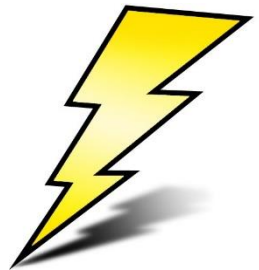


Q2
Benchmark
Blitz!

This Blitz Book Belongs To:





Benchmark SS.7.C.1.5 *Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.*

Skill 1: Identify the weaknesses of the government under the Articles of Confederation.

The AoC **not being able to tax** was a problem because...

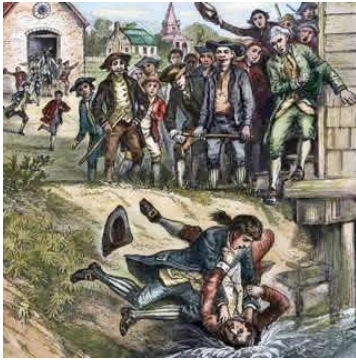
The AoC **not having a federal judicial branch** was a problem because...

The AoC **not having a federal executive branch** was a problem because...

The AoC **not being able to change anything with the consent of all 13 states** was a problem because...

The AoC **not being able to regulate trade** was a problem because...

Skill 2: Recognize the impact of Shay’s Rebellion.



Shay’s Rebellion was about...

It proved what that....

Because of it and others, there was a meeting to create a NEW constitution. This meeting was called the:



Benchmark SS.7.C.1.6 *Interpret the intentions of the Preamble of the Constitution.*

Skill: Explain how the Preamble serves as an introduction to the U.S. Constitution, establishing the goals and purposes of government. AND recognize that **“We the People”** means the government depends on the people for its power and exists to serve them.

Underline the goals of the U.S. government that are written in the Preamble.

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, 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.



Benchmark SS.7.C.1.7 *Describe how the Constitution limits the powers of government through separation of powers and checks and balances.*

Skill: Explain how a constitutional government limits the powers of government when it uses the concepts of separation of powers and checks and balances.

On every level of government, we **separate the powers** of government into three branches: Legislative, Executive, and Judicial. Why do we do this?

The chart above shows the system of checks and balances. Explain this system and give an example of how one branch checks the other.

Where is the plan for separation of powers AND the checks and balances system written out?



Benchmark SS.7.C.1.8 *Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and*

inclusion of a bill of rights.

Skill 1: Identify the viewpoints of the Federalists and Anti-Federalists about the ratification of the U.S. Constitution.

Supported the Constitution. Believed a Strong, Central Government was necessary, because the Articles of Confederation were too weak to work.	Had issues with the Constitution. Feared a strong, central government because of the problems in the past with Britain. Thought the Articles of Confederation just needed some improvements.

Skill 2: Recognize the Anti-Federalists' reasons for the inclusion of a bill of rights in the U.S. Constitution.

Why did the Anti-Federalists think a bill of rights should be added to the Constitution?

In which part of the Constitution can the Bill of Rights be found?

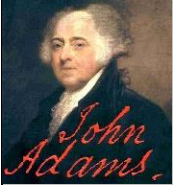
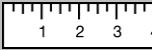
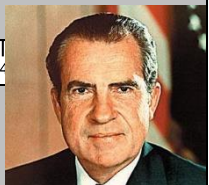
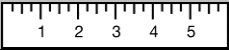
Skill 3: Identify how the Federalists and Anti-Federalists spread the word about their opinions on whether or not to ratify the Constitution.

In the late 1700s, there weren't radios, phones, tv, or the internet. How did they get the word out?



Benchmark SS.7.C.1.9 *Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.*

Skill: Distinguish between the characters of a society that operates under the rule of law and one that does not.

	<p>Rule of Law</p>		
		<p>Rule of Law</p>	
<p>When Rulers and Government Officials have to follow under the rule of law, what is society like?</p>		<p>When Rulers and Government Officials put themselves above the rule of law, what is society like?</p>	



Benchmark SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the U.S.

Constitution. *Students will not be required to memorize the Amendment number to each right (except for Amendment #1)

Skill 1: Recognize the five freedoms of the 1st Amendment.

What are the five freedoms of the 1st Amendment in the U.S. Constitution? List them below. **Why are they important?**

- 1.
- 2.
- 3.
- 4.
- 5.

Skill 2: Recognize the freedoms of the Bill of Rights.

Remember that the Bill of Rights is the first ten amendments in the U.S. Constitution.

The Bill of rights are the first _____ Amendments in the Constitution. Added in 1791 (2 years after the Constitution was ratified)

Amend	Right	Meaning of that Right
1	<i>see Skill 1</i>	<i>see Skill 1</i>
2	bear arms	
3	no quartering of soldiers	
4	no search or seizure without a	
5	pleading the fifth (no self-	
5	equal protection under the law	
5	no double jeopardy	
6	legal counsel	

6 and 7	trial by jury	
8	no cruel and unusual punishment	
9	unenumerated rights are reserved for the people	
10	unenumerated powers are reserved for the state and the people	



Benchmark SS.7.C.2.5 Distinguish how the Constitution safeguards and limits individual rights

Skill 1: Understand the limitation to rights.

Do we have unlimited rights? Explain.

What are the 5 limits (exceptions) to your individual rights?

Skill 2: Examine how the Judicial Branch protects our individual rights

How does the Judicial Branch protect our rights?