	physician	Democrat
<b>Morgan</b>	Alexander B. Conduit	32	24	Kentucky	trader	Whig
	James Crawford	52	35	Virginia	farmer	Whig
<b>Noble</b>	Thompson D. Bicknell	26	?	New York	physician	Whig
<b>Ohio</b>	Abel C. Pepper	55	35	Virginia	farmer	Democrat
<b>Orange</b>	William Johnson					
	William Halliday	39	23	North Carolina	farmer	Democrat
	William F. Sherrod	27	6	Virginia	physician	Democrat
<b>Owen</b>	David M. Dobson	43	17	E. Tennessee	physician	Democrat
	George Moore	49	32	South Carolina	farmer	Democrat
<b>Parke</b>	Samuel Davis	50	25	Ohio	tanner, currier	Whig
	William F. Nofsinger	35	17	Virginia	physician	Democrat
<b>Perry</b>	John P. Dunn	40	40	Indiana	trader	Locofoco**
	Samuel Frisbie	66	31	Connecticut	attorney	Whig
<b>Pike</b>	Charles Alexander	58	36	North Carolina	farmer	Democrat
<b>Posey</b>	Alvin P. Hovey	29	29	Indiana	lawyer	Democrat
	Robert Dale Owen	48	24	Scotland	farmer	Democrat
<b>Putnam</b>	Oliver P. Badger	31	16	Kentucky	farmer	Whig
	Alexander S. Farrow	56	20	Kentucky	farmer	Whig
	Alexander C. Stevenson	48	24	Kentucky	farmer	Whig
<b>Randolph</b>	Beattie McClellan	39	11	Ireland	attorney	Democrat
<b>Ripley</b>	Henry J. Bowers	49	28	Massachusetts	physician, farmer	Whig
	Thomas Smith	50	31	Pennsylvania	farmer	Democrat
<b>Rush</b>	William Bracken	32	32	Indiana	physician	Democrat
	Jefferson Helm	46	36	Kentucky	physician	Whig
	Jesse Morgan	56	20	Kentucky	farmer	Whig

<b>Scott</b>	Hezekia S. Smith	39	26	Ohio	farmer, merchant	Democrat
<b>Shelby</b>	James Elliott					
	Thomas A. Hendricks	28	25	Ohio	attorney	Democrat
	J. Van Benthusen*	72	22	New York	farmer	Democrat
<b>Steuben</b>	Edward R. May	30	8	Connecticut	attorney	Democrat
<b>Saint Joseph</b>	Schuyler Colfax	27	14	New York	editor	Whig
<b>Sullivan</b>	William R. Haddon	45	44	Virginia	farmer	Democrat
	Benjamin Wolfe	51	22	Virginia	farmer	Democrat
<b>Switzerland</b>	Daniel Kelso	47	35	Pennsylvania	lawyer	Democrat
<b>Tippecanoe</b>	Othniel L. Clark	45	31	Virginia	physician	Whig
	Joel B. McFarland	28	7	Pennsylvania	physician	Democrat
	John Pettit	43	20	New York	lawyer	Democrat
<b>Union</b>	Benjamin F. Brookbank	28	26	Virginia	teacher	Independent
	Daniel Trembly	41	25	Ohio	physician	Democrat
<b>Vanderburgh</b>	James E. Blythe	31	9	Kentucky	lawyer	Whig
	James Lockhart	44	19	New York	lawyer	Democrat
<b>Vermillion</b>	Thomas Chenowith	50	23	Ohio	farmer	Democrat
	Oliver P. Davis	36	12	New Hampshire	farmer	Democrat
<b>Vigo</b>	Cromwell W. Barbour	42	33	New York	lawyer	Whig
	Thomas J. Bourne	37	15	Maryland	merchant	Whig
	Grafton F. Cookerly	35	14	Maryland	farmer	Democrat
<b>Warrick</b>	Christopher C. Graham	44	31	Virginia	farmer	Whig
<b>Warren</b>	James R. M. Bryant	44	15	Pennsylvania	lawyer	Whig
<b>Washington</b>	Ezekiel D. Logan	52	40	Kentucky	farmer	Democrat
	John I. Morrison	45	25	Pennsylvania	surveyor	Democrat
	Rodolphus Schoonover	47	35	Pennsylvania	farmer	Democrat
<b>Wayne</b>	John Beard	54	38	Tennessee	farmer	Free Soiler
	Othniel Beeson	37	26	North Carolina	farmer	Democrat
	John S. Newman	45	43	Ohio	lawyer	Whig
	James Rariden	55	40	Kentucky	lawyer	Whig
<b>Whitley/ Huntington</b>	Elias Murray	63	20	New York	farmer	Whig
	Jacob Wunderlich	26	7	Pennsylvania	farmer	Democrat

\*While serving as a delegate, Van Benthusen died on November 13, 1850, of cholera contracted in an Indianapolis hotel.

\*\*The Locofocos were a splinter group of the Democratic Party. Members of the party were opposed to monopolies and private bankers. They also supported equal rights.

# How Did They Get There from Here

**Directions:** Use the maps and delegate charts provided to answer the questions.

## Part 1

1. On the map of Indiana in 1816, locate the counties. Choose one color to represent each county. You may need to repeat some colors. Shade the county with the color associated to the list of delegates for that county based on the chart below. Circle Corydon.

Clark	Thomas Carr, John K. Graham, James Lemon, and Jonathan Jennings
Dearborn	James Dill, Ezra Ferris, and Solomon Manwaring
Franklin	James Brownlee, William H. Eads, Robert Hanna, Enoch McCarty, and James Noble
Gibson	Alexander Devin, Frederick Rapp, David Robb, and James Smith
Harrison	John Boone, David Floyd, Daniel C. Lane, Dennis Pennington, and Patrick Shields
Jefferson	Nathaniel Hunt, David H. Maxwell, and Samuel Smock
Knox	John Badollet, John Benefiel, John Johnson, William Polke, and B. Parke
Perry	Charles Polke
Posey	Dann Lynn
Switzerland	William Cotton
Warrick	Daniel Gross
Washington	John DePauw, William Graham, William Lowe, Samuel Milroy, and Robert McIntrye
Wayne	Patrick Beard, Jeremiah Cox, Hugh Cull, and Joseph Holman

2. Which delegates had the farthest to travel to Corydon?
3. What means of travel would most delegates use? Explain your choice.
4. Choose one group of delegates. Use a scale of miles or a distance chart to figure out how far they had to travel. Write the name of the county you chose and the number of miles from the largest town in the county to Corydon.
5. Look at the map of 1851. Compare this map to the 1816 map. What is the biggest change you see between 1816 and 1851? What do you think are some of the causes of that change?

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 2

There were 150 delegates to the 1851 constitutional convention. Fifty were elected from the senatorial districts and one hundred from the representative districts.

1. Use the map of Indiana in 1851 to identify which delegates had the farthest to travel to get to the convention in Indianapolis. Explain your choice.
2. What means of travel would most delegates use in 1851?
3. What means of travel were available in 1851 that were not available in 1816?
4. Select one of the delegates from the handout of delegates from the 1851 convention. How would that candidate get to the convention in 1851? Write the names of the roads and other means of travel that he would have used.
5. How long would it have taken this person to travel to Indianapolis? Explain how you got your answer?

# Lesson 4: The Changing Constitution

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

How has the Indiana Constitution evolved to reflect societal changes over time?

## Staging the Compelling Question

Ask students to consider why constitutions may need to adapt to changes over time. Ask students to theorize how growing populations and new technologies may cause society to change.

## Lesson Overview

This lesson is designed for one class period or less and can be used to supplement information from previous lessons in Unit 2. This lesson uses discussion-based prompts to encourage the exploration of the compelling question: “How has the Indiana Constitution evolved to reflect societal changes over time?” By exploring this question, students will understand and recognize changes made to the 1816 Indiana Constitution in the 1851 constitution and changes that continue to occur to Indiana’s constitution.

During this lesson, students will use primary source texts to help support discussion about the changes to Indiana’s constitutions over time. Along with discussions, additional optional enrichment activities are provided to extend the lesson as needed.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handout

## Procedures

1. Introduce today’s lesson by asking students to share what rules and responsibilities they have at home and at school. Write these on the board. Ask students to share how these rules may have changed as they have gotten older. Then, ask students to consider why these rules might have changed over time.
2. Connect the introductory questions to Indiana’s constitutional changes by asking students to share how they think growing populations and new technologies may cause society to change over time. Have students apply what they may have learned from previous lessons in the discussion, sharing specific examples of changes from the 1816 constitution to the 1851 constitutions as relevant.
3. Introduce today’s compelling question: How has the Indiana Constitution evolved to reflect societal changes over time?
4. Hand out the **Constitutional Changes** page or share it via projector. Popcorn read the articles from the 1851 constitution together as a class. Discuss why these articles were included in the constitution.
5. Compare the changes or differences in the articles from 1851 to 2001. Discuss with students why these changes were made:
6. Article 1: The word “men” changed to “people” reflecting women’s suffrage.
7. Articles 2 and 13 reflect pre-Civil War era and that many delegates had Southern roots.
8. Article 5 states that the lieutenant governor must run on the same party ticket as the governor.
9. Article 7 changed due to educational background needed to practice law.
10. Article 15 was amended to add the lottery to state revenue.

### Enrichment:

1. Have students draw illustrations of one of these changes before and after they were made.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Article** – a distinct, often numbered section of a writing, such as in the constitution.

**Amendment** – the process of altering or amending a law or document (such as a constitution) by parliamentary or constitutional procedure; an alteration proposed or effected by this process.

**Delegates** – a person acting for another, such as a representative to a convention or conference.

**Primary Source** – an account or record (such as a firsthand account, a contemporaneous new report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

# Constitutional Changes

## Article 1: Section 1

**1851:** We declare, That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

**2001:** We declare, That all people are created equal, that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

## Article 2: Section 5

**1851:** No Negro or Mulatto shall have the right of suffrage.

**2001:** Repealed by constitutional amendment of March 14, 1881.

## Article 2: Section 7

**1851:** Every person who shall give or accept a challenge to fight a duel, or who shall knowingly carry to another person such challenge, or who shall agree to go out of the State to fight a duel, shall be ineligible to any office of trust or profit.

**2001:** Repealed by constitutional amendment of March 24, 1983.

## Article 5: Section 4

**1851:** In voting for Governor and Lieutenant Governor the electors shall designate, for whom they vote as Governor, and whom for Lieutenant Governor. The returns of every election for Governor and Lieutenant Governor shall be sealed up and transmitted to the seat of government, directed to the Speaker of the House of Representatives, who shall open and publish them in the presence of both Houses of the General Assembly.

**2001:** Each Candidate for Lieutenant Governor shall run jointly in the general election with a candidate for Governor, and his name shall appear jointly on the ballot with the candidate for Governor. Each vote cast for a candidate for governor shall be considered cast for the candidate for Lieutenant Governor as

well. The candidate for Lieutenant Governor whose name appears on the ballot jointly with that of the successful candidate for Governor shall be elected Lieutenant Governor.

