

We the People

Article I

## Lesson Plans for Classroom Use in Observing

# Constitution Day

National Archives at Kansas City

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# *National Archives at Kansas City*

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Dear Educator:

The National Archives and Records Administration is the nation's record keeper, and as such is home to more than 10 billion original documents. Perhaps the most important document that the National Archives houses is the Constitution of the United States of America. Millions of additional documents can be found in the National Archives nationwide that relate to the Constitution and serve as primary sources when studying the Constitution in your classroom.

Congress has mandated that all "educational institutions that receive Federal funds for the fiscal year shall hold an educational program on the Constitution on September 17 . . . for the students." The National Archives has many resources available to you and your students for holding such an educational program. The lessons contained in this packet are just two ideas that you can use in your classroom when celebrating Constitution Day. They contain primary source documents from our holdings here at the National Archives at Kansas City.

The National Archives at Kansas City is also a proud participant in the Constitution Day Poster Contest, sponsored by the Gov Doc Kids Group. We hope your students will participate in this fun and creative contest. For more information on the contest, please visit the website:

<http://govdocs4children.pbworks.com/Celebrate+Constitution+Day+with+us!>

Sincerely,

Lori Cox-Paul

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# Lesson 1:

## A Student Constitution

**There are two documents for this lesson.**

**Document One citation:** Student Constitution, Student Body Organization of the Fort Totten Indian Community High School, 1942; Decimal Code 826, Decimal Correspondence (1922-1947); Fort Totten Indian Agency, Fort Totten, North Dakota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Document Two citation:** Student Newspaper, January 9, 1942, Vol. LV, No. 14; Decimal Code 826, Decimal Correspondence (1922-1947); Fort Totten Indian Agency, Fort Totten, North Dakota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Background:**

Fort Totten, Dakota Territory, was established by the military in 1867. The Fort Totten Indian Agency (sometimes also known as Devil's Lake) was established at the same location as the fort in 1871. The reservation occupies land in what is now Benson and Eddy counties in North Dakota.

In 1874 a Mission School was established at the reservation by Catholic missionaries. In 1883 the main buildings of the Mission were burned down. A new Mission School was rebuilt in 1885. In 1890 when the military abandoned Fort Totten, the buildings of the post were turned over to the Interior Department to be used as an Industrial School for Indians. The Mission School was consolidated with this school. At the Fort Totten School, in addition to academic work, students received industrial instruction. The girls were taught sewing, domestic science, laundering, and household management. The boys had classes in farming, gardening, carpentry, and shoe repair. At first there were only six grades; later other grades were added. In 1935 the Industrial School was abolished and turned into a tuberculosis treatment facility as a five-year experiment by the Government. In 1939 a high school and grade school were established at Fort Totten, to be known as the Fort Totten Community School.

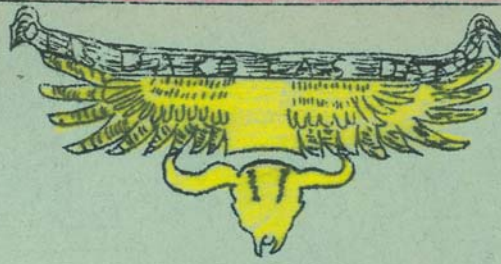
During the early 1940s the students of the Fort Totten Community High School worked on drafting a student constitution. The students worked for over two years on the project as a part of a special class entitled "Problems of Democracy" and as a part of their routine handling of student government affairs. Their constitution was unanimously adopted by the student body and signed on December 15, 1941, the 150<sup>th</sup> anniversary of the adoption of the Bill of Rights.

**Suggested Questions and Classroom Activities for Students:**

1. How is this student constitution similar to the United States Constitution? How is it different?
2. The student constitution has a "Legislative Department," "Executive Department," and several committees. How is this arrangement similar to the legislative, executive, and judicial branches set up in the U.S. Constitution? How is it different? Is the "Guidance Committee" the same as the judiciary?

3. The students at Fort Totten amended their constitution by adding a Bill of Rights. What rights did they spell out?
4. How does the student constitution deal with students who commit crimes or other minor offenses? How does your school deal with these issues?
5. Study the language used in the student constitution. Did the students include female students in the language they used? Were women included in the U.S. Constitution?
6. This constitution was written by Native American students. How has the U.S. Constitution regarded Native Americans? Does the U.S. Constitution govern Indian Reservations?
7. Does your school have a student constitution? If so, obtain a copy of it, and see how it compares to the Fort Totten constitution. Do the students at your school have more or less “power” than the students at Fort Totten?
8. The school newspaper says that “A constitution is only a means to obtain a desirable end. It is not a finished work to be put on a shelf to gather dust. By-laws should be added as students find them desirable and students, faculty and administration can cooperate to see that they function satisfactorily.” How often has the U.S. Constitution been amended? Why were certain amendments added? Have any amendments been repealed? Can you think of any amendments that should be added to the U.S. Constitution today?
9. There have been many, many students’ rights cases filed in our court system. Some of these cases have gone all the way to the Supreme Court. In one of these cases, *Tinker v. Des Moines*, Supreme Court Justice Fortes wrote, “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate . . . .” Use this quotation as a starting point for discussion. Do students have the same rights as adults? Should they?
10. Have students draft their own school or classroom constitution. How is it similar and different from the Fort Totten student constitution?
11. Ask students to create a poster for the Constitution Day Poster Contest that is sponsored in part by the National Archives at Kansas City, as a part of the Gov Docs Kids Group. Learn more about the contest at:

<http://govdocs4children.pbworks.com/Celebrate+Constitution+Day+with+us!>



STUDENT CONSTITUTION  
STUDENT BODY ORGANIZATION OF THE  
FORT TOTTEN  
INDIAN COMMUNITY HIGH SCHOOL  
1942



FORT TOTTEN  
INDIAN COMMUNITY SCHOOL  
STUDENT BODY CONSTITUTION .

Note: The following constitution was adopted by the students of the Fort Totten Community High School and accepted by the administration on the fifteenth day of December 1941. It is the result of a project carried on by the senior class in the "Problems of Democracy" class work under the guidance of their advisor John Slaymaker and the cooperative help of the student council, various student leaders, and their principal L. Eugene Clements. The "Problems of Democracy" class acted as a committee, calling in council members, faculty representatives and student leaders to obtain their ideas and suggestions. It is the culmination of several years of experience of the Fort Totten students in acting committees and student council activities. It provides an opportunity for every student to take an active part in formulating rules of conduct, enforcing decisions, following suggested duties and in cooperating with the teachers and administration in a real democratic situation.

J.E.S.

PREAMBLE.

We, the Students of the Fort Totten Community High School in order to form a more perfect student government, provide for an enriched educational program, promote the general welfare and co-operation of students, faculty, and officials, construct leadership, and exercise the democratic principles so valuable to all students by helping make and enforce our own rules of conduct, do ordain and establish this constitution of the Fort Totten Community High School.

