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NOTE TO THE TEACHER

Congratulations on your selection of *Our Federal Constitution, Our Missouri Constitution* as a teaching tool. Our materials are used in schools across the country, making it one of the most popular worktexts on federal and state constitutions on the market. As with any educational materials, the key to successful use lies with the teacher. We wish you success in your important work as a social studies teacher. Our testing program inside this booklet is suitable to use for mandated testing of federal and state constitutions.

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Published by

AJS Publications, Inc.

2305 Mills Pond Road, Crystal Lake, Illinois 60014

Orders accepted by contacting us below:

Phone: (847) 526-5027, Fax: (847) 487-5229

email: info@ajspublications.com

www.ajspublications.com

ISBN-978-0-931298-11-0 03-2025-AGPOD-75

"Introducing the 47th President and 58th Governor!"

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Our Federal Constitution, Our Missouri Constitution is an updated, streamlined worktext written for your specific state of study. This easy-to-read, concise worktext is used in schools to fulfill the required study of federal, state, and local government curriculum.

While some of the language in the United States and Missouri Constitutions may seem archaic, the documents are not hard to read. The worktext is designed to emphasize the key elements of both documents, demonstrating how they directly affect our students' lives.

Class Introduction

You may ask your students why they think the United States and Missouri Constitutions are essential. It provides fundamental rights and offers the needed services to the United States citizens and the residents of Missouri. Understanding our government structure is vital for achieving a better democracy and a better nation. A student should use their Constitutional knowledge to help shape our country and continue striving for "a more perfect union." As stated by President Franklin D. Roosevelt, "Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of Democracy, therefore, is education."

Regular Class Use

This worktext is designed to be covered one unit at a time in the given sequence. If one unit were covered each day, the study would take approximately one or two months. However, each teacher has different timing requirements. This format is flexible and may be tailored to your schedule by grouping some units.

The teacher should check the student's progress after each unit to see how well the material is understood. Progress should be noted inside the front cover of the worktext. The student should always correct mistakes. The questions at the end of each unit are mainly objective and factual. Some subjective work should be incorporated into the study. This is an important aspect of the work, especially for more advanced students.

Teaching Techniques

If the worktext is being used each day as the class activity, the teaching techniques should be varied. The variation will keep your students interested and challenged. The following are some examples:

- **Read unit silently** - have your students read silently, answer the questions, and then grade by exchanging books or other creative methods.
- **Read unit orally** - students take turns reading the unit and review questions, allow a few minutes for answers, then grade. You may want to add some good-spirited competition by assigning teams by a group, row, boy-girl, or individually.
- **Student teaching** - assign units to a small group of students responsible for teaching the unit orally in class.

- **Teamwork** - assign units and allow students to work together as teams and answer questions as teams. This team building activity will generate much interest in the material.
- **Design your own** - There are many other exciting ways to teach the material. Design your own and save the ideas that work.

Homework

This worktext is also designed for homework activity. If students need to catch up or if the class falls behind, homework takes little time and can be corrected the next day quickly.

Independent Study

The worktext may easily be used for independent study. You may want to make the answer key available for self-check in this format. If only some of your students can work independently, then use small groups. With your guidance and the communication between group members, this will be an effective teaching method.

Also have your students report on topics in the news that relate to the unit that you are studying. Newspaper articles, magazine articles, or discussing the nightly news are good tools to use.

Teaching the Challenged Student

Consider using alternative teaching methods to assist needy students. Some of these variations include:

- **Special tests** - a properly completed worktext may qualify the student for a particular test: take-home, open book, independent test with the teacher, etc.
- **Test/worktext scoring** - give a regular test and give credit to the grading of the worktext. The worktext score can count for a 1/4 or 1/2 of the final unit scoring. This will provide the challenged student a chance to balance their daily work with a test that they may have a difficult time taking.
- **Oral review** - have a brief oral discussion with the student and count this along with the completed worktext as the required test.
- **Careful teaching** - take one step at a time, expand on the unit's explanations, praising students, and providing positive feedback. Assist in the reading and answering questions, be sure to build in some success, and assure the student that they will be able to handle the final test with the proper preparation.

Teaching the Advanced Student

The advice here centers around one word: *enrichment*. You can offer enrichment through lectures, outside readings in class, reports on related news items, etc. You may have your students expand their enrichment by using the library, the Internet, and community research. This will keep them challenged.



