



**FLORIDA JOINT CENTER
FOR CITIZENSHIP**

AMENDING THE UNITED STATES CONSTITUTION

SS.7.C.3.5 Explain the constitutional amendment process.

TABLE OF CONTENTS

Lesson Summary.....	2
Suggested Student Activity Sequence	3
Student Activity Sheets & Reading Materials.....	5
Sources	11
Answer Keys.....	12
Civics Content Vocabulary	14
Essential Teacher Content Background Information	15

Lesson Summary

Essential Questions

How can the United States Constitution be amended? Why is the amendment process difficult?

NGSSS Benchmark

SS.7.C.3.5 Explain the constitutional amendment process.

Florida Standards

LAFS.68.RH.1.1	LAFS.68.RH.1.3	LAFS.68.RH.3.8	LAFS.68.WHST.1.2
LAFS.68.WHST.3.7	LAFS.68.WHST.4.10	LAFS.7.SL.1.1	LAFS.7.SL.1.2
MAFS.K12.MP.6.1			

Overview

In this lesson, students will learn about amending the U.S. Constitution and ratifying proposed amendments, including the sequence and importance of the process.

Learning Goals/Benchmark Clarifications

- Students will recognize the methods used to propose and ratify amendments to the U.S. Constitution.
- Students will be able to identify the correct sequence of each amendment process.
- Students will identify the importance of a formal amendment process.
- Students will recognize the significance of the difficulty of formally amending the U.S. Constitution.

Benchmark Content Limits

- Items will not ask students to recall the content of specific amendments.
- Items will not require students to be familiar with historical context of any amendment.

Civics EOC Reporting Category

Reporting Category 4 – Organization and Function of Government

Suggested Time Frame

- Two 45-50 minute class periods

Civics Content Vocabulary

- amendment, caucus, ratify, rescind

Instructional Strategies

Close reading of complex text Cooperative learning Inquiry with primary source

Materials

Computer with internet access to view suffrage video

Student activity sheets:

- National Archives Cartoon Analysis Worksheet - *optional*
- Viewing Guide
- Amending the Constitution Graphic Organizer
- Complex Text Graphic Organizer: Women’s Rights Case Study

Student reading materials:

- How to Create a More Perfect Union Infographic from the National Archives
- Women’s Rights Case Study: The Difficulty of Amending the U.S. Constitution

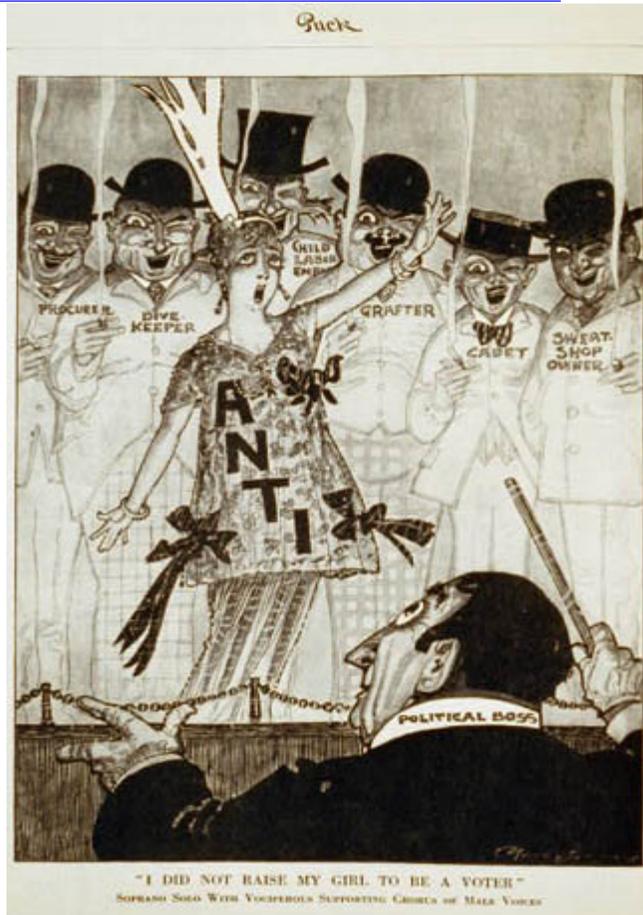
Lesson Activities and Daily Schedule

Please use the chart below to track activity completion.

