







## Unit 7

# The United States Constitution

Activity Book

GRADE 4

Core Knowledge Language Arts®



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*The United States Constitution* Teacher Guide was made possible with support from the Charles and Lynn Schusterman Family Foundation.

We would also like to thank Dr. Emily Chiariello (<http://www.chiariello-consulting.com/>) and Dr. Ebony Thomas (<http://scholar.gse.upenn.edu/thomas>) for their review of this Teacher Guide and for their insights and recommendations for resources and revisions, which have greatly enhanced this Teacher Guide. We also thank Robin McClellan and the teachers and coaches of Sullivan County.

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However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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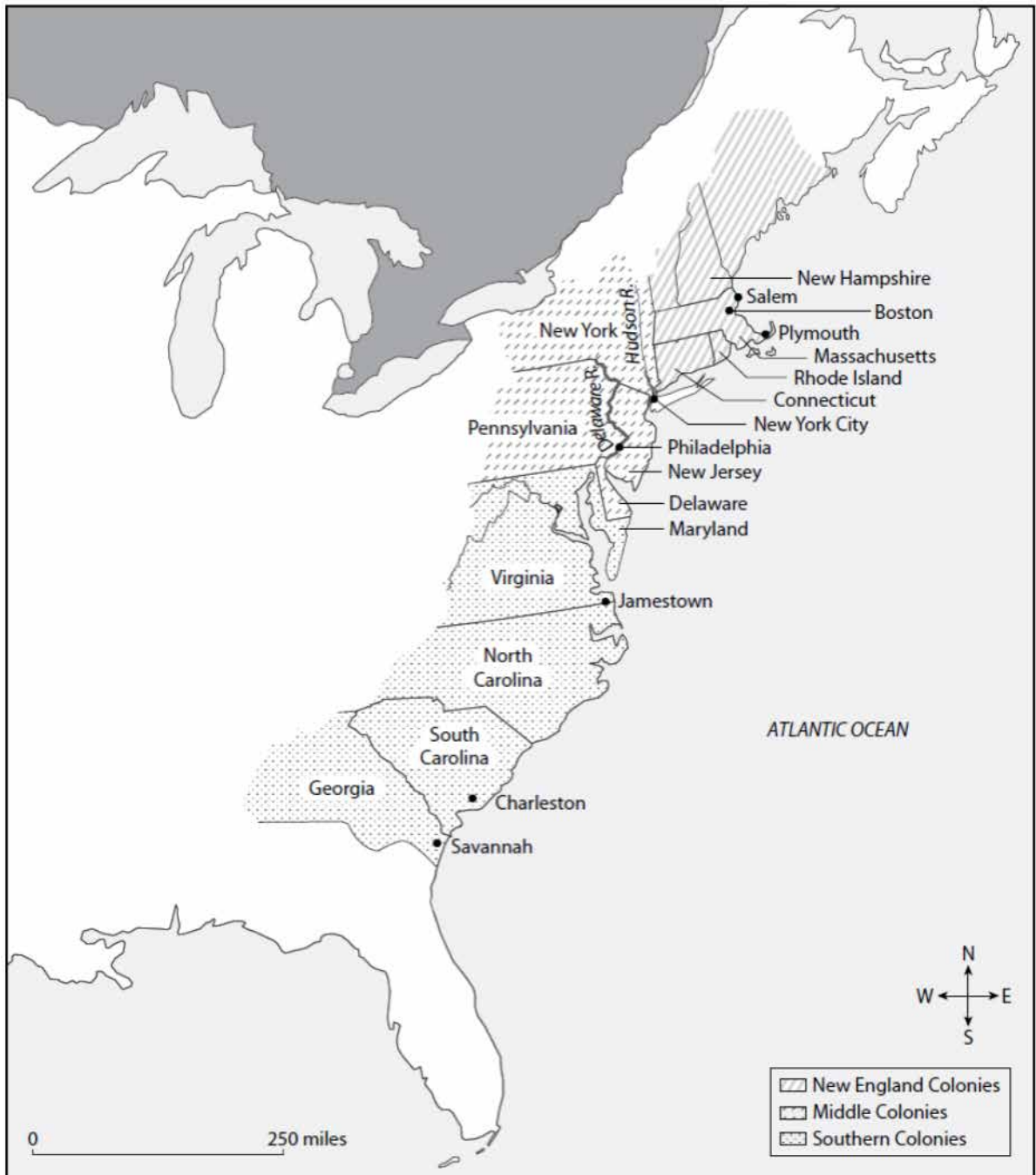
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DATE: \_\_\_\_\_

