



The United States Constitution



Teacher Guide

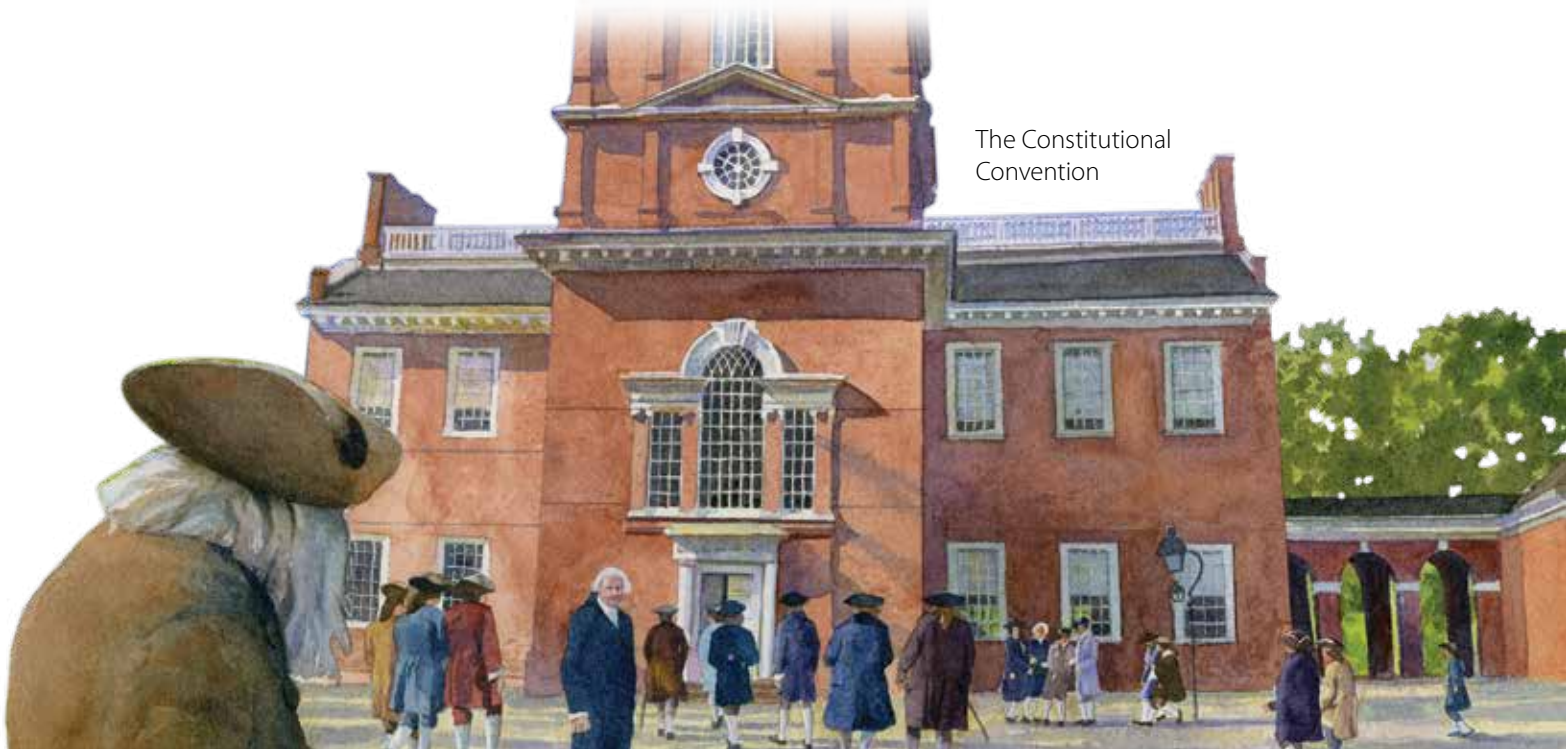


James Madison

The Constitution

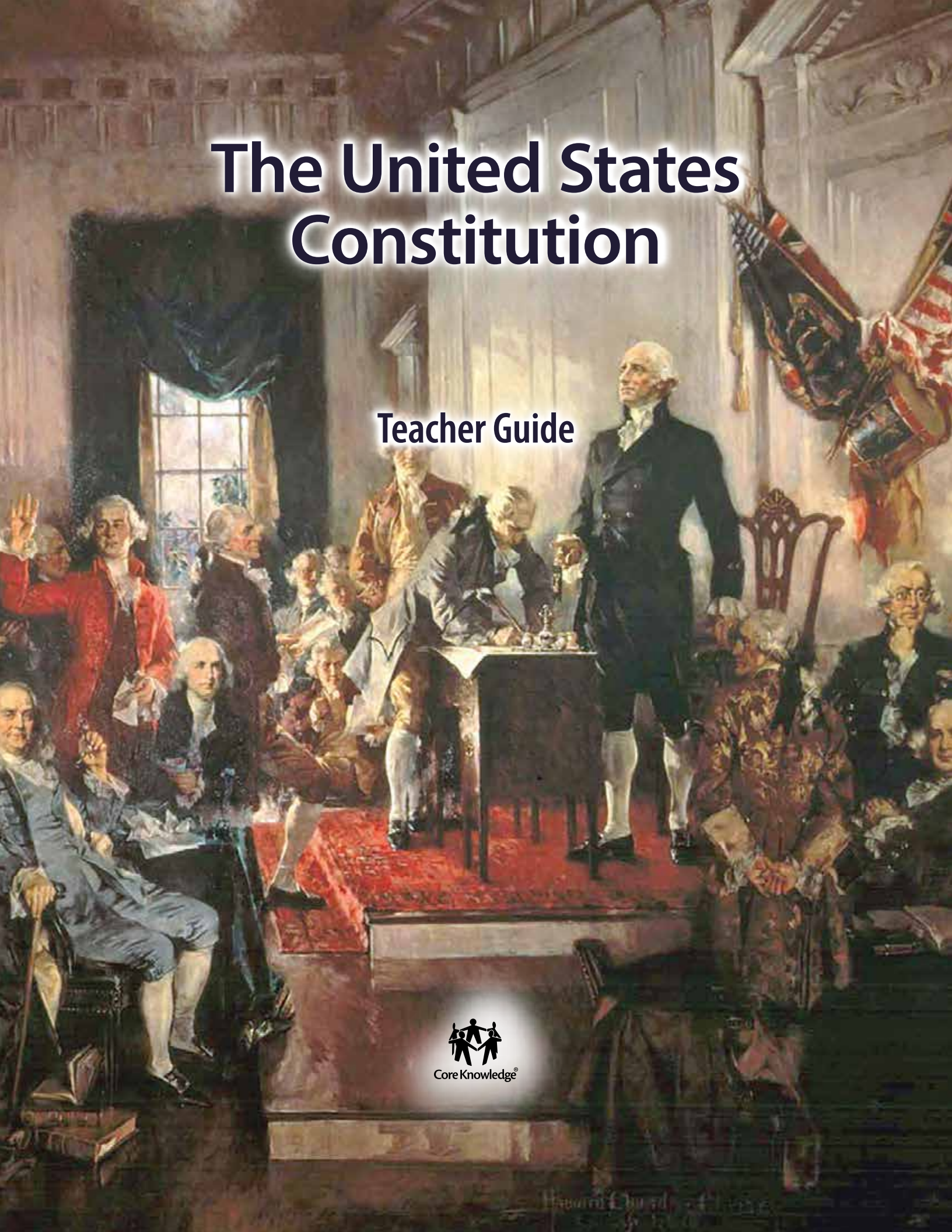


The Constitutional Convention



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Core Knowledge®

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A faded, historical painting of the signing of the United States Constitution in 1787. The scene is set in a grand room with high ceilings and large windows. Numerous men in 18th-century attire are gathered around a large table, signing documents. The room is filled with the atmosphere of a significant historical event.

The United States Constitution

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The United States Constitution

Teacher Guide

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Introduction

ABOUT THIS UNIT

The Big Idea

The Declaration of Independence and the U.S. Constitution set forth the basic values and principles of American democracy.

Following the Declaration of Independence, Americans needed to decide what kind of government they wanted. Based on their experience as British colonists, many feared a strong central government. The independent states began to write their own constitutions, giving most government power to state legislatures.

In 1777, delegates to the Second Continental Congress approved the Articles of Confederation and sent them out to the states for ratification, which was not completed until 1781. The Articles provided for a weak national government. By 1787, many American leaders had begun to realize that the Articles were not working. That year, delegates from the thirteen states held the Constitutional Convention. There, they made major compromises to write a new constitution that carefully balanced power between the central government and the states, while giving the central government supreme powers over the states in certain areas.

