Learning Objective: The student will understand how the principles of the Constitution have been reflected in historical events.

TEKS: Texas History 7.13A, USH 8.15D, Government 6D

Materials Needed: Copy of vocabulary graphic organizer, copy of appropriate principle handout, and access to internet to show video.

Teacher Background: The following lesson plan is designed to accompany the LRE video series #LiamLearns. The lesson plan that is provided is designed to be used in the following subjects: Texas History, 8th Grade US History, US History 1877 to the present, and U.S. Government. Each of the stimulus pieces attached to each principle have been selected to allow the principle to be reviewed throughout the various courses. Note: The intended course is located at the bottom of each page.

Teaching Strategy:

1. Explain to students that they will be reviewing “Limited Government” one of the principles of the Constitution and that they will be watching a short video to remind them of the concept followed by analyzing the concept in history.

2. Provide each student with a vocabulary graphic organizer, and explain that as they watch the following video, that they need to be prepared to define the principle, provide a definition, and an example.

3. Have students watch the video on Limited Government at the following link: http://www.texaslre.org/liamlearns/

4. When students have finished watching the video, give them time to complete their graphic organizer and check for student understanding by having students share their learning.

5. Once students have an understanding of the term, provide them with the appropriate document for their grade level and have them analyze using the questions provided.

Note: Strategies for various types of primary sources have been included in this lesson to help students with analyzing different types of sources. They are located at the end of this lesson plan.

Suggested Units to use documents:
1. Texas History – School Finance
2. 8th Grade US History- Civil War
3. US History 1877 to present – Unit following World War II
4. Government – Civil Rights and Liberties Unit
Document Analysis Suggested Answers
Below you will find suggested answers for each of the documents. Each bullet represents the questions asked on the documents.

7th Grade
- Under the Texas Constitution the legislature has to balance the budget in each term.
- $101, 443 billion

8th Grade
- Text evidence can vary:
  - “all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;” Only frees slaves in rebellion.
  - “therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion”
  - “sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, “

US History 1877 to Present
- Students should be able to explain that this amendment was limiting the power of the President to serve in office more than two terms. It prevents one individual from serving indefinitely in this office.
- Franklin D. Roosevelt’s unprecedented election to four terms in office prompted this amendment.

Government
- The Miranda warning limits the power of officers of the government by requiring them to inform individuals of their rights. By requiring this, individuals are informed that they do not need to speak to the officers if they do not want to without an attorney present.
- Miranda v Arizona
“We can't have deficit spending in Texas. You have to balance your budget every two years.” – Former Governor Rick Perry

Texas State Budget 2014-2015

How do the documents above promote the principle of Limited Government?

If Texas has a total of $101,443 billion in available revenue how much money can it allocate for expenses of the state?
Emancipation Proclamation

A Proclamation.

Whereas, on the twenty second day of September, in the year of our Lord one thousand eight hundred and sixty two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.....

...Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. Johns, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South-Carolina, North-Carolina, and Virginia, (except the forty eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth-City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons....

...And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

How does the Emancipation Proclamation show the principle of Limited Government? Provide text evidence to support your answer.

This document intended for use in 8th grade US History.
AMENDMENT XXII

Section 1.
No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2.
This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

Passed by Congress March 21, 1947. Ratified February 27, 1951.

How does the document above represent the principle of Limited Government? Be prepared to support your answer with evidence from the document.

Which President of the United States prompted the passage of this amendment?

This document intended for use in US History 1877 to present.
- You have the right to remain silent.
- Anything you say can and will be used against you in a court of law. You have the right to an attorney.
- If you cannot afford an attorney, one will be provided for you.
- Do you understand the rights I have just read to you?
- With these rights in mind, do you wish to speak to me?"

How does the above document represent the principle of Limited Government? Be prepared to support your answer with evidence from the document.

What Supreme Court Case produced the warning above?
SOAPS— Primary Document Analysis

**Subject:** What is the main topic or idea of this document?

**Occasion:** Where and when was the document produced? What was happening during the time the document was written?

**Audience:** For whom was the document written/produced? How might an audience have received this document and why?

**Point of View:** What does the writer or producer believe?

**Speaker:** Who is the speaker or producer? What can you tell me about his background? How might his personal background have influenced his work?

APPARTS— Primary Document Analysis

**Author:** Who created the source? What do you know about the author? What is the author's point of view?

**Place and time:** Where and when was the source produced? How might this affect the meaning of the source?

**Prior Knowledge:** Beyond information about the author and the context of its creation, what do you know that would help you further understand this primary source?

**Audience:** For whom was the source created and how might this affect the reliability of the source?

**Reason:** Why was this source produced and how might this affect the reliability of the source?

**The main idea:** What point is the source trying to convey?

**Significance:** Why is this source important? Ask yourself “So What?” in relation to the question asked.

OPTIC

Evaluating Visuals

**Overview:** What is the point of view of the visual?

**Parts:** What details seem important?

**Titles (Words):** What is the title of the visual? Read all labels and any written words (if you can).

**Interrelationships:** Using the title, what big umbrella concept connects the whole visual?

**Conclusion:** Why is this visual important to what we are studying?

SO CLEAR

Interpreting Political Cartoons

**Symbols:** What symbols are in the cartoon? What do they represent?

**Opinions:** What is the opinion of the author?

**Characters:** Who are the people in the cartoon? What do they represent?

**Labels:** What words are there to help you understand the message?

**Exaggeration:** How are portions of the visual exaggerated? Why do you think the author did this?

**Agree:** Do you agree with the author’s point of view? Explain.

**Response:** To what event is the cartoon in response?
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