ARTICLE ONE.

The Legislative Department.

- Section 1. The student legislative group of the Fort Totten Community High School shall be composed of the entire student body enrolled in grades 7,8,9,10,11,12 and post graduate. These students shall meet in a general assembly to make the laws for the student group. They shall meet in the auditorium at such times as called by the student president, or the sponsor of the student council, or by a petition signed by five members of the six class presidents. However no post graduate may hold a principal's office.
- Section 2. If possible, all students attending school that day shall be notified of the meeting by the person, or persons, calling the meeting. No meeting can be called unless  $\frac{3}{4}$  of the total enrollment are attending school and at least  $\frac{2}{3}$  of the total enrollment must be present before a motion can be made for consideration. This number shall constitute a quorum for business.
- Section 3. Each student enrolled in grades 7,8,9,10,11,12 and post graduate shall be entitled to 1 vote.
- Section 4. Any motion or bill to become a law must be passed by  $\frac{2}{3}$  majority vote except in the case of an amendment intended to change this constitution. Such a change must receive a  $\frac{3}{4}$  majority vote of the total enrollment and the bill intended to make such a change shall be called an amendment. The motions involving amendments can be presented by council members only. All amendments must be read at a legislative meeting, tabled for at least three days of consideration, and then voted upon by the students. A copy of such an amendment shall be typed and placed upon the bulletin board. All other bills that do not change the constitution may be voted upon as soon as the chairman calls for a vote and they shall be called by-laws.

- Section 5. Any student may make a motion, present a bill, vote on a motion, or discuss a motion but he must be acknowledged by the chairman first.
- Section 6. Certain legislative powers may be reserved for the student council as listed in the by-laws.
- Section 7. Before this constitution can become binding it must be accepted by  $\frac{2}{3}$  of the entire enrollment in grades 7,8,9,10,11,12 and post graduate and must be signed by the president of the student body, the vice president the high school principal, the principal and the superintendent, all students, faculty members and administrators pledging to support its principles, once it is adopted.
- Section 8. If a bill is passed it must be signed by the president who shall have the secretary type it in the form passed, send it to the principal, who may sign it making it a law immediately. Veto: If the principal refuses to sign it he must return the bill to the legislative group stating his reasons for veto, within five days of the time he receives the bill.  
If the bill is not contrary to the principles of this constitution a  $\frac{9}{10}$  vote of the entire student body can refer it to the superintendent for his signature. If the superintendent vetoes the bill it is declared void. If he signs the bill it becomes a law. It is the intentions of the law making group not to pass bills which are contrary to the will of the Indian Department.
- Section 9. As soon as a bill is passed the secretary shall post a copy of it on the bulletin board where it shall remain at least one week.

ARTICLE TWO.  
The Executive Department.

- Section 1. The Student Council shall act as an executive department with the cooperation of additional members of the committees.
- Section 2. The Student Council shall be composed of:
1. Chairman of the Guidance Committee, or student elected by this committee to be council representative.
  2. Chairman of the Work Detail Committee.
  3. Chairman of the Home Life Committee.
  4. Chairman of the Assembly Committee.
  5. Chairman of the Recreation Committee.
  6. Chairman of the Publications Committee.
  7. Chairman of the Indian Organizations Committee.
  8. Chairman of the Dining Room Committee.
  9. A representative at large from each of those grades not having a representative who is a chairman of one of the committees listed above and known as standing committees.
  10. The president of the student body.
  11. The vice president of the student body.
  12. And any other chairman of any other committee accepted as a standing committee by members of the council. The council by unanimous vote may also declare a non-acting committee as non-existing, and having no representative on the council.
- However the council must never have less than 8 members nor more than 15 members.



Section 3. Each class shall meet sometime during the first two weeks of school in each semester and select a representative to act on each committee accepted under Article 2 Section 2 or by special action of the council explained under this same article. These classes shall select these representatives by oral nomination and secret ballot. They shall consider personal qualifications for the committee and attempt to elect students that are interested in the work of the particular committee. It is suggested that each student in each grade should signify what committee they would like to serve so that the proper nominees may be selected.

Section 4. Representatives chosen under Article 2 shall meet during the third week of the first semester and the second week of the second semester, or sooner, and organize as a council, selecting a temporary chairman, and making nominations for the positions of president of the student body, vice-president, and secretary-treasurer.

Not less than three, nor more than six persons may be nominated for the office of student president and vice president--without indication of separate office as nominations of the council. But it is understood that any student, not on the council, can nominate a representative from the legislative floor. A blank shall be left on the ballot to insert such a name if desired but regular ballots shall contain in printed form only those names of students nominated by the council.

Section 5. Ballots shall be prepared by the high school principal in printed form and shall contain the names of all the proper nominees. Ballots shall be counted by an election board of three students and one employee selected for that purpose by the high school principal. Balloting shall be done by the Australian system and results shall be posted immediately in some public place. Polls shall remain open at least one hour.

The person receiving the greatest number of votes shall be declared president and the person receiving the second largest number shall become vice president. If there is a tie vote cast for any office the student body shall vote again using only the persons names who received the tie. If, in the first election, no student receives more than forty five percent of the total cast vote this election shall be considered a primary election and the names of the three highest shall be used on ballots for a final election.

Section 6. Officers shall be installed with chairmen of committees, other council members, and other officials at a special meeting called for that purpose by the high school principal. The program of installation shall be prepared by a committee selected for that purpose by the high school principal.

Section 7. Qualifications for the nominees for president and vice president shall be:

1. A high school student properly enrolled in at least three subjects.
2. Must have satisfactory grades in three subjects and have received a grade of S in at least three subjects the preceding semester if enrolled.
3. He must be a leader willing to assume responsibility, have courage, be willing to work, be well liked by the students, and be one that they think they can cooperate with to the fullest extent.
4. He shall have an understanding of how to preside over meetings.

Section 8. Impeachment: A. Officers can be impeached for:

1. Partaking of intoxicating liquor during term of office.
2. Failure to uphold principles of this constitution.

3. Willfully breaking the bylaws as set forth.
  4. Immoral conduct as proven in cases before the guidance committee.
  5. Quitting school.
  6. Being expelled by the administration.
- B. Officers of the student body can only be impeached by at least a three fourths vote of the entire student body.
- C. Charges for impeachment can only be brought by a majority vote of the judge of impeachment and 9 additional members all selected by lot from the senior high school.  
Officers being impeached may plead their own cases or ask for assistants, as lawyers, to aid in their plea. The above mentioned judge (the principal) shall act as impeachment chairman. It is understood that impeachment charges shall not be brought against any officer unless it can be proven that there is just cause for such procedure.
- D. Representatives on standing committees can only be removed by a vote of the body who elected the representative.
- E. No student may resign from any office if he is elected properly.

