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 “Popular Sovereignty” 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 Popular Sovereignty 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 – Causes of the Civil War
2. 8th Grade US History- Sectionalism Unit
3. US History 1877 to present – Progressive Era
4. Government – Congress Unit

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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
- Possible Text Evidence: “Texas abandoned her separate national existence and consented to become one of the confederate States”
- Sam Houston

8th Grade
- The image shows the two opposing sides to the issue of slavery. Students may point out the Confederate and U.S. Flags, people moving west in the background, the men dead in bottom of the image, the weapons, the tornado in the background symbolizing chaos of the result of the decision of the Kansas-Nebraska Act to allow popular sovereignty to determine if the territories would be slave or free.
- Student answers will vary, could be about local elections.

US History 1877 to Present
- The image supports popular sovereignty because women are voting in this scene and through voting they support the ideal that “we the people” support the power of the government.

Government
- The power of individuals to choose their elected representatives supports the idea that the power comes from the people.
- Prior to this amendment, Senators had been chosen by their state legislatures and not directly from the people.
Texas Votes to Secede from the Union, February 23, 1861

Declamation of the Causes which impel the

DECLARATION.

The Government of the United States, by certain Joint Resolutions, bearing date on the first day of March in the year A.D., 1845, proposed to the Republic of Texas, then a free, sovereign and independent nation, the annexation of the latter to the former, as one of the co-equal States thereto.

The people of Texas, by the Deputies in Convention assembled, on the fourth day of July of the same year, assented to and accepted said proposals, and formed a constitution for the proposed State, upon which, on the twenty-ninth day of December of the same year, said State was formally received into the confederate Union.

Texas abandoned her separate national existence and consented to become one of the confederate States, to promote her welfare, insure domestic tranquility and secure more substantially the blessing of liberty and peace to her people. She was received into the confederacy, with their consent, and the rights of the slaveholders in their domestic institutions, founded on justice and the principles of the compact, or the federal compact, and the federal laws enacted in accordance thereof.

By a vote of 44,317 to 13,020, Texans ratified secession and voted to join the Confederate States of America.

What text evidence can be found that exemplifies the principle of popular sovereignty?

Which Texan leader, refused to take the Oath of Office to serve the Confederate States of America?

This document intended for use in Texas History.
Bleeding Kansas

How does this image portray the effects of popular sovereignty found in the Kansas-Nebraska Act? Give specific details found in the image.

What are modern day examples of popular sovereignty in our community?
Source: http://www.loc.gov/pictures/item/97510725/

How does the above image support the principle of Popular Sovereignty?
AMENDMENT XVII

Note: Article I, section 3, of the Constitution was modified by the 17th amendment.

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Passed by Congress May 13, 1912. Ratified April 8, 1913.

What text evidence, in the document above, supports the principle of Popular Sovereignty?

How had US Senators been chosen before this amendment?

This document intended for use in US Government.
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?
<table>
<thead>
<tr>
<th>Define the principle:</th>
<th>Draw an image to reflect the principle:</th>
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Use the principle in an original sentence.