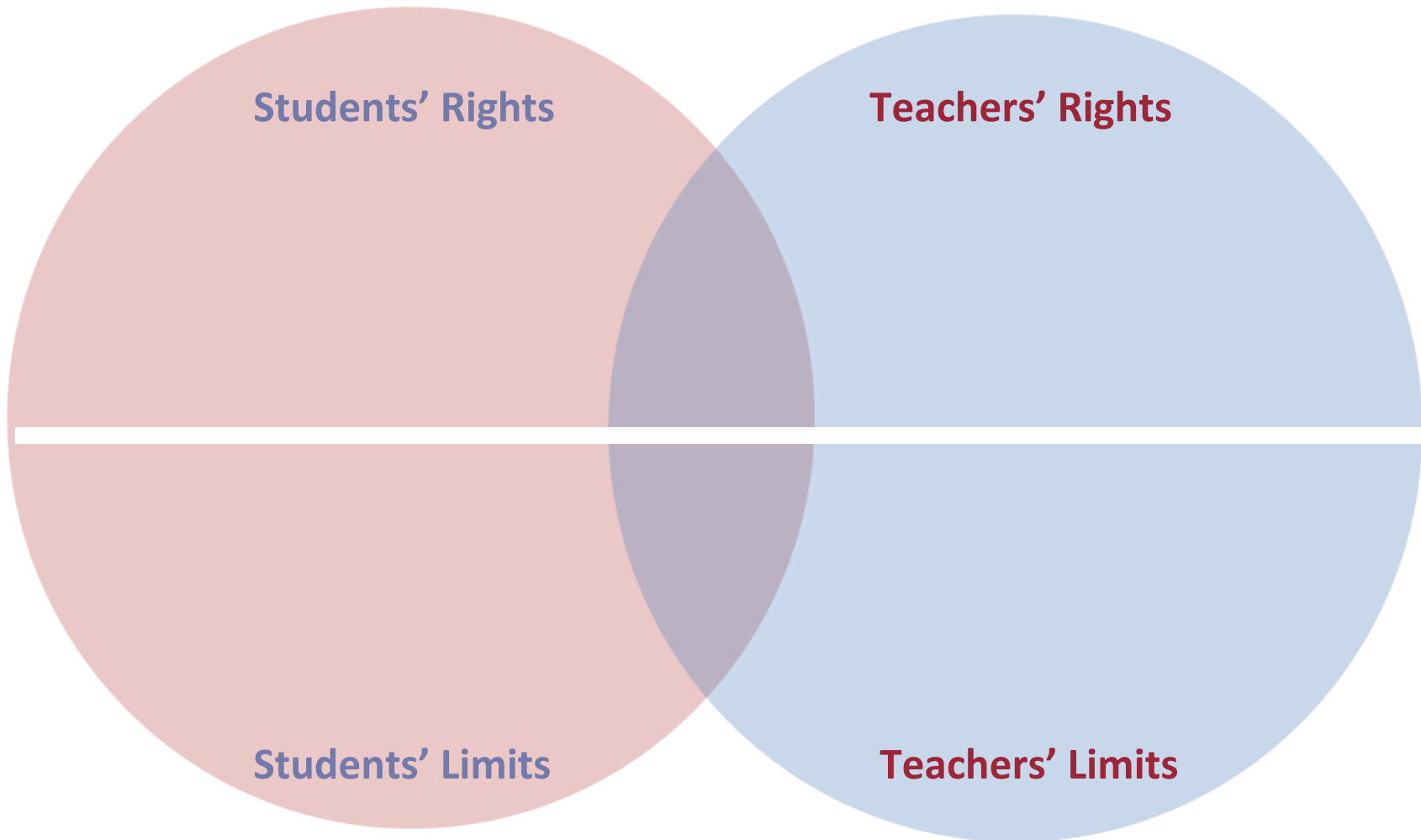


Congress Creates the Bill of Rights: Completing the Constitution

Introductory Worksheet: The Rights and Limitations of Students and Teachers



1. TYPE OF DOCUMENT (Check one):

- | | | |
|----------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Map | <input type="radio"/> Advertisement |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Congressional Record |
| <input type="radio"/> Patent | <input type="radio"/> Press Release | <input type="radio"/> Census Report |
| <input type="radio"/> Memorandum | <input type="radio"/> Report | <input type="radio"/> Other |

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

Limit response for each question to 3 lines of text

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

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Worksheet 2: Decoding the Document

1.	What types of pen and ink markings are present on this document? What purpose does each type of marking serve?
2.	How do the pen and ink additions change the meaning of individual items in the printed text?
3.	Who do you think added the pen and ink annotations, and at what point in the legislative process do you think they were made?
4.	What insight does the combination of printed and written information contribute to your understanding of the legislative process in Congress?
5.	What insight does this document illustrate about Congress' role in creating the Bill of Rights?
6.	What additional question can you ask, and answer, about this document?
7.	To what other historical sources that you have studied does this document relate? How does it do so?

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Worksheet 3: Studying Issues Debated in the House of Representatives

Issue: _____

A. Who was the Federalist spokesman, and what was his position on this issue?				
B. Who was the Anti-Federalist spokesman, and what was his position on this issue?				
C. How did this issue reflect colonial or Revolutionary Era history?				
D. Was this issue mentioned in the Constitution? (Where and how?)				
E. Was this issue included in the Bill of Rights, as ratified? (Where and how?)				
F. Was the outcome favorable to:	Federalist	Anti-Federalist	Both, to Some Extent	Neither
G. Summarize your explanation of F				

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Worksheet 4: Comparing and Contrasting—Studying the Process that Shaped the First Amendment

	What does it mean – in your words?	How would this meaning be different from the First Amendment as ratified?
Aug. 24		
Sept. 3		
Sept. 3		
Sept. 4		
Sept. 9		
Sept. 14		
Sept. 24		
Oct. 2		

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Worksheet 5: Analyzing Amendments in Process

1. What is the number of your assigned amendment as passed by the House?
2. Translate the text of the amendment into an 8-12 word "tweet."
3. Contextualize this amendment:

A. Was this amendment present in versions of the Bill of Rights which came before and after the version passed by the House? Mark an X in the box if the amendment is present in the version listed. In the last column, indicate whether the amendment relates to protecting a right or establishing a limit on government.

Proposals by state conventions	As proposed by James Madison	As passed by the House	As passed by the Senate	As ratified by the states	Right or Limitation of government?
		X			

B. How was this amendment changed by the Senate from the version that was passed by the House?

C. At what step in the process did this amendment fail, if it did?

4. Analyzing this amendment:

A. Why do you suppose the changes were made to the amendment? What were the authors trying to clarify? If no changes were made, do you think the wording was clear? Why?

B. Did the changes broaden or narrow the right or limitation? How?

C. What does this amendment contribute to understanding government under the Constitution?

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Worksheet 6: Tracking the Debate on Rights and Limitations in the Bill of Rights

Proposals from state conventions	James Madison's proposals	House Final (printed text as passed by House)	Senate Final (printed text as passed by Senate)	Bill of Rights (as ratified by the states)	Right or Limitation of government?
		1.			
		2.			
		3.			
		4.			
		5.			
		6.			
		7.			
		8.			
		9.			
		10.			
		11.			
		12.			
		13.			
		14.			
		15.			
		16.			
		17.			