
The Living Rulebook: Analyzing the U.S. Constitution and Why It Still Matters

Bloom's Level: Analyze

Standard:

NCSS.5.2 — Understanding the Constitution

C3.D2.Civ.6.3-5 — Understanding the Constitution's Role

TEKS §113.44(d)(6)(E) — Understanding the Constitution

STUDENT EDITION



The Supreme Court interprets the Constitution's broad language, deciding how centuries-old principles apply to modern issues like digital privacy.

The Living Rulebook: Analyzing the U.S. Constitution and Why It Still Matters



What the Constitution Actually Says

The U.S. Constitution, ratified in 1788, is organized into three main parts: the **Preamble**, the **Articles**, and the **Amendments**.

The Supreme Court interprets the Constitution's broad language, deciding how centuries-old principles apply to modern issues like digital privacy.

The Preamble

The Preamble is the Constitution's opening statement — a declaration of purpose. It begins with the famous phrase "We the People," which signals something radical for its time: that government authority comes from citizens, not kings. The Preamble outlines six goals, including establishing justice, ensuring domestic tranquility, and securing the blessings of liberty. Think of it as the mission statement of American government.

The Seven Articles

The seven articles divide and define the structure of the federal government:

- **Article I** establishes the **Legislative Branch** (Congress), which makes laws.
- **Article II** establishes the **Executive Branch** (the President), which enforces laws.
- **Article III** establishes the **Judicial Branch** (the Supreme Court), which interprets laws.
- **Articles IV-VII** address relationships between states, the amendment process, federal supremacy, and ratification.

This three-branch structure reflects a core principle: **separation of powers**. The Founders deliberately divided authority so that no single person or group could dominate the government. Compare this to a monarchy, where one ruler holds all power, and the contrast becomes clear. Each branch also has the ability to check and limit the others — a system known as **checks and balances**.

The Bill of Rights and Later Amendments

The first ten amendments, known as the **Bill of Rights**, were added in 1791 to protect individual freedoms. These include freedom of speech (1st Amendment), protection against unreasonable searches (4th Amendment), and the right to a fair trial (6th Amendment). Examine these rights closely and you'll notice a pattern: they mostly protect individuals from government overreach, not from each other.

But the Constitution didn't stop evolving there. Later amendments reflect the nation's ongoing struggle to live up to its founding ideals. The **13th Amendment** (1865) abolished slavery. The **19th Amendment** (1920) granted women the right to vote. These additions aren't footnotes — they represent fundamental expansions of who "We the People" actually includes. Comparing the original document to these later amendments reveals just how dramatically the Constitution's scope has grown over time.

How the Amendment Process Works

One of the Constitution's most important features is that it can be changed — but not easily. The amendment process requires:

1. **Proposal**: Two-thirds of both houses of Congress must approve the amendment, or two-thirds of state legislatures can call a constitutional convention.
2. **Ratification**: Three-fourths of all states (currently 38 out of 50) must approve it.

This high threshold is intentional. Differentiate it from a simple majority vote: the Founders wanted fundamental changes to reflect broad national consensus, not temporary political trends. Since 1788, over 11,000 amendments have been proposed. Only **27 have been ratified**. The most recent, the 27th Amendment (dealing with congressional pay), was ratified in 1992 — but was originally proposed in 1789. That's a 203-year gap between proposal and ratification.

Why Constitutional Debates Aren't Just for Lawyers

Here's where it gets genuinely interesting. Because the Constitution uses broad language — phrases like "due process," "unreasonable searches," and "freedom of speech" — courts must constantly interpret what those words mean in new contexts.

Consider the 4th Amendment, which protects against unreasonable searches. When it was written, a "search" meant soldiers physically entering your home. Today, courts must decide: Does reading your text messages count as a search? What about tracking your location through your phone? These aren't abstract legal puzzles — they directly affect your privacy.

Organize the debate this way: on one side are **originalists**, who argue the Constitution should be interpreted based on what the Founders originally meant. On the other side are those who support a **living Constitution** approach, arguing that the document's principles must be applied to circumstances the Founders couldn't have imagined. Both sides use the same text to reach very different conclusions.

This tension plays out in real cases. The Supreme Court's 2018 decision in *Carpenter v. United States* ruled that police generally need a warrant to access cell phone location data — a 4th Amendment ruling applied to technology that didn't exist until 200 years after the amendment was written.

