# Teacher Guide

## No Bill of Rights, No Deal

### Time Needed:
2 class periods

### Materials:
- Scissors
- Glue (optional)

### Preparation:
- Reading (3 pages; class set)
- Bill of Rights transcript (1 page; class set; may be copied as 4th page of reading)
- Cut & Paste Activity (2 pages; 1 per group)
- Written Activity (4 pages; class set)

### Lesson Objectives:
The student will...
- Identify arguments for and against the need for a bill of rights in the U.S. Constitution
- Explain why the Bill of Rights was added to the U.S. Constitution
- Describe how the Bill of Rights addresses limited government
- Relate the arguments over the need for a bill of rights to the wording of the first ten amendments to the U.S. Constitution.
- Compare and contrast the fears on both sides of the argument over the need for a bill of rights

### Step by Step

- **Anticipate** by asking students what they know or remember about the Bill of Rights. Can they remember any of the rights and protections it covers? (Fill in some general gaps if necessary.) Then, ask students how they would feel if the Bill of Rights wasn’t there. Would they be comfortable without those rights listed? Tell them these rights almost didn’t make it into the Constitution, and they’re about to learn why.

- **Distribute** the reading pages to the class. (You may wish to distribute the Bill of Rights transcript at this time as well if you didn’t copy it as the fourth reading page.)

- **Read** the reading pages with the class, pausing to discuss as appropriate. Please note that the reading provides a narrative overview of the main arguments for and against adding a bill of rights to the Constitution. Connections between the arguments and the text of the Bill of Rights happen in the activities.

- **Group** students together for the “Quote & Paste” activity.

- **Distribute** a set of cutout quotes and a chart to each group, along with scissors and glue. (It’s okay not to use glue. Just have them place the quotes in the correct boxes.) Review the instructions with the class.

- **Allow** the groups time to match the quotes with the arguments.

- **Review** the answers with students. Ask them to discuss what seemed challenging and what seemed easy about working with these primary-source excerpts.

- **Distribute** the worksheet activity to the class.

- **Assign** students to complete the activities. For activities that include primary source excerpts, you may wish to complete the activity together.

- **Review** the activity answers with students if you wish.

- **Close** by asking students to decide which single argument they think is the most compelling and why. Have them discuss their answer with a partner and write it on a piece of paper to hand you as an exit ticket. Alternatively, have students keep silent about their choice, and then poll the class to see which arguments are most popular. Discuss the results with the class.

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An All-New Government

When something has never been tried before, how much are you willing to trust it? If it’s a new lasagna recipe, no big deal—but what if it’s a new technology, like a self-driving car? When the U.S. Constitution was proposed, it created a new type of government that had never been tried before. Today, this may seem ho-hum or might even sound like fun, but that’s because modern Americans take for granted something that early Americans did not: the idea that a government has limited power that is given to it by the people. Early Americans’ experience with government was the opposite. The British government they’d broken free from had unlimited power that was only restrained by a few laws. Often, those laws were ignored. So when the Constitution was introduced, many Americans looked at it the way many people today look at a self-driving car. They didn’t trust it.

Whoa! Something’s Missing

A lot of people freaked out when they learned about the Constitution. There were several reasons why, but it boiled down to one main issue: It seemed to give the government too much power, and it didn’t seem to give the people any protection from government power. Specifically, the Constitution did not list citizens’ individual rights. To understand how panic-inducing this really was, you need to know two things about the British government Americans were used to. First, British law did list individual rights. Some of these were in a document called the Magna Carta, which had existed for almost 600 years, and others were in the English Bill of Rights, written less than 100 years before America’s revolution.

Second, the rights in these documents were citizens’ only protection from a government that could be both abusive and unpredictable, and over which citizens had almost no control. In Britain, the monarch (king or queen) was the source of all government power. Although the British government had a legislative and an executive branch, the monarch controlled both. The right to become king or queen passed down through families, so there was no telling what each new king or queen would be like or what they would do with their power. Both the Magna Carta and the English Bill of Rights were written after a king had abused his power. Even then, the new rights were really just demands that the monarch agreed to.