## Article 7: Section 21

**1851:** Every person of good moral character, being a voter, shall be entitled to admission to practice law in all Courts of justice.

**2001:** Repealed by constitutional amendment of November 8, 1932.

## Article 13

### Section 1

**1851:** No Negro or Mulatto shall come into or settle in the State, after the adoption of this Constitution.

### Section 2

**1851:** All contracts made with any Negro or Mulatto coming into the State, contrary to the provisions of the foregoing section shall be void; and any person who shall employ such Negro or Mulatto, or otherwise encourage him to remain in the state, shall be fined in any sum not less than ten dollars, nor more than five hundred dollars.

### Section 3

**1851:** All fines which may be collected for a violation of the provisions of this article, or any law which may hereafter be passed for the purposes of carrying the same into execution, shall be set apart and appropriated for the colonization of such Negroes and Mulattoes, and their descendants, as may be in the state at the adoption of this Constitution, and may be willing to emigrate.

**2001:** The entirety of Article 13 was stricken from the record after Civil War.

## Article 15: Section 8

**1851:** No lottery shall be authorized; nor shall the sale of lottery tickets be allowed.

**2001:** Stricken out by constitutional amendment of 1988.

# Unit 3: The Framers of Indiana’s Constitutions

## Lesson 1: Delegates of the 1816 and 1851 Constitutional Conventions

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana’s Constitutions*, 2001. Updated in 2024.

### Compelling Question

How did the background of Indiana’s early leaders influence Indiana’s 1816 and 1851 constitutions?

### Staging the Compelling Question

Revisit what a constitution is and its purpose. Ask students to consider how people of different perspectives may have different ideas on how to govern Indiana. Encourage students to consider how people of different perspectives could reach a compromise.

### Lesson Overview

This lesson is designed for one class period and complements study on Indiana statehood and changes that occurred in the state during the 1800s. Students will use data from charts and maps to explore the compelling question: “How did the background of Indiana’s early leaders influence Indiana’s 1816 and 1851 constitutions?” By using primary and secondary sources, students will be able to draw conclusions about life in Indiana, build upon map reading and data analysis skills, and identify delegates who took part in the constitutional conventions. The delegates who participated in the Indiana constitutional conventions were diverse in their backgrounds and perspectives. Many of these delegates were not originally from Indiana; some had arrived in the state shortly before the drafting of the first constitution. The majority of delegates were either directly from, or their families were from, the Southern United States. Even as late as 1850, only thirteen delegates did not have Southern roots. While the State of Indiana’s official position was against slavery, Hoosiers held varied positions on slavery and many had reservations about Black settlements in the state. Another aspect

of the delegates was the work they performed. The occupations of these delegates reflect the societal norms of the early 1800s and illustrate some of the changes in Indiana that took place between the two constitutional conventions.

During this lesson, students will use data sets to identify where delegates from both the 1816 and 1851 constitutional conventions came from, explore the professions of those delegates, and draw conclusions about how Indiana has changed since then. The differences between delegates are noted throughout the exploration, with the importance of compromise and the ability of the delegates to compromise to reach a shared goal. Additional optional enrichment activities are provided to extend the lesson as desired.

### Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts, coloring utensils

### Procedures

1. Introduce today’s lesson by revisiting the definition of a constitution and its purpose. Ask students to consider the lives of those who wrote Indiana’s 1816 and 1851 constitutions, along with the nation’s constitution. Ask students whether those who wrote the constitutions agreed on every issue, and how they may have settled differences. Prompt students to consider how a person’s background may affect his or her perspectives and approach to compromise.
2. Introduce today’s compelling question: How did the background of Indiana’s early leaders influence Indiana’s 1816 and 1851 constitutions?

3. Share the **Delegates to 1816 Convention** and **Delegates to 1851 Convention** handouts, along with two copies of the **Map of the United States**. Students should work independently or in small groups to complete the next steps.
4. Using the chart of delegates from the 1816 convention, students should complete the following:
  - a. Have students color the states that the delegates are from, using a different color for each state.
  - b. Label the map with a title and legend that identify the map's purpose and identifies the places and colors they chose.
5. Students should complete the same steps using the second map for the delegates from the 1851 convention.
6. Students should then make a list of professions that the delegates of both conventions held, using a t-chart to list the professions for 1816 on one side and for 1851 on the other side.
7. Instruct students to choose a random sample of delegates (you may choose the ones from your county and the surrounding counties) and calculate the average age of the delegates for both the 1816 and 1851 conventions.
8. If the class has been working in small groups, bring the groups back together to discuss the following questions:
  - a. How many of the delegates to the 1816 convention were born in Indiana? (None) How many of the delegates to the 1851 constitutional convention were born in Indiana? (12) Why do you think there is a difference in the number born here? (Population grew as statehood was granted and as settlers moved westward.)
  - b. How many of the delegates to each convention were born in Northern states? (1816 – 16, 1851 – 51) Southern states? (1816 – 22, 1851 – 93) Is there a difference in the numbers from the North and South between the two conventions? (Yes) Why do you think this is? (Early settlers came to Indiana from the South where they had settled previously, crossing the Ohio River when Indiana became a territory; over time settlers came from the South, down the Ohio River, and on the National Road.)
  - c. How might where each delegate grew up influence their ideas about statehood and the constitution? (There would be differences in interests between Northerners and Southerners; delegates may have had differing thoughts on economical development of a state due to Southern plantations and the institution of slavery compared with Northern industries and paid labor.) due to the institution of slavery in the South and the more industrialized North.)
  - d. What was the main occupation of legislators in 1816? (Farming) In 1851? (Farming and the practice of law) Are those still the main occupations today? (No) Why do you think this has changed? (Additional occupations have emerged and continued to evolve as society has continued to evolve.)
  - e. What are some occupations today that probably would not have been occupations for legislators in 1816 and 1851? (Answers could include computer and technology related occupations, radio and television, space exploration, automobile and air transportation, etc.) Which occupations may still be represented that were also represented then? (lawyers, merchants, bankers, etc.)
  - f. Why do you think the legislators of 1816 listed themselves as having more than one occupation? (With population being smaller and settlement in its early stages, people had to be more diversified in their jobs in order to provide for their families and the needs of the state and its people.)
  - g. Why do you think there was a large representation of merchants and storekeepers in 1816 and 1851? (With the growth of the state and limits on transportation and mail, people needed goods they could get directly.) Why

do you think so many delegates were attorneys? (They would have studied law and the constitution.)

- h. Who were the oldest and youngest representatives to the 1816 convention? (Charles Polke, age 72, and Joseph Holman, age 28) The 1851 convention? (Samuel Frisbee, J. P. Thornton, and J. Steele were all 66 years old; H. E. Carter was the youngest at age 23). What were the age requirements for service in the convention or legislature at that time? (One had to be a male, 21 years of age, eligible to vote, and have lived in the state for one year.) What are the requirements to serve in the legislature today? (One must be a citizen of the United States and have lived in his or her district for two years. State senators must be 28 years of age and representatives 21 years of age)
9. Have students note the changes in Indiana between the time the 1816 constitution was written and the time that the 1851 constitution was written. Students should identify that while the delegates came from a variety of backgrounds, they were able to work together to reach a compromise for a shared goal.

### **Enrichment:**

1. Students could find the birthplace of the current representatives in Indiana and map those locations on another copy of the blank United States map. Students can compare the map of contemporary delegates to that of the 1816 and 1851 maps.

## Vocabulary

**Primary Source** – an account or record (such as a firsthand account, a contemporaneous new report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

**Map Legend** – an explanatory list of the symbols on a map or chart.

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Delegate** – a person acting for another, such as a representative to a convention or conference.

# Delegates to 1816 Convention

County	Delegate	Place of Birth	Age	Occupation
<b>Clark</b>	Thomas Carr	Maryland	61	farmer
	John K. Graham	Pennsylvania	33	surveyor, civil engineer, merchant, teacher, farmer
	Jonathan Jennings	New Jersey	32	lawyer, politician
	James Lemon	Kentucky	?	lawyer, sheriff
<b>Dearborn</b>	James Dill	Ireland	44	lawyer
	Ezra Ferris	Connecticut	33	minister, justice of the peace, physician
	Solomon Manwaring	Delaware	45	lawyer, judge, surveyor
<b>Franklin</b>	James Brownlee	Pennsylvania	35	coroner, mill builder
	William H. Eads	Maryland	?	tanner, banker, merchant
	Robert Hannah	South Carolina	30	farmer
	Enoch McCarty	Virginia	33	farmer, lawyer
	James Noble	Virginia	31	lawyer
<b>Gibson</b>	Alexander Devin	Virginia	?	minister
	Frederick Rapp	?	41	business leader, spokesman for New Harmony
	David Robb	Ireland	45	miller, justice of the peace, farmer, surveyor
	James Smith	Virginia	42	justice of the peace, surveyor
<b>Harrison</b>	John Boone	Maryland	44	farmer, justice of the peace
	Davis Floyd	Virginia	44	river pilot, tavern keeper, state auditor, state treasurer
	Daniel C. Lane	Virginia	40	judge, surveyor
	Dennis Pennington	Virginia	40	stonemason, farmer, justice of the peace
	Patrick Shields	Virginia	?	lawyer, judge
<b>Jefferson</b>	Nathaniel Hunt	Connecticut	43	lawyer, merchant
	David Maxwell	Kentucky	40	physician, banker
	Samuel Smock	Virginia	?	lawyer, judge, justice of the peace
<b>Knox</b>	John Badollet	Switzerland	58	register of U.S. land office in Vincennes
	John Benefiel	Virginia	55	farmer
	John Johnson	Virginia/ Kentucky	?	supreme court judge, lawyer
	William Polke	Virginia	41	farmer, surveyor
	Benjamin Parke	New Jersey	39	judge, lawyer
<b>Perry</b>	Charles Polke	Maryland	72	Baptist minister
<b>Posey</b>	Dann Lynn	Kentucky	34	farmer, trader, ferry operator, judge
<b>Switzerland</b>	William Cotton	Virginia	40	miller, judge, lawyer, farmer
<b>Warrick</b>	Daniel Gross	Pennsylvania/ Kentucky	?	farmer, lawyer

<b>Washington</b>	John DePauw	Kentucky	31	lawyer, merchant
	William Graham	Ireland	34	farmer, surveyor
	William Lowe	North Carolina	49	lawyer, judge
	Samuel Milroy	Pennsylvania	36	carpenter, trader, joiner, farmer
	Robert McIntyre	Pennsylvania	50	farmer, justice of the peace
<b>Wayne</b>	Patrick Beard	Ireland	47	livestock dealer, farmer
	Jeremiah Cox	Pennsylvania	53	miller, blacksmith, farmer
	Hugh Cull	Maryland	57	circuit rider
	Joseph Holman	Kentucky	28	merchant, tanner