Section 9. Duties of the president of the student body shall be :

1. Preside over meetings of the student council.
2. Preside over meetings of the student body.
3. He shall select temporary committees.
4. He shall have a vote only in case of a tie.
5. He shall give advice, when it seems necessary, for the benefit of the school, to students, officers, committees, faculty and administration.
6. He shall act as an coordinator between faculty and students, advising each of the others opinion concerning school matters.
7. He shall act as a host in making welcome any visitor.
8. He shall encourage standing committees to carry out their duties as prescribed in this constitution.
9. He shall call legislative meetings stating the time and place and shall notify students and faculty of the meeting.
10. He shall introduce programs for the student body or provide for such an introduction. If possible he shall have a copy of the program in his hands before the meeting.
11. He shall read and sign the minutes of all the standing committees and of the secretary treasurer of the student body at least once a month.
12. It shall be the privilege of the president to sit in on any committee meetings.
13. He shall represent the school at meetings concerning leadership and education.
14. He shall encourage the student council to meet regularly and shall bring problems concerning the school to its attention.
15. He shall read complaints brought against students to the guidance committee if the case seems to demand such action.
16. He shall attend to student correspondence with other Indian Schools and public schools, shall encourage associations with other schools on other reservations and shall help nominate representatives to school conferences.
17. It shall be one of his principal duties to see that executive officers enforce the student rules.
18. If any student reimbursement is given the work of the president may be considered but this is not compulsory.

- Section 10: Duties of the Vice president shall be:
1. Preside over the council when the president is absent.
  2. Preside over the student body when the president is absent.
  3. Cooperate with the president in all of his duties.
  4. If the president leaves school or is impeached the vice president shall act in his place for the rest of the semester.
- Section 11: Duties of the secretary treasurer shall be:
1. Keep a written record of student body meetings.
  2. Keep a written record of council meetings.
  3. Keep a written account of all funds earned and expended by the student activities and the student council.
- Section 12: Duties of the chairmen of the standing committees shall be:
1. Preside over meetings of their committee.
  2. Represent their committee on the council.
  3. Report the council action to their own organizations.
  4. Act on special assignments made by the president or this constitution

ARTICLE THREE.  
The Guidance Committee.

- Section 1 : A Guidance Committee shall be elected each semester to deal with problems pertaining to guidance and adjustment among the students.  
It shall be composed of six students---one from each grade elected by class vote----and three faculty members-----elected by the principal. Qualifications shall be interest in student government and ability to consider discipline problems as well as interest in personal adjustment. Members can be removed by impeachment for neglect of duty; the class electing the student acting as an impeachment board.
- Section 2 : If possible , the guidance committee shall meet regularly every week during a period planned by the administration or in special meetings called by the principal or by the chairman of the committee during periods when all members can attend. All members must be notified of the meeting if possible and attendance is compulsory, unless satisfactory excuse can be given to the chairman.
- Section 3 : The chairman may be either a student or a faculty member already on the committee and shall be elected by the committee at its first meeting each semester.
- Section 4 : Meetings shall be held in a room selected by the high school principal for that purpose, shall be secret in nature , and the information gathered at the meetings shall be held in strict confidence by all members. (Unless the committee votes otherwise.)
- Section 5. A secretary elected by the committee shall keep a written record of all meetings. This record must be presented and signed by the principal after each meeting., and a copy kept on file in his office. This file shall not be open to the public unless the committee votes otherwise.
- Section 6. A typed copy of decisions concerning discipline must be sent to the student concerned or he may be called in for oral explanation as well. Any student may ask and must receive an interview by the committee.

- Section 7 : At least six members must be present before a case can be heard.
- Section 8 : At least 2/3 of the members must agree before decisions are made.
- Section 9 : Students called before the committee may explain their viewpoints, call in witnesses , etc. The committee reserves the some rights.
- Section 10: After dedisions have been made and the principal has signed the decision, it is the duty of all parties concerned to abide by such decision Any officer at the disposal of the Indian School may be called in to help enforce the decision.
- Section 11: Jurisdiction:
- A. The committee shall have original jurisdiction in all cases specifically mentioned in the constitution and presented by a member of the committee.
  - B. It shall have appellate jurisdiction in all cases pertaining to the constitution and brought to its attention by students not on the committee faculty, parents, administration , or other sources.
  - C. It shall not have any jurisdiction in such cases as :
    1. Crimes committed before the constitution was officially adopted.
    2. Major crimes committed under higher jurisdiction.
    3. Incidents not listed under this constitution.
    4. Incidents that happen in a teacher's class room under teacher supervision, unless the teacher wishes to refer the case to the guidance committee.
  - D. No case can be decided with a punishment prescribed unless there is sufficient evidence of guilt.
- Section 12: The committee shall first act as a grand jury to determine if there is sufficient cause for action and sufficient evidence.
- Steps in such action should be:
1. Case is reported to the committee for consideration.
  2. Committee determines if case concerns constitution or by-law.
  3. Witnesses are interviewed and questioned. Students accused are questioned, may explain conduct, may call in witnesses in their behalf.
  4. Committee discusses case with or without witnesses present and may attempt to straighten out difficulty without punishment.
  5. If student admits guilt punishment may or may not be prescribed at the will of the committee.
  6. If the student does not admit guilt the case can not be decided but the committee must then reorganize as a petit jury.
- Section 13: The committee shall then act as a petit jury --if the student does not admit guilt and there still seems to be sufficient evidence to cause such additional action. Steps taken in such action should be:
1. The principal or some person selected especially for that purpose by the principal should act as chairman. He may question but may not vote.
  2. Witnesses may be called in by the committee and by the accused. They may be questioned and cross examined and speak their mind freely concerning the case.
  3. The former chairman of the guidance committee may act as a prosecuting attorney while the judge gives suggestions and keeps order.
  4. The nine committee members may vote concerning guilt.
  5. A report of the case is typed, signed by the principal and preserved for record purposes.

- Section 14 : The student may appeal his case above the decision of the committee to the principal and in turn to the superintendent, if he is not satisfied, but the word of the superintendent is final in all cases.
- Section 15 : All laws demanding punishments should specifically list at least three different punishments of varying degrees such as advice, caution, suggestion, fine labor, or the removal of privileges. If no punishment is prescribed the committee shall prescribe punishment if it desires but such punishment is not legal unless the copy of the record is signed by the principal.
- Section 16 : A definite police commission may be organized but the plan must be considered and discussed first with the principal.
- Section 17 : It shall be one of the principal duties of the guidance committee to discover conditions among students that might result in a lack of proper adjustment and attitude. In such cases they shall advise, suggest, caution warn, aid, befriend and cooperate.
- Section 18 : The committee may discuss the value of curriculum offerings with the principal and make suggestions concerning the same.
- Section 19 : The committee should give encouragement to discouraged students, campaign for new students, help students low in grade, and help students plan their programs.
- Section 20 : The committee may study the offerings of other Indian schools.

