

Foundation for Freedom: A Study of the United States Constitution

We the People

of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this CONSTITUTION for the United States of America.

Article I.

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

SECTION 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

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

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

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

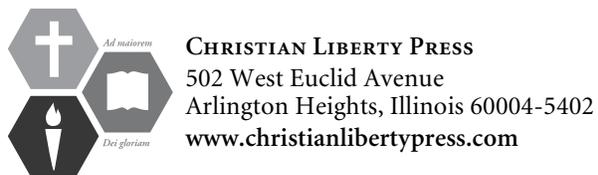
SECTION 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

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

TEACHER'S MANUAL

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

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FOUNDATION FOR FREEDOM: A STUDY OF THE UNITED STATES CONSTITUTION

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Introduction

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

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

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

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

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

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General Observations

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

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

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

COURSE MATERIALS

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

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

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

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

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

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

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

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

COURSE SCHEDULE

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

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

SEMESTER SCHEDULE

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

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

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

GRADING

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

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

SUPPLEMENTAL RESOURCES

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

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

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

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

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

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

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

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

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

— Text Key —

CHAPTER INSTRUCTIONS

Although we have not provided specific lesson plans for each chapter, we have attempted to provide information and activities that will aid instructors as they guide students in their study of the Constitution. The instructions for each chapter consist of a brief introduction to the chapter, suggested extra activities and readings, and answers to the chapter review

exercises. Completion of supplemental activities and readings are not required for successful completion of the course but would be of help to students. We have also included suggestions to help prepare students for their final, comprehensive examination on the Constitution.

Chapter I The Colonial Experience

As students begin their study of the Constitution, it is important that they come to understand the foundation of America's political system. Although students today will come from a variety of ethnic backgrounds, it is important to impress upon them that America's political roots came from Europe—most specifically England—with the settlers of the original colonies. This is not necessarily a popular idea today; it is more politically correct today to emphasize the multicultural nature of American society rather than the European background of the United States. This chapter attempts to briefly introduce to students important points in English political history, as well as acquaint them with theorists of the day who had an important impact on American political thought.

The political culture in the America of 1787 was not, however, simply a transplant from England. It was profoundly influenced by the colonial experience. This chapter touches on the English settlement of North America and colonial government. Students will learn that Americans were strongly committed from the beginning to representative government, local control, and the preservation of their traditional liberties.

KEY POINTS TO EMPHASIZE

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

- The roots of America's political system are based, in large measure, in the struggle for political liberty in England.
- American political thought has been profoundly influenced by such thinkers as Locke, Blackstone, and Montesquieu.
- The colonial experience gave Americans the opportunity to apply the lessons of both English history and political theorists to their own situation.

ADDITIONAL STUDENT ACTIVITY

Review the timeline on page 36. Notice the dates of some of the important events in early English and American colonial history. Students may want to add more items to the timeline or create their own.

TOPICS FOR EXTRA READING BY STUDENTS

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

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

Chapter 1 Review Exercises (Pages 7–8)
(worth 42 points)

TRUE OR FALSE

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

MATCHING

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

MULTIPLE CHOICE

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

FILL IN THE BLANK

- the separation of powers
- John Locke
- the law of nature, revealed law
- Petition of Right
- Habeas Corpus Act
- Bill of Rights
- Toleration Act
- local shire or county

ESSAY QUESTIONS (Wording may vary.)

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

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

Chapter 2 The Struggle for American Independence

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

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

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