# Delegates to 1851 Convention

County	Delegate	Age	Years in State	Place of Birth	Occupation	Political Affiliation
<b>Adams/Wells</b>	E. K. Bascom	26	8	Ohio	printer	Democrat
<b>Allen</b>	James W. Borden	39	16	North Carolina	merchant	Democrat
	Allen Hamilton	50	33	Ireland	farmer	Whig
<b>Bartholomew</b>	Smith Jones	31	18	North Carolina	farmer	Democrat
	Z. Tannehill	66	36	South Carolina	millar	Democrat
<b>Benton/Pulaski/Jasper/White</b>	Jonathan Harbolt	45	16	Virginia	joiner	Democrat
	Robert C. Kendall	30	11	Pennsylvania	merchant	Whig
<b>Boone</b>	Mark A. Duzan	36	17	E. Tennessee	farmer	Democrat
	William McClean	45	12	Pennsylvania	millwright	Democrat
<b>Blackford</b>	Dixon Milligan	37	13	Ireland	physician	Democrat
<b>Brown</b>	Shadrach Chandler	29	29	Indiana	lawyer	Democrat
<b>Carroll</b>	Hiram Allen	38	38	Indiana	lawyer	Whig
	Robert H. Milroy	34	34	Indiana	lawyer	Democrat
<b>Cass/Howard</b>	Horace P. Biddle	32	10	Ohio	lawyer	Whig
	George Gordon	30	6	Ohio	lawyer	Democrat
<b>Clay</b>	Francis B. Yocum	43	17	Kentucky	farmer	Democrat
<b>Clark</b>	Jacob Fisher	53	40	North Carolina	farmer	Democrat
	Thomas W. Gibson	35	20	Pennsylvania	lawyer	Democrat
	James G. Read	57	16	Kentucky	farmer	Democrat
<b>Clinton</b>	Cornelius J. Miller	30	9	Virginia	bricklayer	Democrat
	Stephen Sims	58	39	E. Tennessee	farmer	Whig
<b>Crawford</b>	Samuel Pepper	30	9	Kentucky	lawyer	Whig
<b>Daviess</b>	Elias S. Terry	42	14	South Carolina	lawyer	Whig
<b>Dearborn</b>	John D. Johnson	45	33	Maryland	farmer	Democrat
	Johnson Watts	50	35	Kentucky	farmer	Whig
<b>Decatur</b>	James B. Foley	43	16	Kentucky	farmer	Democrat
	Joseph Robinson	54	30	Tennessee	lawyer	Whig
<b>DeKalb</b>	Robert Work	39	17	Ohio	farmer	Democrat
<b>Delaware</b>	David Kilgore	46	33	Kentucky	farmer	Whig
	Walter March	36	9	Massachusetts	attorney	Democrat
<b>Dubois</b>	Benjamin R. Edmundston	42	32	North Carolina	farmer	Democrat
	Smith Miller	46	32	North Carolina	farmer	Democrat
<b>Elkhart</b>	Walter E. Beach	36	13	New York	farmer	Democrat
<b>Fayette</b>	Ross Smiley	55	34	Pennsylvania	merchant	Democrat
	William W. Thomas	50	22	New York	farmer	Whig
<b>Floyd</b>	Phineas M. Kent	38	16	New York	lawyer	Democrat
	Henry P. Thornton	66	33	North Carolina	lawyer	Whig
<b>Fountain</b>	Joseph Coats	48	22	Virginia	farmer	Democrat
	Joseph Ristine	42	24	Ohio	merchant	Democrat

<b>Franklin</b>	George Berry	49	34	Virginia	physician	Democrat
	George G. Shoup	40	17	Ohio	merchant	Democrat
	Spencer Wiley	60	47	Virginia	farmer	Democrat
<b>Fulton/ Marshall</b>	Hugh Miller	43	27	Tennessee	farmer	Democrat
	Amzi L. Wheeler	39	15	New York	merchant	Democrat
<b>Gibson</b>	Samuel Hall	53	35	Maryland	lawyer	Whig
<b>Grant</b>	Benoni C. Hogin	43	23	Delaware	merchant	Whig
<b>Greene</b>	Thomas Butler	60	27	Virginia	farmer	Democrat
<b>Hamilton</b>	Haymond W. Clark	47	31	Virginia	physician	Whig
	Albert B. Cole	44	30	New York	merchant	Whig
<b>Hancock</b>	George Tague	63	37	North Carolina	farmer	Democrat
	John Zenor	57	42	Pennsylvania	farmer	Whig
<b>Hendricks</b>	Christian C. Nave	43	19	Tennessee	lawyer	Democrat
	Henry G. Todd	39	19	Kentucky	physician	Whig
<b>Henry</b>	George H. Ballingall	57	17	Scotland	farmer	Whig
	Isaac Kinley	28	28	Indiana	farmer	Democrat
	Daniel Mowrer	40	10	Pennsylvania	woolen manufacturer	Democrat
<b>Jackson</b>	John F. Carr	45	45	Indiana	farmer	Democrat
	Samuel P. Mooney	46	44	Kentucky	farmer	Democrat
<b>Jay</b>	Nathan B. Hawkins	37	26	Ohio	lawyer	Whig
<b>Jefferson</b>	Michael G. Bright	45	28	New York	farmer	Democrat
	William M. Dunn	35	35	Indiana	lawyer	Whig
	Milton Gregg	45	35	Ohio	manufacturer	Whig
<b>Jennings</b>	Hiram Prather	41	41	Indiana	farmer	Whig
	John Spann	58	31	South Carolina	farmer	Democrat
<b>Johnson</b>	Franklin Hardin	40	23	Kentucky	farmer	Democrat
	James Ritchey	46	21	Pennsylvania	physician	Democrat
<b>Knox</b>	James Dick	44	13	Scotland	farmer/teacher	Democrat
	Willis W. Hitt	50	20	Kentucky	physician	Whig
<b>Kosciusko</b>	James Garvin	40	16	Ohio	farmer	Democrat
<b>LaGrange</b>	John B. Howe	37	18	Massachusetts	lawyer	Whig
	Joseph H. Mather	25	8	New York	lawyer	Whig
	Henry T. Snook	53	15	New Jersey	physician	Democrat
<b>Lake/Porter</b>	Samuel P. Anthony	34	11	Virginia	lawyer	Democrat
	Daniel Crumbacker	31	15	Virginia	accountant	Democrat
<b>La Porte</b>	John B. Niles	42	17	Vermont	lawyer	Whig
	Edmund D. Taylor	43	4	Virginia	banker	Democrat
<b>Lawrence</b>	George W. Carr	43	43	Indiana	farmer	Democrat
	Melchart Helmer	48	30	New York	farmer	Whig
<b>Madison</b>	John Davis	35	14	Maryland	lawyer	Whig

<b>Marion</b>	Jacob P. Chapman	39	12	Massachusetts	printer	Democrat
	Douglas Maguire	?	28	Kentucky	printer	Whig
	Alexander F. Morrison	45	30	New York	publisher/ editor	Democrat
<b>Martin</b>	Thomas Gootee	53	35	Maryland	farmer	Democrat
<b>Miami/ Wabash</b>	John A. Graham	33	16	Maryland	printer	Democrat
	Harrison Kendall	37	37	Indiana	farmer	Democrat
	William Steele	66	34	Pennsylvania	lawyer/ merchant	Conservative
<b>Monroe</b>	William C. Foster	52	22	Pennsylvania	physician	Democrat
	Daniel Read	43	30	Ohio	professor	Democrat
<b>Montgomery</b>	Horace E. Carter	23	16	Pennsylvania	attorney	Democrat
	David A. Shannon	55	15	Pennsylvania	surveyor	Democrat
	Henry T. Snook	53	15	New Jersey	physician	Democrat
<b>Morgan</b>	Alexander B. Conduit	32	24	Kentucky	trader	Whig
	James Crawford	52	35	Virginia	farmer	Whig
<b>Noble</b>	Thompson D. Bicknell	26	?	New York	physician	Whig
<b>Ohio</b>	Abel C. Pepper	55	35	Virginia	farmer	Democrat
<b>Orange</b>	William Johnson					
	William Halliday	39	23	North Carolina	farmer	Democrat
	William F. Sherrod	27	6	Virginia	physician	Democrat
<b>Owen</b>	David M. Dobson	43	17	E. Tennessee	physician	Democrat
	George Moore	49	32	South Carolina	farmer	Democrat
<b>Parke</b>	Samuel Davis	50	25	Ohio	tanner, currier	Whig
	William F. Nofsinger	35	17	Virginia	physician	Democrat
<b>Perry</b>	John P. Dunn	40	40	Indiana	trader	Locofoco**
	Samuel Frisbie	66	31	Connecticut	attorney	Whig
<b>Pike</b>	Charles Alexander	58	36	North Carolina	farmer	Democrat
<b>Posey</b>	Alvin P. Hovey	29	29	Indiana	lawyer	Democrat
	Robert Dale Owen	48	24	Scotland	farmer	Democrat
<b>Putnam</b>	Oliver P. Badger	31	16	Kentucky	farmer	Whig
	Alexander S. Farrow	56	20	Kentucky	farmer	Whig
	Alexander C. Stevenson	48	24	Kentucky	farmer	Whig
<b>Randolph</b>	Beattie McClellan	39	11	Ireland	attorney	Democrat
<b>Ripley</b>	Henry J. Bowers	49	28	Massachusetts	physician, farmer	Whig
	Thomas Smith	50	31	Pennsylvania	farmer	Democrat
<b>Rush</b>	William Bracken	32	32	Indiana	physician	Democrat
	Jefferson Helm	46	36	Kentucky	physician	Whig
	Jesse Morgan	56	20	Kentucky	farmer	Whig
<b>Scott</b>	Hezekiah S. Smith	39	26	Ohio	farmer, merchant	Democrat

<b>Shelby</b>	James Elliott					
	Thomas A. Hendricks	28	25	Ohio	attorney	Democrat
	J. Van Benthuse <sup>*</sup>	72	22	New York	farmer	Democrat
<b>Steuben</b>	Edward R. May	30	8	Connecticut	attorney	Democrat
<b>Saint Joseph</b>	Schuyler Colfax	27	14	New York	editor	Whig
<b>Sullivan</b>	William R. Haddon	45	44	Virginia	farmer	Democrat
	Benjamin Wolfe	51	22	Virginia	farmer	Democrat
<b>Switzerland</b>	Daniel Kelso	47	35	Pennsylvania	lawyer	Democrat
<b>Tippecanoe</b>	Othniel L. Clark	45	31	Virginia	physician	Whig
	Joel B. McFarland	28	7	Pennsylvania	physician	Democrat
	John Pettit	43	20	New York	lawyer	Democrat
<b>Union</b>	Benjamin F. Brookbank	28	26	Virginia	teacher	Independent
	Daniel Trembly	41	25	Ohio	physician	Democrat
<b>Vanderburgh</b>	James E. Blythe	31	9	Kentucky	lawyer	Whig
	James Lockhart	44	19	New York	lawyer	Democrat
<b>Vermillion</b>	Thomas Chenowith	50	23	Ohio	farmer	Democrat
	Oliver P. Davis	36	12	New Hampshire	farmer	Democrat
<b>Vigo</b>	Cromwell W. Barbour	42	33	New York	lawyer	Whig
	Thomas J. Bourne	37	15	Maryland	merchant	Whig
	Grafton F. Cookerly	35	14	Maryland	farmer	Democrat
<b>Warrick</b>	Christopher C. Graham	44	31	Virginia	farmer	Whig
<b>Warren</b>	James R. M. Bryant	44	15	Pennsylvania	lawyer	Whig
<b>Washington</b>	Ezekiel D. Logan	52	40	Kentucky	farmer	Democrat
	John I. Morrison	45	25	Pennsylvania	surveyor	Democrat
	Rodolphus Schoonover	47	35	Pennsylvania	farmer	Democrat
<b>Wayne</b>	John Beard	54	38	Tennessee	farmer	Free Soiler
	Othniel Beeson	37	26	North Carolina	farmer	Democrat
	John S. Newman	45	43	Ohio	lawyer	Whig
	James Rariden	55	40	Kentucky	lawyer	Whig
<b>Whitley/ Huntington</b>	Elias Murray	63	20	New York	farmer	Whig
	Jacob Wunderlich	26	7	Pennsylvania	farmer	Democrat

<sup>\*</sup>While serving as a delegate, Van Benthuse<sup>n</sup> died on November 13, 1850, of cholera contracted in an Indianapolis hotel.