## Thirteen Colonies Map



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for Chapter 1 “The Idea of Self-Rule”

1. **self-determination, *n.*** the ability of the people in a country to decide their own government **(2)**
2. **liberty, *n.*** freedom **(2)**
3. **right, *n.*** a legal promise **(rights) (4)**
4. **unalienable, *adj.*** unable to be taken away or denied **(4)**
5. **consent, *n.*** approval or agreement **(5)**
6. **deliberate, *v.*** to think about and discuss issues before reaching a decision **(deliberating) (8)**

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## Vocabulary for Chapter 2 “New Constitutions for the States”

- 1. trial by jury, *phrase*** a case of law decided by a group of one’s fellow citizens **(13)**
- 2. assemble, *v.*** to gather together **(assembling) (13)**
- 3. term, *n.*** the length of time for which an elected official serves **(terms) (16)**
- 4. republic, *n.*** a government in which people elect representatives to rule for them **(17)**
- 5. provision, *n.*** a condition that is included in an agreement or law **(provisions) (17)**
- 6. conscience, *n.*** a sense or belief a person has that a certain action is right or wrong **(19)**

NAME: \_\_\_\_\_

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## The Great Seal of United States

**Directions:** Study both sides of the Great Seal of the United States. Then, use the images to answer the questions.

Face, or Obverse Side



Reverse Side





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Great Seal of the United States

**Directions:** Read the questions. Answer them by looking back at each side of the Great Seal.

1. What kind of bird is featured on the face, or obverse side, of the Great Seal?

\_\_\_\_\_

2. How many stripes are on the shield covering the bird's body? \_\_\_\_\_

3. How many leaves and olives are on the olive branch? \_\_\_\_\_

4. How many stars appear in the cluster above the bird's head? \_\_\_\_\_

5. The Latin phrase, or motto, that appears on the scroll is "E pluribus unum." By coincidence, how many letters does this Latin phrase have?

\_\_\_\_\_

6. On the reverse side, how many levels of brick does the unfinished pyramid have?

\_\_\_\_\_

7. What represents the Eye of Providence, and where is it in relation to the pyramid?

\_\_\_\_\_

8. On the base of the pyramid, how is year 1776 written?

\_\_\_\_\_

9. Under the date is a phrase meaning New Order of the Ages. What do you think it refers to?

\_\_\_\_\_

**Let's Speculate!** Why do you think thirteen is repeated so many times on the Great Seal? Why do you think the images of the Great Seal appear on the one-dollar bill? Share with a partner your thoughts on these and similar questions.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for Chapter 3 “The Articles of Confederation”

1. **delegate, *n.*** representative (**delegates**) (20)
2. **confederation, *n.*** a group of states joined together by a formal agreement (**22**)
3. **treaty, *n.*** a formal agreement between two or more groups, especially countries (**treaties**) (24)
4. **alliance, *n.*** a partnership of different countries, organizations, or people who agree to work together (**alliances**) (24)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Subject-Action Verb Agreement

**Directions:** Complete each of the following sentences by filling in the blank space with the proper form of the action verb that is indicated in parentheses at the end of the sentence. Be sure the subject and the action verb in the sentence agree.

1. Governors of each state \_\_\_\_\_ the laws of that state. **(enforce)**
2. In addition to that, the governor of our state \_\_\_\_\_ around the state to visit schools to see what students are learning. **(travel)**
3. When the governor visits our school, she will see that our teacher, Mr. Hernandez, \_\_\_\_\_ students about our state's history and about some of the heroes who lived in our state. **(teach)**
4. The students in my class \_\_\_\_\_ posters that tell about those famous heroes. **(create)**
5. Our parents \_\_\_\_\_ the presentation of our posters with pride. **(watch)**
6. The principal \_\_\_\_\_ a prize to the student who creates the best poster. **(award)**
7. Mr. Hernandez \_\_\_\_\_ to make learning about our state's heroes fun. **(try)**
8. After the presentations, the students \_\_\_\_\_ their posters from the auditorium back to the classroom. **(carry)**
9. My friends \_\_\_\_\_ seeing all the beautiful posters. **(enjoy)**
10. Mr. Hernandez \_\_\_\_\_ us many interesting things! **(teach)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Morphology: Practice Prefixes *im-* and *in-*