A *Pocket Guide* to the United States Constitution remains an easy-to-use reference tool for students. The guide contains the complete text of two core documents of American democracy: the U.S. Constitution and the Declaration of Independence. It will allow students to navigate the original transcripts easily, review the side-by-side interpretation and analysis of each principle, and quickly reference the vocabulary section. A teacher has several options to use this tool in the classroom.

The pocket guide contains the following elements, to be used in a variety of ways.

- Introduction
- Origin of the Constitution
- Differences Between the Declaration of Independence and the Constitution
- Constitution Original Text and Explanation (color coded)
- The Preamble, Seven Articles, and 27 Amendments
- The Founding Fathers who Signed the Declaration and Constitution
- Constitution Vocabulary

Spend a Class Period (or two) Explaining the Fundamentals of a Pocket Guide.

1. Have the students create their “Oath to the Constitution.” (located inside front cover)
2. Explain the path to the Declaration of Independence and the signing of the Constitution.
3. Confirm that students understand the difference between the Declaration of Independence and the Constitution.
4. Encourage your students to read both documents yearly, such as on July 4th and Constitution Day.
5. Review the guide format with the class; blue is the original text (on the left), with the corresponding explanation and additional details in red (on the right).
6. Read the Constitution together as a class or break out into groups, assigning teams to give an overview of sections and present to the class.
7. Students should identify the elected leaders that represent their best interests while carrying out the duties of the office (write the names of these government officials on the back cover of the guide).
8. Even after a class period reviewing the “Pocket Guide,” consider requiring students to have the guide with them during the study of the Constitution, offer extra credit, or praise for referencing the guide.

Create Contests - Who can find the following information the quickest?

Utilizing the guide, answer the following questions:

- a. Why are certain words capitalized in the Preamble?
- b. What year was the Declaration of Independence signed?
- c. What event came first, meetings with the Second Continental Congress or the introduction of the Articles of Confederation?
- d. Which Founding Fathers signed both the Declaration and Constitution?
- e. What amendments are considered the “Reconstruction Amendments?”
- f. What amendment limits the amount of terms a president can serve?
- g. Define “federalism.”

Incorporate a Pocket Guide into Constitution Day Celebrations, September 17th!

- Provide a “pocket guide” to each student when school starts, Constitution study begins, or on Sept. 17th.
- Have every student take a “citizenship test.”
- Develop classroom discussion topics such as:
 - How is the U.S. Constitution relevant to daily living?*
 - Can the right to free speech go too far?*
 - Propose a new Constitutional amendment.*
- Recite the original text of the Constitution; have students alternate reading the *Preamble*, the *Articles*, and the *Amendments* to the class.

While your parents, teachers, and mentors can provide you with the knowledge and tools to become "good citizens," it is interesting to hear perspectives from others. In October 1957, a teacher at a suburban Chicago school assigned a class project. The students were to ask well-known people their views on citizenship. The question was asked, "What was most important when you were younger in helping you become a good citizen?"