Day	Task #	Steps in Lesson	Description	Completed? Yes/No
Day One	Task 1	1-4	Hook Activity	
	Task 2	5-10	How to Create a More Perfect Union Infographic Reading and Graphic Organizer	
Day Two	Task 3	11 & 12	Women’s Rights Case Study	
	Task 4	13	Checking for Understanding	

Suggested Student Activity Sequence

1. To begin this lesson, pass out the “Viewing Guide” student activity sheet and show students the cartoon below. Pose the following questions for discussion: “What do you think is going on in this cartoon? What is the issue on which it is focusing? How do you know?” Instruct students to complete the “Political Cartoon” section of the Viewing Guide. Teacher note: If your students require additional direction for analyzing this cartoon, please use the National Archives Cartoon Analysis Worksheet: <http://www.archives.gov/education/lessons/worksheets/cartoon.html>



An anti-suffragist sings in the foreground, directed by a political boss and accompanied by a procurer, a dive keeper, a child labor employer, a grafter, a cadet, and a sweat-shop owner. Caption: "I did not raise my girl to be a voter"; soprano solo with vociferous supporting chorus of male voices." (1915)

Library of Congress Prints and Photographs Division, LC-USZC2-1196 <http://www.nwhm.org/online-exhibits/rightsforwomen/cartoons.html>

2. Show students the Bad Romance: Women’s Suffrage video from Soomo Publishing (safe for classroom use) about women’s suffrage based on Lady Gaga’s “Bad Romance”:
<https://www.youtube.com/watch?v=Gvu3krCs8ec> or <http://www.teachertube.com/video/bad-romance-women8217s-suffrage-293539>. Instruct students to fill out the “Video” section of the Viewing Guide while watching the video.
3. Discuss with students the following key points:
 - The video depicts the struggle for women’s suffrage in the early 20th century, resulting in the passage of the 19th Amendment that gave women the right to vote.
 - The U.S. President was a silent observer of the events because the President does not vote on constitutional amendments.
 - The video depicts methods of civil disobedience used by women’s suffrage activists and the treatment to which they were subjected.

- The video also references passage of the 14th and 15th Amendments as part of the evolution of voting rights in the United States.
 - The video depicts a group of Tennessee state legislators arguing before they voted on the amendment; this is an example of a caucus.
4. Reinforce to students that the political cartoon and video represent a specific amendment and they will examine the methods to propose and ratify amendments to the United States Constitution.
 5. Explain to the students that Article V of the Constitution describes ways that the Constitution can be changed, or amended, requiring a two-thirds consensus in each house of Congress. Article V of the Constitution also explains the two possible processes for amending the Constitution.
 6. Pass out the “How to Create a More Perfect Union” infographic and the “Amending the Constitution” activity sheet. Read aloud page one of the infographic to the class. While reading Article V, instruct students to circle or mark any numbers they see. (Examples include, two thirds or three fourths) Have students share out some of the numbers they identified.
 7. Read aloud page two of the infographic to the class.
 8. Direct student attention to the activity sheet and model a think-aloud to complete the first amendment proposal box on the activity sheet. Teacher note: Using the sample answers, model for students how to use the text on the infographic to think through the information and complete the two sentences in the box.
 9. Divide the class into small groups of 2-3. Instruct each group to complete the activity sheet using the information from the infographic. Circulate from group to group to check for accuracy and to ensure that students have solidified their understanding of the correct sequence for each method for amending the U.S. Constitution.
 10. Review the activity sheet as a whole class.
 11. Distribute the “Women’s Rights Case Study: The Difficulty of Amending the U.S. Constitution” case study reading and the corresponding graphic organizer: “Complex Text Graphic Organizer: Women’s Rights Case Study.”
 12. Instruct students to number the paragraphs in the “Women’s Rights Case Study: The Difficulty of Amending the U.S. Constitution” reading and then read and review the case study and graphic organizer with students to facilitate activity completion.
 13. Checking for Understanding (Formative Assessment):

Instruct students to write a well-crafted informative response using one of the following prompts:

Prompt 1

The U.S. Constitution has been amended 27 times out of over 11,000 proposals introduced. Based on what you have learned and citing specific examples from the “Bad Romance Women’s Suffrage” video, “How to Create a More Perfect Union” infographic and the “Women’s Rights Case Study,” write to explain why there is a low success rate of amending the U.S. Constitution.

