

Mississippi's 1817 Constitution v. U.S. Constitution

Objectives

Students will examine and compare similar clauses in the Mississippi Constitution of 1817 and the United States Constitution.

The *Mississippi's 1817 Constitution v. U.S. Constitution* lesson plan is adaptable for grades 9–10.

| Mississippi Department of Education Curricular Connections | | |
|--|---|--|
| Common Core Language Arts | Grades 9–10 | RI 1, 6, 10, W1c, 2d, 3a, WHIST 1c, 1e |
| Social Studies | 9 th Grade Mississippi Studies | 2b, 2f |
| | U.S. Government | 1a, b, 2a, b, 3 |

Mississippi's Constitution 1817 v. U.S. Constitution

Objective:

Students will examine and compare similar clauses in the Mississippi Constitution of 1817 and the United States Constitution. *This lesson may be adaptable for several grade levels and specific subject matter.*

Materials: *Constitutions: 1817 v. National* handout, Internet access.

Procedures:

Activity One: **Constitutions: 1817 v. National**

1. Distribute the handout *Constitutions: 1817 v. National*.
2. After the completion of the worksheets have the students discuss their findings.
3. Use the following links to have students explore the strategies employed by lawmakers to prevent a bill from becoming law.

The Constitutions can be found at:

1817 Mississippi Constitution

<http://www.mshistorynow.mdah.ms.gov/articles/100/the-mississippi-constitution-of-1817>

Constitution of the United States

http://www.archives.gov/exhibits/charters/constitution_transcript.html

Extension Activities:

1. Visit Historic Jefferson College in Washington, Mississippi. These historic grounds include the site of the birth of the state of Mississippi on December 10, 1817. It is administered by The Mississippi Department of Archives and History. Call 601-442-2901 to schedule a tour. Bring a sack lunch and have a picnic on the grounds.
2. Check out the Mississippi Department of Archives and History lesson *Reconstruction and the Old Capitol* about the 1868 Constitution and Reconstruction in Mississippi available online at <http://www.mdah.ms.gov/new/learn/classroom-materials/lesson-plans-and-teaching-units/>.
3. Using your textbook, library books, the Internet, or any other teacher approved resource, do some research to determine how (or if) the United States Constitution influenced the Mississippi Constitution.

Constitutions: 1817 v. National

Use this worksheet to compare the system of laws in running the new state of Mississippi in 1817 with the laws that run the United States of America. You can find copies of the Constitutions to search at the following links:

1817 Mississippi Constitution

<http://www.mshistorynow.mdah.ms.gov/articles/100/the-mississippi-constitution-of-1817>

Constitution of the United States

http://www.archives.gov/exhibits/charters/constitution_transcript.html

1. Examine the following passages and compare and contrast the process for creating a law.

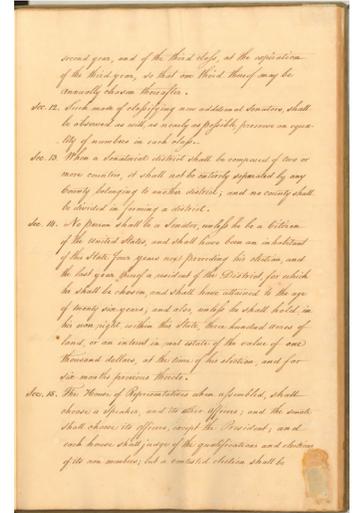
Mississippi Constitution:

Article III ,Section 23

Article IV, Section 15

Constitution of the United States:

Article 1, Section 7



1817 Mississippi Constitution.
MDAH Archives and Records Services.

The sources of legislation are unlimited and the proposed drafts or beginning ideas for a bill can originate with one member. This is the beginning of both Constitutions. What are the next steps?

1817 Mississippi Constitution

U.S. Constitution

2. .Examine the following passages and compare and contrast the process of election returns in the race for Governor and President after the polls are closed.