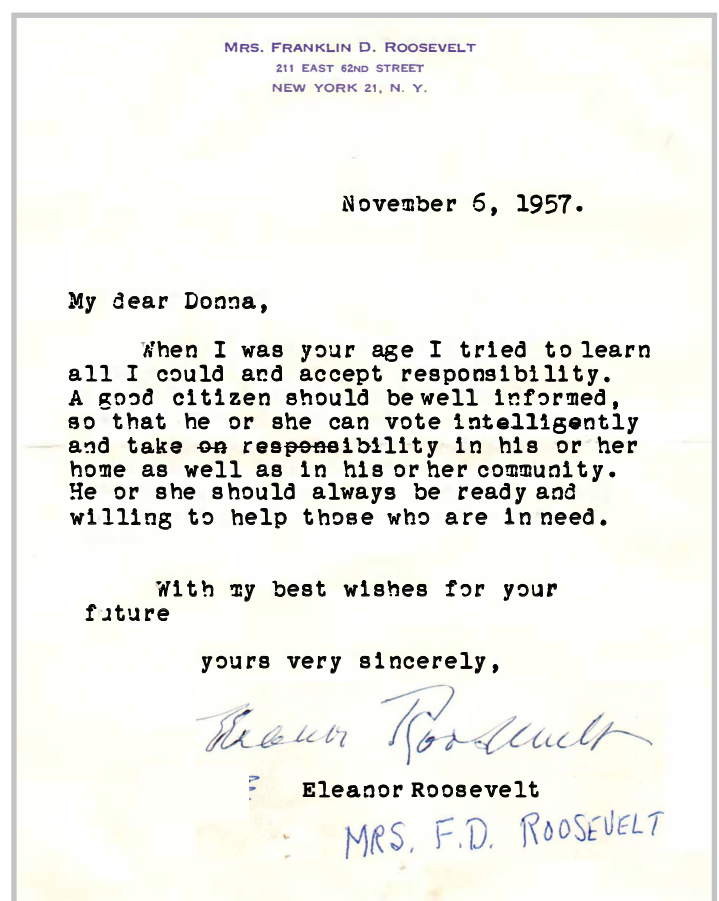
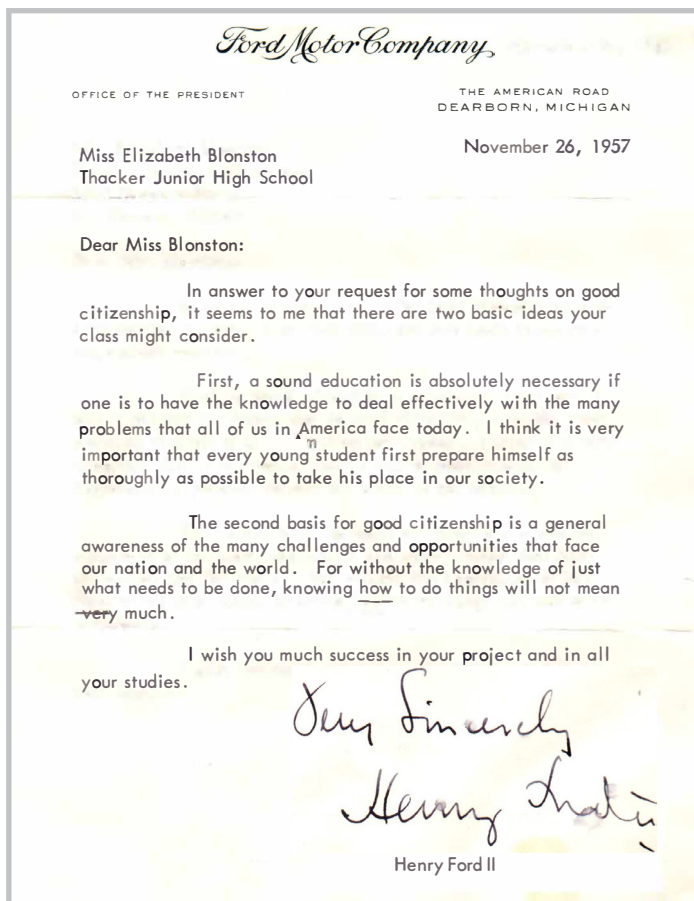
The class sent over 200 letters and received more than 100 in return. The students would read, compare, and compile the thoughts of these respected citizens. Participants included government leaders, entertainers, athletes, journalists, clergy, business and labor leaders, and educators. Many letters included thoughtful ideas and suggestions for being a "good" citizen. A sampling of four letters from Henry Ford II, Eleanor Roosevelt, H.W. Hoover, Jr., and Warren Giles are included.

With the help of the letters received, the students created a "Code of Ethics for Young Adults." These ethics that help mold you into a good citizen include:

1. Accept advice and guidance from parents, family, and friends.
2. Get the most out of your education by respecting the teacher's relationship and meeting a student's responsibilities.

3. Evaluate your character, focusing on loyalty, honesty, truthfulness, and integrity; pick friends with these traits.
4. Know and obey all laws, having loyalty and respect towards the local, state, and federal governments.
5. Respect others and understand that everyone has their own experiences and beliefs.
6. There is no replacement for hard work, doing more than is expected, and meeting the obligations as a student, family member, or employee.
7. Become an active member of a team, organization, or school activity and give support to the best of your ability by showing allegiance and team spirit.
8. Be aware of public issues and stay informed on what is happening in the community, state, and country.

Whether it is the 1950s or the world today, the characteristics of good citizens have remained much the same. The most significant difference is social media's impact on society, affecting how people obtain information, share thoughts, and treat others. Although there is no absolute, complete definition of being a proud, respected, and active member of our society, those eight codes are an excellent place to start.



The following 34 pages contain relevant and updated Constitution-related exercises. We continually develop materials to accompany the study of federal and state constitutions. Some do not directly correspond with units in the worktext; others accompany select topics. Consider incorporating these as homework, extra credit, expanded discussion on a section of the worktext, or some other fun or interesting activity.