Prompt 2

How do the “Bad Romance Women’s Suffrage” video, “How to Create a More Perfect Union” infographic, and “Women’s Rights Case Study” support the idea that it is difficult to make a change to the U.S. Constitution? Support your writing with specific examples from each source.

Extension Suggestion:

Conduct a short research project, utilizing multiple sources and proper citations to respond to the following prompt: Select an amendment and trace the journey of the amendment from proposal to ratification. Include the social, economic, or political issues that impacted the amendment process at each phase of ratification.

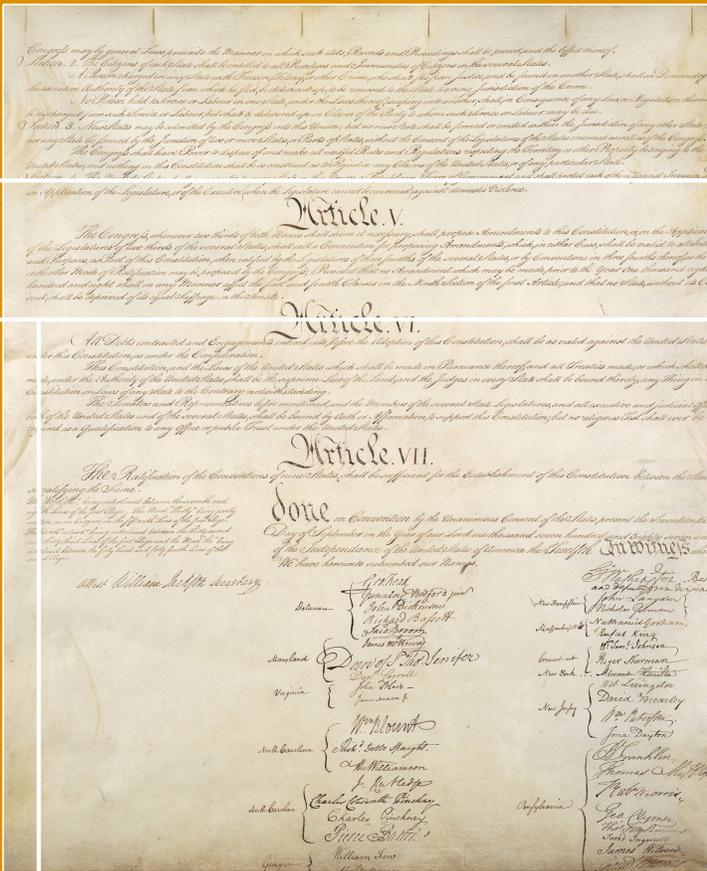
Viewing Guide

Political Cartoon	Specific Evidence from Political Cartoon	Complete Sentence
What do you think is going on symbolically in this cartoon?		
What is the issue on which it is focusing?		
Political Cartoon – Additional Notes/Evidence from Group Discussion		

Video	Specific Evidence from the Video	Complete Sentence
What is the issue on which the video is focusing?		
What do you think is going on in the video?		
What are two key points depicted in the video?		
Video – Additional Notes/Evidence from Group Discussion		

How to Create a More Perfect Union

Article V of the Constitution describes how amendments are made



"I do not conceive that we are more inspired—have more wisdom—or possess more virtue than those who will come after us. The power under the Constitution will always be with the people."
George Washington, 1787



Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

How We Amend

There are two parts to the amending process: **proposing** and **ratifying**. Each can happen two ways.

An amendment is **proposed** when:

- 1 two-thirds of both houses of Congress pass it. All 27 ratified amendments have been proposed this way.



OR

- 2 two-thirds of state legislatures submit an application to Congress, and then Congress calls a convention where amendments can be proposed by the states. To date, this has never happened.

An amendment is **ratified** when:

- 1 three-fourths of state legislatures vote to ratify the amendment.



- 2 conventions vote to ratify the amendment in three-fourths of the states.

After the required number of states ratify, the Archivist of the United States certifies the amendment as part of the Constitution.

