

DOCUMENT RESUME

ED 460 880

SO 026 217

TITLE Being an American: Citizenship and the Constitution Today. A Discussion Program. Abridged Unit 4. The Constitution: Let's Talk about It.

INSTITUTION Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE 1991-00-00

NOTE 27p.; Produced under contract to DUAL & Associates, Inc., Arlington, VA. Contributors include: Center for Applied Linguistics, Corporate Response Group, American Bar Association, American Association of Adult and Continuing Education, and the National Council on the Aging, Inc.

PUB TYPE Guides - Classroom - Learner (051)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Civics; Community Responsibility; *Democratic Values; Elementary Education; Instructional Materials; *Law Related Education; Public Service; Social Responsibility; *Social Studies

IDENTIFIERS *United States Constitution

ABSTRACT

This unit examines the responsibilities of being a U.S. citizen. It surveys the need for the participation of all citizens in the governing of the United States. Lessons explain that while the United States Constitution does not require the people of the United States to be good citizens, citizens need to work hard in order to stay free. The unit argues that, for U.S. citizens, the idea of freedom necessitates: voting for the candidates they support; serving on juries; opposing unfair public policies; and advocating policies they believe are good for the country. The unit teaches students that citizens also should participate in private service. Suggestions for active private service include: helping neighbors; volunteering time, money, and energy to help the country; and knowing about events in the community and the nation. The unit contains an introduction and four sections focusing on the following topics: (1) "You Can Fight City Hall"; (2) "Sharing Equally the Blessing of Liberty"; (3) "Can We Be Required To Be Good Citizens?"; and (4) "I'd Rather Do It Myself." Each of the five sections contains vocabulary lists, questions to think about, and questions for discussion. (LH)

THE CONSTITUTION...

The words we live by

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, 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.

Article I.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors in that State.



**Being An American:
Citizenship and the Constitution Today**
A Discussion Program
Abridged Unit Four

BEST COPY AVAILABLE

0026217

ACKNOWLEDGEMENTS

These materials were produced by the Commission on the Bicentennial of the U.S. Constitution under contract to DUAL & Associates Inc., Arlington, Virginia. The following organizations have contributed to the development of this text:

Center for Applied Linguistics
Corporate Response Group
American Bar Association

**American Association of Adult
and Continuing Education**
**The National Council
On the Aging, Inc.**

STEERING COMMITTEE MEMBERS:

Herman Belz
University of Maryland

A.E. Howard
University of Virginia

Leonard P. Oliver
Oliver Associates

Judith Koloski
American Association of Adult &
Continuing Education

Howard Sahn
American Association of Adult &
Continuing Education

Robert Arter, Lt. General
U.S. Army (Ret.)

J.F. Gollattscheck
American Association of
Community & Junior Colleges

Terry J. Wells
Consultant

Nancy Peavy
National Council On the Aging, Inc.

Norma Tucker
Dundalk Community College

JoAnn Crandall
Center for Applied Linguistics

Allene Grognet
Center for Applied Linguistics

Sylvia G. McCollum
U.S. Department of Justice
Federal Bureau of Prisons

Carroll Towey
Division of Adult Education & Literacy
U.S. Department of Education

Elaine Shelton
American Association of Adult &
Continuing Education

TECHNICAL STAFF:

William Kelley, DUAL & Assoc.
Project Director

Robert S. Peck, American Bar Association
Co-Program Manager

Howard Harris, Corporate Response Group
Co-Program Manager

Sharon P. Dawson, DUAL & Assoc.
Editorial & Production

Nancy Goudreau
American Association of Adult &
Continuing Education

Stephen Thurston
Writer

Richard Long
American Association of Adult &
Continuing Education

Sylvia Riggs Liroff
National Council On the Aging, Inc.

Deborah Short
Center for Applied Linguistics

Miriam Burt
Center for Applied Linguistics

Anita Congress
Writer

The Commission on the Bicentennial of the U.S. Constitution wishes to express appreciation to Bernard Murchland and Isidore Starr for their advice and contributions. Commission staff on this project were: Herbert Atherton, J. Jackson Barlow, Virginia DeRoze, Valdenia Simmons, Max Andrews, Pattie Andrews, and Frank Bowen.