Real-World Connections

Constitutional questions appear in everyday life more than most people realize. When your school restricts what you can post online, that raises 1st Amendment questions. When a police officer stops someone without clear reason, that's a 4th Amendment issue. When Congress debates new economic regulations, Article I defines what they're allowed to do.

Understanding the Constitution means understanding the rules that govern these situations — not as a passive observer, but as a citizen who has rights and responsibilities within that system.

Key Terms at a Glance

Term	Definition
Separation of Powers	The division of government authority among three distinct branches
Checks and Balances	Each branch's ability to limit the power of the other two
Originalism	Interpreting the Constitution based on the Founders' original intent
Living Constitution	Interpreting the Constitution's principles in light of modern circumstances
Due Process	The legal requirement that the government respect all rights owed to a person

Conclusion: The Rulebook Everyone Plays By

The Constitution is neither a perfect document nor a frozen relic. It was written by imperfect people in a specific historical moment, and it carries both the strengths and contradictions of that moment. But it also contains a framework flexible enough to govern a nation through centuries of change — one that has been amended to abolish slavery, extend voting rights, and address challenges its authors never anticipated.

By examining its structure, analyzing its language, and comparing competing interpretations, you begin to understand why every law, every court case, and every political argument eventually returns to the same 4,543 words. Knowing those words — and what they mean — is one of the most practical skills a citizen can have.

Reflect and Analyze: Which approach do you find more convincing — originalism or the living Constitution? What are the strengths and weaknesses of each? How might your answer change depending on which amendment is being interpreted?

Lesson Objective

In this lesson, you will examine the structure, language, and amendment process of the U.S. Constitution to understand how it organizes government and protects individual rights. You will compare competing interpretations of constitutional principles — such as originalism versus the living Constitution approach — and analyze how those interpretations shape real legal decisions today. By the end, you will be able to break down constitutional debates and explain the reasoning behind different viewpoints.



The U.S. Constitution, ratified in 1788, established a three-branch government—legislative, executive, and judicial—and has been amended 27 times to expand rights and address new challenges.

Standard: NCSS.5.2 — Understanding the Constitution; C3.D2.Civ.6.3-5 — Understanding the Constitution's Role; TEKS §113.44(d)(6)(E) — Understanding the Constitution

Bloom's Level: Analyze

Bloom's Goal: Students will analyze the structure and language of the U.S. Constitution by comparing its original framework to later amendments and evaluating how competing interpretive approaches lead to different conclusions about constitutional meaning.

Explanation: Analyzing requires students to break down complex material into its component parts and examine how those parts relate to one another and to broader patterns. In this lesson, students move beyond simply recalling constitutional facts to investigating why the document is structured as it is, how its meaning has evolved, and what is at stake when different interpretive frameworks are applied to the same text.

Application Questions

Read each question carefully and use evidence from the article to support your analysis.

1. The Constitution uses broad phrases like 'unreasonable searches' and 'due process.' Compare the originalist interpretation and the living Constitution approach. What are the strengths and weaknesses of each, and which do you think better serves citizens today? Use at least one specific example from the article to support your reasoning.

Think about: Consider how the 4th Amendment was applied in *Carpenter v. United States*. What would an originalist say about that ruling? What would a living Constitution supporter say? Which argument do you find more convincing, and why?

2. The amendment process requires approval from two-thirds of Congress and three-fourths of states. Analyze why the Founders designed such a high threshold for change. What does this design reveal about their priorities, and what are the trade-offs of making the Constitution so difficult to amend?

Think about: Think about the fact that over 11,000 amendments have been proposed but only 27 ratified. Does a high bar for change protect the Constitution's integrity, or does it slow down necessary progress? Consider both the 13th and 19th Amendments as examples of changes that eventually succeeded.

3. The Preamble begins with 'We the People,' yet the original Constitution excluded enslaved people and women from full participation in government. Analyze how the relationship between the Constitution's founding ideals and its actual protections has changed over time. What does this pattern suggest about the Constitution's role in American democracy?

Think about: Compare the original document to later amendments like the 13th and 19th. What does it mean that the Constitution had to be amended to include groups that were excluded at its founding? Does this strengthen or weaken your confidence in the document as a protector of rights?