ARTICLE FOUR .  
The Work Detail Committee.

- Section 1 : A Work Detail Committee shall be elected each semester to deal with problems pertaining to student labor. It shall be composed of six students (one from each grade elected by class vote). Qualifications shall be interest in student government and ability to consider work detail programs. Members can be removed by impeachment for neglect of duty; the class electing the student acting as an impeachment board.
- Section 2 : The committee shall meet regularly at least once every two weeks during a period planned by the administration, or in a special meeting called by the faculty advisor. It is suggested that the six members meet with their advisor every other week and that the four members from grades 9,10,11,12 meet every other week with the adult Work Detail Committee and that the administration call this meeting during a period when the four students can attend.
- Section 3 : Duties of the Work Detail Committee:
1. Be it resolved that in the future each and every student remaining at the boarding school shall work a definite number of hours for room and board.
  2. If it is possible and funds are available there shall be a work program with proper compensation for needy students in the form of clothing and other necessary items.
  3. If any additional funds are available it shall be the right of the committee to help decide to whom and how such funds are distributed but it is understood that no funds will be given without effort of work on

the part of the student.

- Section 4 : Additional duties shall be :  
Suggest who shall work, where they shall work, when they shall work, Compensation , changes in work program, penalties for students not reporting for work , cooperation with the faculty work detail committee advisor and the administration in a useful work program.
- Section 5 : The committee shall cooperate and make plans to keep the campus attractive, provide signs for the campus , and promote projects to make our grounds clean and beautiful.

ARTICLE FIVE  
The Home Life Committee.

- Section 1 : A Home Life Committee shall be elected each semester to deal with problems pertaining to dormitory life and student homes on the reservation. It shall be elected in a manner similar to the committees already mentioned and have qualifications and impeachment similar to those mentioned, It shall meet at least once every two weeks at a time prescribed for that purpose.
- Section 2. : The committee shall visit dormitories and suggest ideas and plans whereby students can make their rooms more attractive and homelike
- Section 3 : The committee shall cooperate with dormitory supervisors.
- Section 4. : The committee shall aid the dormitories in providing recreation facilities and rooms, with equipment for recreational purposes, and otherwise aid in making the dormitories as home like as possible.
- Section 5 : It is suggested that dormitories do the following:
1. Provide rules of dormitory conduct.
  2. Organize house committees with officers to cooperate in the running of the dormitory and making and enforcing rules to govern the same.
  3. Provide attractive rooms.
  4. Provide game and reading rooms and help care for equipment of such.
  5. Provide for guest room, plan for regularly supervised hours for the guests during regular evenings, provide for the proper entertainment of guests.
  6. Make possible plans for dormitory recreation and party programs.
  7. Provide for the proper care of equipment, clothing, and materials.
- Section 6 : The committee may help place needy students in proper homes.
- Section 7 : The committee may help obtain clothing for needy students.
- Section 8 : The committee may study home conditions on the reservation and take definite steps to help students in homes that need attention.
- Section 9 : The committee shall plan and supervise regular fire drills at least once a month in cooperation with the administration.
- Section 10 : Aid in makin school rooms and hallways attractive.
- Section 11 : Provide a lost and found department.

ARTICLE SIX  
The Assembly Committee.

- Section 1 : An assembly committee shall be elected each semester to deal with problems pertaining to student programs, plays, and special events. It shall be elected in a manner similar to the committees already mentioned.
- Section 2 : The committee shall provide a definite program of student assembly events for the entire year and post this program list for observation.
- Section 3 : The committee shall notify each organization of its place on the schedule and cooperate with the organization in the presentation of its program.
- Section 4 : The committee shall plan special programs in cooperation with various organizations for such events as Easter, Christmas, Thanksgiving, Valentines Day, Saddy Hawkins Day, Halloween and Special Birthdays.
- Section 5 : The committee shall cooperate in the promotion of class plays with classes and dramatic clubs.
- Section 6 : For regular assembly and student body meetings the committee shall:
1. Prepare a regular seating program.
  2. Prepare the assembly and stage.
  3. Provide ushers and doorkeepers.
  4. Provide cleanup after event.
  5. Attend to lighting, heating, ventilation etc in the auditorium.
- Section 7. : The committee may plan interschool assemblies.

ARTICLE SEVEN.  
The Recreation Committee.

- Section 1. I. A Recreation Committee shall be elected each semester to deal with problems pertaining to student recreation, play, parties and athletic events. It shall be elected in a manner similar to committees already mentioned.
- Section 2 : The committee shall provide a program of student parties, dances, carnivals, and similar events with the consent of the principal.
- Section 3 : It shall cooperate with organizations in promoting and giving such events.
- Section 4 : It shall plan adult and student supervision, places times and cleanups for such events.
- Section 5 : The committee shall cooperate with the athletic coaches and the principal in making programs, posting advertisements, preparing season tickets, ushering and otherwise promoting such events.
- Section 6 : The committee shall aid in selling tickets.
- Section 7. : The committee shall cooperate with the administration and teachers in noon hour supervision and playground supervision.
- Section 8 : They shall cooperate with administration and teachers in a winter sports program.

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ARTICLE EIGHT.  
The Dining Room Committee.

- Section 1 : A dining room committee shall be elected each semester to deal with problems pertaining to the preparation and serving of meals. One member shall be selected from each grade and they shall be students whose duties pertain to the dining hall if possible. They shall meet at least once every two weeks in a time provided for that purpose.
- Section 2 : The committee shall cooperate with the faculty supervisor of the dining hall concerning menu planning , food, and service. They shall give suggestions, inform the supervisor of student attitude and cooperate to the best of their ability in providing the best of accomodations for a good dining hall program.
- Section 3 : They shall formulate rules of conduct for the dining hall.
- Section 4 : They shall help set hours for meals.
- Section 5 : They shall cooperate with and see that others cooperate in : serving, dish washing, cooking, fixing of tables and chairs, cleaning of halls and kitchens , seating plans, decorations, and any other functions pertaining to the efficiency of the building.
- Section 6 : They shall act as a committee representing the students in presenting problems concerning the dining hall to administrators or faculty sponsors.
- Section 7 : They shall cooperate in seeing that guests have proper attention, respect and service.
- Section 8. : Cooperate in the preparation and serving of special meals for special occasions.

ARTICLE NINE.  
The Indian Organizations Committee.

- Section 1 : An Indian Organizations Committee shall be selected each year to cooperate with the National Indian Youth Organization. It shall meet once every other week at a time prescribed for that purpose. Each grade shall elect one member and that member shall be of Indian blood.
- Section 2 : The committee shall form a local chapter for the National Youth Organization and take an active part in its program.
- Section 3 : It shall care for correspondence with other Indian schools in cooperation with the student president.
- Section 4 : It shall direct selection of representatives to such conferences.
- Section 5 : It shall obtain and distribute literature from other Indian Schools and from the National Government.
- Section 6 : It shall cooperate in guiding action concerning the principles implied in the National Indian Youth Constitution in relation to the students on this reservation.
- Section 7. : It shall cooperate with Adult Indian Organizations on this reservation.