What Were They Thinking?

Those who wanted a bill of rights couldn’t understand how the men at the Constitutional Convention could have left a bill of rights out of the Constitution when not only Britain but every individual state constitution had one. States that didn’t have a formal bill of rights at least listed individual rights directly in their constitution. The U.S. Constitution didn’t even do that. What it did do was say that the Constitution was the “supreme law of the land” and was superior to state laws and constitutions. So not only did the Constitution fail to protect individual rights, but it also overruled the protections in state constitutions? This seemed like madness, and people opposed to the Constitution saw their freedom headed down the drain.
A Different Kind of Government

When these Americans started bashing the Constitution for not listing individual rights, the men who wrote it gave a collective eye-roll. In their view, the Constitution didn’t need to list individual rights because the government it created wasn’t capable of abusing power. This new government was different. It got its power from the people, and the people only gave it a little power. Right from the start, this government could only do what the Constitution said it could do. So if the Constitution didn’t say the government could limit freedom of speech, then guess what? It couldn’t. From this perspective, protection of individual rights was baked right into the Constitution itself.

Not Buying It

For those who wanted a bill of rights, the baked-right-in argument was a load of malarkey. They read the Constitution and saw many ways that power-hungry leaders could get around the so-called limits on power. Between these loopholes and the history of government in Great Britain, they had absolutely no faith that the Constitution would work the way its authors said it would. They pointed to human nature, arguing that once people get a taste of power, they tend to want more. This would cause America’s leaders to take advantage of the Constitution, and anyone who believed that could never happen had their head in the clouds. Without a bill of rights, Americans would be completely unprotected when the constitutional government one day became as powerful and tyrannical as the rest of the world’s governments.

It’s All There, Anyway

People opposed to a bill of rights pointed out that several rights actually were listed in the Constitution. They argued that three of these in particular were the most important “securities to liberty”:

- “The Privilege of the Writ of Habeas Corpus shall not be suspended.” A writ of habeas corpus is a court order requiring the government to show that it is detaining someone lawfully.
- “No Bill of Attainder or ex post facto Law shall be passed.” A bill of attainder is a law that punishes someone for a crime, usually without that person being given a trial. An ex post facto law is a law that makes something a crime or increases the punishment for a crime, and then applies it retroactively to people who committed the crime before the law was passed.
- “No Title of Nobility shall be granted by the United States.” A title of nobility is a rank granted to someone by a king or government giving that person greater status than common people.

Those who believed a bill of rights was unnecessary argued that the first two things on this list protected Americans against the some of the worst threats to liberty—random, unjustified imprisonment and creation of crimes after the fact. Both of these had been huge problems in the course of Great Britain’s history. But the third thing, nobility, was in a league of its own.
No Bill of Rights, No Deal

Let’s Talk About Nobility

Americans on both sides of the bill of rights debate agreed that Britain’s system of nobility had no place in a free society. What they didn’t agree on was whether refusing to grant titles of nobility was enough to protect anyone’s liberty. Throughout Britain’s history, the system worked like this: The king or queen had the power to grant special status to people. Those people became “nobles” with titles like Duke, Earl, or Baron, and they automatically joined Britain’s government as both members of the legislature and advisors to the king. The status of nobility passed down through a person’s family. This meant that a huge amount of government power was concentrated among a few families that could never be voted out of office.

No Nobility, No Problem

The issue of nobility was a big deal to early Americans. In many ways, they saw the system of nobility as the root of all threats to liberty. So when they said no title of nobility would be granted, they were really saying America’s government power would never be in the hands of anyone with a special, natural-born right to power. To the Constitution’s supporters, this did not need further explanation. The American constitutional government would always be “of the people,” and freedom would never be in any real danger. Those opposed to the Constitution saw plenty of opportunities for danger without a bill of rights.