<sup>\*\*</sup>The Locofocos were a splinter group of the Democratic Party. Members of the party were opposed to monopolies and private bankers. They also supported equal rights.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Blank United States Map



# Lesson 2: The Delegates Take a Stand

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

How did the delegates at the 1851 Indiana Constitutional Convention view women in society, and what were their stances on women's rights?

## Staging the Compelling Question

Revisit why states may update or draft a new constitution or amendments to the constitution. Revisit the Bill of Rights and its role in the United States. Ask students to recall what they may already know about women's rights in the 1800s.

## Lesson Overview

This lesson is designed for one class period and complements study on Indiana statehood and changes that occurred in the state during the 1800s. This lesson also builds upon information learned in Unit 3, Lesson 1. Using biographical sketches about members of the 1851 Constitutional Convention, students will work in groups to research an assigned delegate to explore the compelling question: "How did the delegates at the 1851 Indiana Constitutional Convention view women in society, and what were their stances on women's rights?" Women at this time were not allowed to be a part of discussions on their own rights. Despite this, women's rights featured in the debates at the 1851 constitutional convention. Delegates were influenced by their own backgrounds, relationships, and perspectives.

During this lesson, students will use a biographical sketch to spark the beginning of their research into a delegate from the 1851 constitutional convention. Students will learn more about the diverse perspectives of the delegates, understand how societal change occurred over time, and learn how the issue of suffrage and women's rights developed in the 1800s. Additional optional enrichment activities are provided to extend the lesson as desired.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Introduce today's lesson by revisiting the process of making a constitution or amending a constitution. Ask students if they recall when women gained the right to vote, and whether women in Indiana were allowed to vote in 1816 or 1851. Encourage students to consider what rights women may have had at that time. Let students know that only men were allowed to serve as delegates in both the 1816 and 1851 constitutional conventions and that women had to rely on those men to discuss their own rights. Let students know that the delegates had a variety of opinions about women's rights, which influenced the 1851 constitution.
2. Introduce today's compelling question: How did the delegates at the 1851 Indiana Constitutional Convention view women in society, and what were their stances on women's rights?
3. Divide the class into small groups and distribute the **Delegate Biographies** handout. Students should use the biographies and the **Delegates to 1851 Convention** chart from Unit 3, Lesson 1 for the activity. Groups should read the biographies completely. Then, each group should be assigned one delegate to research more fully.
4. Have each group use the information from their delegate chart and additional information they find using the Internet to explore the question: How would your delegate have voted on the issue of a woman's right to own property? Students should cite what evidence they use to support their claims. Then, students should write a paragraph stating why their delegates would take this stance on the issue.

5. Have a delegate from each group present their paragraph and evidence to the class. Discuss as a whole class whether the constitutional convention would have been in favor of women owning property, based on the evidence presented on the selection of delegates.

**Enrichment:**

1. Invite a local government official to speak to the class about the requirements for their job, how previous job experiences helped them in their position, and what the duties and responsibilities of their job are.
2. Have students do mock interviews of the delegates for an imaginary newscast about the constitutional convention.
3. Take a field trip to the state capitol building in Indianapolis and see if you can observe the legislature in action. Alternatively, watch a [live stream](#) of the Indiana House of Representatives or Indiana Senate in action (if available).
4. Students could write a paragraph on an issue facing Indiana today and imagine how the delegate from their group assignment might have felt about this particular issue.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Primary Source** – an account or record (such as a firsthand account, a contemporaneous new report, a photograph, or an audio or video recording) reflecting direct experience of a thing (such as a historical event) that is being researched or studied.

**Delegates** – a person acting for another, such as a representative to a convention or conference.

**Suffrage** – the right of voting, and the exercise of such right.

**Bill of Rights** – a summary of fundamental rights and privileges that a government guarantees to the people; refers to the first ten amendments to the United States Constitution.

**Amendment** – the process of altering or amending a law or document (such as a constitution) by parliamentary or constitutional procedure; an alteration proposed or effected by this process.

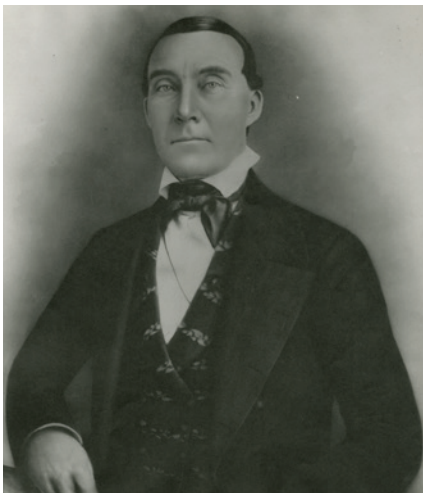
# Delegate Biographies



## Oliver P. Badger

A representative from Putnam County, Oliver P. Badger was born in 1819 in Kentucky. He moved to Putnam County in 1833, where he grew up as a youth full of piety and religious zeal. His family belonged to a religious group called the New Lights. A strong supporter of the King James Bible, he began preaching at the age of nineteen. He was married to Martha Ann Yates in 1838. They had five children. At the convention he attacked Robert Dale Owen because he had been married by a notary public instead of in a church. He strongly opposed including property rights for women in the constitution because he believed that giving them those rights was against Christian scriptures. He was defeated in a run for the state senate in 1852. He devoted the rest of his life to preaching for the Christian church.

Photo credit: William Hayden English Family Papers, 1741–1928



## George Whitfield Carr

George Whitfield Carr was a Democrat elected from the senatorial district of Lawrence County. He was born on October 7, 1807, on his father's farm near Charlestown. He was apprenticed to a tanner at Salem when he was seventeen. In 1829 he and his brother opened a tannery on their father's farm. George was elected to the general assembly as a representative five times and as a senator three times. His father was a member of the 1816 constitutional convention. George's brother John was a representative from Jackson County.

Photo credit: W. H. Bass Photo Company Collection (P 0130)



## Schuyler Colfax

Schuyler Colfax was a Whig and represented Saint Joseph County. He was born March 23, 1823. His father died before he was born. He had little education because by the age of ten he was sent to work to help support his mother. After she remarried, the family moved to New Carlisle in 1836. South Bend became their home in 1841. There Schuyler served in the post office and read law. He became a journalist at sixteen writing mostly for Whig newspapers. He was a senate reporter in 1843 and eventually bought his own newspaper in South Bend. As a delegate to the constitutional convention, he voted with the Whigs who were the minority party. He spoke on behalf of Black rights and suffrage but voted with the majority against those rights. He served as vice president under Ulysses S. Grant from 1869–1873, but did not seek reelection because of his involvement in a national scandal.

Photo credit: IHS Collections #3616



## William English

William English was a Democrat and served as the secretary of the 1851 constitutional convention. He was born August 27, 1822, in Lexington, Indiana. English attended Hanover College and studied law under Joseph Marshall of Madison. He was an attorney in all circuit and inferior courts before he reached the age of nineteen. In 1845 he received a political appointment to the Treasury Department in Washington, DC. He married a woman from Virginia, Emma Jackson, in 1847. They had two children. English became clerk in the Senate before returning to Indianapolis to become the convention secretary. He served in the U.S. Congress, where he often criticized Blacks and favored slavery. English left public service in 1861 to pursue a career as a banker.

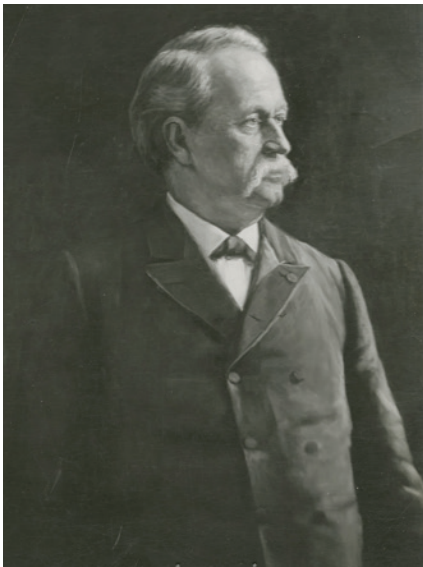
Photo credit: W. H. Bass Photo Company Collection (P 0130)



## Thomas Hendricks

Thomas Hendricks was a delegate to the 1851 constitutional convention from the senatorial district of Shelby County. He was born in Zanesville, Ohio, in 1819 and later moved to Madison, Indiana, where he graduated from Hanover College. He studied law in Pennsylvania. Hendricks served in the general assembly as a representative. He was married to Eliza Morgan in 1845. They had one son who lived only to the age of three. Hendricks was a popular politician and a good debater. In 1873 Hendricks was elected governor of Indiana and later was Vice President of the United States under Grover Cleveland. He died after serving only eight months as the vice president.

Photo credit: IHS Collections



## Alvin Peterson Hovey

A Democratic representative from Posey County, Alvin Hovey was born on a farm at Mount Vernon, Indiana, on September 6, 1821. His father died in 1823 and his mother in 1836. He worked at many different jobs before becoming a mason. He read law in the office of Judge John Pitcher and was admitted to the bar in 1843. Hovey fought to uphold the will of education reformer William McClure from New Harmony. Hovey's support of free public education in Indiana made him an outspoken supporter during convention debates by the education committee. He served as a circuit judge from 1851 to 1854 and was the youngest man to serve on the state supreme court. Hovey organized a company of men at Lincoln's first call for troops and ended the war as a brigadier general. In 1889 he became governor of Indiana.

