

## ***Making the Case for Progressive Constitutional Changes in Connecticut***

### **TEACHING AMERICAN HISTORY PROJECT**

#### ***Lesson Title - Making the Case for Progressive Constitutional Changes in Connecticut from Joseph Lewerk***

**Grade – 10 - 11**

**Length of class period – 84 minutes**

**Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)**

How did the opinions of individuals, groups and institutions in society affect the outcome of Connecticut votes on four progressive era amendments to the federal Constitution?

**Objectives (What content and skills do you expect students to learn from this lesson?)**

Compare and contrast opinions related to four proposed Constitutional amendments.  
Analyze why a particular point of view influenced voters.  
Present orally and in writing the variety of opinions related to proposed Constitutional changes along with an analysis of how those opinions influenced voters.

**Materials (What primary sources or local resources are the basis for this lesson?)  
– (please attach)**

1. 16th Amendment Article 1 - Hartford Courant Article, "Labor Union Resolutions", July 29, 1909
2. 16th Amendment Article 2 - Hartford Courant Editorial, "Article XVI", March 24, 1910
3. 16th Amendment Article 3 - Hartford Courant, "Letters from the People, The Income Tax", May 14, 1910
4. 16th Amendment Article 4 - Letter to Hartford Courant from Connecticut Mutual Life Insurance Company president, "Connecticut Income Tax", March 20, 1911
5. 16th Amendment Article 5 - Hartford Courant Article, "Federal Income Tax Hearing", March 23, 1911
6. 16th Amendment Article 6 - Hartford Courant, "Letters from the People: The Income Tax - Not Levied on States At All", May 8, 1911
7. 16th Amendment Article 7 - Hartford Courant Article, "Income Tax Fails in the Senate", June 29, 1911
8. 16th Amendment Article 8 - Hartford Courant Editorial, "Income Tax", June 29, 1911
9. 16th Amendment Article 9 - Hartford Courant Article, "Raps Democrats For Broken Pledges", February 15, 1912
10. 16th Amendment Article 10 - Hartford Courant Article, "In Time Of Peace", March

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21, 1912

11. 16th Amendment Article 11 - Hartford Courant Editorial, "The Income Tax", February 4, 1913
  
1. 17th Amendment Article 1 - Hartford Courant Article, "Gov Baldwin's Second Message", January 9, 1913
2. 17th Amendment Article 2 - Hartford Courant Editorial, April 9, 1913
3. 17th Amendment Article 3 - Hartford Courant Article, "Only One Advocate of Federal Changes", March 12, 1913
4. 17th Amendment Article 4 - Hartford Courant Article, "Will Connecticut Ratify Amendment?", April 8, 1913
  
1. 18th Amendment Article 1 - Hartford Courant Editorial, "Goodby to Misery and Crime", April 29, 1918
2. 18th Amendment Article 2 - Hartford Courant Editorial, "Proving Too Much", May 16, 1918
3. 18th Amendment Article 3 - Hartford Courant Article, "Breweries Part of German Plot Says Professor Fisher", May 22, 1918
4. 18th Amendment Article 4 - Hartford Courant, "Letters from the People: Emil L G Hohenthal", March 25, 1917
5. 18th Amendment Article 5 - Hartford Courant Advertisement, United States Brewers' Association, December 15, 1917
6. 18th Amendment Article 6 - Hartford Courant Editorial, December 19, 1917
7. 18th Amendment Article 7 - Hartford Courant "Letters from the People, Professor Mitchell Favors National Amendment", December 27, 1917
8. 18th Amendment Article 8 - Hartford Courant Article "The Vote of the Teachers", February 20, 1918
9. 18th Amendment Article 9 - Hartford Courant Article "Connecticut Laborites Fight Amendment", May 13, 1918
10. 18th Amendment Article 10 - Hartford Courant Article "State Lawyers Not For 'Dry' Amendment", October 31, 1918
11. 18th Amendment Article 11 - Hartford Courant Advertisement "Will Bolshevism Come With National Prohibition?", January 13, 1919
12. 18th Amendment Article 12 - Hartford Courant Article "Bartenders Looking For Different Jobs", February 23, 1919
  