ARTICLES AMENDED TO THE STUDENT  
CONSTITUTION.

(Articles I to IV inclusive adopted  
by the students of the Fort Totten  
School on December 19, 1941 and accept-  
ed by the administration as of the  
same date. As a Bill of Rights.)

- I.....A student shall have the right of attending classes wherein he is enrolled. Teachers may dismiss students with adequate reason for one class period without the consent of the Principal or the Guidance Committee. The student has the right of readmittance when his application of admittance is signed by the Principal or the Guidance Committee.
- II.....The students hereafter have the right to assemble in student body meetings, class meetings, council meetings, and standing committee meetings during their specified times.
- III.....The students shall have the right of freedom of press, speech, attendance at religious instruction of his own choice once a week, to petition the administration for suggested changes, school improvement and school policy.
- IV.....If accused of committing a misdemeanor or a crime, a student or a group of students shall have the privilege of having their case tried within the next three school days. They shall have the privilege of a hearing by the guidance committee and may further appeal their case to a select jury of their colleagues and may call in witnesses in their behalf. Corporal and extreme punishments are illegal. No student or students may be punished for crimes committed before the law giving jurisdiction has been passed.

(Signatures)

Secretary  
Olive Grant.

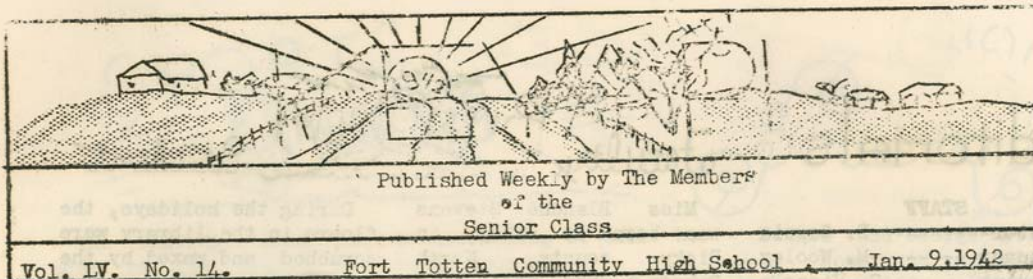
President:  
George E. Longie.

Vice President:  
Claude S. Longie

High School Principal:  
John E. Slaymaker.

Principal:  
L. Eugene Clements.

Superintendent:  
James H. Hyde.



# STUDENTS PASS CONSTITUTION ADMINISTRATION ACCEPT IT

The students of Fort Totten Community High School helped make history when they voted unanimously to adopt a plan for student government. The president of the Student Body, George Longie, called the third special meeting of the entire student group to consider articles dealing with the powers of the student council and duties of the standing committee. The articles completed suggestions presented a week earlier at a similar meeting when the students voted to adopt a legislative plan for making their rules of conduct in cooperation with the administration.

The constitution is a result of almost three months of effort in a project carried on by the "Problems of Democracy" class under the supervision of John Slaymaker, their teacher and advisor. Although all of the members of this class are seniors, the plan was not entirely their own idea. Several times the committee called in the student council, student committee members, and faculty to gather all the information possible. For

several years the school has been developing parts of student government in such steps as class organization, committees, Indian Youth Organization, and Student Council. However the students have never had a plan whereby they could actually help make laws to govern themselves until the present constitution was adopted and accepted by the administration.

The constitution is composed of eleven articles dealing with law making, election of officers, committees and duties. Eight committees including Guidance, Work Detail, Home Life, Assembly, Recreation, Indian Youth Organizations and carry out student participation and direct student body activities. The student body president, George Longie, is the highest student official. He is aided in his work by the vice-president, Claude Longie. Bills are prepared by the Council and presented by any member of the Student Body. Motions passed by the students are presented to the principal. If he accepts them they become student law.

During the student meet-

ings many suggestions and changes were made in the plan as proposed by the document reached the administration. The finished constitution was signed by Mr. Clements and Mr. Hyde just before midnight December 15, on the 150th anniversary of the adoption of the Bill of Rights. In many ways it resembles such an act for it gives privileges to the students to help make their own laws in a most democratic manner. Several people who have visited Fort Totten recently have said that it is a plan which will be very effective if executed properly.

A constitution is only a means to obtain a desirable end. It is not a finished work to be put on a shelf to gather dust. By-laws should be added as students find them desirable and students, faculty and administration can cooperate to see that they function satisfactorily.

100 copies of the Constitution have been sent to Ind. schools and to Wash. D.C. Anyone who is interested in obtaining a copy should notify the Keyapi Staff.

# Lesson 2:

## What is Citizenship? Citizenship Essays

**There are four documents for this lesson.**

**Document One citation:** Citizenship Circular, August 7, 1913, issued by the Office of Indian Affairs, Washington, DC; Student Citizenship Compositions, 1913-1914; Pipestone Indian School, Pipestone, Minnesota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Document Two citation:** Unidentified Citizenship Composition; Student Citizenship Compositions, 1913-1914; Pipestone Indian School, Pipestone, Minnesota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Document Three citation:** Citizenship composition written by Fred Gordon, Grade Three, Red Cliff Day School, Red Cliff Agency, Wisconsin; Student Citizenship Compositions, 1913-1914; Pipestone Indian School, Pipestone, Minnesota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Document Four citation:** Portion of citizenship composition written by Mary Pyaskowit, Grade Five, Keshena Boarding School, Menominee Indian Reservation; Student Citizenship Compositions, 1913-1914; Pipestone Indian School, Pipestone, Minnesota; Records of the Bureau of Indian Affairs (Record Group 75); National Archives at Kansas City, Kansas City, Missouri.

**Background:**

In 1913 the Office of Indian Affairs issued a circular to all of the Public, Mission, and Private Schools that had Native American students attending them, announcing that “citizenship” had been selected as a special subject to be studied during the school year. As a part of the program, a citizenship essay contest was held. The circular provided instructors with a basic outline of study to follow in teaching about citizenship and the rules for the essay contest. This outline can still be used as a framework for your own classroom discussion today.

Ironically many Native Americans were still not considered citizens in 1913. Some Native Americans had received citizenship status through various means, such as marrying white men, serving in the military, receiving allotments, or by special treaties. However, they were not allowed to go through the same naturalization process as other persons, such as foreign immigrants. It would not be until 1924 with the passage of the Indian Citizenship Act that native peoples were given full citizenship status. The text of the 1924 Indian Citizenship reads as follows:

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all noncitizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided, That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property. (43 Stat. 253, ante, 420)*

As with African Americans, Native Americans were subject to the same tactics of poll taxes and literacy tests that kept them from the polls. Over forty years passed before all fifty states allowed Native Americans the right to vote.

