



Principles of the Constitution through Time Limited Government



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

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

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

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

Teaching Strategy:

1. Explain to students that they will be reviewing “Limited Government” one of the principles of the Constitution and that they will be watching a short video to remind them of the concept followed by analyzing the concept in history.
2. Provide each student with a vocabulary graphic organizer, and explain that as they watch the following video, that they need to be prepared to define the principle, provide a definition, and an example.
3. Have students watch the video on Limited Government at the following link:
<http://www.texaslre.org/liamlearns/>
4. When students have finished watching the video, give them time to complete their graphic organizer and check for student understanding by having students share their learning.
5. Once students have an understanding of the term, provide them with the appropriate document for their grade level and have them analyze using the questions provided.

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

Each grade level is hyperlinked to a Google Document. Suggested Units to use documents:

1. [Texas History](#) – School Finance
2. [8th Grade US History](#)- Civil War
3. [US History 1877 to present](#) – Unit following World War II
4. [Government](#) – Civil Rights and Liberties Unit

Document Analysis Suggested Answers

Below you will find suggested answers for each of the documents. Each bullet represents the questions asked on the documents.

7th Grade

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

8th Grade

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

US History 1877 to Present

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

Government

- The Miranda warning limits the power of officers of the government by requiring them to inform individuals of their rights. By requiring this, individuals are informed that they do not need to speak to the officers if they do not want to without an attorney present.
- Miranda v Arizona