The year 2025 will mark the beginning of a new presidential administration, which will bring significant change as new policies, Cabinet appointments, and priorities are set. A Republican trifecta in Congress could push significant legislative agendas. Supreme Court decisions on pivotal issues like voting rights, abortion, climate change, and gun laws could have wide-reaching implications.



EXTRA EFFORT EXERCISES - PAGES 40-56

Extra effort is an approach to critical thinking, investigating a narrow topic, researching and studying the evidence, and communicating conclusions. These are quick exercises linked to a unit in the worktext, usually completed within one class period. There are currently 18 “Extra Effort” exercises with more to be added; check our website periodically for updates.



FEDERAL UNIT REVIEW EXERCISES - PAGES 57-64

This group of exercises accompanies the federal unit of the student worktext, offering a review of some units. These fun activities can be provided as homework, extra credit, or test preparation.



MISSOURI UNIT EXERCISES - PAGES 65-73

This section of handouts relates to the Missouri unit of the student worktext. Various exercises include identifying state symbols, sampling of new Missouri laws, exploring the state seal and state flag, a timeline of key events, and a variety of puzzles.

Please periodically check our website at www.ajspublications.com and search under “Resources.” In the “Handouts & Exercises” section, additional materials will be posted before and after the election. The handouts are designed to accompany your current edition of the worktext and will assist in the study of those topics.

“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.” – The First Amendment to the U.S. Constitution

As you can see from the wording above, the First Amendment guarantees freedoms concerning religion, expression, assembly, and the right to petition. It forbids Congress from both promoting one religion over others and also restricting an individual’s religious practices. It guarantees freedom of expression by prohibiting Congress from restricting the press or the rights of individuals to speak freely. It also guarantees the right of citizens to assemble peaceably and to petition their government.

Below are 5 important details of the First Amendment:

- 1.** The five freedoms it protects: speech, religion, press, assembly, and the right to petition the government. Together, these five guaranteed freedoms make the people of the United States of America the freest in the world.
- 2.** Before agreeing to accept the Constitution, the Founders of our democratic republic demanded that these freedoms be protected by an amendment to the original document – the First Amendment.
- 3.** There is no “legal age” you have to reach to exercise your First Amendment freedoms. They are guaranteed to you the day you are born. There is also no citizenship requirement for First Amendment protection. In the U.S., you have freedom of speech, religion, press, assembly, and petition.
- 4.** The First Amendment is neither “left-wing” nor “right-wing.” It can be used to push for social and political change or to oppose change. The First Amendment is for everyone.
- 5.** After several Supreme Court rulings, it was decided that the First Amendment applies to federal, state, and local governments, including all branches of government. However, there are limitations to free speech in the case of “clear or present danger,” according to the Supreme Court ruling in *Schenck v. the United States*.

QUESTIONS TO CONFIRM YOUR UNDERSTANDING OF THE FIRST AMENDMENT

TRUE OR FALSE? Write a **T** or **F** in the space provided. Brief details help to explain the answer.

- ___ 1. The right to assemble is more important than the right to free speech.
- ___ 2. Freedom of Speech means you can print or say anything you want.
- ___ 3. Some citizens have more rights than others.
- ___ 4. The governor can edit a radio station’s content.
- ___ 5. The Constitution does not ban certain religions.
- ___ 6. Because of the Freedom of Speech, you can express yourself by wearing whatever you want to school.
- ___ 7. Writing your mayor to improve the ballfield at a local park is an example of a Freedom to Petition.
- ___ 8. A private business cannot fire an employee for expressing political views on the job.

IDENTIFY THE FREEDOM. Choose the correct freedom that matches the statement, in some cases more than one freedom will apply.

Freedom: Speech (S), Religion (R), Press (PR), Assembly (A), Petition (PT)

- ___ 1. Allows after-school clubs.
- ___ 2. Prevents the government from dictating a specific day to attend church.
- ___ 3. Protects an event to protest against war.
- ___ 4. Allows journalists to report news in America.
- ___ 5. Collecting signatures to nominate a political candidate.
- ___ 6. Initiate an online campaign to disapprove of a government action.
- ___ 7. Right to take a knee during the National Anthem.

RESEARCH & REPORT. Make inferences on the question below and discuss as a class.

