



# Citizenship: Rights, Responsibilities, and Struggles

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## The Bonner Community Engagement Curriculum

### **BWBRs:**

Bonner Curriculum workshop teaches participants to critically consider how they think about citizenship and what their role as a citizen might be.

### **Overview:**

This workshop is designed to engage participants in thinking about how they and others tend to define citizenship — in theory and in practice. It aims to spur dialogue across some commonly held beliefs about what it means to be an active citizens in the United States. It also aims to help people think critically about the way in which conceptions and rights of citizenship had changed historically, including through the amendments to the Constitution and the Bill of Rights (which are included in the workshop as handouts, along with a provocative article upon which the exercise is based). Finally, this session helps participants to consider connections between our legal and political rights and forms of citizen action.

### **Category:**

Citizenship; civic engagement; political engagement; advocacy; communication skills; dialogue; diversity; rights

### **Level:**

Suitable for students who are involved in civic engagement in some sustain way and ready to look deeper at issues of broad involvement and creating lasting change. This may require more skillful facilitators.

### **Recommended Bonner Sequence:**

This training is recommended for Bonner students as a way to encourage them to make interconnections between their community service placements and other avenues of civic engagement, such as voting, public policy, and activism/advocacy. While it can be introduced at any time, it is probably best suited for programming that intentionally exposes students to thinking critically and doing larger societal analysis.

## Learning Outcomes:

- Participants will engage in dialogue about their own points of view and beliefs in relation to a set of statements around the conception of active citizenship.
- Catalyze participants to develop and practice skills in listening, dialogue, self-reflection, articulating a point of view, and critical thinking.
- Provide an opportunity for participants to reflect on their own values, influences, and political engagement in society and in maintaining a healthy democracy.

## Materials:

- Golf pencils or writing instruments
- Handouts with 3-5 prepared statements (depending on length and focus)
- Signs labeling four areas (corners, or spaces with circles of chairs or seating) of the room A - B - C - D

## How to Prepare

Review all material, and ensure that materials are ready and in place before the training begins.

## Brief Outline:

The basic outline for the session is:

- |   |                           |
|---|---------------------------|
| 1) Focus the group and set a tone           | suggested time 2 minutes  |
| 2) Set ground rules                         | suggested time 3 minutes  |
| 3) Clarification - group finishes responses | suggested time 5 minutes  |
| 4) First Conception: small group discussion | suggested time 10 minutes |
| 5) Second Conception: steps 4-6 again       | suggested time 10 minutes |
| 6) Third Conception: steps 4-6 again        | suggested time 10 minutes |
| 7) Fourth Conception: steps 4-6 again       | suggested time 10 minutes |
| 8) If You Had to Choose Discussion/Wrap Up  | suggested time 10 minutes |

## Part 1) Get the group focused

Suggested time 2 minutes

**\*\*\* Things move quickly in this training: look over the guide, and if you feel your participants may be pressed for time, be sure to shorten this training as seems best to you.**

Introduce yourself, and begin the workshop by saying something like:

- In this workshop, we are going to explore and dialogue about the meaning and forms of citizenship to all of you. Through this, we will have the opportunity to reflect as individuals

and in the group on how we tend to define citizenship, whether we consider it important, and how we want to express our participation.

Set a tone that is calm, polite, centered, welcoming, reflective. As the facilitator you have a lot of power that will be important in establishing a safe climate for the exercise.

## **Part 2) Present ground rules for the workshop**

Suggested time 3 minutes

Here, you want to set some ground rules and expectations for how participants should behave and converse.

Some suggested Ground Rules to set:

- This workshop requires you to think about your own thoughts, feelings, and beliefs and articulate them. Please use “I” statements and speak for yourself, not for any group.
- In the activities that follow, in small groups and in the larger setting, you want to articulate your own point of view and listen to others’ points of view. Even though you may have things in common with others in these groups, take the time to really listen. You may not all have the same ideas.
- As the facilitator, my job is to provide a space where all can feel comfortable speaking. If anyone’s statements or actions begin to infringe on that, I will ask you to leave.
- Everyone is encouraged to speak at least once. Yet, we won’t be enforcing anyone to speak unless they want to.
- The success of this activity depends on your honesty and open mind. There are no wrong answers or questions.