THE CONSTITUTION: Let's Talk About It

Abridged Unit 4

Being An American: Citizenship and the Constitution Today



**THE COMMISSION ON THE BICENTENNIAL
OF THE UNITED STATES CONSTITUTION**

**808 17th Street, N.W.
Suite 800
Washington, D.C. 20006
(202) USA-1787**

PREFACE

As Americans, we define ourselves by our two most important documents, the *Declaration of Independence* and the *Constitution of the United States*. These documents describe what it means to be an American. Together, these documents speak about our *rights* and *responsibilities* as Americans.

Each American can share these documents. We are a country of people who have come from many different cultures and from many different countries. We, or our parents or grandparents, speak and have spoken many different languages. We follow many different religions. These documents tell us who we are and what it means to be an American.

Chief Justice Warren E. Burger said that the Declaration of Independence was the *promise* given to future Americans by our Founding Fathers; the Constitution was the *fulfillment* of that promise.

This unit looks at *citizenship*. It examines the need for the *participation* of all citizens in the governing of the United States. All American citizens need to keep their rights and privileges safe by performing their duties and responsibilities to their country. This unit should help students think and talk about their role as citizens of the United States and of the world.

INTRODUCTION

Theme

The American tradition is government *of, by, and for* the people. This gives the American citizen the opportunity to enjoy a great amount of freedom. But, it also places a great amount of responsibility on the citizen. This unit will talk about the responsibilities of being an American citizen.

Vocabulary

to advocate - to speak in favor of, or for something, to support.

opportunity - a favorable or good possibility, a chance (to do or be something).

quality - something typical of a person or persons, a characteristic.

to volunteer - to offer services or help for free, without payment.

Think About

- *Are American citizens required to vote in national elections?*
- *What responsibilities does an American citizen have?*

The Idea of Freedom

Americans come from many different countries. The quality that makes a person an American is not his or her nationality. A religious leader from the 19th century gave a name to this quality that Americans have. He called it *"the idea of freedom."*



America has attracted immigrants from many countries for centuries. The nationality of a person does not make him or her an American. To be an American means to support a democracy-- a government of, by and for all the people.

The idea of freedom means that the American citizen must work hard to stay free. Citizens must support a democracy--a government *of, by, and for* all the people. The idea of freedom means people should do the following as public service:

- Vote for the candidates they support,
- Serve on juries or in community groups,
- Oppose unfair public policies, and
- Advocate policies they believe are good for the country.

Citizens should also participate in private service. They can do the following:

- Help their neighbors,
- Volunteer time, money, and energy to help the country, and
- Know about events in the community and the nation.

When John F. Kennedy became President in January 1961, he said in his inaugural speech:

*"Ask not what your country can do for you,
ask what you can do for your country."*

It is necessary that all Americans participate in the self-government of the United States. This is the only way we can be certain that we will keep the country free.

This unit will discuss four topics on the subject of citizenship. These topics are:

1. You Can Fight City Hall,
2. Sharing Equally the Blessings of Liberty,
3. Can We Be Required to be Good Citizens?, and
4. I'd Rather Do it Myself.

1 YOU CAN FIGHT CITY HALL

Topic Theme

When the government acts or makes laws and policies that people think are unfair, it is the responsibility of the people to inform the government. When it is a city policy, people must write to their city council members and to the mayor. When it is a state policy, people must write to their state legislators and to the governor. When it is a federal policy, people must write to their representatives in Congress and to the President. It is possible to change a decision by the government.

Vocabulary

granite - a hard rock; it is often used for building roads.

geological survey - a record of the composition of the land.

legislator - a person who is elected by the people to make laws.

nuclear reactor - a large machine used to produce atomic energy.

nuclear waste - the dangerous material that remains after atomic energy is used to create electricity.

nuclear waste dump site - the place where the nuclear waste is stored.

radioactive material - a dangerous, harmful substance. One type is used to make nuclear energy. Another type is a result of making nuclear energy.

site - a place or location.

Think About

- *Do you think the world should use nuclear energy? Why, or why not?*
- *Sometimes two rights conflict. For example, cities have the right to burn trash, but people have the right to clean air. How can we decide which right is more important?*

You Can Fight City Hall

In 1982 Congress passed a law. It said the U.S. Department of Energy had to choose sites to store nuclear waste. The waste was very radioactive.