The Supreme Court has heard more than 200 cases related to the First Amendment. Why do you think it has agreed to hear so many? _____

Election Day in America occurs on the first Tuesday after the first Monday of November each year. This date was initially set by President John Tyler, who signed into law the establishment of this voting day so that farmers would have time to travel to their polling places without interference with their season. Since then, the demographic of voters has drastically changed, including far more Americans than just white males.

Election Day is the day legally established for the general election, sometimes referred to as a “popular election,” of federal public officials: President, Vice President, and Members of the U.S. Congress. Citizens vote for President and Vice President every four years, Representatives every two years, and Senators every six years. State and local elections are often, but not always, held on the same day as federal elections.

National vs. Public Holidays

The United States currently has 11 national holidays, with Juneteenth being the most recent addition. On these holidays, non-essential federal offices are closed and government employees receive pay while having the day off. Other establishments – including schools, businesses and banks – may also receive paid time off on some of these dates.

While Election Day is currently not a federal holiday, 14 states observe it as a public holiday. These states include Illinois, Indiana, Michigan, and New York. Here, state offices will be closed, with some requiring employers to provide paid time off for voting. Many other states that do not recognize it as a holiday still require paid time off. At the same time, other states offer time off for voting but with no pay. With all these variations and inconsistencies, these are discussions on how to support the civic duty of voting in upcoming elections.

Election Day could be a holiday if a bill were passed by Congress and then signed into law by the president. Approximately two million people who work for the federal government would then be given a paid day off, and private companies might follow suit. Some suggest a compromise, such as making it a holiday but combining it with Veterans Day (November 11th).

Election Day and the U.S. Constitution

Article 1, Section 4, Clause 1 of the Constitution is known as the “Elections Clause.” It grants the regulation of the “time, place, and manner” of elections to the states, while Congress is given the power to create law to make or change the regulatory processes.

The Constitution and its amendments collectively establish the framework for conducting federal elections, ensuring that they are regulated both by state legislatures and by federal oversight, while also expanding and protecting voting rights for various groups over time.

Would a Holiday Improve Turnout?

There is obviously much to consider when creating a new national holiday. The goal of all politicians should be to hear more voices through the voting process. Are we just

too busy to vote, so allocating more time aids in increasing turnout? In February of 2024, U.S. Representative Anna Eshoo introduced the Election Day Holiday Act, legislation making Election Day a federal holiday. “No one should be unable to vote because they have to work or care for a family member,” said Rep. Eshoo. “Voting is the cornerstone of our democracy, and Congress must make it easier to vote, not harder. With a presidential election this year, it’s imperative that we reaffirm our commitment to the right to vote and ensure every voice is heard. Our democracy depends on it.”

However, Federal law does not require private employers to give employees paid federal holidays, and lower-income individuals who work for hourly wages may not be eligible for holiday pay. Many of these individuals also rely on school days as childcare for their children. On the flip side, parents who bring their children to vote may instill the value of democratic participation at a young age.

Additional factors to consider would be if we had a holiday to vote, would fewer people be included in voting early or by mail? Would there be longer lines at the polls, which already pose problems for election officials and could deter some voters from showing up? Lines are already too long in some precincts, which could increase if more voters are concentrated in a single day. Some studies show that if more states would adopt same-day voter registration, no-excuse absentee voting, and vote-by-mail options could significantly impact access to the ballots.