You can also elicit additional ground rules from the group and/or ask participants for accord with the ground rules.

## **Part 3) Present conceptions of citizenship and allow participants to select responses**

Suggested time 5 minutes

Provide each person with a handout card (see attached) and a golf pencil. Explain that you want the group to focus and move quickly into the body of this workshop. **Use sample cards at the end of this guide.**

You’re going to ask participants to discuss conceptions of “citizenship” through a few different questions.

First, present these conceptions. . Read over the statements for people and clarify any questions about language. Do not, however, tell people how to select a response or remove the ambiguity of statements; the success of the workshop relies upon the ability to interpret the statements in

different ways. People may express anxiety, which is normal, but simply reinforce that each person should choose a response and will have the opportunity to explain why he/she did so.

- A. To me, “good citizens” know and respect the nation's social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.
- B. To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.
- C. To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.
- D. To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.

Ask people to use the cards to rate each of these four conceptions from “most agree” to “most disagree.” For example, a person could review the first statement (A) and write down:

A- Disagree

And jot down a few ideas why.

Again, encourage people to go beyond, “I don’t know, it’s ambiguous.” Ask people to go with the activity and simply choose one of the responses and note some ideas.

When everyone has finished ask them to sign the paper and put their pencils away.

#### **Part 4) Do the first round of responses. Have the group move into four corners and dialogue**

Suggested time 10 minutes

Now that people have marked off their private responses, read over the first statement:

***To me, “good citizens” know and respect the nation’s social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.***

Ask people to note that each corner of the room is designated as on the sheet:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Ask people to physically move themselves and their chair to the number that corresponds to their response. They should form a circle (or 2 or 3 depending on the size of the group) at that location. Reinforce that people move quickly and without talking.

Limit the size of small groupings to 8, so that all will have time to share. If necessary, ask the group to break into sub-groups.

**Set the stage for dialogue:**

Give the group a designated time in which to discuss the following: “why did you go to the response you did?; How did you interpret and respond to the statement?” Explain that each person should be able to talk. Request that each group select one person to keep notes and report back on behalf of the entire group after the discussion.

As facilitator, you want to simply observe the various dialogues, not participate. Observe and make note of what you see, hear, and perceive and think about how to engage the group in dialogue after report backs.

**Part 5) Do the same for the Second Conception (B).**

Suggested time 10 minutes for each conception

Read the second statement:

***To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.***

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

You can go in order (of the four conceptions of citizenship) or switch the order if you think the room is becoming imbalanced.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. ***Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.***

**Part 6) Do the same for the Third Conception (B).**

Suggested time 10 minutes for each conception

Read the third statement:

***To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.***

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. ***Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.***

In this case, you might use questions that ask people to recall examples of this type of citizenship in action. You can ask:

- When in the past few years have you witnessed this type of citizenship?
- What are examples when this type of citizenship is happening unnoticed for the most part?

## **Part 7) Do the same for the Fourth Conception (B).**

Suggested time 10 minutes for each conception

Read the fourth statement:

***To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.***

Again, ask people to take a place by corner:

- 1 = most agree;
- 2 = agree;
- 3 = disagree;
- 4 = most disagree.

Again, follow the 7-12 minutes of discussion with report backs by each group and then cross-group dialogue. ***Again, keep a flip chart paper with Reasons for Agreement and Reasons for Disagreement on each statement.***

In this case, you might use deeper questions that ask people to bring out examples of this type of citizenship in action. You can ask:

- What are occupations that seem to reflect this notion of citizenship?
- What are volunteer groups or associations that seem to rest on this notion of citizenship?