Primary Source Analysis (DBQ)

Read the primary source excerpt below carefully. Then answer the four analysis questions that follow. For each question, use specific evidence from the source and your knowledge of the U.S. Constitution to support your response.

James Madison's Notes on the Constitutional Convention — Remarks on the Purpose of a Bill of Rights [Letter]

I have always been in favor of a bill of rights; provided it be so framed as not to imply powers not meant to be included in the enumeration. At the same time I have never thought the omission a material defect, nor been anxious to supply it even by subsequent amendment, for any other reason than that it is anxiously desired by others. I have favored it because I supposed it might be of use, and if properly executed could not be of disservice. I know some think it unnecessary, owing to the nature of the Government, which is a limited one leaving under the control of the people and the States those rights not given up to the general government. But a bill of rights will be a good ground for an appeal to the sense of the community, and may serve as a standard to which the well-disposed may rally.

— James Madison, letter to Thomas Jefferson, October 17, 1788

1. Who wrote this letter, and what was his role in creating the U.S. Constitution? How might his position and involvement in drafting the Constitution affect the reliability or perspective of this source? [Sourcing]

2. This letter was written in October 1788, shortly after the Constitution was ratified but before the Bill of Rights was added in 1791. What debates were happening at this time about individual rights and the new federal government, and how does that historical context help explain Madison's argument in this letter? [\[Context\]](#)

3. According to Madison, what is the main value of a Bill of Rights even if the government is already limited in its powers? Use specific language from the source to support your answer. [\[Close Reading\]](#)

4. Madison describes the Constitution as creating a "limited" government that leaves certain rights "under the control of the people and the States." How does this idea connect to the principles of separation of powers and checks and balances described in the U.S. Constitution? Do these structural features support or contradict Madison's claim that a Bill of Rights might be unnecessary on its own? [\[Corroboration\]](#)

Civic Action Scenario

Read the civic scenario below carefully. Identify the stakeholders involved and answer all three questions using evidence from what you have learned about the U.S. Constitution. Your responses should analyze the rights, responsibilities, and constitutional principles at stake.

Scenario: Riverside High School recently installed software that monitors every message students send on school-issued laptops, including private messages sent through personal email accounts accessed on those devices. The school principal argues the policy is necessary to prevent cyberbullying and drug activity on campus. Several students and their parents are outraged, claiming the monitoring violates students' privacy rights under the 4th Amendment. A local civil liberties organization has offered to help students challenge the policy in court. The school board must now decide whether to keep, modify, or abandon the surveillance program before the next semester begins.

Stakeholders: Students whose private communications are being monitored | School administrators and the principal responsible for campus safety | Parents concerned about both their children's safety and privacy rights | Local civil liberties organization advocating for constitutional protections

1. Analyze how the 4th Amendment applies to this scenario. What constitutional questions must be answered to determine whether the school's monitoring policy is lawful, and how might an originalist interpretation differ from a living Constitution interpretation in this case?

2. Examine the competing interests of the different stakeholders in this scenario. How does the Constitution attempt to balance government authority — in this case, the school acting as a government institution — against individual rights? Which constitutional principles are most relevant to resolving this conflict?

3. If students wanted to formally challenge this policy through civic and legal processes, what steps could they take? How does the structure of the Constitution — including the role of the judicial branch and the Bill of Rights — provide citizens with tools to address potential government overreach?

Hypotheticals

Read each scenario carefully, then answer both questions using what you have learned about the U.S. Constitution.

Scenario 1: The year is 2025. A new social media platform allows users to post anonymously. Congress passes a law requiring all social media users to register their real names with the government before posting anything online. A group of citizens sues, arguing the law violates the First Amendment. The government argues that the law is necessary to prevent dangerous misinformation and that the Founders never imagined the internet.

a) How would an originalist and a living Constitution supporter each approach this First Amendment dispute? What arguments would each side make?

b) Using the concept of checks and balances, identify which branch would ultimately decide whether this law is constitutional and explain why that branch has that power.