**Directions:** Each of the following words can be changed by adding the prefix *im-* or *in-* to change its meaning. On the first line for each number, write a sentence using the word provided. Be sure you can tell the meaning of the word from the context clues in the sentence. Then, add the appropriate prefix (either *im-* or *in-*), write that word, and then write a sentence using the word with the prefix added. Remember, words that begin with the sounds or letters 'm,' 'b,' or 'p' usually take the prefix *im-*.

1. patient \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

New word: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. accurate \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

New word: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3. balance** \_\_\_\_\_

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**New word:** \_\_\_\_\_

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**4. dependent** \_\_\_\_\_

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**New word:** \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for Chapter 4 “Planning a New Constitution”

1. **ordinance, *n.*** a law or government rule **(28)**
2. **politics, *n.*** the activities of leaders running a government **(31)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Plan an Opinion Essay

**Directions:** Use the following graphic organizer to plan your opinion essay. State and write your opinion about this topic in the first box, and put your three reasons you hold this opinion in each of the three boxes below.

**TOPIC:** *Were the state constitutions better than the Articles of Confederation? (chapters 1-4)*

My opinion:

Reason #1

Reason #2

Reason #3

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### The Articles of Confederation (Use After Reading Chapter 4)

You have learned that the first thirteen states of the United States adopted a constitution known as the Articles of Confederation.

Read each statement about the Articles of Confederation. If the statement is true, write T on the line. If the statement is false, write F on the line. Then, answer the questions that follow.

- \_\_\_\_\_ 1. The Articles of Confederation were approved in 1777.
- \_\_\_\_\_ 2. The Articles gave the Congress a great deal of power.
- \_\_\_\_\_ 3. The Congress could declare war and make peace.
- \_\_\_\_\_ 4. The Congress could tax citizens to raise money for the central government.
- \_\_\_\_\_ 5. Big states had more votes than small states in the Congress.
- \_\_\_\_\_ 6. States had the power to decide if they wanted to give money and soldiers to the central governments.
- \_\_\_\_\_ 7. The president of the Congress was just like the President of the United States today.
- \_\_\_\_\_ 8. The Northwest Ordinance was an important law passed by the otherwise weak Congress.

9. Why were Hamilton, Madison, and Washington unhappy with the Articles of Confederation?

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10. What did Hamilton, Madison, and others decide to do about the Articles of Confederation?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary

### (Use After Reading Chapter 4)

For each word, write the letter of the definition.

WORD	DEFINITION
1. alliance	<b>a</b> a law or a government rule
2. assemble	<b>b</b> the ability of the people in a country to decide their own government
3. confederation	<b>c</b> a partnership of different countries, organizations, or people who agree to work together
4. conscience	<b>d</b> the length of time for which an elected official serves
5. consent	<b>e</b> a legal promise
6. delegate	<b>f</b> the activities of leaders running a government
7. deliberate	<b>g</b> a group of states joined together by a formal agreement
8. liberty	<b>h</b> a case of law decided by a group of one's fellow citizens
9. ordinance	<b>i</b> a government in which people elect representatives to rule for them
10. politics	<b>j</b> freedom
11. provision	<b>k</b> unable to be taken away or denied
12. republic	<b>l</b> approval or agreement
13. right	<b>m</b> a condition that is included in an agreement or law
14. self-determination	<b>n</b> to gather together
15. term	<b>o</b> a formal agreement between two or more groups, especially countries
16. treaty	<b>p</b> representative
17. trial by jury	<b>q</b> a sense or belief a person has that a certain action is right or wrong
18. unalienable	<b>r</b> to think about and discuss issues before reaching a decision

NAME: \_\_\_\_\_

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## Vocabulary for Chapter 5 “Waiting in Philadelphia”

1. **ambassador, *n.*** a person who is an official representative of his or her government in another country **(41)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>Who was in Philadelphia?</b>	
<b>At the Constitutional Convention</b>	<b>Not at the Constitutional Convention</b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Pronoun-Action Verb Agreement

**Directions:** Complete each of the following sentences by filling in the blank space with the proper form of the action verb that is indicated in parentheses at the end of the sentence. Be sure the subject pronoun and the action verb in the sentence agree.

