

-BILL OF RIGHTS-

AMENDMENT I: 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 II: A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III: No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV: The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V: No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, ... nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury ... to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII: In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved...

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

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

AMENDMENT X: The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

What do the first NINE amendments to the Constitution have in common? (HINT: The 10th Amendment is different from the other nine Amendments in the Bill of Rights.)

Sitting on the Supreme Court



DIRECTIONS: Pretend that you are a Supreme Court justice asked to rule on the constitutionality of each of these cases based on the Bill of Rights.

CASE #1:

A father is very upset about his young daughter being told to say the "Pledge of Allegiance" in class each morning. Since the family has no religious beliefs, they do not think the child should be taught in school to use the words "under God."

CASE #2:

A gun dealer is concerned about a new state law that restricts the sale and use of automatic weapons. According to the law, anyone who wants to own such a weapon must prove that he or she has been trained to use it and must get a license to own it. The businessman is angry and believes the state has no right to pass such a law.

CASE #3:

A man is arrested because police have reason to believe he is planning a terrorist attack. The man is held in jail for many months without being charged and without a trial. His lawyer thinks he is being treated unjustly.

CASE #4:

A husband and wife are arrested for dealing drugs. The police tell the woman she will receive a lighter sentence if she confesses to the crime and explains her husband's role in the crimes. She does what she is told but her lawyer is very upset when he finds out about the deal.

CASE #5:

A group of homeowners decides to pass some new, strict rules to make the homes in their neighborhood look more similar. One man who feels he was not given enough say in the decision paints his house with polka dots. The neighborhood wants the court to force him to repaint the house so it "fits in" with the houses around it.

CASE #6:

A young mother with cancer is told by her doctor that a new treatment could help cure her disease, but her insurance company is refusing to pay for the treatment. She is upset and wants the court to force the company to pay.

CASE #7:

A policeman is tried at the state level for beating an unarmed man after a traffic stop and is found not guilty. Later, he is tried at the federal level for violating the beaten man's civil rights and is found guilty. His lawyer thinks the federal court should not have been able to try the policeman since the state already did.



Ruling on Rights

DIRECTIONS: Though you have only been given a little information on each case, use what you know to answer the questions about each.

CASE #1: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the father's position? Explain your decision. _____

CASE #2: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the gun dealer's position? Explain your decision. _____

CASE #3: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the jailed man's lawyer? Explain your decision. _____

CASE #4: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the wife's lawyer? Explain your decision. _____

CASE #5: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the neighborhood's position? Explain your decision. _____

CASE #6: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the young mother's position? Explain your decision. _____

CASE #7: Which amendment in the Bill of Rights is relevant to this case? _____
Do you agree with the policeman's lawyer? Explain your decision. _____



The Rights of Citizens

Springboard:

Students should study the “Bill of Rights” and answer the question.
(*The first nine amendments specify the rights of individual citizens.*)

Objective: The student will analyze the constitutionality of situations, given their knowledge of the Bill of Rights.

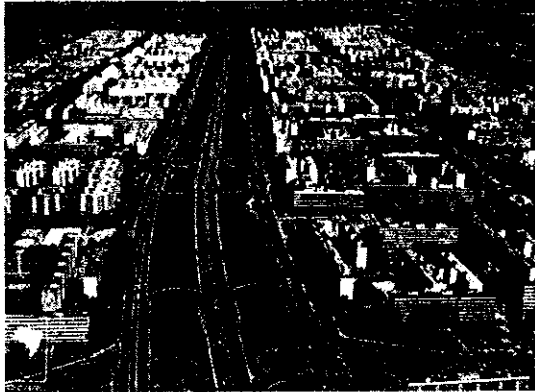
Materials: Bill of Rights (Springboard transparency and optional S.S.L. page 51)
Sitting on the Supreme Court (handouts)
Ruling on Rights (handouts or S.S.L. page 57)

Terms to know: **constitutionality** – condition of being in keeping with the Constitution and its amendments

Procedure:

- In discussing the Springboard, have students explain what each of the amendments means. Explain that after the Constitution was complete, several states refused to accept it until it spelled out the rights of citizens, so the Bill of Rights was added. Go on to explain that even though the amendments were written to be quite specific about which rights were protected, some of their wording was and still is open to interpretation by the courts.
- In this lesson students will be participating in a simulation about the Supreme Court. Explain to them that one important responsibility of the Supreme Court (at both the state and federal level) is to rule on laws, determining whether or not they are “constitutional,” which means they are in keeping with the Constitution, the Bill of Rights, and other amendments.
- Hand out copies of “Sitting on the Supreme Court” and “Ruling on Rights.” Explain that in this simulation students will only be given a small amount of information about cases to decide their constitutionality in terms of the Bill of Rights. Of course, real Supreme Court cases are FAR more complicated, but this activity will help students understand a basic job of the Court. (NOTE: If group members disagree about rulings, the majority viewpoint should determine the decision as is the case with the Supreme Court.)
- Have students work in groups to study and rule on the seven cases. (FYI: The cases are, for the most part, based on actual situations but are greatly simplified and fictionalized somewhat.)
- Student should share and compare their decisions and discuss. (*Answers may vary, but students should be able to justify their opinions based on their interpretations of the Bill of Rights.*)

A CAPITAL IDEA?