Amendments vs. Laws

Amendments change the fundamental structure, powers, or protected rights of the government or citizens. They change how the government itself works. To ensure that such fundamental changes are not made in haste, two-thirds of both houses of Congress and three-quarters of the states (or conventions) have to pass an amendment.



Laws are passed by Congress with a simple majority vote, then approved by the President. They can easily be changed by passing another law.

Name: _____

Date: _____

AMENDING THE CONSTITUTION

Important Terms	amendment	a change to a constitution
	propose	to officially suggest something
	ratify	to confirm by expressing consent or approval



Amendment
PROPOSAL
Methods

_____ of _____

_____.

This method has been used _____ times.

OR

2/3 of _____

Congress then _____
_____.

This method has been used _____ times.



Amendment
RATIFICATION
Methods

_____ of _____

_____.

OR

_____ in _____ of the states.

What is the difference between an amendment and a law?

Women's Rights Case Study: The Successful Fight for Suffrage and the Unsuccessful Fight for Equal Rights

Roberta W. Francis

Chair, ERA Task Force, National Council of Women's Organizations
(Adapted and excerpted from <http://www.equalrightsamendment.org>)¹

The Equal Rights Amendment

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3. This amendment shall take effect two years after the date of ratification.

19th-Century Women's Rights Struggles

The first visible public demand for equality came in 1848 at the Seneca Falls, NY Woman's Rights Convention, a meeting of 300 women and men called by Elizabeth Cady Stanton and Lucretia Mott. A proposal for woman suffrage passed at the convention.

After the Civil War, Stanton and Susan B. Anthony fought to have women included in the 14th and 15th amendments giving rights to former slaves. In 1872, Susan B. Anthony tried to vote. She was arrested, convicted, and fined \$100, which she refused to pay. In 1875, the Supreme Court said that while women may be citizens, they were not necessarily voters, and states were not required to allow women to vote.

Victory for Woman Suffrage

In the early 20th century, Carrie Chapman Catt and the National American Woman Suffrage Association lobbied at every level of government while Alice Paul and the National Woman's Party lobbied and took part in other forms of civil disobedience. They were attacked, arrested, imprisoned, and force-fed. Support for woman suffrage grew.

The 19th Amendment affirming women's right to vote was ratified by Congress in 1919, getting more than half the state-level ratifications in the first year. Then it ran into opposition from states'-rights advocates, the liquor lobby, business interests against higher wages for women, and women themselves, who believed that the amendment would threaten the family.

As the amendment approached the necessary ratification by three-quarters of the states, the battle narrowed to Tennessee, where the amendment was decided by one vote, that of 24-year-old legislator Harry Burn, who voted "yes" in response to a letter from his mother saying, "Hurrah, and vote for suffrage!" The 19th Amendment was officially ratified on August 26, 1920, 72 years since Seneca Falls.

The Equal Rights Amendment

Alice Paul believed that freedom from legal sex discrimination required an Equal Rights Amendment. In 1923, she lobbied for an early version of the ERA. The amendment was introduced in every session of Congress until it passed in reworded form in 1972.

Alice Paul rewrote the ERA in 1943 to reflect the 15th and the 19th Amendments: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." In the 1960s, women organized to demand their rights, including the ERA.

The Equal Rights Amendment passed both houses of Congress on March 22, 1972 and was sent to the states for ratification. Congress placed a seven-year deadline on the ratification process. Twenty-two of the 38 states needed ratified the ERA in the first year.

The pace slowed as opposition began to organize – eight ratifications in 1973, three in 1974, one in 1975, and none in 1976.

Anti-ERA organizers claimed that the ERA would deny woman's right to be supported by her husband, privacy rights would be overturned and women would be sent into combat. States'-rights advocates said the ERA was a federal power grab while ERA opposition was also organized by fundamentalist religious groups. Pro-ERA advocacy was led by the National Organization for Women (NOW) and ERAmerica.

Hopes for victory dimmed as other states postponed consideration, defeated ratification bills and proposed or passed rescission bills. As the 1979 deadline approached, ERA advocates asked Congress for an extension which was granted and extended to June 30, 1982.

Although pro-ERA activities increased with massive lobbying, petitioning, countdown rallies, walkathons, fundraisers, and even the radical suffragist tactics of hunger strikes, White House picketing, and civil disobedience, ERA did not succeed in getting three more state ratifications before the deadline. The country was still unwilling to guarantee women constitutional rights equal to those of men.