Some parts of the state of New Hampshire have a lot of granite. Radioactive waste can be stored in granite. For this reason, the government chose a rural town in New Hampshire as a possible nuclear waste dump site. This town was Hillsborough.

The people of Hillsborough did not want their town to have a nuclear waste dump. People began talking to one another. They planned a community meeting. At the meeting the people decided:

- To write to their Congressional Representatives and Senators to protest this decision,
- To write to the governor and the state legislators to ask for help,
- To make a geological survey (The purpose of this survey was to prove that the land in Hillsborough was not suitable for a waste dump site), and
- To drive more than 300 tractor-trailer trucks to Concord, the state capital of New Hampshire.

The people did all of this to show their opposition to the dump.



One of the most important ways of changing governmental policies is through communicating directly with your elected officials. Writing to your senator, congressman, state legislator, city council member, president, mayor, or governor, is a first step in the process.

Meeting with Government Officials

Department of Energy officials met in New Hampshire to obtain the people's opinions about this dump site. The citizens of Hillsborough went to this meeting. Two things happened that changed the government's decision:

- The geological survey showed that the granite in Hillsborough was not suitable for a dump site.
- The Congressmen from New Hampshire put pressure on the Department of Energy not to build the dump site there.

In the end, the Department of Energy decided not to put the dump site in Hillsborough.

For Discussion

- *In what ways can you inform your elected representatives about your position on issues?*

Conclusion

When the citizens of Hillsborough, New Hampshire, organized themselves they were able to change the government's policy. They used only legal means. They used only constitutional means. They were successful.

2 SHARING EQUALLY THE BLESSINGS OF LIBERTY

Topic Theme

When citizens work together, they can stop the government from doing things that they do not believe are good for them. The people of Hillsborough proved this. The people of the United States must work together. The story of the Voting Rights Act of 1965 is another example of the strength of the people. People can work together to make changes through the system.

Vocabulary

to assemble - to gather or collect together; people assemble together for a march or a demonstration.

ballot form - a sheet of paper with the names of the candidates for the election listed; it is used to make a secret vote.

to demonstrate - to participate in a public show of opinions or feelings.

election district - a section of a city, county, or state that is officially divided for the election of candidates from that area.

to guarantee - to promise.

march - a demonstration where people walk together from one place to another to show their feelings about an issue; a parade.

tear gas - a chemical gas that the police use in demonstrations. This gas causes temporary blindness.

Think About

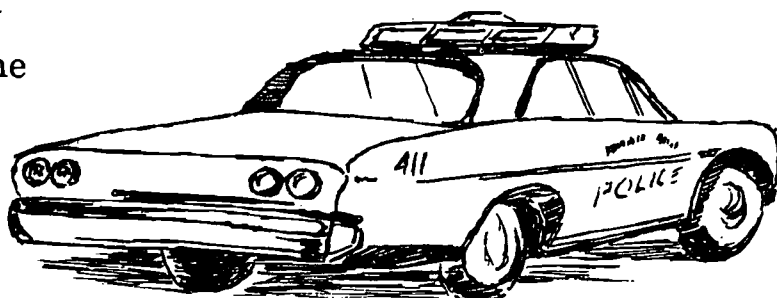
- *Do all citizens of the United States have the same rights today?*
- *Why was it necessary for Dr. Martin Luther King, Jr. to lead a famous march in 1965?*
- *Do you think that most American citizens vote in local, state, and federal elections? Why, or why not?*

To Make Our World a Better Place



On March 6, 1965, Dr. Martin Luther King, Jr. led 500 African-Americans on a march in Alabama from Selma to Montgomery, the state capital. These citizens were marching to demonstrate the need for a new voting rights law. They wanted a law that would let them use their constitutional right to vote.

On this date, the state police of Alabama stopped Dr. King and the other marchers. The next time, Dr. King and 2,000 marchers set out to reach Montgomery.



The police attacked the marchers with tear gas and heavy sticks.

Many of the marchers were hurt.

President Lyndon Johnson saw this attack on television.

Dr. Martin Luther King, Jr., led a march to protest discrimination. Although the marchers were attacked and injured, they eventually won their constitutional rights.