BRASILIA – Forty years ago today the city of Brasilia was dedicated as the official capital of Brazil. The idea of moving the seat of government from the coastal city of Rio de Janeiro inland was first suggested in 1823 but was not acted upon until Brazil became a republic.

In 1889 Brazil's first constitution called for the creation of a new capital, but construction did not begin until 1959. At that time the newly-elected President Juscelino Kubitschek set out to fulfill his campaign promise to build

the city before the end of his term in office. The plan for the city was selected in a contest.

The winning design outlined an airplane-shaped city with large areas of green space and wide highways connecting many small neighborhoods called "superblocks" with everything a family would need nearby. (see photo) The designers imagined that people of all levels of income would live peacefully together in these neighborhoods. Separate areas for government, shopping, and industry were also included in the city plan.

Brasilia was, in fact, completed in four years, but the construction costs were enormous, plunging the nation deeply into debt and crippling the nation's economy. The economic problems were largely to blame for a military coup that overthrew President Kubitschek in 1964. The coup replaced Brazil's democratic government with a strict military dictatorship that controlled the country until 1985, when democracy returned.

Since the construction of Brasilia first began, people from all over Brazil have moved there. Built literally in the middle of nowhere, workers that came to build the city lived in construction camps. Earning good money and enjoying a far better lifestyle than they had left, many brought their families to live in the new city. These families lived mostly in small inexpensive settlements that grew over time. Though some of this poor-quality housing was destroyed when the city was completed, some remained as the first of many "satellite towns" that surround Brasilia. These unplanned satellite towns where many of the working class now live lack the planning and greenery of the city itself.

Even the planned part of Brasilia has not lived up to its design. Built for the one-car families of the 60's, the city has a severe shortage of parking. Some areas originally planned as green spaces have been paved for needed parking lots.

The superblocks have also proved a disappointment. The high cost of living in the planned neighborhoods has made them too expensive for many residents. People in superblocks often complain of little to do there. Instead they drive to shopping and entertainment areas which are located far from many neighborhoods. Narrow neighborhood roads along with the connecting highways are often clogged with traffic.

Though its population is much smaller than Brazil's major coastal cities, poor planning has brought many big-city problems to Brasilia. Brazilians are still questioning the decision to move the nation's capital inland forty years later.



Seat of Government



DIRECTIONS - Use information from the Brasilia article to answer these questions:

Why do you think Brazil's government decided to move the capital to Brasilia?

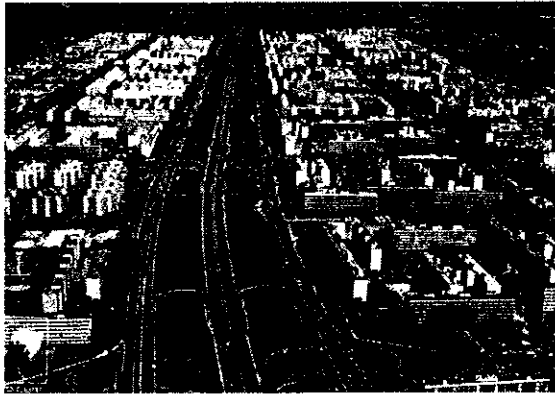
What did you learn about Brazil's government from the article? _____

What did you think of the city's plan for Brasilia? Explain your answer.

How well do you think Brasilia kept to the city plan? Explain your answer.

Do you think, overall, that building the city of Brasilia was a good idea? Why or why not? _____

A CAPITAL IDEA!



BRASILIA – Forty years ago today the city of Brasilia was dedicated as the official capital of Brazil. The coastal city of Rio de Janeiro had long been the nation’s capital, but the idea of moving the seat of government inland had been around for many years.

First suggested in 1823, the idea was revived in 1883 as a way to strengthen Portugal’s empire at a time when many revolutions were taking place in Spanish America. When Brazil became a republic in 1889 and wrote its first constitution, the document stated, “From now on, an area of 14,400 square kilometers will belong to the government for the creation of a new capital.” A cornerstone was placed in 1922 to show where the capital was to be built, but construction was not begun until 1959.