¹ This website is a project of the [Alice Paul Institute](http://www.alicepaulinstitute.org) in collaboration with the ERA Task Force of the [National Council of Women's Organizations](http://www.nationalcouncilofwomen.org). The [Alice Paul Institute](http://www.alicepaulinstitute.org), a not-for-profit corporation based in Mount Laurel, NJ, was established in 1984. The API's principal mission is to enhance public awareness of the life and work of Alice Paul, author of the Equal Rights Amendment. The [National Council of Women's Organizations](http://www.nationalcouncilofwomen.org) is a Washington, DC-based nonpartisan network of more than 200 women's organizations, representing more than 10 million members. It was established by leading national women's organizations in response to the 1982 expiration of the deadline for ERA ratification. The text from this website will assist in the development of the skills associated with LACC.68.RH.3.8.

Sources

Political cartoon: <http://www.nwhm.org/online-exhibits/rightsforwomen/cartoons.html>

“Bad Romance” video: <http://www.soomolearning.com/suffrage/>;

<https://www.youtube.com/watch?v=Gvu3krCs8ec>; <http://www.teachertube.com/video/bad-romance-women8217s-suffrage-293539> or <http://www.schooltube.com/video/1e9258174ff647078e58/>

How to Create a More Perfect Union Infographic, Pages 1 and 2, from the National Archives,

<https://www.archives.gov/press/press-releases/2016/nr16-19.html>

Women’s Rights Case Study: <http://www.equalrightsamendment.org>

Name: _____

Date: _____

AMENDING THE CONSTITUTION – **Sample Answers**

Important Terms	amendment	a change to a constitution
	propose	to officially suggest something
	ratify	to confirm by expressing consent or approval



Amendment
PROPOSAL
Methods

2/3 of both houses of Congress: the Senate and the House of Representatives.

This method has been used **27** times.

OR

2/3 of the state legislatures submit an application to Congress. Congress then calls a convention where states can propose amendments.

This method has been used **0** times.



Amendment
RATIFICATION
Methods

3/4 of the state legislatures vote to ratify the proposed amendment.

OR

Conventions vote to ratify the proposed amendment in 3/4 of the states.

What is the difference between an amendment and a law?

Amendments and laws use different processes for passage. Amendments involve Congress and state legislatures. Laws are passed by both houses of Congress and approved by the president. Amendments change the structure, function or powers of the government. Laws are rules passed by Congress and govern people's behavior or conduct.

SAMPLE ANSWERS

Complex Text Graphic Organizer: Women’s Rights Case Study

Directions: Before you begin, number each paragraph in the Women’s Rights Case Study reading. After reading, cite specific examples from the text that explain the difficulties for getting the amendments ratified.

19th Amendment	
Summarize specific examples from the text explaining the difficulties associated with getting the amendment ratified.	
Paragraph Number	Summary of Text
	1848 – Seneca Falls, NY Convention, a proposal for woman suffrage passed at the convention
	Post Civil War – Stanton and Anthony fought to have women included in the 14 th and 15 th amendments
	1872 – Susan B. Anthony was arrested, convicted, and fined for trying to vote
	1875 – the Supreme Court said that states were not required to allow women to vote
	Early 1900s - Carrie Chapman Catt and the National American Woman Suffrage Association lobbied government and Alice Paul and the National Woman’s Party participated in civil disobedience as methods of fighting for suffrage
	1919 – the 19 th Amendment was ratified by Congress but did not get enough state-level ratifications. States’-rights advocates, the liquor lobby, some businesses and some women opposed the ratification
	1920 - The amendment was decided by one vote, that of 24-year-old legislator Harry Burn, who voted "yes" in response to a letter from his mother saying, "Hurrah, and vote for suffrage!"
	August 26, 1920 – the 19 th Amendment was officially ratified. 72 years after the Seneca Falls Convention
Equal Rights Amendment	
Cite specific examples from the text explaining the difficulties associated with getting the amendment ratified.	
Paragraph Number	Summary of Text
	1923 – Alice Paul believed in a Equal Rights Amendment that would provide freedom from legal sex discrimination
	The amendment was introduced in every session of Congress and passed in 1972 (49 years later)
	1943 – Alice Paul changed the wording of the ERA to have a similar qualities to the 15 th and 19 th amendments
	1960s – women organized and began to demand for the ERA
	1972 – ERA passed both houses of Congress. Congress placed a 7-year deadline on the ratification process. 22 states ratified the ERA in the first year.
	1973-1976 – ratifications slowed down and opposition began to increase. Eight ratifications in 1973, three in 1974, one in 1975 and zero in 1976
	Many different groups opposed ratification: Anti-ERA organizers, states’-rights advocates, religious groups
	States began to delay ratification and decided not to ratify
	1979 – As the ratification deadline approached, supporters asked for the deadline to be extended. The deadline was extended to June 30, 1982
	Supporters of the ERA increased lobbying, petitioning, rallies, walkathons, fundraisers and even hunger strikes
	The Equal Rights Amendment did not succeed in getting ratified. The amendment was unable to get three more states to ratify before the deadline