Scenario 2: A state legislature passes a law that makes it extremely difficult to vote by requiring citizens to pay a \$50 fee before registering to vote. Supporters argue the state has the right to set its own voting rules under Article IV. Opponents point to the 19th Amendment and other expansions of voting rights as evidence

that the Constitution has consistently moved toward broader participation in democracy.

a) Compare the original Constitution to later amendments like the 19th Amendment. What pattern do you notice about how the definition of 'We the People' has changed, and how does that pattern apply to this scenario?

b) If citizens wanted to permanently ban voting fees nationwide, what process would they need to follow under the Constitution, and why is that process intentionally difficult?

Short Answer

Answer each question in 2-4 complete sentences. Use specific details and examples from the article to support your response.

1. Analyze how the separation of powers and checks and balances work together to prevent any one branch of government from becoming too powerful. Use at least one specific example from the article or the Constitution's structure in your response.

2. The amendment process requires approval from two-thirds of Congress and three-fourths of states. Analyze why the Founders made this process so difficult, and what evidence from the article supports your reasoning.

3. Compare the originalist interpretation of the Constitution with the living Constitution approach. Using the 4th Amendment example from the article, analyze how each side might reach a different conclusion about cell phone privacy.

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Reflection Questions

Read each question carefully, use the think-about prompt to guide your thinking, and write a thoughtful response using evidence from the article.

1. How does the system of separation of powers and checks and balances prevent any one branch of government from becoming too powerful? Use specific examples from the article to support your analysis.

Think about: Consider why the Founders deliberately divided authority among three branches, and what problems they were trying to avoid based on their historical experience with concentrated power.

2. Analyze the two competing approaches to interpreting the Constitution — originalism and the living Constitution. What are the strengths and weaknesses of each approach, and how does the *Carpenter v. United States* case illustrate this debate?

Think about: Think about what each side values most, and consider how the same constitutional text can lead to very different conclusions depending on which interpretive approach a judge uses.

3. The article argues that later amendments like the 13th and 19th represent 'fundamental expansions of who We the People actually includes.' What does this reveal about the relationship between the Constitution's original ideals and the nation's ongoing struggle to live up to them?

Think about: Compare the original document's stated goals — like securing the blessings of liberty — with the reality of who was excluded at the time, and analyze what the amendment process tells us about how the Constitution handles that contradiction.

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Multiple Choice

Read each question carefully and select the best answer from the choices provided. Each question is worth one point.

1. The Preamble begins with the phrase 'We the People.' What does this phrase reveal about the fundamental source of governmental authority in the United States?
 - A. Authority is granted by the states to the federal government.
 - B. Authority originates from the citizens rather than from a monarch or ruling elite.
 - C. Authority is shared equally between the President and Congress.
 - D. Authority is derived from the Supreme Court's interpretation of the law.
2. How does the separation of powers established in Articles I, II, and III differ from the structure of a monarchy?
 - A. A monarchy divides power among three branches, while the Constitution concentrates it in one.
 - B. A monarchy relies on elected officials, while the Constitution relies on appointed ones.
 - C. A monarchy concentrates all power in a single ruler, while the Constitution distributes authority among three branches.
 - D. A monarchy uses a written constitution, while the United States relies on unwritten traditions.

3. Analyze the purpose of the checks and balances system. Which conclusion best explains why the Founders included it in the Constitution?

- A. To ensure that the judicial branch would always have the final say in government decisions.
- B. To prevent any single branch of government from gaining too much power over the others.
- C. To allow the President to override Congress when necessary for national security.
- D. To give states the authority to reject federal laws they disagreed with.

4. The Bill of Rights was added to the Constitution in 1791. Based on the pattern of rights it protects, what was its primary purpose?

- A. To define the responsibilities citizens owe to one another in a democratic society.
- B. To expand the powers of the federal government over the states.
- C. To protect individual freedoms from being violated by the government.
- D. To establish a national religion that would guide American law.

5. Comparing the original Constitution to later amendments such as the 13th and 19th, what does this evolution reveal about the document?

- A. The original Constitution was complete and required no changes to reflect American values.
- B. The Constitution has expanded over time to include groups originally excluded from full citizenship.
- C. Later amendments weakened the authority of the federal government significantly.
- D. The amendment process was designed to make changes as frequent as possible.

6. The amendment process requires approval by two-thirds of Congress and three-fourths of states. What does this high threshold suggest about the Founders' intentions?

- A. They wanted amendments to be passed quickly to keep up with changing times.
- B. They believed only the Supreme Court should have the power to change the Constitution.
- C. They intended fundamental changes to reflect broad national agreement rather than temporary political trends.
- D. They expected the Constitution to be completely rewritten every generation.