Danger, Danger Everywhere

Meanwhile, Constitution supporters argued that including a bill of rights could be even more dangerous than leaving it out. Their reasoning went like this: If the Constitution doesn’t give the government power to limit freedom of speech in the first place, but then you say that the government cannot limit freedom of speech, doesn’t that imply maybe the government does somehow have the power to limit speech? The people opposed to a bill of rights didn’t like the idea of putting limits on powers the government didn’t even have. They feared future leaders could twist that around and use it against the people.

Compromise

The terms of the Constitution said that it would become effective after just nine states ratified it. But as state approvals started rolling in, some came with conditions. Several states requested changes or additions to the Constitution—and (surprise!) most of these requests involved listing individual rights. In order to get key states on board, those who supported the Constitution finally agreed to add a bill of rights as soon as the Constitution was ratified.

Ultimately, the pro-Constitution people weren’t nearly as afraid of having a bill of rights as the anti-Constitution people were afraid of not having one. They understood the fear, and the agreement was a gesture of goodwill meant to bring everyone together around the new Constitution. Above all, those who supported the Constitution wanted to see the United States become a nation of unified people.
No Bill of Rights, No Deal

Name:

1st Amendment
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

2nd Amendment
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

3rd Amendment
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4th Amendment
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

5th Amendment
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

6th Amendment
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

7th Amendment
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

8th Amendment
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

9th Amendment
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

10th Amendment
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.
#### No Bill of Rights, No Deal

**Quote & Paste.** Each of the quotes below is an excerpt from something that was written or said at the time the Constitution and the Bill of Rights were being debated. These quotes address the main arguments discussed in the reading for this lesson.

1. Cut out the quotes.
2. Paste or place each quote on the grid page beneath the argument it best addresses.

| Of what avail will the Constitutions of the respective States be to preserve the rights of its citizens? | The most blind admirer of this Constitution must in his heart confess that it is ... far inferior to the British Constitution.... In the British Constitution the rights of men ... are fixed on an immoveable foundation and clearly defined and ascertained by their Magna Charta, their Petition of Rights, [and] their Bill of Rights...
|---|---|
| [Bills of rights] have no application to constitutions professedly founded upon the power of the people, and executed by their immediate representatives and servants. Here, in strictness, the people surrender nothing; and as they retain every thing they have no need of particular reservations. | The establishment of the writ of habeas corpus, the prohibition of ex post facto laws, and of TITLES OF NOBILITY, to which we have no corresponding provision in our Constitution, are perhaps greater securities to liberty and republicanism than any it contains.
| The powers delegated by the proposed Constitution to the federal government, are few and defined. Those which are to remain in the State governments are numerous and indefinite. ... The powers reserved to the several States will extend to all the objects which ... concern the lives, liberties, and properties of the people... | Nothing need be said to illustrate the importance of the prohibition of titles of nobility. This may truly be denominated the corner-stone of republican government; for so long as they are excluded, there can never be serious danger that the government will be any other than that of the people.
| We conceive that there is no power which Congress may think necessary to exercise for the general welfare, which they may not assume under this Constitution. ... Those very powers, which are to be expressly vested in the new Congress, are of a nature most liable to abuse. | [T]he [constitutional] convention was composed of ... ambitious men ... whose similitude to each other, consisted only in their determination to lord it over their fellow citizens; ... they were unanimous in forming a government that should raise the fortunes and respectability of the well born few, and oppress the plebeians.
| [T]his principle is a fundamental one, in all the Constitutions of our own States; there is not one of them but what is either founded on a declaration or bill of rights, or has certain express reservation of rights interwoven in the body of them. | Bills of rights are, in their origin, stipulations between kings and their subjects, ... reservations of rights not surrendered to the prince. They are ... not only unnecessary in the proposed Constitution, but would even be dangerous. They would contain various exceptions to powers not granted.
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No Bill of Rights, No Deal

A. Limited Government. In the argument over the Bill of Rights, both sides shared some views about individual rights and limited government. At the same time, the two sides saw those issues very differently. Write the letter of each statement in the part of the Venn diagram where it belongs.