Mississippi Constitution:

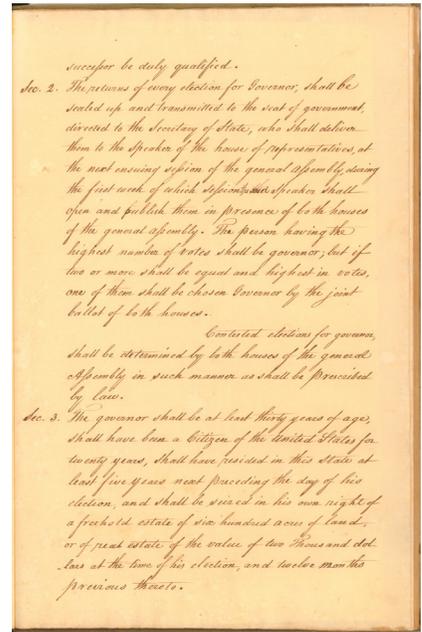
Article IV, Section 2

Constitution of the United States:

Article II

Amendment XII

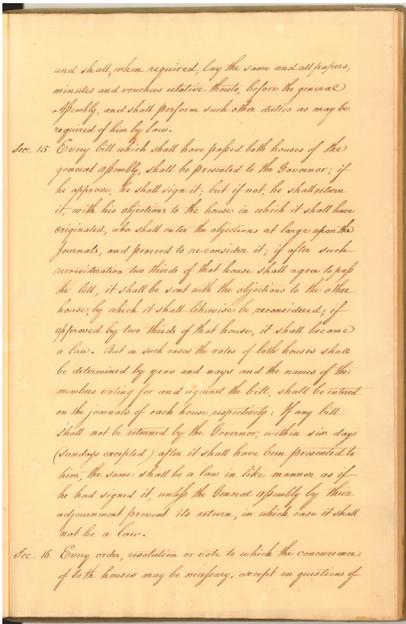
Originally the method of presidential elections was established, including the Electoral College, as a compromise between the constitutional framers who wanted the Congress to choose the president and those who preferred the national popular vote.



1817 Mississippi Constitution. MDAH Archives and Records Services.

1817 Mississippi Constitution

U.S. Constitution



1817 Mississippi Constitution. MDAH Archives and Records Services.

- 3. a. Examine the following passages and compare and contrast the qualification requirements for running for a State Senator and for U.S. Senator in the spaces below.

Mississippi Constitution:
Article III Legislative Department, Section 14

United States Constitution:
Article 1, Section 3

- b. Why are qualifications necessary?

- c. What is the unwritten qualification in the 1817 Mississippi Constitution?

1817 Mississippi Constitution

U.S. Constitution

Constitutions: 1817 v. National

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1. Examine the following passages and compare and contrast the process for creating a law.

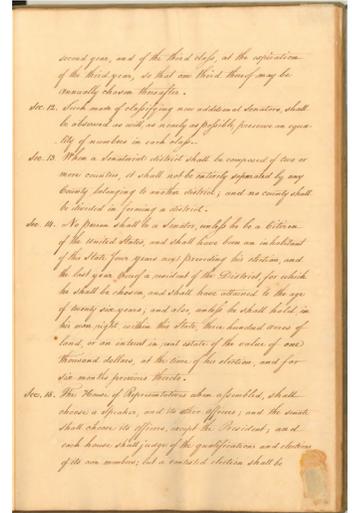
Mississippi Constitution:

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1817 Mississippi Constitution.
MDAH Archives and Records Services.

The sources of legislation are unlimited and the proposed drafts or beginning ideas for a bill can originate with one member. This is the beginning of both Constitutions. What are the next steps?

1817 Mississippi Constitution

U.S. Constitution

Bills may originate in either the Senate or the house of the state legislature and be amended, altered or rejected by the other with free discussion. Every bill having passed both houses shall be signed by the Speaker and President of their respective houses.

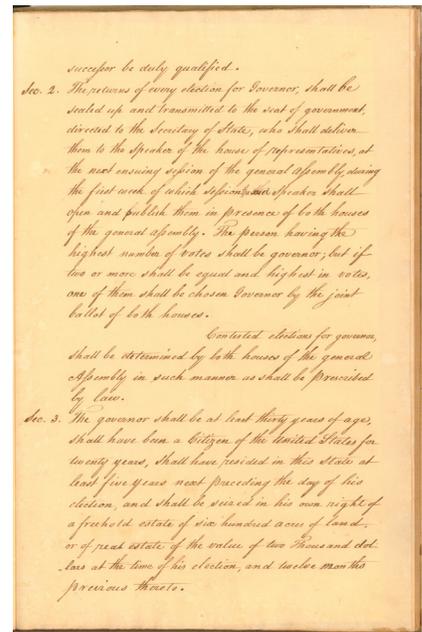
Every bill which shall have passed both houses of the General Assembly shall be presented to the Governor. If he approves he shall sign it. And it will become a law.

Similar to state process. The bill has to pass the house and senate then is presented to the President of the United States. If he approves it he shall sign it. Then the bill becomes a law.