1. I \_\_\_\_\_ soccer in the spring. **(play)**
2. We \_\_\_\_\_ to many different places in the state with our coach, Ms. Wang. **(travel)**
3. She \_\_\_\_\_ us skills we need to become good soccer players, and players on other teams learn the same skills. **(teach)**
4. They \_\_\_\_\_ for the games as well as we do, and everyone looks forward to each game. **(prepare)**
5. We \_\_\_\_\_ our very best at each game, especially when the score is close. **(try)**
6. It \_\_\_\_\_ on some game days, and our game must be canceled. **(rain)**
7. They \_\_\_\_\_ the game for another weekend when the wet fields won't make our uniforms get muddy. **(reschedule)**
8. It \_\_\_\_\_ out, so I don't mind getting mud on my uniform, but my father does not like it because he does our laundry. **(wash)**
9. He \_\_\_\_\_ that it is a challenge to get some of the mud stains out of the uniform. **(say)**
10. I \_\_\_\_\_ our game next weekend is not canceled because of rain! **(hope)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology: Practice Suffixes *-able* and *-ible*

**Directions:** Each of the following words can be changed by adding the suffix *-able* or *-ible* to change its meaning. On the first line for each number, write a sentence using the word provided. Be sure you can tell the meaning of the word from the context clues in the sentence. Then, add the appropriate suffix (either *-able* or *-ible*), write that word, and then write a sentence using the word with the suffix added.

**1.flex** \_\_\_\_\_

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**New word:** \_\_\_\_\_

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**2.reverse** \_\_\_\_\_

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**New word:** \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3. manage** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**New word:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.break** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**New word:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Writing an Introduction to an Opinion Essay

**Directions:** Use the information you wrote on Activity Page 3.2 to write an introduction to your opinion essay. Be sure your paragraph has a hook to capture your audience’s attention, and that it states your opinion.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Chapter 7 “Checks, Balances, and Compromises”

- 1. **federal, *adj.*** relating to a system of government in which the national government shares power with other levels of government, such as states; it can also refer to a national government **(50)**
- 2. **legislative, *adj.*** having the power to make laws **(52)**
- 3. **executive, *adj.*** having the power to carry out and enforce laws **(53)**
- 4. **judicial, *adj.*** having the power to decide questions of law **(53)**
- 5. **compromise, *n.*** when each side in a disagreement gives up some of what they want to reach an agreement **(57)**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Three Branches of Government

**Directions:** Use the words and phrases in the box to complete the chart. Not all of the terms will be used.

**president interprets laws Supreme Court population Senate senators judges Representatives enforces laws makes laws checks and balances**

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
This branch comprises Congress, which is divided into two houses:	6. This branch is headed by the	8. This branch is headed by the
1. _____	_____	_____
2. House of _____	7. The executive branch	9. The judicial branch
_____	_____	_____
3. The legislative branch		
_____		
4. Each state has two		
_____		
5. Representation in the House is based on		
_____		
10. The powers of each branch are limited by a system of _____		
_____		
_____		

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Three Branches of Government

Do you know the names of some of the people who currently serve in the three main branches of federal government? Work with a partner to add their names to this chart. Then, work together to identify government officials in your own state.

My Government Representatives		
Legislative Branch	Executive Branch	Judicial Branch
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Subject-to be Verb Agreement

**Directions:** Complete the “Agreement” column of the following chart to combine the subject with the to be verb so the subject and verb agree. Remember to use the present tense. In the lines below the chart, use three of the subject-to be verb statements from the chart to write expanded sentences.