A. The Constitution can be interpreted as granting unlimited government power.
B. Individual rights are a basic part of liberty.
C. A government “of the people” poses little danger to citizens' rights.
D. Government power must be limited.
E. The system of nobility is a threat to liberty.
F. The Constitution makes it possible for government to take power away from the people.
G. The Constitution protects individual rights by not giving the government any power over those rights.
H. It doesn’t make sense to list protections for rights the government has no power to violate.
I. The Constitution’s limits on power can’t be trusted.
J. Past abuses of power prove the need for limiting government.
K. Listing individual rights is a necessary safeguard against the possibility of government abuse.
L. The government cannot abuse powers the Constitution hasn’t given it.

B. Nutshell Version. How would you summarize the argument over adding a bill of rights to the Constitution? Complete each sentence below with a big-picture idea based on what you learned in the reading.

The main disagreement about adding a bill of rights was whether...

The Federalists, who supported the Constitution and opposed a bill of rights, generally believed...

The Anti-Federalists, who opposed the Constitution partly because there was no bill of rights, argued that...
No Bill of Rights, No Deal

C. The Fear is Real. Early Americans knew about the abuse citizens could endure from a government. For each example, find the amendment(s) in the Bill of Rights related to the issues presented.

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<td>During the 16th and 17th centuries in England, the Star Chamber was a royal court that heard cases that couldn’t be heard in regular courts. Before it was finally abolished, the court met in secret, tortured people to gain information, and sentenced people to huge fines, life in prison, and even mutilation.</td>
<td></td>
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<td>John Wilkes was both a journalist and a member of the British Parliament. In 1762, he published a severe criticism of a speech the king had given. Wilkes was arrested for publishing a “treasonous” newspaper intended to cause rebellion against the king.</td>
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D. But in England We Had... Check out the excerpts from the Magna Carta and the Bill of Rights. Anything sound familiar? Locate the amendments in the Bill of Rights that correspond to these British rights, then match each one with the general protection involved.

**Magna Carta**  
(1215; revised 1297)

A group of rebel barons presented a list of demands to the king, declaring that...

- **Amendment # 1**: For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.

- **Amendment # 2**: In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.

- **Amendment # 3**: No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

**English Bill of Rights**  
(1689)

The English Parliament listed many grievances against the king, and “for the vindicating and asserting of their ancient rights and liberties” declared...

- **Amendment # 1**: That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

- **Amendment # 2**: That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law;

- **Amendment # 3**: That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;
E. Specific Limits on Government. The debate over approving the Constitution took place in writing and speeches. Read each quote. For each one, look through the Bill of Rights to find the amendment that addresses the issue. Then, choose which right or protection is involved.

What security is there, that a man [accused of a crime] shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor? That he shall see the witnesses against him face to face, or that he shall be fully heard in his own defense by himself or counsel?

— "On the Lack of a Bill of Rights" (by "BRUTUS" in the New York Journal on November 1, 1787)

1) Amendment #____ addressed this.
   Rights/protections involved:
   ○ Protection of property
   ○ Rights of the accused
   ○ Protection from torture
   ○ Freedom of expression

Congress may, if they shall think it for the "general welfare," establish an uniformity in religion throughout the United States. Such establishments have been thought necessary, and have accordingly taken place in almost all the other countries in the world, and will no doubt be thought equally necessary in this.

— "What Congress Can Do; What a State Cannot" (by "DELIBERATOR" in The Freeman's Journal; or, The North-American Intelligencer, February 20, 1788)

1) Amendment #____ addressed this.
   Rights/protections involved:
   ○ Right of assembly
   ○ Right to free exercise of religion
   ○ Protection from establishment of religion
   ○ Freedom of expression

In the bills of rights of the States it is declared, that a well regulated militia is the proper and natural defense of a free government...