President Johnson went to Congress and told the Senators and Representatives that the marchers were right. Because they were Americans, they had the same rights as other white Americans. Alabama and other states were wrong when they made laws to keep African-Americans from voting.

The President then sent Congress a bill to guarantee the rights of blacks to vote.



Next, the President sent 4,000 Army troops to Alabama, and he ordered the Alabama National Guard to protect the Selma marchers. When the marchers reached Montgomery, they had 40,000 participants!

Congress passed President Johnson's bill, the Voting Rights Act of 1965. President Johnson signed the bill, and it became a law.

The 15th Amendment

This Voting Rights Act of 1965 was not the first law about voting in the United States. Our Constitution has several amendments about voting rights. The first important amendment for voting rights was the **15th Amendment**.

In 1870, Congress passed the **15th Amendment**. This amendment gave all male citizens the right to vote. The race, color, or status of the citizen made no difference. Every male citizen had the right to vote.

Still, how did some states keep the African-Americans from voting?

- They changed the boundaries of election districts. In this way, African-Americans could not have a majority vote in any district.
- They changed the ballot form. Many African-Americans could not understand this new ballot form so they could not vote.
- They changed rules that defined the qualifications for candidates. After this, African-Americans could not run for office.

Other Amendments About Voting

In addition to the **15th Amendment**, there are four other voting rights amendments to the Constitution.

— **The 17th Amendment (1913):**

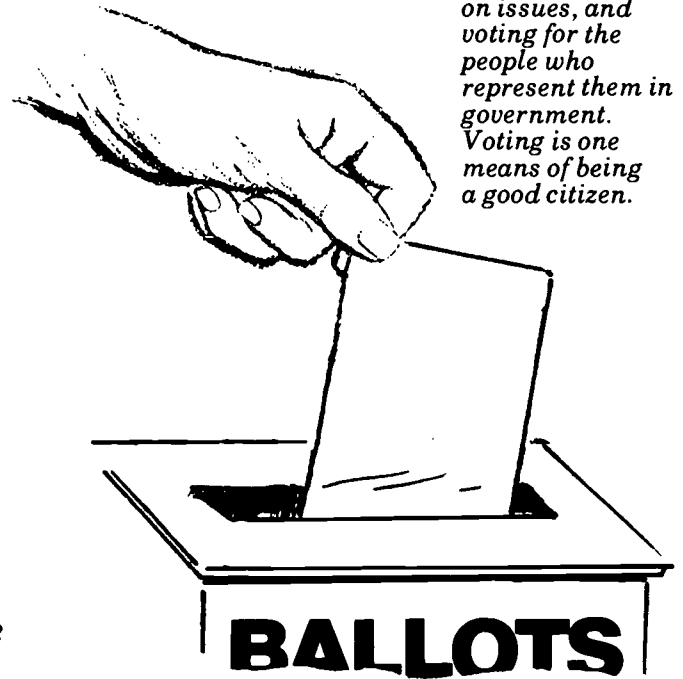
This amendment said senators would be elected by popular vote.

— **The 19th Amendment (1920):**

This amendment gave women the right to vote in national elections.

— **The 23rd Amendment (1961):** *This amendment gave people who live in the District of Columbia the right to vote.*

— **The 26th Amendment (1971):** *This amendment gave people who are 18 years old or older the right to vote.*



One means by which Americans express their will is through voting on issues, and voting for the people who represent them in government. Voting is one means of being a good citizen.

Some Citizens Do Not Vote

Today, only half of the people who can vote, do vote. Why is this? There are many possible reasons:

— People are satisfied with the way things are. They do not feel that they need to vote.

— People are not satisfied at all, but they think they cannot do anything to change the government.

- People do not feel connected to any community because they move frequently. Because of this, they do not feel it is necessary to participate in the community.
 - Television brings the news quickly and directly to people's homes. Many Americans feel isolated from their community. Community involvement has become less important to citizens.
-

For Discussion

- *If you are from another country, do most of the people in your country vote in elections? Why, or why not?*
- *Why do you think that the majority of Americans do not vote?*

Conclusion

The important point to remember is that in a democracy it is not the majority who rule. It is the majority of those *who vote* and *who participate in the government* who rule.