Subject	to be Verb	Agreement
James Madison	to be	
we	to be	
you	to be	
delegates to the convention	to be	
it	to be	
states	to be	
they	to be	

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

liberty deliberate republic conscience delegate  
confederation federal compromise immigration impeach

List the spelling words in alphabetical order:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

NAME: \_\_\_\_\_

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## Constitutional Government Match-Up (Use with Chapter 7)

**Directions:** Match each word to its clue. Use the boxed letters to write the mystery word.

legislative	liberty	Supreme	two	Madison	
equal	amendments	Jefferson	three	republican	Washington

1. number of houses that make up Congress

\_\_\_\_\_

2. leader who served as president of the Constitutional Convention

\_\_\_\_\_  \_\_\_\_\_

3. first ten of these make up the Bill of Rights

\_\_\_\_\_  \_\_\_\_\_

4. form of government established by the U.S. Constitution

\_\_\_\_\_  \_\_\_\_\_

5. number of branches in the federal government

\_\_\_\_\_  \_\_\_\_\_

6. leader who drafted the Declaration of Independence

\_\_\_\_\_  \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7. leader known as the Father of the Constitution

\_\_\_\_\_

8. the judicial branch's top level

\_\_\_\_\_  Court

9. an unalienable right

\_\_\_\_\_  \_\_\_\_\_

10. law-making branch of the federal government

\_\_\_\_\_

11. "All men are created \_\_\_\_\_."

\_\_\_\_\_

**Mystery Phrase:**

It is the first part of the Constitution, beginning "*We the people of the United States.*"

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Checks and Balances

**Directions:** Use the chart of checks and balances in the United States government to answer the questions that follow.

<b>Congress, Legislative Branch</b>	<b>President, Executive Branch:</b>	<b>Supreme Court, Judicial Branch</b>
<ul style="list-style-type: none"><li>• makes laws</li><li>• approves or rejects the President’s appointments of Supreme Court justices and federal judges</li><li>• approves treaties</li><li>• has the power to remove the President from office for serious wrongdoing</li><li>• has the power to declare war</li></ul>	<ul style="list-style-type: none"><li>• has the power to veto, or reject, a law</li><li>• appoints Supreme Court justices and federal judges</li><li>• has the power to pardon, or forgive, people of certain crimes</li><li>• commands the armed forces</li><li>• negotiates treaties</li></ul>	<ul style="list-style-type: none"><li>• interprets the meaning of laws</li><li>• has the power to declare executive actions and laws made by Congress unconstitutional, and therefore null, or not in effect</li><li>• has justices appointed to serve for life, so they cannot be removed for making decisions that the President does not like</li></ul>

1. How can the Supreme Court use the Constitution to check the power of both the President and Congress?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2. How can Congress check the powers of the President?

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3. How do lifetime appointments to the Supreme Court check the power of the President?

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4. How does the Senate check executive influence on the Supreme Court?

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5. How can the President check the power of Congress to make laws?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for Chapter 8 “The Convention Completes Its Work”

1. **posterity** *n.*                      descendants, or future generations **(66)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Peer Review Checklist

**Directions:** Complete this checklist as you read the draft of the opinion essay written by a classmate.

Author's name: \_\_\_\_\_

Reviewer's name: \_\_\_\_\_

- \_\_\_\_\_ The introductory paragraph includes an interesting hook.
- \_\_\_\_\_ The introductory paragraph includes a clear statement of the author's opinion.
- \_\_\_\_\_ There are three reasons supporting the opinion, and each is included in a separate paragraph.
- \_\_\_\_\_ There is a conclusion paragraph that restates the author's opinion.
- \_\_\_\_\_ The conclusion paragraph summarizes the author's three reasons for the opinion.

**What I liked in your essay:**

**What I suggest you change in your essay:**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Why was it important to add a Bill of Rights to the Constitution?

Federalists	Anti-Federalists

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Editing Checklist

**Directions:** Use the following checklist as you edit the final draft of your essay. Be sure to make changes to your essay if you are missing any of the items on this checklist.

Editing Checklist	
<b>Format</b>	
	All my paragraphs are indented.
	I have a topic sentence for each of my paragraphs.
	I have detail sentences in each of my paragraphs that support the topic sentence.
	I have a concluding sentence for each paragraph.
	I have a title for my essay or story.
<b>Capitals</b>	
	I began each sentence with a capital letter.
	I used capital letters for all proper nouns.
<b>Spelling</b>	
	I have checked the spelling for any words I didn't know how to spell.
<b>Punctuation</b>	
	All my sentences end with a period, question mark, or exclamation point.
	The commas, end punctuation, and quotation marks in my essay are all correct.