Civics Content Vocabulary

Word/Term	Part of Speech	Definition
amendment	noun	a change to a constitution (e.g., U.S. Constitution, Florida Constitution)
caucus	noun	a meeting to select a candidate or promote a policy
ratify	verb	to confirm by expressing consent or approval
rescind	verb	to officially cancel or overturn

Essential Teacher Content Background Information

This section addresses the following issues:

1. What are the amendment procedures outlined in the U.S. Constitution?
2. How are the significance and the difficulty of the amendment process related?
3. In what ways, and how many times, has the U.S. Constitution been amended?
4. Amending the Florida Constitution

1. What are the amendment procedures outlined in the U.S. Constitution?

Article V of the U.S. Constitution outlines two methods for introducing amendments to the U.S. Constitution. These methods are:

- a) Two-thirds of each house of Congress vote to amend the U.S. Constitution followed by three-fourths of the state legislatures (or conventions of the state legislatures) approving the amendment.
- b) A national convention where two-thirds of all states are represented votes to introduce an amendment followed by three-fourths of the state legislatures (or conventions of the state legislatures) approving the amendment.

Both circumstances require that three-fourths of the state legislatures (or their conventions) approve an amendment before it becomes part of the U.S. Constitution. The amendment procedure in many ways reflects a states' rights approach, where the state legislatures or their conventions are responsible for ratifying all amendments.

2. How are the significance and the difficulty of the amendment process related?

The Framers included an amendment process so that the Constitution would be a "living document". As a "living document", the Constitution could be changed to reflect significant changes in the social and political landscape. While the Framers understood the need for an amendment process, they did not want the process to be easy. The Framers also wanted to insure "buy-in" from the national and state governments.

The amendment process requires "supermajorities" from the Congress and state governments. The requirement that 2/3 of each house of Congress approve any amendment exceeds the minimum 50%+1 required for votes on all bills. That three-fourths of the state legislatures must approve of any amendment plus requirements in Congress speaks to bringing together regional, political, ideological and demographic differences for the sake common goals.

The Framers made the amendment process difficult because once an amendment is added to the Constitution it is part of it; no federal or state law may conflict with it. Once a proposed amendment is ratified, no part of it may be found unconstitutional because that amendment is now part of the Constitution. This means that federal and state laws may be challenged as unconstitutional because they are believed to conflict with the Constitution. And, the U.S. Supreme Court sets precedents in its decision making such that, should a challenged state or federal law be found unconstitutional, that decision will have a long term impact. Finally, reversing an amendment requires another amendment which means that the same difficult process for amending the Constitution is needed in order to repeal an amendment.

3. In what ways, and how many times, has the U.S. Constitution been amended?

The Constitution has been amended 27 times; the first 10 amendments, the "Bill of Rights", were ratified in 1791. The Constitution was last amended in 1992.

Many constitutional amendments exhibit a theme or timeframe in which they were ratified such as the Bill of Rights which reflects the Anti-Federalists' fears that the federal government would infringe on basic personal and political rights. The "Civil War Amendments", the 13th, 14th and 15th Amendments (1865-1870) were part of the post-Civil War Reconstruction. These amendments eliminated slavery, defined citizenship, and prevented the states from denying male citizens the right to vote. Southern states were expected to ratify these amendments following the Civil War in exchange for monetary support from the federal government. Three 20th century amendments reflect concerns about a presidency growing too powerful; the 20th Amendment (1933), reduces the "lame duck period" between Election Day and Inauguration Day, the 22nd Amendment (1951) limits the presidency to two four year terms and the 25th Amendment (1967), which provides that the vice-president shall become "acting president" when the president is unable or unwilling to serve.