Included in this lesson are several essays written by children who attended various Indian schools located in Minnesota and Wisconsin. They are found in records held at the National Archives at Kansas City. Use these essays for the suggested classroom activities outlined below.

### **Suggested Questions and Classroom Activities for Students:**

1. Discuss the topic of citizenship with your students, using the Office of Indian Affairs circular as a guide. Discuss in particular:

What is citizenship?

Who are citizens?

Who are good citizens, or what does it mean to be a “good” citizen?

Name persons who are considered to be good citizens. Why are they so considered?

2. Note the topics listed under section VI—The training and making of good citizens. Write the words listed in this section on a chalkboard or whiteboard in your classroom. Ask students to rate these topics with a 1-5 rating with 1 being least important and 5 being most important in the role of being good citizens. The words are:

Obedience

Cleanliness and neatness

Punctuality

Application, industry, energy

Self-reliance

Regularity

Accuracy

Kindness

Truthfulness

Cleanliness of thought and speech

Courtesy

Honesty

Gratitude

Choice of companions

Temperance

Patriotism

Fair play

Self-control

Perseverance

3. Section VII lists what were considered to be essential qualities of a good citizen in 1913. These include:

Good health

Usefulness

Self-dependence

Moral strength

Religious interest

Happiness

Ask students what they consider to be essential qualities of a good citizen, and write them on the board. How does their list compare to the essential qualities in 1913? Do they agree or disagree with them?

4. Read aloud to students or have the students read the essay that is labeled “Unidentified Citizenship Essay.” What are the key components to citizenship in the view of this particular student? [Answers: obedience, keep clean and neat, punctuality, self-reliance, good health, usefulness, self-dependence, truthfulness, courtesy, honesty, moral strength, happiness] Do the students agree with these components?

This author notes that “citizens are good people.” Ask students if they agree or disagree with that statement.

5. Read aloud to students or have students read the essay written by Fred Gordon. His essay concerns types of behavior associated with good citizenship. Ask students to make a list of the types of behavior that they think a good citizen would possess. How does their list differ from Fred Gordon’s list?

6. Read aloud to students or have the students read the portion of the essay written by Mary Pyaskowit. Her essay focuses on notable people she considers to be good citizens. Have your students heard of all of the people she mentions? If not, where could they go to find more information about them? Ask your students to make a list of five or more individuals they consider to be good citizens and an explanation of why they feel they are good citizens.

7. Following your study of citizenship, have your students write their own citizenship composition.

8. Print out the examination that is used today for persons who are trying to become naturalized citizens. The exam can be found at: <http://www.uscis.gov> Have your students take the exam, and see if they are able to pass the test.

9. Ask students to create a poster for the Constitution Day Poster Contest that is sponsored in part by the National Archives at Kansas City, as a part of the Gov Docs Kids Group. Learn more about the contest at:

<http://govdocs4children.pbworks.com/Celebrate+Constitution+Day+with+us!>

Education-  
Schools  
W W C

DEPARTMENT OF THE INTERIOR

Office of Indian Affairs.

"Citizenship".

Washington. August 7, 1913.

To all Field Officers and Teachers, also Public, Mission and  
Private Schools having Indian Pupils in Attendance:

"Citizenship" has been selected as the special subject to be studied during the school year 1913-14. As usual a composition contest will be held near the end of the year. It is desirable that the prizes be awarded before the pupils leave the schools for their homes in the summer; therefore, the announcement provides that the work be begun much earlier in the school term than in former years.

Announcement and regulations governing the contest:

Subject: "Citizenship."

Outline for Study of Subject:

I. Introductory conversation on citizenship.

What is citizenship?

Who are citizens?

Who are good citizens?

Name persons who are considered good citizens. Why so considered?

II. Necessity for government.

In the home.

In the community.

III. Reasons for the establishment of civil government.

To establish and maintain order, to protect life and property, to educate the children, to build roads and bridges, to provide for the poor, to promote the health of the people, to bring us our mail, and to establish and maintain many other necessary things for the welfare of the people.

IV. The development of local, State and National Government.

V. The maintenance of civil government.

The necessity for laws and how they are made. (In the study of current events place special emphasis on all legislation, local, State, and National, relating to good citizenship. Use a bulletin board in connection with this work).

The necessity for officials and their duties.

The necessity for and methods of taxation. (Emphasize the fact that the benefits of civilization such as schools, good roads, bridges, etc., cost money and are generally paid for by taxation, also that all good citizens share in the expense of maintaining these benefits.)

VI. The training and making of good citizens.

In the home; the first lessons

Obedience.

In the school.

(The following topics are mentioned as especially suitable for study in connection with the subject, Citizenship. It is suggested that they be used at opening exercises and at other convenient times.

- |                                |                       |
|--------------------------------|-----------------------|
| Obedience.                     | Courtesy.             |
| Cleanliness and neatness.      | Honesty.              |
| Punctuality.                   | Gratitude             |
| Application, industry, energy. | Choice of companions. |
| Self-reliance.                 | Temperance            |
| Regularity.                    | Patriotism            |
| Accuracy.                      | Fair play.            |
| Kindness.                      | Self-control.         |
| Truthfulness.                  | Persistence.          |

Cleanliness of thought and speech.

Ethics of Success by Thayer, suggests valuable material on many of the above topics.)

In the community.

VII. Essential qualities of a good citizen.

- Good health.
- Usefulness.
- Self-dependence .
- Moral strength.
- Religious interest.
- Happiness.

VIII. The rights and privileges of a citizen.

IX. The duty of a citizen.

(Apply chapter XIII of Dawes' How We Are Governed to Local Conditions. Give actual demonstrations of the method of nomination and election of officers in your community and State. Emphasize the sacredness of the right to vote.)

X. A few references on citizenship:

Citizenship and the School, Chaps. I and III; J. W. Jenks;	(Publisher). Henry Holt Co.
Good Citizenship, Grover Cleveland.	MacMillan.
Training the Boy, McKiever.	W. M. Welch Co., Chicago.
Citizenship and the Making of a Citizen; W. S. Sheldon,	W. A. Wilde Co. Boston.
The Teaching of Citizenship, E. H. Hughes.	Yale Univ. Press.
American Citizenship, D. J. Brewer.	Ginn & Co.
How We Are Governed, A. J. Dawes.	Silver, Burdette Co.
Ethics of Success, W. M. Thayer.	



Systematic Moral Education, J. K. Clark. A. S. Barnes Co.  
The American Citizen, Charles F. Dole.

This is merely a suggestive outline and teachers should not be limited by it.

Dates to be carefully observed:

Begin the study of the subject on October 1, 1913.

Complete the study of the subject and have all compositions written on or before February 28, 1914.

