

CHAPTER
3
SECTION 2

READING COMPREHENSION

Formal Amendment

3

1. Complete the chart below to explain how amendments may be proposed and ratified.

By Whom?	How Proposed	How Ratified
		1.
		2.
		1.
		2.

2. Which of the amendment methods has never been used?
- _____
3. What is the one restriction that the Constitution places on the subject of proposed amendments?
- _____
4. What role does the President play in the amendment process?
- _____
5. If a State rejects an amendment, can it later approve it? If it approves an amendment, can it later reject it?
- _____
6. Summarize the six unratified amendments by completing the chart below.

Year Proposed	Subject

READING COMPREHENSION (continued)**Formal Amendment****3**

7. Complete the chart below to summarize the 27 amendments to the Constitution.

Amendment	Summary
1-10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	

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SECTION 2

READING COMPREHENSION

Formal Amendment

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Directions: Write your answer to each question. Use complete sentences.

1. Complete the chart below to explain how amendments may be proposed and ratified.

Proposed by Whom?	How Proposed	How Ratified
	a 2/3 vote in each house of Congress	1.
		2.
National convention		1.
		2. by conventions in 3/4 of the states

2. Which of the amendment methods has never been used?

3. If a state rejects an amendment, can it later approve it?

4. What was the ERA?

What happened to the ERA? _____

5. Which three amendments resulted from the Civil War?

6. Which two amendments are related to alcohol?

READING COMPREHENSION (continued)**Formal Amendment****2**

7. Summarize the following amendments to the Constitution.

Amendment	Year Ratified	Summary
1-10		
11		
12		
13		
14		
15		
18		
21		
22		
26		
27		

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SECTION 2

BELLRINGER WORKSHEET

Formal Amendment

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Study the chart below, which lists the amendments to the Constitution, the subject of each amendment, the year of ratification, and the time required for ratification. Then use a separate sheet of paper to answer the questions that follow.

Amendment	Subject	Year	Time Required for Ratification
1st-10th	Bill of Rights	1791	2 years, 2 months, 20 days
11th	Immunity of States from certain lawsuits	1795	11 months, 3 days
12th	Changes in electoral college procedures	1804	6 months, 6 days
13th	Abolition of slavery	1865	10 months, 6 days
14th	Citizenship, due process, equal protection	1868	2 years, 26 days
15th	No denial of vote because of race, color, or previous enslavement	1870	11 months, 8 days
16th	Power of Congress to tax incomes	1913	3 years, 6 months, 22 days
17th	Popular election of U.S. Senators	1913	10 months, 26 days
18th	Prohibition of Alcohol	1919	1 year, 29 days
19th	Woman suffrage	1920	1 year, 2 months, 14 days
20th	Change of dates for start of presidential and Congressional terms	1933	10 months, 21 days
21st	Repeal of Prohibition (18th Amendment)	1933	9 months, 15 days
22nd	Limit on presidential terms	1951	3 years, 11 months, 6 days
23rd	District of Columbia vote in presidential elections	1961	9 months, 13 days
24th	Ban of tax payment as voter qualification	1964	1 year, 4 months, 27 days
25th	Presidential succession, vice presidential vacancy, and presidential disability	1967	1 year, 7 months, 4 days
26th	Voting age of 18	1971	3 months, 8 days
27th	Congressional Pay	1992	202 years, 7 months, 12 days

Bellringer Questions

- Which amendment abolished slavery? When was this amendment ratified? How long did ratification take?
- Which amendment changed the way senators are elected? When was this amendment ratified? How long did ratification take?
- What problem did the 25th Amendment address? When was it ratified? How long did ratification take?
- Which amendment allowed citizens in the District of Columbia to vote in the presidential election? When was it ratified? How long did ratification take?
- Which amendment gave women the right to vote? When was it ratified? How long did ratification take?
- Which amendment was proposed around the time of the Bill of Rights, but took more than 200 years to win ratification?

CHAPTER
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SECTION 2**CORE WORKSHEET****Formal Amendment****3****Amendment Skits**

Work with your team to create a short skit depicting the subject of your assigned amendment. As each team presents its skit, the rest of the class will try to guess the amendment the team is dramatizing. When you watch each skit as part of the audience, write the number of the amendment in the table below. Cite evidence from the skit to support your conclusion.

Team	Amendment Number	Evidence
1		
2		
3		
4		
5		
6		
7		
8		

CHAPTER

3

SECTION 2

SKILLS WORKSHEET

Formal Amendment

3

Analyze Sources

American women did not have a constitutional right to vote until the ratification of the 19th Amendment in 1920, although many individual States had granted women voting rights before then. Read the passages below—the first from a woman who advocated for the amendment and the second from a contemporary historian. Then complete the steps that follow on a separate sheet of paper.

Primary Source

"Public-spirited women who wish to use the ballot, as I know them, do not wish to do the work of men nor to take over men's affairs. They simply want an opportunity to do their own work and to take care of those affairs which naturally and historically belong to women, but which are constantly being overlooked and slighted in our political institutions. . . .

". . . if woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the street; if she would bring the cultural forces to bear upon our materialistic civilization... then she must bring herself to the use of the ballot. . . . May we not say that American women need this implement in order to preserve the home?"

—Jane Addams, 1910

Secondary Source

"Almost imperceptibly, women activists like Jane Addams and Florence Kelley breathed new life into the suffrage movement. Why, they asked, should a woman who was capable of running a settlement house or lobbying a bill be denied the right to vote? If women had the right to vote, they would demand more enlightened legislation and better government. And by encouraging working-class women to help themselves, women progressives got a whole new class interested in fighting for suffrage."

—*America's History*, James A. Henretta, et al.

Apply the Skill

On a separate sheet of paper, answer the following questions:

1. Explain what makes the Addams excerpt a primary source and the historian's account a secondary source.
2. What is the main idea of the historian's account? How is this idea supported by the Addams excerpt?
3. How does Addams think women are treated by society? What words or phrases reveal this point of view?

CHAPTER
3
SECTION 2**SKILL ACTIVITY****Analyze Primary and Secondary Sources****2**

The 19th Amendment was ratified in 1920. It made sure that no woman would be prevented from voting simply because she was a woman. Read the passages below. Then answer the questions that follow on a separate sheet of paper.

Primary Source

"Women who wish to use the ballot . . . do not wish to do the work of men nor to take over men's affairs. They simply want an opportunity to do their own work and to take care of those affairs which naturally and historically belong to women, but which are constantly being overlooked and slighted in our political institutions. . . .

. . . if woman [wants to] fulfill her traditional responsibility to her own children; if she [wants to] educate and protect from danger factory children . . . then she must bring herself to the use of the ballot. . . ."

—Jane Addams, 1910

Secondary Source

"[W]omen activists like Jane Addams and Florence Kelley breathed new life into the suffrage [right to vote] movement. Why, they asked, should a woman who was capable of running a settlement house or lobbying a bill be denied the right to vote? If women had the right to vote, they would demand more enlightened [wiser] legislation and better government. And by encouraging working-class women to help themselves, women progressives [reformers] got a whole new class interested in fighting for suffrage."

—*America's History*, James A. Henretta, et al., 2004

Apply the Skill

- 1. Identify the Documents** The Addams excerpt is a primary source and the Henretta excerpt is a secondary source. A primary source is written by someone who witnessed an event firsthand. What do you think a secondary source is?
- 2. Find the Main Idea** What is the main idea of the historian's account? Of the Addams excerpt?
- 3. Evaluate for Point of View** How does Addams think women are treated by society? What words or phrases reveal this point of view?