2. Examine the following passages and compare and contrast the process of election returns in the race for Governor and President after the polls are closed.

- Mississippi Constitution:
 - Article IV, Section 2
- Constitution of the United States:
 - Article II
 - Amendment XII

Originally the method of presidential elections was established, including the Electoral College, as a compromise between the constitutional framers who wanted the Congress to choose the president and those who preferred the national popular vote.



1817 Mississippi Constitution. MDAH Archives and Records Services. U.S. Constitution

1817 Mississippi Constitution

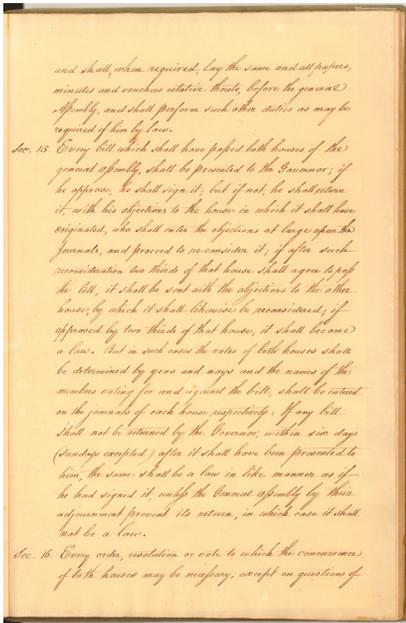
State election returns: after the polls close, the returns are sealed and transmitted to the Secretary of State at the seat of government. The Secretary of State shall deliver them to the Speaker of the House of Representatives at the next session.

During that first week of the session, the Speaker shall open and publish them in the presence of both houses of the General Assembly. The person having the highest number of votes shall be Governor, but if two are tied, one shall be chosen Governor by the joint ballot of both houses. Contested elections shall be discussed and determined by both houses.

Originally the answer was in Article II Executive Department: the Electors vote.

It was modified in Amendment XII: the electors meet in their respective states and vote by ballot for President and Vice President. They shall sign, certify, and transmit sealed ballots to seat of government of United States (directed to the President of the Senate).

The President of the Senate, in the presence of the Senate and House of Representatives opens all the certificates and the votes are counted. The person with the most votes for President shall be President and the person with the most votes for Vice President shall be Vice President.



3. a. Examine the following passages and compare and contrast the qualification requirements for running for a State Senator and for U.S. Senator in the spaces below.

Mississippi Constitution:
 Article III Legislative Department, Section 14
 United States Constitution:
 Article 1, Section 3

- b. Why are qualifications necessary? **Qualifications make sure that the candidate running for the position is a true representative of the locality they will represent in the government.**
- c. What is the unwritten qualification in the 1817 Mississippi Constitution? **The candidate had to be a white male.**

1817 Mississippi Constitution

U.S. Constitution

1. A a citizen of the United States.
2. Has been living in his state for two years before the election and one year in the county and city/town he will represent.
2. He has to be at least twenty-two years old.
3. Must own at least 150 acres of land or interest in real estate in the value of \$500 at the time of his election and six months before the time of his election.

1. The person running must be thirty years old.
2. Have been a citizen of United States for nine years.
3. Live in the state he is to represent.

**MISSISSIPPI DEPARTMENT OF HISTORY LESSON PLANS
TEACHER EVALUATION**

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

TEACHER NAME _____

SCHOOL NAME & ADDRESS _____

EMAIL (OPTIONAL) _____

TOTAL NUMBER OF STUDENTS _____ GRADE LEVEL _____

LESSON TITLE ***Mississippi's 1817 Constitution v. U.S. Constitution***

1. In your opinion, did this unit elicit better than average student response; if so, how?
2. Which segments of the unit exceeded your students' attention span?
3. Will this unit be of assistance to you in developing future classroom activities; if so, how?
4. How did this unit add to your earlier teaching on the same subject?
5. Would this teaching unit be handier to use as a:
___multi-day unit ___multi-week unit ___other
6. Were the activities and lessons appropriate for your students? How?

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, 3=good, 2=average, 1=inadequate

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|-------------------------------|----------|----------|----------|----------|
| <u>Directions and Notes</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Curricular Connections</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Student Worksheets</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Interactive Activities</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Historic Images</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |

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|-----------------------------|----------|----------|----------|----------|
| <u>Activity One</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Extension Activities</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| <u>Overall Lesson</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |

We would appreciate any additional comments on this teaching unit and any suggestions for improvement.
Comments may be entered in the space below.

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