All compositions must be submitted to the district supervisor not later than March 15, 1914. Papers mailed after that date will not be considered.

The district supervisor shall submit all compositions and other data required of him to the supervisor in charge of Indian schools on or before April 10, 1914.

Contestants: Required of all pupils above second grade in government boarding, day, and contract schools, and invited from Indian pupils in public, mission and private schools.

Time and manner of writing compositions:

Seven and one-half hours on three consecutive days, may be allowed for writing compositions. Pupils will write, with ink, on paper of letter size, on one side only, and their first copy, without corrections by teachers, shall be forwarded. Maximum length of composition shall be 1200 words.

Nothing but the subject and the grade of the pupil should be placed upon the paper.

A margin of about one and one-half inches should be left at the top of each page.

Teachers should use every possible means to get originality of thought and expression. It is well understood that the information secured and recorded will necessarily be largely a result of conversational lessons and of research work, but the final written composition should be as completely as possible the children's own expression of thought, instead of a mere copy of words and phrases which have been memorized. Originality of thought and expression will be liberally rewarded in the grading of compositions.

The name of the school and jurisdiction, name of pupil, age, and grade, should be placed upon a slip of paper, put in an envelope, sealed and firmly fastened to the essay with fasteners (not clips) in such manner as to prevent possible separation of envelope and essay.

Standard of marking papers:

Thought, 75%; English, 20%; Neatness, 5%.

Method of marking and forwarding papers:

Each classroom teacher shall grade and mark all papers on the basis of 100%, noting at the top and on the attached envelope, Teacher's rating \_\_\_\_\_%.

4.

The five papers having the highest ratings from each classroom shall be submitted to the principal or the person in immediate charge of the school, and his rating shall be noted at the top of each paper and on the envelope.

Further instructions will be issued regarding the method of marking and forwarding papers, and the apportionment and awarding of prizes.

CATO SELLS,

Commissioner.

8-MR-2

Teachers Rating 60%

Fourth grade

Sept Rating 60%

### Citizenship

First at home we learn obedience and we learn from those who have charge of us. We must learn to mind our parents. When they tell us to do anything for them we must do it for them; this is called obedience.

Next is we learn to keep clean and neat, not to play with anything that we should not play with.

We should keep away from things.

Punctuality always on time for every thing, when they tell you to get ready you may be on time for, and be always on time for never be late.

Self Reliance. Indians who know more than other tribes like us. We are the best tribes.

Good health to have good health is by not playing or running eating or drinking too much, we must try and keep ourselves well.

So we must try and have good health in that way, and we well all the time.

Usefulness is to be useful and do some

things useful, this is called usefulness.

Then you may be useful.

Self dependence is when you are depending on your self, not to make others work for you but help your self.

This is called self dependence.

Kindness, to be kind to one another, like when they give you anything they would say, you are very kind dear.

Truthfulness, to be truthful tell them the truth when they anything, then we say this truthfulness when you tell the truth  
Citizens are good people.

A citizen a kind of dweller in a city; a native or naturalized inhabitant of a country.

Citizenship a state of being a citizen  
Courtesy to be courtesy to one another and smile at them and be polite to them.

Honesty to be honest and kind, honest to be honest children be honest to your parents and they will be honest to you all the time

//  
= 3 =  
//

Choice of companions is when you get good companions that they be good to you. And they will mind you and be honest to you, you be the same way with them. Treat each other nice.

Choice of companions means friends  
Temperance if you have good temperance or bad temperance would be that you are not kind or honest and thoughtful. But if you got good temperance you are good and honest and thoughtful and do things for them.

You are called a good citizen and an honest one to. This is what this all means. You are called the right kind of citizen when we come to school we learn all about citizens and the rights and duties of them. We learn how we should do our work and do it right and neat.

Moral strength we must have good strength and not be sickly all the time. We try to have good strength.

Happiness to be happy and not sad but be

"  
=4=  
"

happy with somebody.

Try to make them obey and be honest  
and kind and thoughtful.

We must always have good thots.

We must always buy things in order.

Our fathers die on the battlefield to give  
us freedom, and our mothers take charge

if us buy us clean and neat we must  
help them work the old people always need  
some help so we help them.

We are thankful for those who love us.

We must be thankful to them and love  
them.

We always must divide with the poor

We must try and do all we can for  
the poor help them as much as we can.

We must bring them there things what  
they want and bring them there mail.

Fair play play right in fair play and  
not cheat is it not right to cheat in fair play.

or in any other games that are fair.

But play fair all the time then you  
are a good player in fair play.

L. F. Michael

## Citizenship

### Grade III.

A good citizen is one that minds the laws of the state and is polite. He does not get drunk or say any bad words. He is manerly and <sup>polite</sup> to everybody. We must love our country and we must love our flag. When we love our flag we love our country just the same. As soon as we look at our flag it makes us happier every time we look at it because it tells us of our free and happy country. We must speak the truth. If we speak the truth all the time we are learning not to tell lies. When we grow older we will not try to tell lies in the court or

any other place. A citizen  
does not talk mean if he wants  
to be a good citizen. He dresses  
neat and clean. His clothes are  
not ragged and dirty. I want  
to be a good citizen.



Principals Rating  
90%

Teachers Rating 90%

Thought 75  
English 10  
Neatness 5

## Citizenship

Fifth Grade.

Citizenship is a state of being a citizen. Citizens are people who vote and owe allegiance to the flag and to their native country. The natives of Alaska and the natives of the Phillipine Islands are not citizens. Because they do not vote for their country. Some of the people on this reservation and the men that has been in the penitentiary are not citizens. It seems as if a good man is with a bad man, they are both citizens. But one is a good citizen, and the other is not. Some of the people that had done some thing good for other people are, Jane Adams, she is

considered as one of the best women in Chicago. Be cause of the great good that she has done for the people. She has established Hull-house there for the poor. Helen Gould has established the Red-Cross society, and schools and many other things for the poor children so that they can enjoy themselves in all ways. Clara Barton went to take care of the wounded soldiers while they were fighting on both sides, she went under Helen Gould. The soldiers fought in the Civil and Revolutionary wars. Florence Nightingale did the same as Clara Barton. Booker T. Washington established schools for the negroes and told them to learn just as much as

they could and make them selves useful. And he was considered good, because he taught his own people the right way to live. George Washington fought in the Revolutionary war. He risked his own life to save many other lives. Abraham Lincoln freed the negroes from being slaves. These men helped this country, and were loyal to the flag. And they are both loved, be cause of the great, they had done and were good citizens. Henry W. Longfellow was a poet and was a citizen to. Government is necessary in the homes in order that the parents may train their children to be obedient, kind, polite, and to be honest and to know how

## **Standards Correlations**

National and state standards for Iowa, Kansas, Missouri, and Nebraska are included. We have selected those standards that are the most applicable to these lessons. Others may also apply.