Three amendments deny states the right to limit voting rights to certain populations including the 15th Amendment (1870) protecting racial minorities, the 19th Amendment (1920) protecting women and the 26th Amendment (1971) which extended voting rights to 18 to 21 year olds. Before the 15th and 19th Amendments were ratified, states could deny citizens voting rights based on race and sex. Before 1971, some states allowed only those 21 and older the right to vote.

The last constitutional amendment denies Congress the right to raise its own pay (Congress may vote to raise the pay of the next Congress; Congresses last two years), was originally approved by Congress in 1789 but was not ratified

until 1992. This amendment had no ratification deadline. When Congress introduces an amendment, it may include a ratification deadline (typically seven years) although one is not required.

Only one amendment has been rescinded. The 18th Amendment that prohibited the “manufacture, sale, or transportation” of alcohol was ratified in 1919. It was rescinded with the 21st Amendment in 1933. Since then, there has been some debate about rescinding other amendments, such as the 22nd Amendment which limits presidential terms.

In addition to the U.S. Constitution providing no ratification timeline, it is also worth noting that the U.S. Constitution is silent on two other matters critical to amendment ratification. First, there is no provision for states rescinding their votes. A state legislature may ratify a federal amendment and then decide later, during the amendment ratification window, to rescind its vote. For example, during Equal Rights Amendment ratification period (originally 1972-1979, and then extended to 1983), four states that had ratified the amendment later reversed their votes. Questions have arisen as to whether a state has a right to take such action. Further, while Article V requires that three-fourths of the legislatures ratify amendments, the U.S. Constitution is silent on what constitutes legislative support. This means that some states may require 50%+ 1 for passage while others may require higher percentage thresholds such as 60% or more. In Illinois, for example, the state Senate voted 59% approval for the ERA while the House of Representatives voted 64% to ratify; however, the Illinois constitution required at least 60% of the vote in both houses for ratification. The same percentages in other states, such as Florida (which required 50% + 1 at the time), would have insured ratification.

Article V of the U.S. Constitution provides for a state-centered amendment ratification process. While over 11,000 amendments have been introduced, the U.S. Constitution has been amended 27 times, including one rescission. Further, all 27 amendments were introduced in Congress. In one instance of the 27 have the states ratified an amendment through ratifying conventions of the state legislatures (the 21st Amendment); otherwise, all amendments have been ratified by state legislatures.

4. Amending the Florida Constitution

Amending the Florida constitution is a process quite different from amending the U.S. Constitution. Unlike the two processes for amending the U.S. Constitution, amendments to the Florida may be submitted using one of five different methods. At the national level, only elected state and federal legislators may vote on constitutional amendments; in Florida, all registered voters may vote on amendments. One final difference is that the process for amending the U.S. Constitution has never changed; in Florida, many procedures have changed, including several in the 21st century (listed below).

The following table is adapted and updated from “Vote Smart Florida” (Available at: <http://www.votesmartflorida.org/mx/hm.asp?id=waystoamendconstitution>) which outlines the ways that amendments to Florida’s constitution are introduced.

Method Name	What it Means
Ballot Initiative Process:	According to Article XI, Section 3 of the Florida Constitution, a committee must register with Secretary of State. The committee must collect a number of signatures equal to eight percent of the votes cast in the most recent presidential election from at least one-half of the congressional districts in the state. Based on presidential voting in 2008, 676,811 signatures are required for amendments to be placed on the 2010 and 2012 ballot secured from voters residing in at least 13 congressional districts.
Constitutional Convention:	Florida voters may call a constitutional convention by collecting a designated amount of signatures and then gaining a majority of the vote to the question "Shall a constitutional convention be held?"
Constitutional Revision Commission:	Composed of 37 members, this commission meets every 20 years to examine the constitution of the state and propose the amendments deemed necessary.
Legislative Joint Resolution:	The Florida Legislature can pass a joint resolution supported by three-fifths of the membership of each house of the legislature.