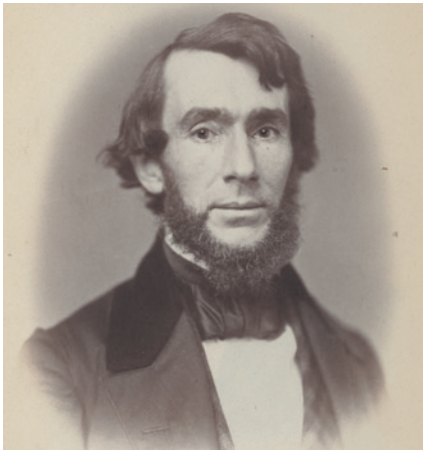
Photo credit: W. H. Bass Photo Company Collection (P 0130)



## Robert Dale Owen

Robert Dale Owen was a representative of Posey County. He was born in Glasgow, Scotland, on November 7, 1801, to Robert Owen and Ann Dale. He attended school in Switzerland and was part of his father's social experiments in New Lanark. His father purchased the town of New Harmony, Indiana, from Frederick Rapp in 1825. Robert and his three brothers and sister moved to that town in 1826. Owen married Mary Jane Robinson in 1832. He was one of the people responsible for a new system of education being tried in New Harmony. He served in the United States House of Representatives from 1843 to 1847. Owen sought to make provisions in the Indiana constitution that would grant civil equality to married women.

Photo credit: W. H. Bass Photo Company Collection (P0130)



## John Pettit

John Pettit was a representative from Tippecanoe County. He was born in New York. He taught school for a year in Troy, Ohio, before moving to Lafayette in 1831. He was admitted to the bar soon after. In 1838, he was elected to the United States Congress. Pettit was known to be dogmatic and illogical and he had a strong dislike for Christianity. He was one of the most outspoken delegates to the 1851 constitutional convention.

Photo credit: Library of Congress, Photographed by Julian Vannerson



## David Wallace

A Whig from Marion County, David Wallace was born in 1799 in Pennsylvania, and in 1807 moved with his family to Ohio. He attended the U.S. Military Academy at West Point and stayed on after graduation as an instructor. He returned home to his family who had moved to Brookville, Indiana. There he was admitted to the bar and read law with Judge Miles C. Eggleston. In 1824 he married Esther Test. The couple had four sons. Wallace was elected to the Indiana General Assembly and in 1831 became lieutenant governor. During his years in the legislature he favored internal improvement measures. Wallace moved his family to Covington, Indiana, after his wife died of consumption in 1834. After being elected Indiana's governor in 1836, he married Zerelda Sanders, a leader for temperance and suffrage for women. Wallace served one term as governor and in 1841 served one term in the United States Congress. He was an accomplished orator and was regarded as one of the most influential and intelligent men at the 1851 constitutional convention. His son, Lew Wallace, was a Civil War general and is the acclaimed author of Ben Hur.

Photo credit: William Hayden English Family Papers, 1741–1928

# Unit 4: Education and the Indiana Constitution

## Lesson 1: The Economic Role of Indiana's Government

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

### Compelling Question

How did the 1816 and 1851 constitutions shape the relationship between the government, the economy, and the development of roads and education in early Indiana?

### Staging the Compelling Question

Revisit the types of transportation used in early 1800s Indiana. Prompt students to consider how those forms of transportation evolved throughout the 1800s and how that evolution may have impacted the state. Revisit the three branches of government.

### Lesson Overview

This lesson is designed for one class period and complements study on Indiana statehood and changes that occurred to the state during the 1800s. Students will review economic data and summaries to explore the compelling question: “How did the 1816 and 1851 constitutions shape the relationship between the government, the economy, and the development of roads and education in early Indiana?”

Students will review a summary of the economic role of Indiana's government and a data set about public school enrollment in Indiana to answer questions as a class designed to encourage students to think about the implications of changes in the 1851 constitution. These questions will also help students to define the economic roles of government. Students will be encouraged to look at the 1851 constitution to identify language related to the economic summary handout. Additional optional enrichment activities are provided to extend the lesson as desired.

### Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handout(s)

### Procedures

1. Introduce today's lesson by revisiting the types of transportation available to settlers in the early 1800s. Prompt students to consider how the changes in transportation may have affected the state's economic development. Revisit the three branches of government with students and have them name the responsibilities of those branches at both the national and state levels.
2. Introduce today's compelling question: How did the 1816 and 1851 constitutions shape the relationship between the government, the economy, and the development of roads and education in early Indiana?
3. Inform students that the rapid changes in transportation and the rapid population increases from 1816 onwards resulted in the need to alter the constitution, resulting in the 1851 constitutional convention. Rapid changes in transportation and population growth meant that economic protections and balances needed to be set in place.
4. Pass out the **Student Handout: The Economic Role of Government** for students to read on their own or as a class. As each economic role is brought up, write out the role on the board to create a list.
5. Prompt students to name things that they do every day that the government may be involved with. Write each student's response next to or underneath the listed role of the government on the board. Examples could include riding the school bus (provides public goods and services), wearing a seat belt (provides a legal framework), or eating school lunch (redistributing income).

6. Inform students that the rapid changes in transportation and the increased population also produced a challenge for Indiana’s legislators: how to educate all of the incoming Hoosiers.
7. Show the chart **Primary Education in Indiana, 1840–1890** . Prompt students to share their initial observations when looking at the chart. Point out how the number of students enrolled in schools grew rapidly between the census of 1840 and the census of 1870. Prompt students to consider the following questions:
  - a. What are some ways to pay for education? (taxes, tuition, scholarships)
  - b. What are the benefits of getting an education?
  - c. Why would the government encourage its people to get an education?
8. Explain that free public education was a new idea in 1816. Most people who obtained an education at that time had to pay for it. However, state leaders realized, among other important considerations, that if Indiana was going to compete against other states for jobs, Hoosiers had to be educated. State leaders also realized that public schools were also places where people could learn about their country’s history and the government to be informed voters and adhere to laws. If people had to pay the entire cost for education, many would not. This meant that the state’s population would not have been as well-educated. Today, Indiana has compulsory education laws that require students to go to school until they are 16 years old. The state government pays at least a portion of that education bill for its residents.

**Enrichment:**

1. Have students review the 1851 Indiana constitution and highlight the article and sections of the document that relate to the economic role of the government.
2. Students can write an essay summarizing an activity that has economic support provided by

a local, state, or federal agency. The essay should include a discussion of the economic role of the government as brought up in the list created as a class and a justification as to why the government should provide for that role.

3. Students can explore the four types of economic systems (traditional, command, mixed, and market) and create an infographic about them.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Infrastructure** – the basic physical and organizational structures and facilities, such as buildings, roads, equipment, and power supplies, that are needed for the operation of a society

**Taxes** –charges, usually of money, imposed by authority on persons for property, sales, and other items that are used for public purposes.

**Economy** – the complex of activities related to the production, trade, and consumption of goods and services, as an ongoing functioning system.

**Free market** – an economic system in which prices are based on competition among private businesses and are not controlled or regulated by a government.

# The Economic Role of Government

No society relies entirely on individual people to produce everything it wants and needs. Most goods and services are produced in the market by producers for consumers. But sometimes the market fails to produce everything that people want or need. Also, sometimes the market produces some things people do not want, like pollution. When the market doesn't produce everything that we want or if it produces things we don't want, economists say that the market fails. It is the role of the government to deal with these market failures. The following are the kinds of roles that the Indiana government plays to deal with market failures:

## Providing a Legal Framework

Local and state governments provide the rules and laws that tell people how to behave in certain situations. For example, it tells people how to behave when we enter into contracts. It helps people own property. It establishes uniform weights and measures so people know whether they are getting what they paid for, and it establishes laws and rules in the marketplace.

## Insuring Competition

The government uses its powers to ensure that one or a few sellers of a particular product or service do not unfairly control that entire market. If a company has too much power, it may take advantage of consumers by charging a price that is too high.

## Providing Public Goods and Services

The market does not produce enough of some goods and services. These are called public goods and services. The government, therefore, provides these goods and services. Examples include national defense, roads, flood control projects, and lighthouses. It does this by using tax revenues.

## Controlling Externalities

Externalities are things that the market produces that it doesn't mean to produce. Pollution is an example of an externality. Sometimes the market produces too much pollution. Since pollution is bad, we call it a negative externality. The government attempts to correct this by limiting what companies do. If they pollute too much, the government makes them stop polluting by taxing, regulating, or shutting them down. Education is an example of a positive externality. Lots of people benefit from education, not just the person being educated. Because of this, the government tries to promote education. It promotes education by using tax revenues, as well.

## Redistributing Income

The government also uses tax revenues to help people who need it. Some government programs include Medicare, Medicaid, food stamps, public housing, Aid to Families with Dependent Children, earned income tax credit (EITC), and school lunches.

The Indiana constitution gives different levels of government the ability to carry out the economic roles above. In fact, the Indiana constitution was revised in 1851 to strengthen some of these roles. As the economy changes over time, the constitution must be updated to reflect the changes in the economy.

# Primary Education in Indiana, 1840–1890

Year	Number of Students	Indiana's Population	Percentage of the Population
<b>1840</b>	51,135	658,866	7.5%
<b>1850</b>	168,612	988,416	17%
<b>1860</b>	No data	1,350,419	No data
<b>1870</b>	385,263	1,680,637	24%
<b>1880</b>	No data	1,978,301	No data
<b>1890</b>	505,516*	2,192,404	23%

\*only those students enrolled in public schools

Chart originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001, using historical census data.

# Lesson 2: The Education Debate

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana's Constitutions*, 2001. Updated in 2024.

## Compelling Question

How did the Indiana Constitution of 1851 change education in the state?

## Staging the Compelling Question

Ask students whether education is required for children. Prompt students to consider who pays for the education. Encourage students to imagine whether more people would pursue education if it were free.

## Lesson Overview

This lesson is designed for one class period and builds upon the information learned from Unit 4, Lesson 1. Students will closely read an editorial from 1851 to understand one perspective about public education. This close reading will allow students to explore the compelling question: “How did the Indiana Constitution of 1851 change education in the state?” During this lesson, students will explore a primary source written by newspaper editor William R. Ellis in Lafayette’s *Courier* in the summer of 1851. The publication of the editorial occurred after the ratification of the 1851 Indiana constitution, which required communities to provide free education for their citizens. This view of education brought about debate, as it had for several decades before. Students will answer questions about the editorial they read in small groups. Additional optional enrichment activities are provided to extend the lesson as desired.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Introduce today’s lesson by asking students to consider whether education is required. Prompt students to consider who pays for that education. Encourage students to imagine whether more people would pursue education if it were free.
  2. Introduce today’s compelling question: How did the Indiana Constitution of 1851 change education in the state?
  3. Ask students how different people may express their differences in opinion. Introduce the concept of an editorial. Explain that when the 1851 Indiana constitution was ratified, free education was ratified as well. However, people had different opinions on free education and had different perspectives about how it would be paid for and how it would affect the economy.
  4. Pass out **Student Handout: Education in Lafayette, 1851**. Read the editorial as a class. Once the editorial has been read, ask students to consider why the editorial may have been written.
  5. Pass out **Student Handout: Questions about the Editorial**. Divide the class into small groups to complete the handout.
  6. Once the handout has been completed, bring the class back together and review why some people may have had concerns about the concept of free education.
- Enrichment:**
1. Have students write their own editorial about how an issue at their school could be improved.
  2. Have students write an argumentative essay for or against free education in Indiana.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Taxes** – charges, usually of money, imposed by authority on persons for property, sales, and other items that are used for public purposes.