1. 19th Amendment Article 1 - Hartford Courant Article "Mrs. M. Toscan Bennett Burns President's Speech, Arrested in Washington", January 9, 1919
2. 19th Amendment Article 2 - Hartford Courant "Letters From the People - Citizen", January 11, 1919
3. 19th Amendment Article 3 - Hartford Courant "Letters from the People: Woman Suffrage And Its New Alliance", January 21, 1919
4. 19th Amendment Article 4 - Hartford Courant "Letters from the People: What Women

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Want", February 5, 1919

5. 19th Amendment Article 5 - Hartford Courant Article "Head of Conn. Suffrage Sees 'Spec Emergency.", July 4, 1919
6. 19th Amendment Article 6 - Hartford Courant Article "Governor Gives Ear To Suffrage Points", September 24, 1919
7. 19th Amendment Article 7 - Hartford Courant "Letters from the People: A Woman On Suffrage", December 3, 1919
8. 19th Amendment Article 8 - Hartford Courant Article "Will Need More Voting Machines When Women Vote", February 11, 1920
9. 19th Amendment Article 9 - Hartford Courant Advertisement "Connecticut's Last Chance", March 16, 1920
10. 19th Amendment Article 10 - Hartford Courant Article "Holcomb's Courage Checked Hysteria", April 3, 1920
11. 19th Amendment Article 11 - Hartford Courant "Holcomb Is Bulwark of Constitution, Says Miss Kilbreth ", May 30, 1920
12. 19th Amendment Article 12 - Hartford Courant Article "Women Taught A.B.C.'s of Gov't", July 19, 1920
13. 19th Amendment Article 13 - Hartford Courant Editorial "The Suffrage Situation", August 27, 1920

### **Activities (What will you and your students do during the lesson to promote learning?)**

1. Students read general information on the Constitutional amendment process (attached) and working with a partner or in small groups construct a flow chart detailing the process. If other information is available (e.g. from the students' textbook) it may be substituted. Teacher monitors to ensure students remain on track.
2. Groups of students are provided a packet with information on Connecticut's opinions about one of the four amendments (16th Income Tax, 17th - Popular Election of Senators\*, 19th Women's Suffrage) to the Constitution.

\*Information on the 17th Amendment is limited to four articles and may be used for a pair or group who would benefit from a smaller body of material to analyze. Likewise any of the four collections of articles can be reduced in size at the teachers discretion for either the purposes of differentiated instruction or to expedite completion of the activity.

3. After the teacher models how a particular article might be examined for the tasks listed below, student groups analyze their assigned amendments and are responsible for producing the following:

- a. A narrative describing a) the proposed amendment, b) details on the different reasons

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mentioned in the documents as to why the amendment should or should not be adopted by the state, c) an analysis based on the documents as to why the Connecticut legislature voted to approve or reject the proposed amendment

- b. Based on all of the elements of the written narrative described above, students will produce and present a maximum 2 minute oral presentation for the class (a recorded video presentation containing the same information may be substituted).

Teacher monitors and assists students as necessary in completing the above tasks.

### **How will you assess what student learned during this lesson?**

Produce a flow chart describing the amendment process.

Complete a worksheet comparing and contrasting points of view contained in primary source materials.

Write a narrative essay describing specific elements of the primary source materials and analyzing why the amendment was approved or rejected.

Present a summary to the class of the content of the narrative essay.

### **Connecticut Framework Performance Standards –**

1.2.13 Analyze how events and people in Connecticut reflect and have contributed to developments in United States history.

1.2.14 Describe how major events in U.S. history affected Connecticut citizens.

2.3.7 Create written work that analyzes a historical event, place or person using various news media sources.

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## Student Handout 1

### ACTIVITY 1

After examining the following information, discuss it with your partner(s) and create a flow chart that depicts the process of amending the United States Constitution.

### **The Constitutional Amendment Process**

The authority to amend the [Constitution of the United States](#) is derived from [Article V of the Constitution](#). After Congress proposes an amendment, the Archivist of the United States, who heads the National Archives and Records Administration (NARA), is charged with responsibility for administering the ratification process under the provisions of [1 U.S.C. 106b](#). The Archivist has delegated many of the ministerial duties associated with this function to the Director of the Federal Register. Neither Article V of the Constitution nor section 106b describe the ratification process in detail. The Archivist and the Director of the Federal Register follow procedures and customs established by the Secretary of State, who performed these duties until 1950, and the Administrator of General Services, who served in this capacity until NARA assumed responsibility as an independent agency in 1985.