3 CAN WE BE REQUIRED TO BE GOOD CITIZENS?

Topic Theme

The United States Constitution does not require its citizens to vote. Nothing requires the people of the United States to be good citizens. If we do not want to participate in governing our communities, our states, and our country, we will be the losers. Our government will not represent us; it will only represent the people who participate in the government.

Vocabulary

conscience - a sense inside of a person that tells him/her what is right and what is wrong.

to expel - to dismiss someone officially from school or an organization.

loyalty - the quality of being true to a friend, or a country, or an organization.

patriotism - the quality of being proud of one's country and loyal to it.

to salute - to greet or show honor to someone or something, either with words or with hand signals.

subversive - ideas or actions that might cause the destruction of the government.

Think About

- *How could the government encourage more people to vote?*
- *Do you think it is more important for people to do what their religion says to do, or to do what the government says to do?*
- *Can you think of a situation in which a person's religion might say the opposite of the government?*

Can We Be Required to Be Good Citizens?

In the past there have been times when citizens have had to take loyalty tests. This has usually happened during wars or during times of crisis. In the 1950s, many Americans were worried about the spread of international communism. Some Americans feared communists were working in the government. At that time, people who belonged to communist organizations or spent a lot of time with members of these organizations were not always able to get certain jobs. The government was trying to balance national security against individual rights.

The 1st Amendment Protects Our Rights

The **1st Amendment** continues to protect the rights of people in the United States.

For example, in 1967, the Supreme Court said that a public employee could not be fired for not being loyal to the government unless he or she is an active member of a subversive organization. This person must know that the organization he or she belongs to is subversive.

Another example from recent history involves the American flag. The flag is the most respected and honored symbol of the United States, but it is not possible to require that all Americans salute the flag.



People cannot be forced to take actions which violate their religious beliefs. Even saluting the American flag is against some religions. The Bill of Rights protects the freedom of religion as one of our most precious rights.

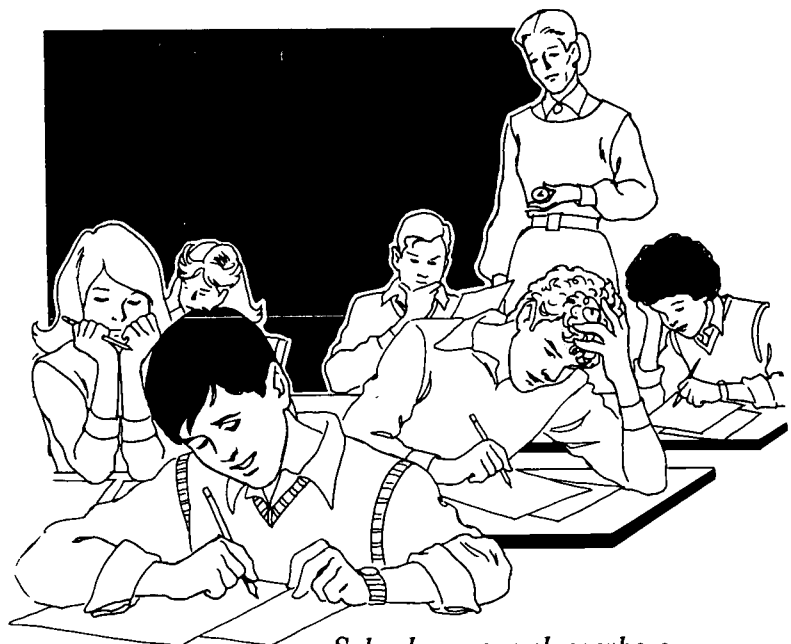
In 1935, three students in Minersville, Pennsylvania, were expelled because they refused to salute the flag at school. They were Jehovah's Witnesses. They said it was against their religion to salute the flag. The Supreme Court did not agree. It said that their religion did not allow them to avoid their "political responsibilities," and they had to salute the flag.

Three years later there was another case before the Supreme Court concerning Jehovah's Witness' children from West Virginia. Two new justices were on the Supreme Court. This time the Supreme Court said that the children could not be forced to salute the flag. This court also reversed the decision of the children in Pennsylvania. The court said that *personal conscience* was more important than the responsibilities of a good citizen.