## **Part 8) If you had to choose**

Suggested time: 10 minutes

Now that the group has had a chance to fully explore each of the conceptions of citizenship and the potential reasons for agreement and disagreement, engage the group in another activity.

Ask the group to make a choice:

***If you had to choose one of these conceptions as most fitting for you and your hoped for life's path/work, which would it be?***

Have people move to the areas A, B, C, D (changing from 1, 2, 3, 4) to acknowledge their individual choice.

Point out that:

- Clearly all of the conceptions have merits and drawbacks.
- There is no right answer, but there could be one that is most compelling for you.
- Please continue to observe the Ground Rules.

After people have moved, give the small groups a chance to explore the following questions:

1. After considering all of the conceptions of citizenship, why does this one most resonate with you?
2. Considering the drawbacks or pitfalls of this conception (as implied by the reasons for disagreement), what are some things you, as individuals committed to this conception of citizenship, could do to address them?

Allow people a few minutes to share. Then conduct report backs.

<u>Conceptions of Citizenship:</u>	<u>Conceptions of Citizenship:</u>
<p>A. To me, “good citizens” know and respect the nation’s social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.</p> <p style="text-align: center;">1                      2 3                      4</p> <p>B. To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.</p> <p style="text-align: center;">1            2            3            4</p> <p>C. To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.</p> <p style="text-align: center;">1            2            3            4</p> <p>D. To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.</p> <p style="text-align: center;">1            2            3            4</p>	<p>A. To me, “good citizens” know and respect the nation’s social and political history. For example, they know the basics of the Declaration of Independence and Constitution. They know (and talk about, utilize, etc.) the visions of freedom that the country was founded upon.</p> <p style="text-align: center;">1                      2 3                      4</p> <p>B. To me, “good citizens” have a willingness and ability to think critically, to deliberate with others, and when necessary to challenge authority and to make society more just. For example, they protest the government in certain circumstances.</p> <p style="text-align: center;">1            2            3            4</p> <p>C. To me, “good citizens” are people who provide direct, voluntary care for others in need. For example, they might be volunteers in times of crisis, or they might be the people who are out in the community providing needed services.</p> <p style="text-align: center;">1            2            3            4</p> <p>D. To me, “good citizens” emphasize the need to create public goods through collaborative work, for example by working to create and reform public institutions, like schools or city government. Or they work to create and expand the civic and democratic potential of employment and professional practices, in private, public and non-profit spheres.</p> <p style="text-align: center;">1            2            3            4</p>
<p><u>Create a response for each one, based on the following:</u></p> <p>1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly Disagree</p>	<p><u>Create a response for each one, based on the following:</u></p> <p>1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly Disagree</p>



# **The Bill of Rights of the United States of America**

[These are the first 10 amendments to the Constitution. They were ratified in 1791.]

## **Amendment I.**

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.

## **Amendment II.**

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

## **Amendment III.**

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

## **Amendment IV.**

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

## **Amendment V.**

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

## **Amendment VI.**

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

## **Amendment VII.**

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

## **Amendment VIII.**

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

## **Amendment IX.**

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

#### **Amendment X.**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

#### **Other Amendments**

#### **Amendment XI. [1798]**

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

#### **Amendment XII. [1804]**

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;--The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;--The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.

The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

#### **Amendment XIII. [1865]**

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

#### **Amendment XIV. [1868]**

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

#### **Amendment XV. [1870]**

Section 1. 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 race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

#### **Amendment XVI. [1913]**

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.

#### **Amendment XVII. [1913]**

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.

#### **Amendment XVIII. [1919]**

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.

#### **Amendment XIX. [1920]**

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.

#### **Amendment XX. [1933]**

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

#### **Amendment XXI. [1933]**

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

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

#### **Amendment XXII. [1951]**

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this

Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress.

### **Amendment XXIII. [1961]**

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XXIV. [1964]**

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

### **Amendment XXV. [1967]**

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

**Amendment XXVI. [1971]**

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

**Amendment XXVII. [1992]**

No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.