The Constitution provides that an amendment may be proposed either by the Congress with a two-thirds majority vote in both the House of Representatives and the Senate or by a constitutional convention called for by two-thirds of the State legislatures. None of the 27 amendments to the Constitution have been proposed by constitutional convention. The Congress proposes an amendment in the form of a joint resolution. Since the President does not have a constitutional role in the amendment process, the joint resolution does not go to the White House for signature or approval. The original document is forwarded directly to NARA's Office of the Federal Register (OFR) for processing and publication. The OFR adds legislative history notes to the joint resolution and publishes it in slip law format. The OFR also assembles an information package for the States which includes formal "red-line" copies of the joint resolution, copies of the joint resolution in slip law format, and the statutory procedure for ratification under 1 U.S.C. 106b.

The Archivist submits the proposed amendment to the States for their consideration by sending a letter of notification to each Governor along with the informational material prepared by the OFR. The Governors then formally submit the amendment to their State legislatures. In the past, some State legislatures have not waited to receive official notice before taking action on a proposed amendment. When a State ratifies a proposed amendment, it sends the Archivist an original or certified copy of the State action, which is immediately conveyed to the Director of the Federal Register. The OFR examines ratification documents for facial legal sufficiency and an authenticating signature. If the documents are found to be in good order, the Director acknowledges receipt and

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### **Student Handout 1**

maintains custody of them. The OFR retains these documents until an amendment is adopted or fails, and then transfers the records to the National Archives for preservation.

A proposed amendment becomes part of the Constitution as soon as it is ratified by three-fourths of the States (38 of 50 States). When the OFR verifies that it has received the required number of authenticated ratification documents, it drafts a formal proclamation for the Archivist to certify that the amendment is valid and has become part of the Constitution. This certification is published in the Federal Register and U.S. Statutes at Large and serves as official notice to the Congress and to the Nation that the amendment process has been completed.

In a few instances, States have sent official documents to NARA to record the rejection of an amendment or the rescission of a prior ratification. The Archivist does not make any substantive determinations as to the validity of State ratification actions, but it has been established that the Archivist's certification of the facial legal sufficiency of ratification documents is final and conclusive.

In recent history, the signing of the certification has become a ceremonial function attended by various dignitaries, which may include the President. President Johnson signed the certifications for the 24th and 25th Amendments as a witness, and President Nixon similarly witnessed the certification of the 26th Amendment along with three young scholars. On May 18, 1992, the Archivist performed the duties of the certifying official for the first time to recognize the ratification of the 27th Amendment, and the Director of the Federal Register signed the certification as a witness.

Source: <http://www.archives.gov/federal-register/constitution/>

## Ways to Amend the Constitution

Under Article V of the Constitution, there are two ways to propose amendments to the Constitution and two ways to be ratified by the states.

### To Propose Amendments

- Two-thirds of both houses of Congress vote to propose an amendment, **OR**
- Two-thirds of the state legislatures ask Congress to call a national convention to propose amendments. *This version has not yet been used.*

### To Ratify Amendments

- Three-fourths of the state legislatures approve it, **OR**
- Ratifying conventions in three-fourths of the states approve it. *This method was used only once -- to ratify the 21st Amendment (repealing Prohibition).*

The Supreme Court has stated that ratification must be within "some reasonable time after the proposal." Beginning with the 18th amendment, it has been customary for Congress to set a definite period for ratification. In the case of the 18th, 20th, 21st, and 22nd amendments, the period set was 7 years, but there has been no determination as to just how long a "reasonable time" might extend.

Of the thousands of proposals that have been made, only 33 obtained the necessary two-thirds vote in Congress. Of the 33, 27 amendments have passed. The 6 unratified amendments may be found in the U.S. Constitution Amended, Unratified Amendments, Analytical Index on *GPO Access*.

Source: <http://bensguide.gpo.gov/9-12/documents/constitution/amend.html>

**CREATE YOUR FLOW CHART ON THE REVERSE OF THIS PAGE.**

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### Student Handout 2 – 16<sup>th</sup> Amendment

Using the documents provided your group will:

1. Produce a narrative describing a) the proposed amendment, b) details on the different reasons mentioned in the documents as to why the amendment should or should not be adopted by the state, c) an analysis based on the documents as to why the Connecticut legislature voted to approve or reject the proposed amendment.