Learning to be a Good Citizen

Where can Americans learn about their rights and responsibilities as good citizens? In the past few decades, fewer and fewer citizens have voted or participated in civic activities.

In the past, American schools were very involved in teaching about civic participation.



Schools are one place where Americans can learn about their rights and responsibilities, and what it means to be a good citizen.

But, in later decades, civic responsibility was not emphasized very much. Schools today need to teach more about civic responsibility through an emphasis on history, government, and geography.

For Discussion

— *In 1989 and 1990, the Supreme Court said that a citizen has a right to burn the flag of the United States. The Court said that this conduct is protected by the 1st Amendment. What is your opinion of this decision?*

Conclusion

Civic responsibility is not the same thing as patriotism. Civic responsibility is the understanding and participation of all citizens in the public affairs of the nation. Schools must emphasize civic knowledge in their classes. Other community organizations and groups must also work to emphasize civic responsibility as the most important duty of the American citizen.

4 I'D RATHER DO IT MYSELF

Topic Theme

Americans have worked as volunteers for years. In the 1830s, a French writer named Alexis de Tocqueville explained what an American citizen did if he wanted to change something, or if there was a problem in the local community. Tocqueville said that the American citizen talked to his neighbor, they formed a committee, and then the committee worked on the problem. Tocqueville said:

"...the health of a democratic society may be measured by the quality of functions performed by private citizens."

Vocabulary

to donate - to give something to someone or to some organization for a good purpose.

to recycle - to save and re-use materials such as cans, bottles, and newspapers.

wilderness - a large area of land with little or no sign of human life.

wildlife - animals and plants that live and grow in the wilderness.

Think About

— *What kinds of activities do volunteers do in America?*

— *Do you think it is good to volunteer in the community? Why, or why not?*

I'd Rather Do It Myself

Citizens do a lot of good things. They often do these things without the help of the government. Some of the citizens who have done good things for the country are:



We Be People

— William Rutherford. When he was 73 years old, Mr. Rutherford was worried that the United States was losing its wilderness. He and other citizens of northern Illinois worked to establish a wildlife park. Private citizens and private organizations donated money for the park.

Americans do not look to their government to do everything. Many private citizens would prefer to undertake activities without the help of government. They feel that they can do it better and cheaper than the government can.

— Richard McDonough. Mr. McDonough started a program called *Hotels/Motels in Partnership*. This program arranges for free rooms in hotels and motels for people who need help. It helps homeless people and victims of fires, hurricanes, and other disasters.

— Helen Palit. Ms. Palit is the Executive Director of *City Harvest*, an organization in New York. It collects extra food from markets, restaurants, stores, and offices. It distributes this food to soup

kitchens and shelters in New York. Private citizens and organizations pay for the program.

- Shalid Watson. Mr. Watson is from New Jersey. He started the *Grassroots Movement*. This organization fights against drug dealers. Citizens work in their own neighborhoods to fight against drugs.

- Edward Castor. Mr. Castor taught himself to read when he was 40 years old. He now travels in his state of Indiana giving speeches on literacy. He is also a volunteer who teaches other adults how to read.

- Carolyn Jackson. Ms. Jackson started a program that uses horseback riding to help children with muscle problems. In Delaware, Ms. Jackson donates her own time to supervise 20 people who volunteer in this program.

- Aja Henderson. Ms. Henderson is only 15 years old. She started a library in her home in Louisiana. The purpose of her library is to let more children read books. Her library is open all year long.

For Discussion

- *What kinds of activities should people do as volunteers?*
- *What kinds of activities require the help of the government?*

Conclusion

Many people in the United States do volunteer work to help the community. These volunteers do a lot of good. As President George Bush said in June 1989:

"There is no problem in America that is not being solved somewhere...You each have a gift that America needs, and I'm asking you to give that gift now."

UNIT CONCLUSION

Harry Truman was President from 1945 to 1953. Just before he left office, a newspaper reporter asked him what he was planning to do, now that he was leaving the highest office in the country. President Truman told the reporter that he was *not leaving* the highest office in the country. He said he was *going to* be working at the highest office in the country. He was going to be a citizen.

The highest office in the United States *is* the office of citizen. Our government depends on citizens:

- To vote,
- To know about national issues by reading the newspaper and watching the news, and
- To participate in the community by volunteering and working within the system to correct problems.