### **National Standards for U. S. History**

Era 3: Revolution and the New Nation (1754 – 1820s)

Standard 3: The institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U. S. Constitution and the Bill of Rights.

Standards 3A, 3B, 3C, 3D.

### **National Standards for Civics and Government**

I. c. What are the nature and purposes of Constitutions?

II. a. What is the American idea of constitutional government?

**Iowa Core Curriculum, K-12 Social Studies**  
Political Science/Civic Literacy

**Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

The U.S. Constitution defines the rights of citizens. Civic action is the responsibility of all. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:

- Identify examples of citizens' rights and responsibilities.
- Examine social contexts and identifies appropriate and effective civic action.
- Define and provide examples of civic virtues.
- Participate in civic life in ways appropriate for young people at local, state, national and global levels.

**Essential Concept and/or Skill:** *Understand the role of the United States in current world affairs.*

The United States' role in world affairs is complex and impacted by historical, economic, political, and social factors. Studying the interactions of the United States with other nations and international and nongovernmental organizations aids in understanding world affairs. Including but not limited to:

- Describe and evaluate the United State's role in helping to solve geopolitical problems in various regions of the world.
- Describe and evaluate the roles of international organizations and how those organizations represent member nations' views and affect the views and policies of members and nonmembers.
- Survey how international agreements affect current United States policies and how they might affect future policies.
- Examine and evaluate how international economic agreements affect relations between nations in economic and noneconomic areas.

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.*

The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of the government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:

- Describe the origins and explore the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law at local, state, national and global levels.
- Know the role the U.S. Constitution plays in governance of the United States and stay informed about how it impacts day-to-day life.
- Know the basic purposes of government in the United States and demonstrate the rights and obligations of citizenship for young people at a local, state, national and global level.

Are informed about and explore life in a democracy compared with life under other forms of government

### **Middle (6 – 8) Details and Example**

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

Civic action is the responsibility of all. This responsibility permeates citizens at every age with appropriate levels of responsibility placed upon them. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:

- Establish a link between enumerated constitutional rights and civic responsibilities at local, state, national and global levels.
- Establish a pathway for political action on an issue of personal importance.

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the principles of democracy.*

The opening statement of the United States Constitution, “We the people,” embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of our government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others’ rights. Including but not limited to:

- Compare the purposes of the Declaration of Independence with the purposes of the Constitution and understands how civic actions exemplify ideas imbedded in each document.
- Analyze founding documents of other nations to determine the principles in those systems.
- Identify similarities and differences between the founding documents of other nations and the founding documents of the United States.

**Essential Concept and/or Skill:** *Understand the similarities and differences among the complex levels of local, state and national government.*

The American government is a complex institution, organized at the local, state and national levels. Each level of government has inherent, implied and expressed powers that are used to define their roles. However, the ultimate power resides with the people through Constitutional authority. Including but not limited to:

- Explore how citizens participate in each level of government as young people and as adults.
- Examine candidates’ promises and how they align with the offices they seek.

### **High School (9 – 12) Details and Example**

**Essential Concept and/or Skill:** *Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.*

Civic action is the responsibility of all. This responsibility permeates citizens at every age with appropriate levels of responsibility placed upon them. From childhood through adulthood, this responsibility is a realized choice based on experiences with other citizens which shape personal beliefs. Including but not limited to:

- Understand and can name civic responsibilities.
- Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- Examine social contexts and are able to identify appropriate and effective civic action.
- Understand the Bill of Rights and can create contexts to appropriately use each of the rights identified in the Bill of Rights.

**Essential Concept and/or Skill:** *Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.*

The opening statement of the United States Constitution, "We the people," embodies the enduring values and principles of democracy on which our republic was established. This statement puts the citizen at the forefront of our government which honors individual rights and responsibilities, appropriate ways to exercise those rights and respect for others' rights. Including but not limited to:

- Describe the origins and evaluates the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law at local, state, national and global levels.
- Know the role the U.S. Constitution plays in governance of the United States and stays informed about how it impacts day-to-day life.

**Essential Concept and/or Skill:** *Understand how various political systems throughout the world define the rights and responsibilities of the individual.*

Governments exist throughout the world to organize humans and human behavior. These governments view and treat members of society in various ways by protecting and/or restricting individual rights. The relationship between government and the individual is based on rights designated in statutes or deemed inherent. Including but not limited to:

- Assess how the individual citizen is treated differently dependent upon the type of government under which he or she lives and how citizens participate in civic life under various governments.
- Survey the specific protection of civil liberties in various governments and evaluate how they influence the government's treatment of its citizens.
- Analyze the roles of international institutions and how they protect or limit civil liberties in a nation.
- Analyze how governments' taxing policies organize individuals into economic groups with inferred rights and responsibilities.
- Evaluate how a free media and press may affect how a government interacts with its citizens.

## **Kansas Standards for History and Government**

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, and High School

Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.

Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.



## Missouri Social Studies Grade Level Expectations

### Principles of Constitutional Democracy (K-8)

1. Knowledge and principles expressed in documents shaping constitutional democracy in the United States.
  - A. Principles of constitutional democracy in the United States
    - Grade 6 – Identify important principles in the Bill of Rights
    - Grade 6 – Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy
    - Grade 7 – Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy
  - B. Role of citizens and governments in carrying out constitutional principles
    - Grade 1 – List the rights and responsibilities of citizens
    - Grade 2 – Explain the rights of citizens
    - Grade 3 – Discuss and apply responsibilities of citizens
    - Grade 4 – Identify rights included in the Bill of Rights
  - C. Understanding the main purposes of United States documents
    - Grade 4 – Explain the major purpose of the Constitution and the Bill of Rights

### Principles of Constitutional Democracy (9-12)

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States.
  - A. Principles of constitutional democracy in the United States
    1. U.S. History (Assess the changing roles of the government in terms of checks and balances, separation of powers, and federalism)
    2. Government (Determine the civic responsibilities of individual citizens)
  - B. Role of citizens and governments in carrying out constitutional principles
    1. Government (Explain the relevance and connection of constitutional principles in the following documents: U.S. Constitution)

## **Nebraska Social Studies and History Standards**

Fourth Grade -- 4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Fifth Grade -- 5.3.2 By the end of fifth grade, students will summarize the rights and responsibilities of United States citizens.

Eighth Grade -- 8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Twelfth Grade --12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

**More Resources for Teachers and Students for  
Constitution Day  
from the  
National Archives and Records Administration**

**View the following helpful links on our website:**

**Main Website**

<http://www.archives.gov/>

**A Constitution Day Workshop**

<http://www.archives.gov/education/lessons/constitution-workshop/index.html>

**Observing Constitution Day in the Classroom**

<http://www.archives.gov/education/lessons/constitution-workshop/index.html>

**View the Constitution and Learn About Its Origins**

<http://www.archives.gov/national-archives-experience/charters/constitution.html>