**Editorial** – a newspaper or magazine article that gives the opinions of the editors or publishers.

# Education in Lafayette, 1851

1. "How shall Lafayette provide for the education of her 1,500 children? Our theory is both simple and practical Erect schoolhouses and make our schools free. That is all there is to it, and this we have both the power and the right to do."
2. "True, the power is not given by law, for the Free School Act of 1849 limits the power of taxation in any one year to 15 cents upon the hundred dollars. From this source, Lafayette, south of Main St., could only raise some \$1,200 and that district ought to have a schoolhouse worth \$5,000, large enough to accommodate the 500 or 800 children who should attend the school, and conveniently divide into departments for their proper classification and instruction."
3. "The balance must be raised by donations from the liberal and wealthy, if at all, and it can hardly be doubted but the disposition exists among enough of that class to aid in the construction of such an edifice, as would be an ornament and an honor to our town."
4. "Let it be centrally situated, so as to accommodate all. Procure a sufficient number of good teachers to fairly instruct all who may attend, and let the whole 600 come. Give all a chance. The curly headed Irish boy (who may yet be our governor) should take his seat beside the son of our judges, generals and colonels."
5. "Such as are not able to pay should be excused from any tax, and the law should be so amended as to enable a sufficient property tax to be laid and collected to make the school free to all."
6. "Until that is done, a school of 500 scholars could be instructed well at an average cost of not over \$1.50 each per quarter. Suppose the number to be divided into six classes or schools of 80 to 90 over each of which a teacher shall be placed."
7. "Four of these teachers shall be ladies, at an average pay each of \$75 per quarter – one man at \$125 per quarter, making in all \$625, and leaving from the 500 pupils at \$1.50 each, \$125 to defray the expenses of fuel and other incidents. The teachers should be well qualified, and those best paid, capable of teaching the higher branches, to the same extent as in our colleges."

From the editorial by William R. Ellis

# Questions about the Editorial

**Directions:** Answer the following questions using the editorial written by William R. Ellis in 1851 about the ratification of public education. Please refer to the paragraph number listed in the editorial when answering the questions.

1. How many students does Mr. Ellis claim should be receiving an education in Lafayette?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

2. What is the difference between the cost of the school needed for students south of Main Street and the amount of tax money that can be gathered from those residents?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

3. Who does Mr. Ellis believe should help pay the difference?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

4. What should happen to those who cannot afford taxes?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **Paragraph:** \_\_\_\_\_

5. If there are four quarters in the school year, how much does Mr. Ellis predict it should cost for one student's education?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

6. How many students should one teacher be responsible for?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

7. What does Mr. Ellis mean when he suggests hiring four lady teachers at an average of \$75 per quarter?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

8. How much does Mr. Ellis claim a male teacher should be paid?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

9. What is the difference between the woman's average salary and the man's salary?

**Answer:** \_\_\_\_\_ **Paragraph:** \_\_\_\_\_

10. From reading Mr. Ellis's editorial, what differences can you see in education from 1851 to today?

**Answer:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Teacher Key:

## Questions about the Editorial

1. How many students does Mr. Ellis claim should be receiving an education in Lafayette?  
**Answer: 1,500 students (paragraph 1)**
2. What is the difference between the cost of the school needed for students south of Main Street and the amount of tax money that can be gathered from those residents?  
**Answer: \$5,000-\$1,200 = \$3,800 is the difference (paragraph 2)**
3. Who does Mr. Ellis believe should help pay the difference?  
**Answer: The liberal and the wealthy, as they could build a beautiful school that would add to the beauty of Lafayette. (paragraph 3)**
4. What should happen to those who cannot afford taxes?  
**Answer: They should be excused and the tax should be changed so all can afford it in order to attend school. (paragraph 5)**
5. If there are four quarters in the school year, how much does Mr. Ellis predict it should cost for one student's education?  
**Answer: \$1.50 x 4 = \$6.00 (paragraph 6)**
6. How many students should one teacher be responsible for?  
**Answer: 80-90students (paragraph 6)**
7. What does Mr. Ellis mean when he suggests hiring four lady teachers at an average of \$75 per quarter?  
**Answer: Some teachers will be paid more than \$75 and some will be paid less than \$75. (paragraph 7)**
8. How much does Mr. Ellis claim a male teacher should be paid?  
**Answer: \$125 (paragraph 7)**
9. What is the difference between the woman's average salary and the man's salary?  
**Answer: \$125-\$75= \$50 (paragraph 7)**
10. From reading Mr. Ellis's editorial, what differences can you see in education from 1851 to today?  
**Answers could include gender inequity, class size, cost, school size, etc.**

# Lesson 3: Education in Indiana’s Constitution

\*Lesson originally published in *Constitutionally Speaking: Teaching about Indiana’s Constitutions*, 2001. Updated in 2024.

## Compelling Question

How did ideas about education change between Indiana’s 1816 and 1851 constitutions?

## Staging the Compelling Question

Ask students to consider why they believe education is important. Ask students how access to education in the early 1800s may have been different from the mid-1800s and to today. Prompt students to consider what challenges people may have faced in getting an education at those times.

## Lesson Overview

This lesson is designed for one class period and builds upon the information learned from other lessons in Unit 4. Students will examine primary source document text to explore the compelling question: “How did ideas about education change between Indiana’s 1816 and 1851 constitutions?”

During this lesson, students will explore articles in the 1816 and 1851 constitutions related to education. Students will understand that changes had to be made in the 1851 constitution in order to achieve public education. In 1816, Indiana’s constitutional framers were considered progressive for their belief that education should be free and open to all. But the 1816 constitution did not detail how or when free education should be implemented. As the state was new with little money in its budget, tax revenues were difficult to obtain, and land purchased from the federal government was tax-exempt for five years; free public education was not a reality yet. The first annual revenue for Indiana was less than \$20,000. A provision of the 1816 constitution stated that public education would be provided “as soon as circumstances permit.” This meant that the issue could be postponed. The 1851 constitution framers changed Article 9 to ensure free public education would become a reality by creating a tax-supported school system. Free public education was guaranteed through grade school, but not college.

Students will compare the 1816 and 1851 constitutions to identify changes that allowed for free public education. Through discussion, students will understand education as a major provision of the Indiana constitution, as well as understand how taxes pay for public education.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Introduce today’s lesson by asking students to consider why education is important. Ask students to apply their knowledge of early-1800s Indiana to explain how access to education may have been different from the early century to midcentury. Prompt students to consider what challenges people may have encountered when trying to access education.
2. Introduce today’s compelling question: How did ideas about education change between Indiana’s 1816 and 1851 constitutions?
3. Hand out copies of the **1816 Indiana Constitution, Article 9**. Read together as a class. Define any words that may be unfamiliar to students.
4. In small groups, have students brainstorm the positives and negatives of providing a free public education. Once the lists have been created, have groups share a few of their ideas; write them on the board to create a collective list.
5. Ask students whether Article 9 addressed the positive and negatives that the groups brainstormed. Share how public education is funded—through taxes. Explain that because the state was new in 1816, collecting taxes was difficult, and land purchased from the federal government was tax-free for five years. Therefore, there was no money to make free public education a reality. Language in the 1816

constitution meant that free public education could be an issue dealt with at a later time.

6. Hand out copies of the **1851 Indiana Constitution, Article 8**. Read together as a class. Define any words that may be unfamiliar to students.
7. In their small groups, have students circle changes that they find in the 1851 constitution. They should identify what vague language was addressed in the 1851 constitution.
8. As a class, discuss how the new constitution set forth the process by which the state could legally raise money to support public education. Explain that since public education was important to the growth of the state, a process had to be put in place to raise money. This was one of the reasons that Indiana's constitution had to be revised in 1851.

#### **Enrichment:**

1. Students can write an editorial for their school or local newspaper on why they think education is important, highlighting the history of free public education in the state.
2. Students can create an advertisement promoting free public education from the 1851 constitution. Students should imagine they are creating an advertisement in 1851, encouraging citizens to support free public education.
3. Students could choose a candidate from the 1851 delegate list and conduct research on the delegate. Then, have students write an essay advocating for or against free public education from that delegate's point of view.

## Vocabulary

**Constitution** – the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it; a written instrument embodying the rules of a political or social organization.

**Gratis** – without charge or recompense; free.

**Progressive** – using, involving, or interested in new or modern ideas.

# 1816 Indiana Constitution, Article 9

## Section 1

Knowledge and learning generally diffused, through a community, being essential to the preservation of a free Government and spreading the opportunities, and advantages of education through the various parts of the Country, being highly conducive to this end, it shall be the duty of the General Assembly to provide by law, for the improvement of such lands as are, or hereafter may be granted, by the United States to this state, for the use of schools, and to apply any funds which may be raised from such lands, or from which they are or may be intended. But no lands granted for the use of schools or seminaries of learning shall be sold by authority of this state, prior to the year eighteen hundred and twenty; and the monies which may be raised out of the sale of any such lands, or otherwise obtained for the purposes aforesaid, shall be and remain a fund for the exclusive purpose of promoting the interest of Literature, and the sciences, and for the support of seminaries and public schools. The General Assembly shall from, time to time, pass such laws as shall be calculated to encourage intellectual, Scientifically, and agricultural improvement, by allowing rewards and immunities for the promotion and improvement of arts, sciences, commerce, manufactures, and natural history; and to countenance and encourage the principles of humanity, honesty, industry, and morality.

## Section 2

It shall be the duty of the General Assembly, as soon as circumstances will permit, to provide, by law, for a general system of education, ascending in a regular gradation, from township schools to a state university, wherein tuition shall be gratis, and equally open to all.

# 1851 Indiana Constitution, Article 8

## Section 1

Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific, agricultural improvement; and so provide, by law, for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all.

## Section 2

The common school fund shall consist of the congressional township fund, and the lands belonging thereto:

The surplus revenue fund;

The saline fund and the lands belonging thereto;

The bank tax fund, and the fund arising from the one hundred and fourteenth section of the charter of the State Bank of Indiana.

The fund to be derived from the sale of county seminaries, and the moneys and property heretofore held for such seminaries; from the fines assessed for breeches of the penal laws of the State; and from all forfeitures which may accrue;

All lands and other estate which shall escheat to the State for want of heirs or kindred entitled to the inheritance;

All lands that have been, or may hereafter be, granted to the State, where no special purpose is expressed in the grant, and the proceeds of the sales thereof: including the proceeds of the sales of the Swamp Lands, granted to the State of Indiana by the act of Congress of the 28th of September, 1850, after deducting the expense of selecting and draining the same;

Taxes on the property of corporations that may be assessed by the General Assembly for common school purposes.

## Section 3

The principal of the Common School fund shall remain a perpetual fund, which may be increased, but shall never be diminished; and the income thereof shall be inviolably appropriated to the support of Common Schools, and to no other purpose whatever.