7. Out of more than 11,000 proposed amendments, only 27 have been ratified. What does this fact most strongly suggest about the amendment process?

- A. Most proposed amendments were rejected because they violated the Bill of Rights.
- B. The process is deliberately difficult, ensuring that only widely supported changes become law.
- C. Congress rarely proposes amendments because the process is too simple.
- D. The states have consistently refused to participate in the ratification process.

8. In the 2018 case *Carpenter v. United States*, the Supreme Court ruled that police generally need a warrant to access cell phone location data. Which constitutional interpretation approach does this ruling best reflect?

- A. Originalism, because the Founders specifically addressed digital privacy in the 4th Amendment.
- B. A living Constitution approach, because it applies the 4th Amendment's principles to modern technology.
- C. Strict constructionism, because the ruling follows the exact wording of the 4th Amendment.
- D. States' rights, because the ruling gave individual states authority over digital privacy laws.

9. An originalist and a living Constitution advocate are debating the meaning of 'unreasonable searches' in the 4th Amendment. What is the core difference in how each side approaches this question?

- A.** Originalists believe the Constitution should be replaced, while living Constitution advocates want to preserve it.
- B.** Originalists focus on what the Founders intended the phrase to mean, while living Constitution advocates apply it to modern circumstances.
- C.** Originalists support expanding civil liberties, while living Constitution advocates prefer limiting them.
- D.** Originalists rely on court precedent, while living Constitution advocates rely only on the text itself.

10. A student argues that the Constitution is irrelevant today because it was written over 200 years ago. Which evidence from the article best challenges this claim?

- A.** The Constitution has never been amended, proving it was perfect from the start.
- B.** Constitutional principles continue to shape modern court decisions, laws, and everyday situations involving individual rights.
- C.** The Founders predicted every modern situation and wrote specific rules to address them.
- D.** The Constitution only applies to federal officials and has no effect on ordinary citizens.

True / False

Read each statement carefully. Write T if the statement is true or F if the statement is false based on your understanding of the U.S. Constitution and its role in American government.

1. The Preamble's phrase 'We the People' signals that government authority comes from citizens rather than from a monarch or ruler.

True False

2. Article II of the Constitution establishes the Legislative Branch, which is responsible for making laws.

True False

3. The system of checks and balances gives each branch of government the ability to limit the power of the other two branches.

True False

4. The Bill of Rights was added to the Constitution in 1791 and consists of the first ten amendments.

True False

5. The 4th Amendment primarily protects individuals' freedom of speech and the right to peaceful assembly.

True False

6. For a constitutional amendment to be ratified, three-fourths of all states must approve it, which currently means 38 out of 50 states.

True False

7. Originalists argue that the Constitution should be interpreted based on the Founders' original intent when the document was written.

True False

8. The Supreme Court's 2018 decision in *Carpenter v. United States* determined that police do not need a warrant to access a person's cell phone location data.

True False

9. The 13th and 19th Amendments demonstrate that the Constitution has expanded over time to include more people within the meaning of 'We the People.'

True False

10. The high threshold required to amend the Constitution — two-thirds of Congress and three-fourths of states — was intentionally designed so that fundamental changes reflect broad national consensus rather than temporary political trends.

True False

Vocabulary

Review each vocabulary term and its definition below. These words are essential for understanding the structure and interpretation of the U.S. Constitution. As you read, look for how each term connects to the way government is organized and how constitutional debates are resolved.

Preamble

The opening statement of the Constitution that declares the purposes and goals of the U.S. government, beginning with the phrase 'We the People.'

Explain in your own words:

Separation of Powers

The constitutional principle that divides government authority among three distinct branches — legislative, executive, and judicial — so no single group holds all power.

Explain in your own words:

Checks and Balances

The system that gives each branch of government the ability to limit or oversee the power of the other two branches.

Explain in your own words:

Legislative Branch

The branch of the federal government, made up of Congress, that is responsible for creating laws.

Explain in your own words:

Bill of Rights

The first ten amendments to the Constitution, added in 1791, which protect individual freedoms such as freedom of speech and the right to a fair trial.

Explain in your own words:

Amendment

A formal change or addition to the Constitution that requires approval by two-thirds of Congress and ratification by three-fourths of states.