NAME: \_\_\_\_\_

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## Vocabulary for Chapter 10 “Our Constitution Today”

- 1. immigration, *n.*** the act of moving from one country to another country to live **(83)**
- 2. impeach, *v.*** to bring formal charges against a government official **(84)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Review to be Verbs and Modal Auxiliary Verbs

**Directions:** Write the correct verb to complete each sentence.

*to be* Verbs: **am, are, is**                      Modal Auxiliaries: **can, might, will**

1. James Madison \_\_\_\_\_ known as the Father of the Constitution.
2. Students \_\_\_\_\_ learn about the Constitutional Convention by reading books.
3. I \_\_\_\_\_ recite the Preamble to the Constitution from memory.
4. We \_\_\_\_\_ remember George Washington’s important contributions to our country.
5. The Constitution \_\_\_\_\_ the document that established the United States government we have today.
6. There were delegates from the states who attended the Constitutional Convention. They \_\_\_\_\_ the ones who helped write the Constitution.
7. The building in which the Constitution was written \_\_\_\_\_ known as Independence Hall.
8. If the delegates had not reached a compromise, we \_\_\_\_\_ not have the country we have today.
9. I \_\_\_\_\_ happy the delegates were able to reach such compromises!
10. We \_\_\_\_\_ fortunate to have a Constitution that has survived for so many years.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Practice Spelling Words

**Directions:** Write a sentence for each of the spelling words.

<b>liberty</b>	<b>deliberate</b>	<b>republic</b>	<b>conscience</b>	<b>delegate</b>
<b>confederation</b>	<b>federal</b>	<b>compromise</b>	<b>immigration</b>	<b>impeach</b>

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Directions:** Write the spelling words as your teacher calls them out.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Unit Assessment

**A:** Circle the letter of the best answer.

1. **A limited government depends on**
  - a) consent of the people.
  - b) power of the king.
  - c) size of the country.
  - d) number of voters.
  
2. **Who wrote the Declaration of Independence?**
  - a) Thomas Jefferson
  - b) James Madison
  - c) George Washington
  - d) Edmond Randolph
  
3. **After gaining independence from Great Britain, what important document did each state write?**
  - a) A state declaration of independence
  - b) A state constitution
  - c) A state compromise
  - d) A state history
  
4. **The Articles of Confederation**
  - a) allowed the people in each state to elect their representatives to Congress
  - b) allowed the people to elect a President
  - c) gave the central government too little power to be effective
  - d) gave the central government too much power to be effective
  
5. **In May, 1787, delegates from various states met at a convention in Philadelphia for the stated purpose of**
  - a) electing George Washington as President
  - b) raising money from the states
  - c) making changes to the Articles of Confederation
  - d) passing the Northwest Ordinance

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. The delegates at 1787 Philadelphia convention decided instead to replace the Articles of Confederation and write a new constitution. The new Constitution proposed that the new national government be divided into what three branches?
  - a) The legislative (Congress), executive (President) and judicial (Supreme Court) branches
  - b) The national, state, and local governments
  - c) The Virginia Plan, The New Jersey Plan, and the Connecticut Plan
  
7. The Preamble or beginning of the Constitution starts with the following words...
  - a) We, the delegates from the States of America...
  - b) We, the People of the states of Virginia, New Jersey, Connecticut, and Pennsylvania...
  - c) We, the People of the United States...
  - d) We, the Federalists...
  
8. Which statement most accurately described the proposed 1787 Constitution?
  - a) It provides very detailed rules and regulations for every aspect of government.
  - b) It provides a general framework for government.
  - c) It does not allow for any changes or amendments to the Constitution in the future.
  - d) It says that all people are created equal.
  
9. Which statement is true?
  - a) All states immediately ratified and approved the 1787 Constitution.
  - b) The Anti-Federalists were in favor of ratifying and approving the 1787 Constitution as quickly as possible.
  - c) The nine states that were needed, plus the states Virginia and New York, finally ratified and approved the 1787 Constitution.
  - d) The 1787 Constitution was not ratified and approved.
  