Today, the Constitution continues to provide a flexible framework of general principles of government. The Constitution limits federal power by dividing responsibilities between the states and the federal government. In addition, a system of checks and balances separates power among the executive, legislative, and judicial branches of the federal government.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Kindergarten

- July 4, “Independence Day,” including democracy and slavery in early America

Grade 1

- from colonies to independence, including Thomas Jefferson and the Declaration of Independence

Grade 2

- American government: the Constitution, including James Madison, government by the consent of the governed

Grade 3

- slavery in the Southern Colonies, including economic rationale for slavery, the Middle Passage

Grade 4

- Causes and provocations of the American Revolution, including
 - British taxes, “No taxation without representation”
 - Boston Massacre and Crispus Attucks
 - Boston Tea Party
 - The Intolerable Acts close the port of Boston and require Americans to provide quarters for British troops.
 - First Continental Congress protests to King George III
- The American Revolution, including
 - Paul Revere’s ride, “One if by land, two if by sea”
 - The fighting at Concord and Lexington, including “the shot heard ‘round the world,” and redcoats and minutemen
 - Bunker Hill
 - Second Continental Congress: George Washington appointed commander in chief of Continental Army
 - Thomas Paine’s *Common Sense*
 - Declaration of Independence (primarily written by Thomas Jefferson; adopted July 4, 1776; “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”)
 - Some representative women in the Revolution: Deborah Sampson, Molly Pitcher
 - Loyalists (Tories)

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1765 to 1791.

1765	Colonists objected to the British government collecting taxes in the thirteen colonies.
1774	The First Continental Congress sent King George III a list of the colonists’ complaints
1775	The Second Continental Congress chose George Washington to command the Continental Army during the American Revolution.
1776	The Declaration of Independence declared the colonies’ separation from Britain and their establishment as “free and independent states.”
1776–1780	Each of the thirteen states wrote and adopted its own state constitution.
1777–1781	The Second Continental Congress approved, and states ratified, the Articles of the Confederation to create a central government beyond the individual state governments.
1783–1787	James Madison, Alexander Hamilton, George Washington, and others decided that a stronger central government was needed.
1787	A convention was held in Philadelphia to reconsider the need for a stronger central government.
1787	Convention delegates decided to write a new constitution to create a stronger central government.
1787	The new government would be divided into three branches.
1787	Roger Sherman created a plan that shared power between large and small states.

1787	The slave trade continued, even though many people were against slavery. The Constitution gave Congress the right to regulate the slave trade after twenty years, after which time it banned international slave trade.
1788	U.S. Constitution was ratified by the necessary three-fourths of the states.
1791	The Bill of Rights was ratified.

What Students Should Already Know CONTINUED

- Victory at Saratoga, alliance with France
- Some representative European allies (Lafayette, the French fleet, von Steuben)
- Valley Forge
- Benedict Arnold
- John Paul Jones ("I have not yet begun to fight.")
- Nathan Hale ("I only regret that I have but one life to lose for my country.")
- Cornwallis's surrender at Yorktown

What Students Need to Learn

- Main Ideas behind the Declaration of Independence
 - The proposition that "All men are created equal"
 - The responsibility of government to protect the "unalienable rights" of the people
 - Natural rights: "Life, liberty, and the pursuit of happiness"
 - The "right of the people . . . to institute new government"
- Making a New Government: From the Declaration to the Constitution
 - Definition of "republican" government: republican = government by elected representatives of the people
 - Articles of Confederation: weak central government
 - "Founding Fathers": James Madison as "Father of the Constitution"
 - Constitutional Convention:
 - » Arguments between small and large states
 - » The divisive issue of slavery, "three-fifths" compromise
 - Ratification
 - » Federalists and Anti-Federalists
- The Constitution of the United States
 - Preamble to the Constitution: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

What Students Need to Learn CONTINUED

- The separation and sharing of powers in American government: three branches of government
 - » Legislative branch: Congress = House of Representatives and Senate, makes laws
 - » Executive branch: headed by the president, carries out laws
 - » Judicial branch: a court system headed by the Supreme Court, itself headed by the chief justice, interprets the laws and the provisions of the Constitution.
- Checks and balances, limits on government power, veto, and veto override
- The Bill of Rights: first ten amendments to the Constitution, including freedom of religion, speech, and the press (First Amendment); protection against “unreasonable searches and seizures” (Fourth Amendment); the right to “due process of law” (Fifth Amendment); the right to trial by jury (Sixth Amendment); protection against “cruel and unusual punishment” (Eighth Amendment)
- Functions of government in the United States at the national, state, and local levels
 - » Identify current government officials including president and vice president of the United States, and your state’s governor
 - » State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land); three branches of state government (just like the national government)
 - » Local governments: purposes, functions, and officials
 - » How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
 - » How people can participate in government

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

AT A GLANCE

The most important ideas in Unit 8 are:

- The main ideas underlying the Declaration of Independence can be summed up in the phrases “all men are created equal,” “unalienable rights,” “life, liberty, and the pursuit of happiness,” and “the right of the people . . . to institute new government.”
- The Articles of Confederation proved unworkable because they had set up a weak central government. The U.S. Constitution established a form of government. A major issue at the Constitutional Convention was how states would be represented in the new legislature.
- The Constitution set up three branches of government with separate and shared powers.
- A system of checks and balances, of which the presidential veto and Congress's power of impeachment are examples, sets limits on the powers of the three branches.
- Government in the United States is divided among national, state, and local institutions.