Mandatory Voting

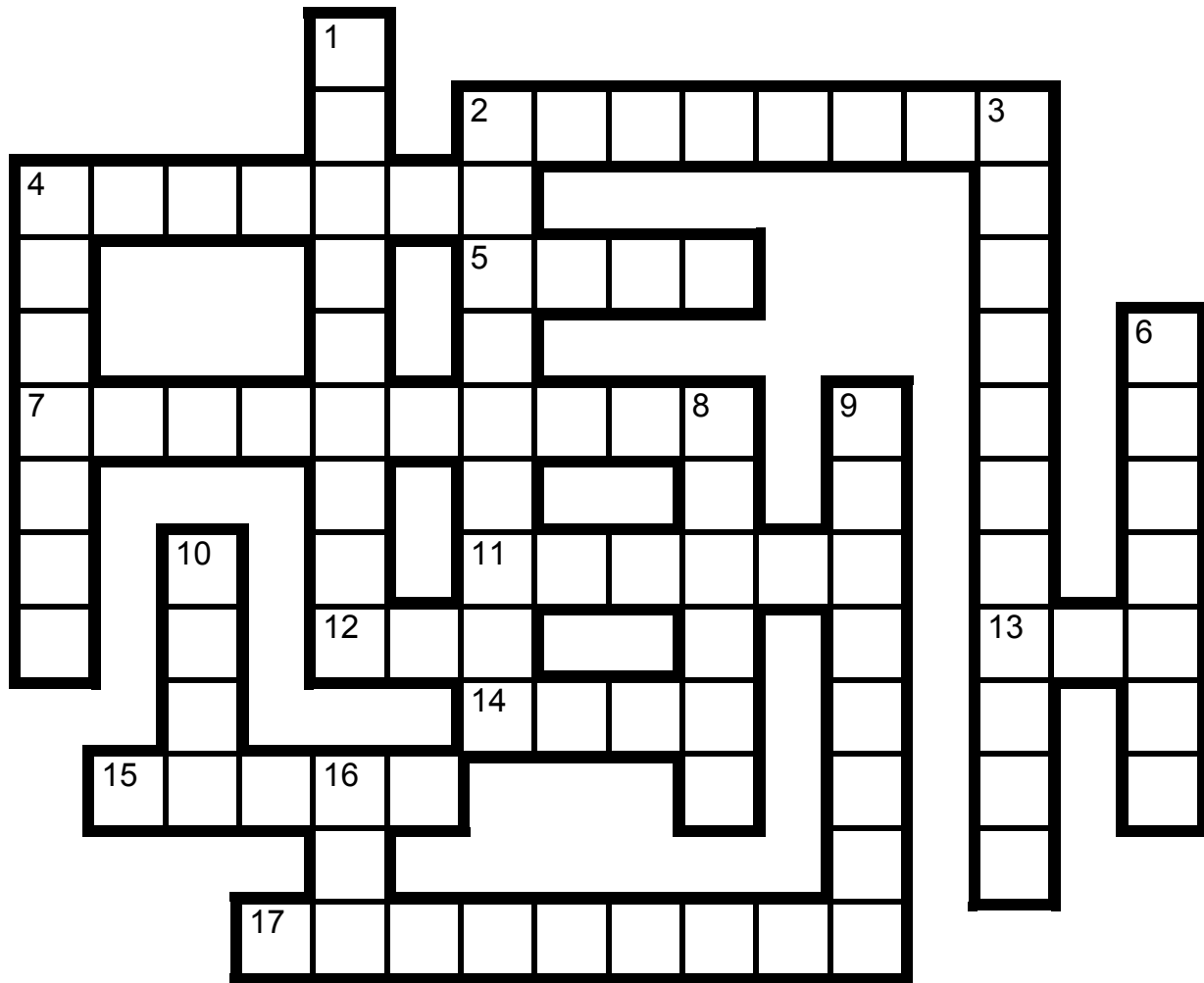
Going one step farther, should voting be mandatory in the United States? Would more Americans’ voices be heard? Voting is mandatory in about 25 countries, including Argentina, Australia, and Belgium.

We should all aim to increase voter turnout so that more voices are represented by our officials and policies. Regardless of partisan politics, all should strive for free, fair, and accessible elections. There are differing views on meeting this goal and whether the creation of a national holiday for Election Day would promote an increase in voter turnout.

EXPRESS YOUR OPINION

1. Would you favor adding “Citizen Day” as the 12th national holiday, celebrating our democracy with additional voting time and nonpartisan community parties? Why or why not?

2. Do you believe that all states should operate with the same election rules with the aim at improving turnout? ____

**Across**

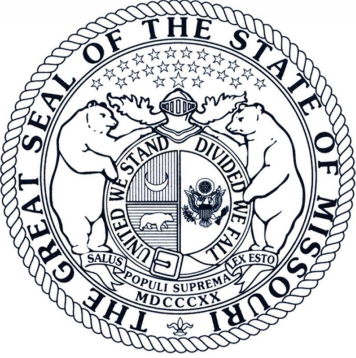
- 2. Branch that interprets the laws.
- 4. Highest federal court.
- 5. Has 50 stars and 13 stripes.
- 7. There are 27 of these.
- 11. Consists of 100 members.
- 12. Term, in years, of a U.S. Representative.
- 13. Number of days the president has to consider a bill.
- 14. Number of justices on the Supreme Court.
- 15. Consists of 435 members.
- 17. Branch that enforces the laws.