## Section 4

The General Assembly shall invest, in some safe and profitable manner, all such portions of the Common School fund as have not heretofore been entrusted to the several counties; and shall make provision, by law, for the distribution, among the several counties, of the interest thereof.

## Section 5

If any county shall fail to demand its proportion of such interest, for Common School purposes, the same shall be re-invested for the benefit of such county.

## Section 6

The several counties shall be held liable for the preservation of so much of the said fund as may be entrusted to them, and for the payment of the annual interest thereon.

## Section 7

All trust funds, held by the State, shall remain inviolate, and be faithfully and exclusively applied to the purposes for which the trust was created.

## Section 8

The General Assembly shall provide for the election, by the voters of the State, of a State Superintendent of Public Instruction; who shall hold his office for two years, and whose duties and compensation shall be prescribed by law.

# Unit 5: Role of the Citizen

## Lesson 1: How a Bill Becomes a Law

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana’s Constitutions*

### Compelling Question

How does a bill become a law?

### Staging the Compelling Question

Ask students to share their definition of a law. Have students think-pair-share how they think a law gets put into place.

### Lesson Overview

This lesson is designed for one class period and builds upon the information learned about the three branches of government in Unit 1. Furthering their knowledge of the state and federal government, students will explore the compelling question: “How does a bill become a law?”

During this lesson, students will learn the process by which a bill becomes a law. Students will create a flow chart of the process by which a bill becomes a law. They will review a case study in which students followed the legislative process to ensure Say’s Firefly became the Indiana State Insect. Then, they will work in small groups to write their own bill to propose to the class to reinforce the process they have just learned about. Additional enrichment activities are available to extend learning.

### Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handout(s)

### Procedures

1. Introduce today’s topic by prompting students to share their definitions of a law. Have students share their definition of a bill. Share the definitions or affirm correct definitions shared by a student. Then, have students think-pair-share on how they think bills and laws relate to each other and how a law gets enacted.
2. Introduce today’s compelling question: How does a bill become a law?
3. Share with students the **How a Bill Becomes a Law** handout. Instruct students to complete the handout while watching [I’m Just a Bill](#) together as a class. Once the video is done and students have completed their handout, go over the answers together: A bill in the U.S. Congress starts as an idea, which is then brought by a representative to the U.S. House of Representatives or by a senator to the U.S. Senate. It then goes to House or Senate committees, which vote on whether it should be brought up for a vote in the House or Senate. If so, the House or Senate members vote on whether it should become a law. If so, it is sent to the other chamber (House if it started in Senate and Senate if it started in House). Finally, if it passes the second vote, it goes to the president who either signs it into law or vetoes the bill. Encourage students to identify where checks and balances may come into play in this process.
4. Share the story of [Say’s Firefly](#) or watch the [WISH-TV segment](#) on how the Say’s Firefly became the state insect. Discuss the steps the elementary students took to get the firefly recognized as the state insect, referring to their flowchart as needed.

5. Divide the class into small groups. In their small groups, students should come up with a bill that would affect their lives that they would propose. Students should be prepared to make their case to the class, outlining what their bill is and why they think it should be approved by the “committee” (the class).
6. Have groups present their proposed bills to the class. The class should then vote “yes” or “no” on the proposals.
7. Discuss with students how the proposals they voted on would then continue through the cycle to become a law.

**Enrichment:**

1. Have students look up their local representatives and then write a letter to their representative, advocating for the proposal they made in class to become a law.
2. Have students research a current bill that is being debated at the state level. Students should write a summary of the bill, outlining what the bill is meant to do and what may happen if it is signed into law.

## Vocabulary

**Bill** – a draft of a law presented to a legislature for enactment.

**Law** – the principles and regulations established in a community by some authority and applicable to its people, whether in the form of legislation or of custom and policies recognized and enforced by judicial decision.

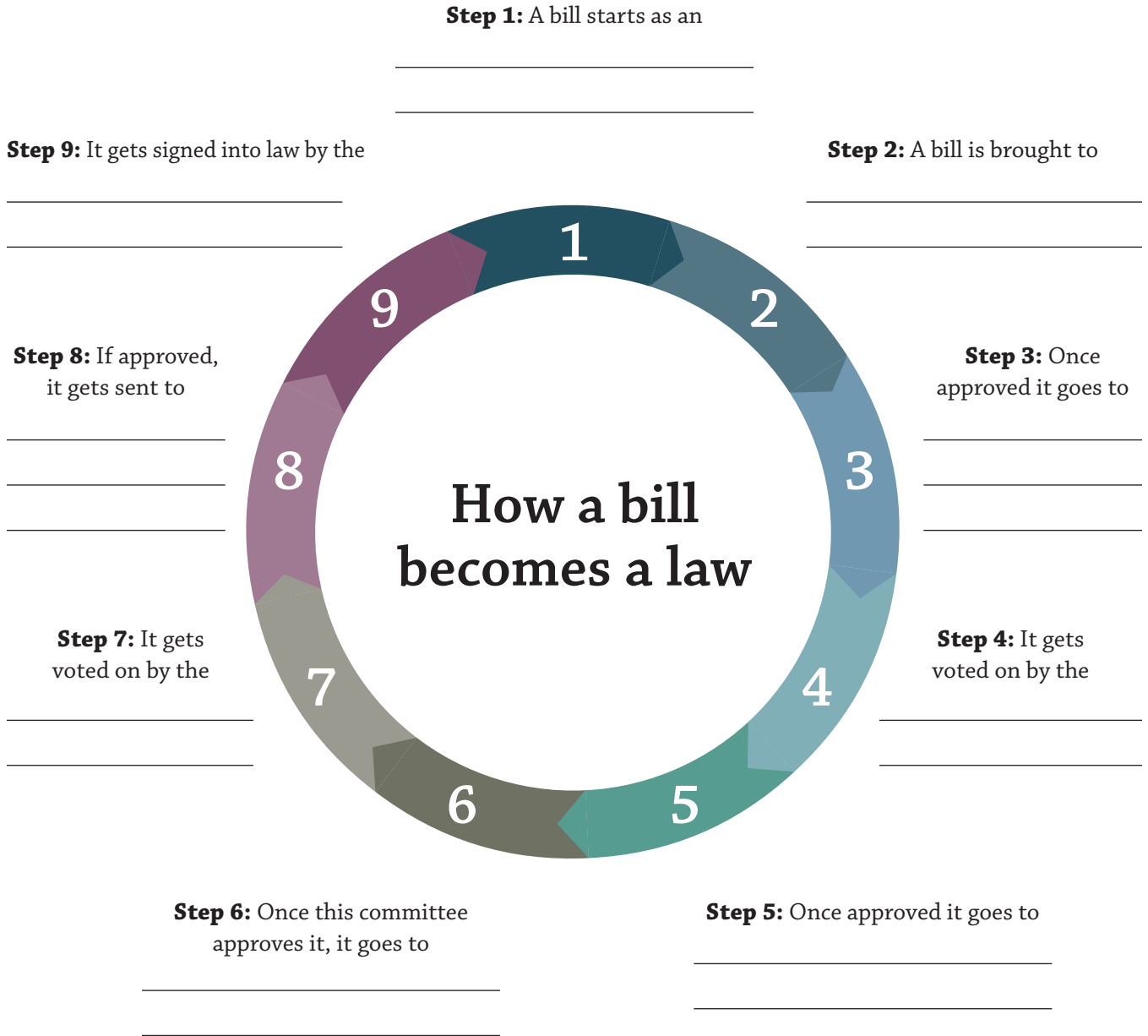
**Veto** – a power of one department or branch of government to forbid or prohibit finally or provisionally the carrying out of projects attempted by another department, especially a power vested in a chief executive to prevent permanently or temporarily the enactment of measures passed by a legislature.

**Committee** – a group of legislators chosen by a legislative body to give consideration to legislative matters.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# How a Bill Becomes a Law

**Directions:** As you watch the [I'm Just a Bill](#) video, make note of how a bill becomes a law on your flowchart.



# Lesson 2: Role of the Citizen

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana’s Constitutions*

## Compelling Question

What are the rights and responsibilities of being a citizen of the United States?

## Staging the Compelling Question

Ask students to recall the Bill of Rights and name some of the rights previously discussed. Ask students to think-pair-share their definitions of a responsibility.

## Lesson Overview

This lesson is designed for one class period and builds directly upon Unit 1, Lesson 2. This lesson uses the Bill of Rights as a framing device to encourage students to explore the compelling question: “What are the rights and responsibilities of being a citizen of the United States?”

During this lesson, students will review prior knowledge about the Bill of Rights. Students will then identify rights and responsibilities and explore how complicated the idea of “responsibility” can be. Through class discussion, students will learn how the U.S. Constitution guarantees rights, and that it is the responsibility of citizens to participate in daily life to ensure those rights are practiced and protected. An additional enrichment activity will encourage students to illustrate rights and responsibilities.

## Materials

Device to access the Internet, pencil/pen, paper, copies of Student Handouts

## Procedures

1. Revisit the Bill of Rights with students by asking them to recall some of the rights that are protected by the Bill of Rights. In pairs, have students think-pair-share what their definition of a responsibility is and how it relates to rights. Share how citizens of the United States exercise rights and responsibilities, then let the class know that today they will be exploring what some of those rights and responsibilities are.
2. Introduce today’s compelling question: What are the rights and responsibilities of being a citizen of the United States?
3. Ask students to revisit their copies of the **Bill of Rights** from Unit 1, Lesson 2. Students should refer to both the primary source text and their rewritten Bill of Rights to refresh their memory. Explain the difference between a right and a responsibility, providing examples of rights and responsibilities related to students’ school lives.
4. Divide the class into small groups and hand out the **Rights and Responsibilities** worksheet. In their small groups, students should complete the worksheet. Together, they will name a right protected by the Bill of Rights and then explain a responsibility that all citizens have from that right.
5. Once groups have completed their worksheets, bring the class back together and review the responsibilities students identified from the rights protected by the Bill of Rights.
6. Encourage students to consider the complexity of rights and responsibilities by posing them any number of thought-provoking questions that are debated frequently on local and federal levels:
  - a. Taxes are used to pay for public goods and services. Is it the responsibility of the people to fund public goods and services?
  - b. To guarantee the rights of the citizens, is it the responsibility of the citizens to serve in the military (either through draft or mandated military service)?

- c. Freedom of the Press guarantees the right to print what you want. Is there a responsibility for the press to share accurate information?
- d. We have the right to vote. Is it our responsibility to stay informed and up to date on candidates and issues when voting?

**Enrichment:**

1. Have students select a right from the Bill of Rights and then create a poster illustrating the responsibility they have to exercise and honor that right.

## Vocabulary

**Rights** –something to which one has a just claim: such as the power or privilege to which one is justly entitled, such as voting or free speech.

**Responsibility** – moral, legal, or mental accountability.

**Citizen** – a native or naturalized citizen who owes allegiance to a government and is entitled to protection from it.

**Naturalization** – the course of action undertaken to become a citizen of a country other than the country where one was born.