— "On the Lack of a Bill of Rights" (by "BRUTUS" in the New York Journal on November 1, 1787)

Have we the means of resisting disciplined armies, when our only defence, the militia, is put into the hands of Congress?

— Speech by Patrick Henry to Virginia's ratification convention on June 5, 1788

1) Amendment #____ addressed this.
   Right/protection involved:
   ○ Protection of property
   ○ Free exercise of religion
   ○ Right against self-incrimination
   ○ Right to bear arms

Excise is a new thing in America, ... But it is not so in Old England, where I have seen the effects of it... It is there a duty, or tax, laid upon almost every necessary of life and convenience, and a great number of other articles. ... The excise officers have power to enter your houses at all times, by night or day, and if you refuse them entrance, they can, under pretense of searching for exciseable goods, that the duty has not been paid on, break open your doors, chests, trunks, desks, boxes, and rummage your houses from bottom to top.

— "The Use of Coercion by the New Government" (by "A FARMER AND PLANTER" in The Maryland Journal, and Baltimore Advertiser on April 1, 1788)

1) Amendment #____ addressed this.
   Rights/protections involved:
   ○ Right to a jury trial in civil cases
   ○ Protection from unreasonable search and seizure
   ○ Protection against double jeopardy
   ○ Right of assembly
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F. Amendments 9 & 10. Study the text of the last two amendments in the Bill of Rights to help you figure out the clues to the puzzle.

Across
2. The 10th amendment deals with the _____ of government.
4. A word that means “kept”
8. Another word for “listing”
9. This amendment addresses the concern that the Constitution can be interpreted as having unlimited power.

Down
1. Word that means “interpreted”
3. Word that means “given”
5. The 9th amendment deals with people’s _____
6. Another word that means “kept”
7. This amendment addresses the concern that it could be dangerous to list some rights but not others.

G. Criminal Defense Minus the BoR? Imagine a lawyer is defending a client who was charged with a crime after police showed up without a warrant, walked right into the client’s home, and found drugs after searching every nook and crannie in the house. Today, the lawyer would make an argument based on the 4th Amendment. But what if there had never been a compromise, and no bill of rights was ever added to the Constitution?

Use what you learned in this lesson to craft a defense based on the Constitution alone.

Your Honor, our evidence proves the defendant is guilty of drug possession. Officers found the drugs in the back of the defendant’s messy sock drawer!

Your Honor, this was an outrageous invasion of my client’s rights! The Constitution protects my client from this sort of behavior because...

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B. Nutshell Version. How would you summarize the argument over adding a bill of rights to the Constitution? Complete each sentence below with a big-picture idea based on what you learned in the reading. **Sample answers below. Accept all reasonable answers.**

The main disagreement about adding a bill of rights was whether...

*a bill of rights was necessary for protecting individual rights.*

The Federalists, who supported the Constitution and opposed a bill of rights, generally believed...

*the Constitution alone protected individual rights, and it was unnecessary and even dangerous to list specific rights.*

The Anti-Federalists, who opposed the Constitution partly because there was no bill of rights, argued that...

*the Constitution gave the government too much power, so it needed to list individuals’ rights.*
**No Bill of Rights, No Deal**

**C. The Fear is Real.** Early Americans knew about the abuse citizens could endure from a government. For each example, find the amendment(s) in the Bill of Rights related to the issues presented.

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<td>During the 16th and 17th centuries in England, the Star Chamber was a royal court that heard cases that couldn’t be heard in regular courts. Before it was finally abolished, the court met in secret, tortured people to gain information, and sentenced people to huge fines, life in prison, and even mutilation.</td>
<td>5th Amendment 6th Amendment 8th Amendment</td>
</tr>
<tr>
<td>John Wilkes was both a journalist and a member of the British Parliament. In 1762, he published a severe criticism of a speech the king had given. Wilkes was arrested for publishing a “treasonous” newspaper intended to cause rebellion against the king.</td>
<td>1st Amendment</td>
</tr>
</tbody>
</table>

**D. But in England We Had...** Check out the excerpts from the Magna Carta and the Bill of Rights. Anything sound familiar? Locate the amendments in the Bill of Rights that correspond to these British rights, then match each one with the general protection involved.