Your group will also:

2) Produce and present a maximum 2 minute oral presentation for the class based on all of the elements of the written narrative described above (a recorded video presentation containing the same information may be substituted).

Working with your group to read the provided documents, you are to begin by completing the worksheet below.

### **16<sup>th</sup> Amendment: Income Tax, 1913**

Proposed 7/12/1909, not ratified by CT (38 ratified – 1302 days)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

1. 16th Amendment Article 1 - Hartford Courant Article, "Labor Union Resolutions", July 29, 1909
2. 16th Amendment Article 2 - Hartford Courant Editorial, "Article XVI", March 24, 1910
3. 16th Amendment Article 3 - Hartford Courant, "Letters from the People, The Income Tax", May 14, 1910
4. 16th Amendment Article 4 - Letter to Hartford Courant from Connecticut Mutual Life Insurance Company president, "Connecticut Income Tax", March 20, 1911
5. 16th Amendment Article 5 - Hartford Courant Article, "Federal Income Tax Hearing", March 23, 1911
6. 16th Amendment Article 6 - Hartford Courant, "Letters from the People: The Income Tax - Not Levied on States At All", May 8, 1911
7. 16th Amendment Article 7 - Hartford Courant Article, "Income Tax Fails in the Senate", June 29, 1911
8. 16th Amendment Article 8 - Hartford Courant Editorial, "Income Tax", June 29, 1911
9. 16th Amendment Article 9 - Hartford Courant Article, "Raps Democrats For Broken Pledges", February 15, 1912
10. 16th Amendment Article 10 - Hartford Courant Article, "In Time Of Peace", March 21, 1912
11. 16th Amendment Article 11 - Hartford Courant Editorial, "The Income Tax",

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February 4, 1913

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Student Handout 2 – 16<sup>th</sup> Amendment

<b>GROUP/INDIVIDUAL</b>	<b>FAVORED OR OPPOSED? WHY?</b>

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## **Student Handout 3 – 17<sup>th</sup> Amendment**

Using the documents provided your group will:

1. Produce a narrative describing a) the proposed amendment, b) details on the different reasons mentioned in the documents as to why the amendment should or should not be adopted by the state, c) an analysis based on the documents as to why the Connecticut legislature voted to approve or reject the proposed amendment.

Your group will also:

2) Produce and present a maximum 2 minute oral presentation for the class based on all of the elements of the written narrative described above (a recorded video presentation containing the same information may be substituted).

Working with your group to read the provided documents, you are to begin by completing the worksheet below.

### **17<sup>th</sup> Amendment: Senators Elected by Popular Vote, 1913**

Proposed 5/13/1912, ratified by CT 4/8/1913 (36<sup>th</sup> of 37 states – 330 days)

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

1. 17th Amendment Article 1 - Hartford Courant Article, "Gov Baldwin's Second Message", January 9, 1913
2. 17th Amendment Article 2 - Hartford Courant Editorial, April 9, 1913
3. 17th Amendment Article 3 - Hartford Courant Article, "Only One Advocate of Federal Changes", March 12, 1913
4. 17th Amendment Article 4 - Hartford Courant Article, "Will Connecticut Ratify Amendment?", April 8, 1913

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**Student Handout 3 – 17<sup>th</sup> Amendment**

<b>GROUP/INDIVIDUAL</b>	<b>FAVORED OR OPPOSED? WHY?</b>

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## Student Handout 4 – 18<sup>th</sup> Amendment

Using the documents provided your group will:

1. Produce a narrative describing a) the proposed amendment, b) details on the different reasons mentioned in the documents as to why the amendment should or should not be adopted by the state, c) an analysis based on the documents as to why the Connecticut legislature voted to approve or reject the proposed amendment.

Your group will also:

2) Produce and present a maximum 2 minute oral presentation for the class based on all of the elements of the written narrative described above (a recorded video presentation containing the same information may be substituted).

Working with your group to read the provided documents, you are to begin by completing the worksheet below.