10. The Bill of Rights, which was added to the Constitution after it had been ratified, ...
  - a) is made up of ten amendments that protect the liberties of individual Americans
  - b) was put together by James Madison
  - c) includes protection for freedom of the press
  - d) all of the above

**B:** Match the following vocabulary words with their definition.  
Write the correct letter in the box.

	<b>WORD</b>		<b>DEFINITION</b>
	11. deliberate	<b>a</b>	a law or a government rule
	12. judicial	<b>b</b>	a group of states joined together by a formal agreement
	13. unalienable	<b>c</b>	the ability of the people in a country to decide their own government
	14. impeach	<b>d</b>	having the power to decide questions of law
	15. confederation	<b>e</b>	to think about and discuss issues before reaching a decision
	16. ordinance	<b>f</b>	unable to be taken away or denied
	17. executive	<b>g</b>	having the power to make laws
	18. compromise	<b>h</b>	when each side in a disagreement gives up some of what they want to reach an agreement
	19. self-determination	<b>i</b>	to bring formal charges against a government official
	20. legislative	<b>j</b>	having the power to carry out and enforce laws

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Performance Task Assessment

Theme	Notes
<b>Reasons for Convention</b>	
<b>Conduct of Convention</b>	
<b>Important Principles</b>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Theme	Notes
<b>Major Proposals</b>	
<b>Compromises</b>	
<b>Outcomes</b>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Theme	Notes
<b>Next Steps</b>	
<b>Unfinished Business</b>	

## Glossary for The United States Constitution

<b>alliance, <i>n.</i></b>	a partnership of different countries, organizations, or people who agree to work together <b>(alliances) (24)</b>
<b>ambassador, <i>n.,</i></b>	a person who is an official representative of his or her government in another country <b>(41)</b>
<b>assemble, <i>v.</i></b>	to gather together <b>(assembling) (13)</b>
<b>compromise, <i>n.</i></b>	when each side in a disagreement gives up some of what they want to reach an agreement <b>(57)</b>
<b>confederation, <i>n.</i></b>	a group of states joined together by a formal agreement <b>(22)</b>
<b>conscience, <i>n.</i></b>	a sense or belief a person has that a certain action is right or wrong <b>(19)</b>
<b>consent, <i>n.</i></b>	approval or agreement <b>(5)</b>
<b>delegate, <i>n.</i></b>	representative <b>(delegates) (20)</b>
<b>deliberate, <i>v.</i></b>	to think about and discuss issues before reaching a decision <b>(deliberating) (8)</b>
<b>executive, <i>adj.</i></b>	having the power to carry out and enforce laws <b>(53)</b>
<b>federal, <i>adj.</i></b>	relating to a system of government in which the national government shares power with other levels of government, such as states; it can also refer to a national government <b>(50)</b>
<b>judicial, <i>adj.</i></b>	having the power to decide questions of law <b>(53)</b>
<b>immigration, <i>n.</i></b>	the act of moving from one country to another country to live <b>(83)</b>
<b>impeach, <i>v.</i></b>	to bring formal charges against a government official <b>(84)</b>
<b>legislative, <i>adj.</i></b>	having the power to make laws <b>(52)</b>
<b>liberty, <i>n.</i></b>	freedom <b>(2)</b>
<b>ordinance, <i>n.</i></b>	a law or government rule <b>(28)</b>

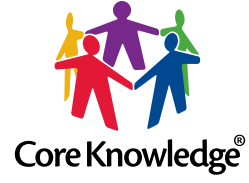


NAME: \_\_\_\_\_

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<b>politics, <i>n.</i></b>	the activities of leaders running a government <b>(31)</b>
<b>posterity, <i>n.</i></b>	descendants, or future generations <b>(66)</b>
<b>provision, <i>n.</i></b>	a condition that is included in an agreement or law <b>(provisions) (17)</b>
<b>republic, <i>n.</i></b>	a government in which people elect representatives to rule for them <b>(17)</b>
<b>right, <i>n.</i></b>	a legal promise <b>(rights) (4)</b>
<b>self-determination, <i>n.</i></b>	the ability of the people in a country to decide their own government <b>(2)</b>
<b>term, <i>n.</i></b>	the length of time for which an elected official serves <b>(terms) (16)</b>
<b>treaty, <i>n.</i></b>	a formal agreement between two or more groups, especially countries <b>(treaties) (24)</b>
<b>trial by jury, <i>phrase.</i></b>	a case of law decided by a group of one's fellow citizens <b>(13)</b>
<b>unalienable, <i>adj.</i></b>	unable to be taken away or denied <b>(4)</b>





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Unit 7

# The United States Constitution

Activity Book

GRADE 4



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