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| Category | Documents |
| A balance between governmental power and individual rights has been a hallmark of American political development. |

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| Federalist #10 | Brutus #1 | Declaration |
| Argued that the formation of several different factions (groups) provides the country with diversity and protects minority rights by forcing compromise. The more groups formed, the less likely tyranny would occur.  | Argued the Constitution gave the federal government too much power and state governments would be nullified. Also claimed that the legislative branch’s power was unlimited and was a threat to individual liberty  | Official document that separated the American colonies from the British monarchy. Outlined grievances/ injustices (complaints) of the British and explained reasons for American independence. Established basic American rights |
| [Document](https://1.cdn.edl.io/mTr7WBm5kjSVQe7R7GD7VijvkR4tb9h4tYGJaim70JhxHTe4.pdf)[Audio Version](https://www.youtube.com/watch?v=sA0JQAk0UaE)- [Alt Version](https://www.youtube.com/watch?v=UCWZRX0ZCrU)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-government-power-and-individual-rights/v/federalist-papers-10-part-1) | [Document](https://www.miamiseniorhigh.org/ourpages/auto/2019/1/8/64615834/brutus-excerpts.pdf)[Audio Version](https://www.youtube.com/watch?v=AS11-Nd4qAQ)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-government-power-and-individual-rights/v/anti-federalists-and-brutus-i) | [Document](https://www.constitution.org/us_doi.pdf) [Audio Version](https://www.youtube.com/watch?v=4uE-tqe0xsQ)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-ideals-of-democracy/v/democratic-ideals-in-the-declaration-of-independence) |

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| The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. |

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| The Articles of Confederation | The US Constitution |
| First attempt at an independent federal government. Gave states powers while severely limited federal government, leaving the country vulnerable to domestic and forgeign issues  | Established the goals of the government as well as sets up its structure with the three branch system and their roles within the government (separation of powers and checks and balances) |
| [Document](http://constitutionnet.org/sites/default/files/the-articles-of-confederation_0.pdf)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-challenges-of-the-articles-of-confederation/v/the-articles-of-confederation-and-shays-rebellion) | [Document](https://constitutioncenter.org/media/files/constitution.pdf)  [Audio Version](https://www.youtube.com/watch?v=2KNZOVY8SaM)[PDF](https://www.senate.gov/civics/resources/pdf/US_Constitution-Senate_Publication_103-21.pdf)-Provides explanations next to each section[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-ratification-of-the-us-constitution/v/the-constitutional-convention) |

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| The Constitution created a competitive policy- making process to ensure the people's will is represented and that freedom is preserved |

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| The US Constitution | Federalist #51 |
| Established the role of each branch in making policy. Developed a complicated bill process to ensure laws are beneficial to the country and protect citizen’s rights | Argued the federal government was limited in power through the system of checks and balances embedded within the branches.  |
| [Document](https://constitutioncenter.org/media/files/constitution.pdf) [Audio Version](https://www.youtube.com/watch?v=2KNZOVY8SaM)[PDF](https://www.senate.gov/civics/resources/pdf/US_Constitution-Senate_Publication_103-21.pdf)-Provides explanations next to each sectionVideo analysis- [Article I](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-congress-the-senate-and-the-house-of-representatives/v/article-i-of-the-constitution) ; [Article II](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-roles-and-powers-of-the-president/v/article-ii-of-the-constitution) | [Document](https://www.csus.edu/indiv/f/friedman/sp2020/govt1/schedule/B/FED%2051.pdf)[Audio Version](https://www.youtube.com/watch?v=sA0JQAk0UaE&t=196s)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-principles-of-american-government/v/separation-of-powers-and-checks-and-balances) |

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| Federalism reflects the dynamic distribution of power between national and state governments |

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| The US Constitution |
| Established the relationship between states and the federal government, outlining the reserved powers for the state, the delegated powers for the federal government, and the concurrent powers for both. Limits what states can and cannot do in Article IV (Federalism)  |
| [Document](https://constitutioncenter.org/media/files/constitution.pdf) [PDF](https://www.senate.gov/civics/resources/pdf/US_Constitution-Senate_Publication_103-21.pdf)-Provides explanations next to each section[Audio Version](https://www.youtube.com/watch?v=2KNZOVY8SaM)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-relationship-between-the-states-and-the-federal-government/v/article-iv-of-the-constitution) |

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| The Fourteenth Amendment's equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality  |

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| "Letter from a Birmingham Jail" (By MLK) |
| Explained the importance and value of nonviolent resistance to racism and injustice. MLK erged individuals to take direct action through peaceful civil disobedience by refusing to follow laws that were specifically designed to support segregation and discrimination. He argued that individuals had a moral obligation to break these unjust laws rather than wait for justice.  |
| [Document](http://web.cn.edu/kwheeler/documents/letter_birmingham_jail.pdf) - [Audio version](https://www.youtube.com/watch?v=ATPSht6318o)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-civil-liberties-and-civil-rights/us-gov-social-movements-and-equal-protection/v/letter-from-a-birmingham-jail) |

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| The presidency has been enhanced beyond the expressed constitutional powers |

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| Federalist No.70 |
| Argued that there was a need for a strong executive leader (president) especially in times of war and crisis. Having a weak leader or multiple leaders in charge ran the risk of different opinions and not being efficient when quick decisions were needed. Also argued a single executive would be watched more closely while a group would not.  |
| [Document](http://chnm.gmu.edu/acpstah/unitdocs/unit4/lesson4/federalistssupporters.pdf)[Audio Version](https://www.youtube.com/watch?v=QHlG9TA-pqE)[Video analysis](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-expansion-of-presidential-power/v/expansion-of-presidential-power-video) |

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| The design of the judicial branch protects the Supreme Court's independence as a branch of government, and the emergence, and use of judicial review remains a powerful judicial practice.  |

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| Federalist No.78 |
| Defined the purpose and need of an independent judicial branch and established it as the weakest branch of the three. Explained that the reason for judges getting office for life was to protect the judiciary from political pressure by Congress and the president and there were established limitations within the Constitution. Also developed the idea of judicial review to allow the judiciary to declare a law void if it is in violation of the Constitution.  |
| [Document](https://avalon.law.yale.edu/18th_century/fed78.asp)[Audio version](https://youtu.be/U1keCIPXb9Q)Video analysis-[Paper](https://youtu.be/L5gAVO6op8A); [Article III](https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-interactions-among-branches/us-gov-the-judicial-branch/v/article-iii-of-the-constitution) |

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