Explain in your own words:

Ratification

The official process of approving a proposed amendment or document, requiring agreement from three-fourths of all states for constitutional amendments.

Explain in your own words:

Due Process

The constitutional guarantee that the government must respect all legal rights owed to a person before taking action that affects their life, liberty, or property.

Explain in your own words:

Originalism

A method of interpreting the Constitution that focuses on what the Founders originally meant when they wrote the document.

Explain in your own words:

Living Constitution

An approach to constitutional interpretation that applies the document's broad principles to modern circumstances and situations the Founders could not have anticipated.

Explain in your own words:

Exit Ticket

Answer both questions in 2-3 sentences each using what you learned from today's lesson. Be specific and use evidence from the article to support your thinking.

1. The Constitution's amendment process requires two-thirds of Congress and three-fourths of states to approve any change. Analyze why the Founders made this process so difficult, and what this high threshold reveals about their goals for the Constitution.

2. The article describes two competing approaches to interpreting the Constitution: originalism and the living Constitution. Analyze how each approach would likely handle a 4th Amendment question about government access to your text messages, and what the key difference between the two approaches reveals.



The Supreme Court interprets the Constitution's broad language, deciding how centuries-old principles apply to modern issues like digital privacy.

We the People

The U.S. Constitution, ratified in 1788, established a three-branch government.

★
LIST THE 3 BRANCHES

1 LEGISLATIVE BRANCH



Makes the laws.

2 EXECUTIVE BRANCH



Enforces the laws.