**Magna Carta**  
(1215; revised 1297)

A group of rebel barons presented a list of demands to the king, declaring that...

- **Amdt # 8** (excessive fines)
  - For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood.

- **Amdt # 6** (confrontation by witnesses)
  - In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.

- **Amdt # 5** (due process)
  - No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land.

**English Bill of Rights**  
(1689)

The English Parliament listed many grievances against the king, and “for the vindicating and asserting of their ancient rights and liberties” declared...

- **Amdt # 1** (Right of petition)
  - That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal.

- **Amdt # 2** (Right to bear arms)
  - That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law; (At the time, laws persecuting protestants forbade them from keeping arms.)

- **Amdt # 8** (Entire amdt)
  - That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
E. Specific Limits on Government. The debate over approving the Constitution took place in writing and speeches. Read each quote. For each one, look through the Bill of Rights to find the amendment that addresses the issue. Then, choose which right or protection is involved.

What security is there, that a man [accused of a crime] shall be furnished with a full and plain description of the charges against him? That he shall be allowed to produce all proof he can in his favor? That he shall see the witnesses against him face to face, or that he shall be fully heard in his own defense by himself or counsel?

— "On the Lack of a Bill of Rights" (by "BRUTUS" in the New York Journal on November 1, 1787)

1) Amendment # _6_ addressed this.

Rights/protects involved:

☐ Protection of property
☒ Rights of the accused
☐ Protection from torture
☐ Freedom of expression

Excise is a new thing in America, ... But it is not so in Old England, where I have seen the effects of it... It is there a duty, or tax, laid upon almost every necessary of life and convenience, and a great number of other articles. ... The excise officers have power to enter your houses at all times, by night or day, and if you refuse them entrance, they can, under pretense of searching for exciseable goods, that the duty has not been paid on, break open your doors, chests, trunks, desks, boxes, and rummage your houses from bottom to top.

— "The Use of Coercion by the New Government" (by "A FARMER AND PLANTED" in The Maryland Journal, and Baltimore Advertiser on April 1, 1788)

1) Amendment # _4_ addressed this.

Rights/protects involved:

☐ Right to a jury trial in civil cases
☒ Protection from unreasonable search and seizure
☐ Protection against double jeopardy
☐ Right of assembly
F. Amendments 9 & 10. Study the text of the last two amendments in the Bill of Rights to help you figure out the clues to the puzzle.

Across
2. The 10th amendment deals with the _____ of government.
4. A word that means “kept”
8. Another word for “listing”
9. This amendment addresses the concern that the Constitution can be interpreted as having unlimited power.

Down
1. Word that means “interpreted”
3. Word that means “given”
5. The 9th amendment deals with people’s _____.
6. Another word that means “kept”
7. This amendment addresses the concern that it could be dangerous to list some rights but not others.

G. Criminal Defense Minus the BoR? Imagine a lawyer is defending a client who was charged with a crime after police showed up without a warrant, walked right into the client’s home, and found drugs after searching every nook and crannie in the house. Today, the lawyer would make an argument based on the 4th Amendment. But what if there had never been a compromise, and no bill of rights was ever added to the Constitution?

Use what you learned in this lesson to craft a defense based on the Constitution alone.

Your Honor, our evidence proves the defendant is guilty of drug possession. Officers found the drugs in the back of the defendant’s messy sock drawer!

Your Honor, this was an outrageous invasion of my client’s rights! The Constitution protects my client from this sort of behavior because...

Answers will vary. Students should argue that in the Constitution, the people never gave the government the right to enter and search people’s homes without a warrant. Therefore, the government did not have the right to do that.