How, then, can you be a good citizen? Follow three basic steps:

- First, learn about the nation's guiding principles and values.
- Next, share this knowledge with others.
- Finally, actively participate in the life of your community, your state, and your country.

Remember that citizenship is not a sport for people to watch, but a sport in which everyone participates on the team. When you perform your *responsibilities* as citizens of the United States, you are making sure that you will always have your *rights* as citizens of the United States.

HISTORICALLY IMPORTANT DATES

1215	Magna Carta	1796	John Adams elected president
1258	Establishment of English Parliament	1800	Thomas Jefferson elected president
1607	First English settlement in America (Jamestown)	1803	<i>Marbury v. Madison</i>
1619	First colonial legislative assembly (Williamsburg)	1820	Missouri Compromise
1620	Pilgrims settle at Plymouth	1846-48	War with Mexico
1628	English Petition of Right	1848	First women's rights convention
1649	Execution of King Charles I	1857	<i>Dred Scott v. Sanford</i>
1653-60	Protectorate rules England	1860	Abraham Lincoln elected president
1660	English monarchy restored	1861-65	Civil War
1688-89	Glorious Revolution and Revolution Settlement	1863	Lincoln issues <i>Emancipation Proclamation</i> ; <i>Prize Cases</i>
1689	English Bill of Rights; English Toleration Act	1865	Ratification of 13th Amendment
1754-63	French-Indian War	1868	Ratification of 14th Amendment
1765	Stamp Act and Quartering Act	1870	Ratification of 15th Amendment
1770	Boston Massacre	1890	National American Woman Suffrage Association
1773	Tea Act and Boston Tea Party	1896	<i>Plessy v. Ferguson</i>
1774	Intolerable Acts; First Continental Congress	1917	U.S. enters World War I
1775	Battles of Lexington and Concord; Second Continental Congress	1920	Ratification of 19th Amendment
1776	Declaration of Independence	1929	Stock Market crash
1780	Massachusetts state constitution	1932	Franklin D. Roosevelt elected president
1781	Ratification of the Articles of Confederation	1941-45	World War II
1786	Annapolis Convention	1954	<i>Brown v. Board of Education</i>
1787	Philadelphia Convention	1964	Civil Rights Act; Ratification of 24th Amendment
1787-88	Publication of <i>The Federalist</i>	1965	Voting Rights Act
1788	Ratification of Constitution	1968	Equal Employment Opportunities Act
1789	First Congress; George Washington elected president; Judiciary Act	1971	Ratification of the 26th Amendment
1791	Ratification of the Bill of Rights	1972	<i>Wisconsin v. Yoder</i>
		1973	War Powers Act

THE COMMISSION ON THE BICENTENNIAL
OF THE UNITED STATES CONSTITUTION

808 Seventeenth Street, NW, Washington, DC 20006 (202) USA-1787

Warren E. Burger
Chairman

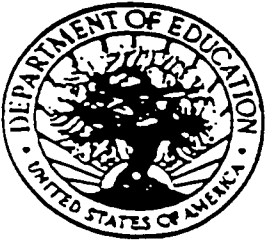
Frederick K. Biebel
Lindy Boggs
Herbert Brownell
Lynne V. Cheney
Philip M. Crane
Dennis DeConcini
William J. Green
Mark O. Hatfield
Edward Victor Hill
Damon J. Keith
Cornelia G. Kennedy
Edward M. Kennedy

Harry McKinley Lightsey, Jr.
Betty Southard Murphy
Thomas H. O'Connor
Phyllis Schlafly
Bernard H. Siegan
Obert C. Tanner
Strom Thurmond
Ronald H. Walker
Charles E. Wiggins
Charles Alan Wright
Herbert M. Atherton,
Staff Director



The Commission on the Bicentennial of the United States Constitution offers programs and publications about the Constitution reaching every educational age group. Copies of the Commission's pocket-size edition of the Constitution, which includes a special index, are available upon request.

The Bicentennial has focused on the following themes: drafting and signing of the Constitution (1987); ratification of the Constitution (1988); establishment of the Executive and Legislative branches of government (1989); establishment of the Judiciary (1990); the "Bill of Rights and Beyond" (1991).



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").