The president at that time, Juscelino Kubitschek, had campaigned on the issue of the new capital. His slogan, “Fifty Years Progress in Five,” promised to build the city before he left office, since at that time presidents could only serve one term in office. Once elected, a contest was held to find a plan for the city. Most of the major city planners and architects in the region sent in ideas, but in the end a simple plan called the “Pilot Plan,” named as such because it was shaped like an airplane, was selected.

The plan included large areas of green space with groupings of apartments and houses called “superblocks.” (see photo) Each superblock was designed to be a separate neighborhood with its own church, schools, theater, youth club, and sports fields. The government buildings were placed in a separate area from the housing, large shopping areas were set aside, and all factories and industries were built outside the main area of the city.

In only four years a large, working capital was created. Since then a vast highway network has been built to connect Brasilia to practically everywhere in Brazil and people have moved to the capital city from all over the country. Brasilia has joined people together from all over Brazil and has been a source of pride for all. The fact that such a well-planned capital city was built in a matter of four years shows the great energy of the Brazilian people.

In addition to connecting the people of this very large nation, Brasilia has also been a great economic success. What had once been an undeveloped area with untapped resources is now a thriving city, luring people from the terribly overcrowded coastlines to job opportunities inland.

With a population of around two million, Brasilia is much smaller than Sao Paulo with its nearly 25 million inhabitants or Rio de Janeiro with nearly 15 million. Of course fewer people mean less traffic and less stress from overcrowding. This clean city with large, beautiful trees is indeed something to celebrate forty years later.



Seat of Government



DIRECTIONS - Use information from the Brasilia article to answer these questions:

Why do you think Brazil's government decided to move the capital to Brasilia?

What did you learn about Brazil's government from the article? _____

What did you think of the city's plan for Brasilia? Explain your answer.

How well do you think Brasilia kept to the city plan? Explain your answer.

Do you think, overall, that building the city of Brasilia was a good idea? Why or why not? _____

Macedonia



People have lived in Macedonia since prehistoric times, but the people who called themselves Macedonians came to the land in the 7th century BCE. Their kingdom ruled over the region north of Greece until the 4th century, when Philip of Macedonia and his son, Alexander III, conquered many foreign lands and people to establish a vast empire under their control. The Peloponnesian War and Spartan rule thereafter had greatly weakened the Greeks, allowing the Macedonians to defeat them and take control of their land.

Fortunately the Macedonian kings were highly educated and greatly respected the Greeks and of their achievements. So as their empire grew, they spread knowledge and Greek culture to places that came under their control. At its greatest extent, Macedonia ruled lands in Europe, Asia, and Africa. After Alexander the Great's death in 323 BC, Macedonia's empire split into three parts: Egypt was ruled by the Ptolemy Dynasty; Asia Minor and Persia came under the Seleucid Empire, and Greece was controlled by the Antigonid Dynasty of Macedonia. Then gradually, most of the former Macedonian Empire fell under control of a new and growing power, Rome.

The Macedonian Empire

- A. extended from the Mediterranean to India.
- B. was first established in the 7th century BCE.
- C. ruled over most of Europe, Africa, and Asia.
- D. was ruled by Greek and Roman monarchs.

According to information in the reading, Philip of Macedonia was the

- A. first Macedonian king.
- B. greatest general of the period.
- C. last Macedonian monarch.
- D. father of Alexander the Great.

Based on information in the passage, the Macedonian Empire lasted

- A. less than 100 years.
- B. 100 to 150 years
- C. 150 to 200 years.
- D. more than 200 years.



I Am a Macedonian Man

My name is Alexander and I'm not Greek
Though I will tell you what I think
The Greeks are smart and very clever
But even so, they really never
Stood a chance against the many legions
Of our soldiers when it was their season.
It makes me proud and here's the reason:
I am a Macedonian man.

Philip was my father, King by name
Winning in wars was his favorite game;
He conquered Greece, Illyria and Thrace
And Asia Minor, that Turkish place;
Now all his victories gave me a taste
For war and winning, and getting my face
In history; which I did and so can base
My pride on saying, "I am a Macedonian man."

Some say my mother was a goddess
Which could be, since her name was Olympias
From the sacred mountain or close nearby
My family line would take me high
Yet I still believed I had to try
To study hard and learn my letters
From the Greek Aristotle; who could be better?
To set my path and help me mature
Secure, and sure that I am Macedonian man.

My father was away at war, you see
And left the governing up to me
To rule as king and be regent so he
Could build an empire round the southern sea
And even further if it were to be
But it wasn't; 'cause he was killed
And I took the throne with a strength of will
To fill his shoes, remembering still
That I am a Macedonian man.