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

# Rights and Responsibilities

**Directions:** In the “Rights” column, write a sentence putting that right in your own voice. Then, in the “Responsibility” column, write an example of how you can uphold that right. The first row is done for you as an example. Be sure to think about how responsibility may show up in school, home, community, or nation! You can use your copies of the **Bill of Rights**, or your rewritten versions, as reference on what some of the rights may mean.

Right	Responsibility
<b>Right to Freedom of Speech</b>	
I have the right to express my opinion	I should respect other people’s opinions and views.
<b>Right to Vote</b>	
<b>Right to Education</b>	
<b>Right to Privacy</b>	
<b>Right to Freely Assemble</b>	
<b>Right to Property</b>	
<b>Right to Safety, Right to Feel Safe</b>	
<b>Right to Freedom of Religion</b>	
<b>Right to Freedom of the Press</b>	

# Teacher Key: Rights and Responsibilities

Answers may vary greatly depending on students' individual experiences. These answers are a guide to help prompt discussion, but students' answers should be informed by students own experiences and research.

Right	Responsibility
<b>Right to Freedom of Speech</b>	
I have the right to express my opinion	I should respect other people's opinions and views.
<b>Right to Vote</b>	
I have the right to participate in elections.	I should respect whoever others choose to vote for.
<b>Right to Education</b>	
I have the right to go to school and learn.	I should go to school and allow others to learn uninterrupted.
<b>Right to Privacy</b>	
I have the right to keep personal things private.	I should respect other people's privacy.
<b>Right to Freely Assemble</b>	
I have the right to gather in groups peacefully.	I should follow the laws when gathering.
<b>Right to Property</b>	
I have the right to own and protect my belongings.	I should not damage things that do not belong to me.
<b>Right to Safety, Right to Feel Safe</b>	
I have the right to not feel in danger.	I should not make others feel like they are in danger.
<b>Right to Freedom of Religion</b>	
I have a right to believe and practice my religion.	I should respect other people's religion and their religious practices.
<b>Right to Freedom of the Press</b>	
I have a right to share opinions and information.	I should respect when others share their opinions and views.

# Lesson 3: Participation in the Election Process

\*New lesson for the 2024 edition of *Constitutionally Speaking: Teaching about Indiana's Constitutions*

## Compelling Question

How do elections work and why are they important?

## Staging the Compelling Question

Ask students to reflect on experiences they have had with voting. Prompt them to share what assumptions they may have about the process, including who can run for office and how they are voted into office.

## Lesson Overview

This lesson is designed for two class periods and builds upon information learned in Unit 1 about the executive and legislative branches. This lesson uses role-play to encourage students to explore the compelling question: “How do elections work and why are they important?”

During this lesson, students will revisit the requirements that different elected officials have as laid out by the U.S. Constitution. After watching a video outlining the process for electing a president, students will participate in a role-playing activity where they will go through the steps of choosing a candidate, campaigning, and then voting for a “president” of the class. This whole-class activity will teach students about political party conventions, primary elections, campaigning, popular vote, and the electoral college. Students will choose their representatives in the first class period and create campaign materials. In the second class period, students will campaign and vote. Additional enrichment activities will encourage students to explore the electoral college and local elections.

## Materials

Device to access the Internet, pencil/pen, paper, art materials

## Procedures

1. Introduce today’s lesson by encouraging students to reflect on what they know of the election process and what their own experiences with voting may be up to this point. They may draw on personal experience, media, observations, or other forms of input. Prompt students to share who can run for office and how they may be voted into office.
2. Share that over two periods, students will be participating in a mock election to explore today’s compelling question: “How do elections work and why are they important?”
3. As a class, watch WFYI’s [How Do Primaries Work?](#) and PBS Learning Media’s [The General Election](#). This will give students a general idea about the election process in the United States. Explain that as a class, they will be going into the process in more depth.
4. Introduce the election activity. Let students know that they will be electing a class president by going through a mock election. Inform students that they will be divided into two groups, they will choose their representative, create campaign materials, and then vote on who the president will be.
5. Complete the following over the course of two days:
  - a. Divide the class into two groups. Inform the class that they will be running for class president, but only one candidate will be chosen in the end. Prompt students to recall information from the WFYI video, specifically how candidates are chosen. Introduce an issue that both sides can take a stance on. This can be a real-world scenario, something that affects their school life, or it could be something more whimsical such as cookies versus cake as a superior dessert.
  - b. Instruct the two groups to select their candidate. Remind students that there are two ways they can select a candidate:

- i. Election – everyone votes for the candidate they want to represent them.
  - ii. Caucus – party leaders and supporters select candidates through discussion and consensus. If students cannot select a candidate, the candidates in question should make a case to you/the teacher, playing the role of the caucus. Then you/the teacher should select a candidate from their group.
  - c. With the candidate selected, the two groups should work on their campaign materials. Students can create advertisements, posters, mottos, or slogans to support their candidate and the platform they are running on. While this process usually takes several months and involves getting messages out to the public, students will only have the next class period to campaign and vote.
  - d. The two selected candidates, one for each group, will then make their case in a debate where members of both groups can ask questions about the campaign platform and that candidates’ beliefs about the platform. You should help moderate and keep the debate focused on the platform of the two parties.
  - e. Allow a short amount of time for members of both parties to discuss the platforms with each other following the debate.
  - f. Bring the class back together and complete an anonymous election. Do not announce the winner of the popular vote.
  - g. Break up the class into clusters of odd numbers made up of both original groups. Instruct the groups that they must now choose a candidate to vote for, and that the majority rule in that odd-numbered group wins. Have each group cast a public vote for a candidate.
  - h. Reveal the results of both the popular vote and the electoral vote. Note that even if a candidate won the popular vote, that may not mean they won the electoral vote.
6. Bring the activity to a conclusion by summarizing the activity with students and

confirming knowledge of the election process. Highlight how the process relies on the knowledge and participation of those voting and those campaigning in order to be successful and to best represent citizens’ issues.

**Enrichment:**

1. Have students watch WFYT’s [History of the Electoral College](#) video and then write a paragraph on whether they think it is a method of electing the president that should still be used today.
2. Have students research their upcoming or recent local elections. Students can create an infographic about the issues and candidates that are up or were up for election.
3. Have students research ways in which they could get involved in their local elections.

## Vocabulary

**Vote** – a formal expression of opinion or choice made by an individual or body of individuals, especially in an election; the means by which such expression is made, as a ballot, ticket, or show of hands.

**Election** – the selection of a person or persons for office by vote.

**Candidate** – a person who seeks an office, honor, etc.  
**Ballot** – the method of voting by means of printed or written slips or sheets of paper or by means of voting machines.

**Polling Place** – a place at or in which votes in an election are cast.

**Political Campaign** – the competition by rival political candidates and organizations for public office.

**Electoral College** – a group of individuals formed anew for each general election with the express function of electing the president and vice president: made up of a proportional number of members from each state, chosen by each state’s voters from the respective slates selected by that state’s political parties and usually expected to cast their vote in favor of the candidate who won the majority in their state or district.

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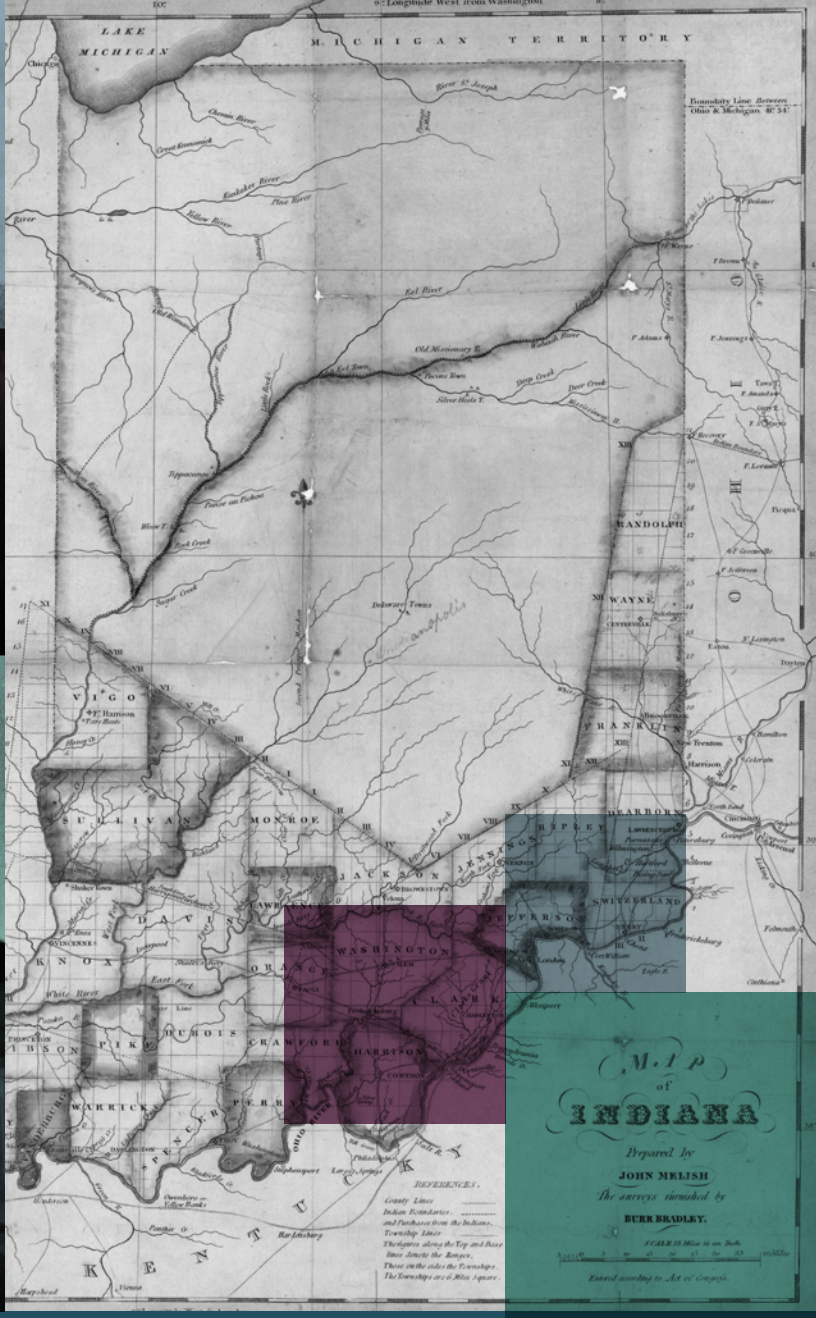
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BEGUN AND HELD AT THE CITY  
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OF MARCH, IN THE YEAR  
M. DCC. LXXXIX.  
AND OF THE  
INDEPENDENCE OF THE UNITED STATES  
THE THIRTEENTH

Being the Acts passed at the First Session of the  
of the United States, to wit, New-Hampshire,  
Connecticut, New-York, New-Jersey, Pennfy  
ware, Maryland, Virginia, South-Carolina, ar  
which Eleven States respectively ratified the  
tion of Government for the United States,  
by the Federal Convention, held in Phila  
on the Seventeenth of September, One  
fand Seven Hundred and Eighty-Se

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