3 JUDICIAL BRANCH

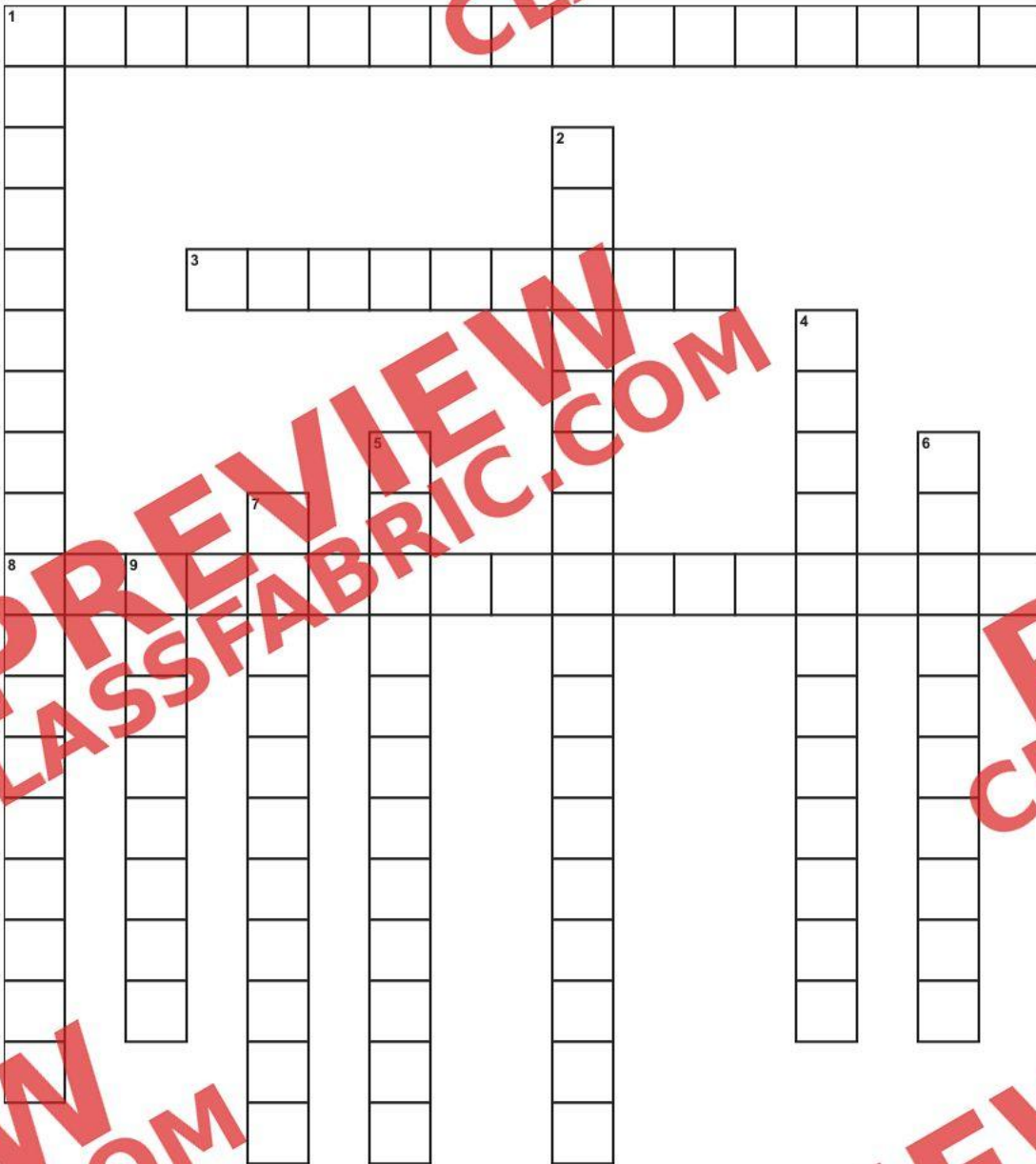


Interprets the laws.

The U.S. Constitution, ratified in 1788, established a three-branch government—legislative, executive, and judicial—and has been amended 27 times to expand rights and address new challenges.

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CROSSWORD PUZZLE



The Living Rulebook: Analyzing the U.S. Constitution and Why It Still Matters

CROSSWORD PUZZLE

ACROSS

1. The branch of the federal government, made up of Congress, that is responsible for creating laws.
3. A formal change or addition to the Constitution that requires approval by two-thirds of Congress and ratification by three-fourths of states.
8. The constitutional principle that divides government authority among three distinct branches — legislative, executive, and judicial — so no single group holds all power.

DOWN

1. An approach to constitutional interpretation that applies the document's broad principles to modern circumstances and situations the Founders could not have anticipated.
2. The system that gives each branch of government the ability to limit or oversee the power of the other two branches.
4. The first ten amendments to the Constitution, added in 1791, which protect individual freedoms such as freedom of speech and the right to a fair trial.
5. The official process of approving a proposed amendment or document, requiring agreement from three-fourths of all states for constitutional amendments.
6. The constitutional guarantee that the government must respect all legal rights owed to a person before taking action that affects their life, liberty, or property.
7. A method of interpreting the Constitution that focuses on what the Founders originally meant when they wrote the document.
9. The opening statement of the Constitution that declares the purposes and goals of the U.S. government, beginning with the phrase 'We the People.'

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WORD SEARCH

C L I V I N G C O N S T I T U T I O N S M Z E L
Q W U F O Y Z N A K G I H D X T J X F B B X I E
Q M B P R G L R X J Y L O P A M E N D M E N T G
M C G R I I T S E P O H G C W B H J O V W V H I
W T O A G J C F D F K U E O M Q X O M V D Q P S
A C D H I L L B S N X M B Q G N B L T D W O V L
E C J Q N U O C P P E E I J I Z R S D S L U K A
I H R V A H X Y E K L V L H P M M D Z I C I S T
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G S G L M V P J W D J A R L H I Z T H Q R O C B
C A U Z Q S F L N D Y S I H H T U Z B R A Y G R
X N Q V R Q X M Q D M L G O K R S T X J T P U A
R D S A Z F D C X L G X H D A L I L W P I L L N
N B B F T Z J R M Z G Y T C V E P A S Q F I Z C
C A O C S B W C G N U R S Y Q C W P X X I C Z H
U L B K R Y Q W P R E A M B L E R E X X C N V M
O A O F G S N G D O B M A Y I C Z S M S A C Z I
U N E X S S O V N I Z C N Q U O E A H T T M Z T
A C D U E P R O C E S S W H Y P B U O S I O I U
F E C D G U S H A I H O V T E Z A J K I O P G I
D S K B K P W V S S Y X C L S I V O E W N B X V
A H N C X L S E P A R A T I O N O F P O W E R S

FIND THESE WORDS

Living Constitution
Bill of Rights
Amendment

Separation of Powers
Ratification
Preamble

Checks and Balances
Originalism

Legislative Branch
Due Process