### **18<sup>th</sup> Amendment: Prohibition, 1919**

Proposed 12/18/1917, ratified by CT, 5/6/1919 (44<sup>th</sup> of 45 states – 394 days)

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section. 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

1. 18th Amendment Article 1 - Hartford Courant Editorial, "Goodby to Misery and Crime", April 29, 1918
2. 18th Amendment Article 2 - Hartford Courant Editorial, "Proving Too Much", May 16, 1918
3. 18th Amendment Article 3 - Hartford Courant Article, "Breweries Part of German Plot Says Professor Fisher", May 22, 1918
4. 18th Amendment Article 4 - Hartford Courant, "Letters from the People: Emil L G Hohenthal", March 25, 1917
5. 18th Amendment Article 5 - Hartford Courant Advertisement, United States Brewers' Association, December 15, 1917
6. 18th Amendment Article 6 - Hartford Courant Editorial, December 19, 1917
7. 18th Amendment Article 7 - Hartford Courant "Letters from the People, Professor Mitchell Favors National Amendment", December 27, 1917
8. 18th Amendment Article 8 - Hartford Courant Article "The Vote of the Teachers", February 20, 1918
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10. 18th Amendment Article 10 - Hartford Courant Article "State Lawyers Not For 'Dry' Amendment", October 31, 1918
11. 18th Amendment Article 11 - Hartford Courant Advertisement "Will Bolshevism Come With National Prohibition?", January 13, 1919
12. 18th Amendment Article 12 - Hartford Courant Article "Bartenders Looking For Different Jobs", February 23, 1919

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Student Handout 4 – 18<sup>th</sup> Amendment

<b>GROUP/INDIVIDUAL</b>	<b>FAVORED OR OPPOSED? WHY?</b>

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## **Student Handout 5 – 19<sup>th</sup> Amendment**

Using the documents provided your group will:

1. Produce a narrative describing a) the proposed amendment, b) details on the different reasons mentioned in the documents as to why the amendment should or should not be adopted by the state, c) an analysis based on the documents as to why the Connecticut legislature voted to approve or reject the proposed amendment.

Your group will also:

2) Produce and present a maximum 2 minute oral presentation for the class based on all of the elements of the written narrative described above (a recorded video presentation containing the same information may be substituted).

Working with your group to read the provided documents, you are to begin by completing the worksheet below.

### **19<sup>th</sup> Amendment: Women's Suffrage, 1920**

Proposed 6/4/1919, ratified by CT 9/14/1920 (37<sup>th</sup> of 39 states 441 days)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

1. 19th Amendment Article 1 - Hartford Courant Article "Mrs. M. Toscan Bennett Burns President's Speech, Arrested in Washington", January 9, 1919
2. 19th Amendment Article 2 - Hartford Courant "Letters From the People - Citizen", January 11, 1919
3. 19th Amendment Article 3 - Hartford Courant "Letters from the People: Woman Suffrage And Its New Alliance", January 21, 1919
4. 19th Amendment Article 4 - Hartford Courant "Letters from the People: What Women Want", February 5, 1919
5. 19th Amendment Article 5 - Hartford Courant Article "Head of Conn. Suffrage Sees 'Spec Emergency.'", July 4, 1919
6. 19th Amendment Article 6 - Hartford Courant Article "Governor Gives Ear To Suffrage Points", September 24, 1919
7. 19th Amendment Article 7 - Hartford Courant "Letters from the People: A Woman On Suffrage", December 3, 1919
8. 19th Amendment Article 8 - Hartford Courant Article "Will Need More Voting Machines When Women Vote", February 11, 1920
9. 19th Amendment Article 9 - Hartford Courant Advertisement "Connecticut's Last Chance", March 16, 1920
10. 19th Amendment Article 10 - Hartford Courant Article "Holcomb's Courage Checked Hysteria", April 3, 1920
11. 19th Amendment Article 11 - Hartford Courant "Holcomb Is Bulwark of Constitution, Says Miss Kilbreth ", May 30, 1920
12. 19th Amendment Article 12 - Hartford Courant Article "Women Taught A.B.C.'s of Gov't", July 19, 1920
13. 19th Amendment Article 13 - Hartford Courant Editorial "The Suffrage Situation", August 27, 1920



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**Student Handout 5 – 19<sup>th</sup> Amendment**

<b>GROUP/INDIVIDUAL</b>	<b>FAVORED OR OPPOSED? WHY?</b>