Down

- 1. Head of the executive branch.
- 2. Third President of the United States.
- 3. Branch that makes the laws.
- 4. Chief officer of the U.S. House of Representatives.
- 6. Group of 15 that advises the president.
- 8. The stars on the flag represent these.
- 9. Beginning of the Constitution.
- 10. When the president rejects a bill.
- 16. Term, in years, of a U.S. Senator.

The state flag and seal serve as powerful symbols of history, governance, and identity, reinforcing the state's significance in official and public settings. You were introduced to the state seal in Unit 27, and now you can study both symbols in more detail. The seal serves an important purpose. The Missouri Secretary of State affixes the Great Seal of Missouri to official state documents, including laws, executive orders, and commissions.

The Missouri State Seal



The Great Seal was designed by Judge Robert William Wells and adopted by the Missouri General Assembly on January 11, 1822. The center of the state seal is composed of two parts. On the right is the United States coat of arms containing the bald eagle. Arrows and olive branches are in its claws, signifying the power of war and peace lies with the U.S. federal government. On the

shield's left side, the state side, are a grizzly bear and a silver crescent moon. The crescent symbolizes Missouri at the time of the state seal's creation, a state with a small population and wealth that would increase like the new or crescent moon; it also symbolizes the "second son," meaning Missouri was the second state formed out of the Louisiana Territory.

The shield is encircled by a belt inscribed with the motto, "United we stand, divided we fall," which indicates Missouri's advantage as a member of the United States. The two grizzlies on either side of the shield symbolize the state's strength and its citizens' bravery. The bears stand atop a scroll bearing the state motto, "Salus Populi Suprema lex Esto," which means, "Let the welfare of the people be the supreme law." Below this scroll are the Roman numerals for 1820, the year Missouri began its functions as a state (Although not admitted into the Union until 1821).

The helmet above the shield represents state sovereignty, and the large star atop the helmet surrounded by 23 smaller stars signifies Missouri's status as the 24th state. The cloud around the large star indicates Missouri's problems in becoming a state. The whole state seal is enclosed by a scroll titled "The Great Seal of the State of Missouri."

State Seal Exercise

Above is a reproduction of the official *Great Seal of Missouri*. The Great Seal was designed by Judge Robert William Wells and adopted by the Missouri General Assembly on January 11, 1822. **Research the Great Seal and answer the following questions:**

1. What do the two grizzlies on the seal represent? _____
2. What do the Roman numerals signify? _____
3. How many stars atop the helmet? _____
What does this represent? _____

The Missouri State Flag

The Missouri state flag is a strong symbol of unity, heritage, and patriotism. The Missouri state flag was designed in 1908 by Marie Elizabeth Watkins Oliver, a civic leader and member of the Daughters of the American Revolution. Mrs. Oliver's design was original and, though simple,



contained many messages. It took three years and several attempts before the bill for the "Oliver flag" was finally passed. On March 22, 1913, Governor Elliot Major signed the bill into law and made the Oliver flag the official state flag of Missouri.

The Oliver flag embraced national pride and, at the same time, expressed characteristics of Missouri and Missourians. The three large stripes were symbolic of the people of the state—the blue stripe represented vigilance, permanency, and justice, the red represented valor, and the white stripe symbolized purity. The Missouri coat-of-arms appeared in the center of the flag, signifying Missouri's independence as a state and its place as a part of the United States. Having the coat of arms in the center of the national colors represents Missouri, as she is—the nation's geographical center. The flag signified harmony between the two by mingling the state coat of arms with the national colors red, white, and blue. Twenty-four stars surrounded the coat of arms, representing Missouri's position as the 24th state admitted to the Union.

Oliver's original state flag, made of silk with some hand-painted elements, was donated to the Missouri Secretary of State's Office in 1961 and displayed in the Capitol building from then to 1980. The original flag was restored in the late 1980s and is now displayed in the secretary of state's lobby in Jefferson City.

State Flag Exercise

Above is a black and white reproduction of the state flag. Find a picture of the actual state flag in color and answer the following questions. **Research the Missouri State Flag and answer the following questions:**

1. Identify the colors of three horizontal stripes on the flag and describe the meanings behind the colors.
 - a.) top stripe color: _____ meaning: _____
 - b.) middle stripe color: _____ meaning: _____
 - c.) bottom stripe color: _____ meaning: _____
2. Compare Missouri's flag to the Illinois flag and note the similarities and differences. _____