WHAT TEACHERS NEED TO KNOW

Main Ideas Behind the Declaration of Independence

Main Ideas

The Declaration of Independence has four parts. The Preamble states that the colonists believe it necessary to explain why they are declaring their independence from Great Britain, so they have written this document.

The next part explains the political ideas behind their action. Thomas Jefferson borrowed many of these ideas from the ancient philosophers and British thinkers of the era, a time in history known as the Enlightenment. The third, and longest, part lists all the charges against the king, and the fourth part lists all the rights that the new nation is claiming for itself.

Students should be familiar (at a minimum) with the beginning of the second part:

“We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable Rights; that among these are Life, Liberty, and the pursuit of Happiness.”

This second section continues with some words that may be less familiar to students but are no less important to the foundation of the nation:

“That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that is, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect [bring about] their safety and happiness.”

In general, the signers of the Declaration and the framers of the later Constitution were educated men who drew on ancient Greek and Roman ideas about government. They also read the works of British Whigs John Trenchard and Thomas Gordon, and European philosophers and political theorists of the Enlightenment period, such as John Locke. The underlying idea of the Enlightenment was that reason was the basis of all knowledge, and all received ideas could and should be tested by reason. Instead of just accepting preexisting political institutions, Enlightenment political thinkers urged that reason be used to evaluate political ideas and institutions. It was the ideas of philosophers like John Locke in England to which Thomas Jefferson turned in writing the Declaration. Jefferson based the Declaration on the theory of natural rights, which argued that every human being has certain basic rights that belong to the person by virtue of his or her being human. From this assumption, Jefferson pursued a logical argument that people institute government to preserve these rights. When government no longer safeguards these rights, he asserted, people have a right to change the government. The Declaration is an example of social contract theory, and it is the first time that theory was put into practice. Its adoption was truly revolutionary.

“All Men Are Created Equal”

This is the basic assumption in the Declaration: every human is equal to every other by virtue of one’s humanity. However, this does not mean that every person should necessarily have the same amount of education, money, or possessions, in material terms. It is also important to note that in the 1700s, not all people, such as women and African Americans, received equal treatment.

Natural Rights

What rights does a person have by virtue of being human? The first sentence of the Declaration identifies these rights as “life, liberty, and the pursuit of happiness.” The Declaration states that these are unalienable (“inalienable” in some versions)—that is, they cannot be taken away by any person or government. It is important to note that the signers agreed that these rights were only examples of the rights people have.

Government’s Responsibility

The second sentence of the second section of the Declaration states, “That to secure these rights, governments are instituted among men.” According to the Declaration, people establish governments in order to ensure that their rights are guaranteed and protected; that is the purpose of government.

“Right of the People . . . to Institute New Government”

If a government does not protect the rights of its citizens, asserts the Declaration, then its citizens have the right “to alter or abolish it” and to establish a new government. Jefferson explains in the next few sentences that changing a government structure is not something to be done lightly. He then outlines a long list of the king’s abuses, including the following:

- quartering large bodies of armed troops among the colonists
- cutting off colonists’ trade with all parts of the world
- imposing taxes on the colonies without their consent
- depriving colonists, in many cases, of the benefits of trial by jury

Making a New Government: From the Declaration to the Constitution

Articles of Confederation

During the Revolutionary War, the Second Continental Congress wrote and adopted the Articles of Confederation as the framework for the new nation as it waged war against Great Britain. The Articles were not formally adopted until just a few months before the end of the Revolutionary War. Once the new United States began to operate under the Articles, it became apparent that they had many shortcomings.

For one, there was no executive department to coordinate the actions of the states or to act for the nation as a whole in dealing with foreign nations. The Congress of the Confederation held both legislative and executive powers, yet the Congress had no powers of taxation, making it dependent on the states for all revenue. The shortcomings of the Articles of Confederation were made clear by a series of events in the early years of the new republic, including Shays’s Rebellion, an uprising that the federal government was too weak to handle without help from local government. Shays’s Rebellion is considered one of the main events that led the states to decide to send delegates to the Constitutional Convention.

Framers: James Madison

When it became clear that the central government under the Articles was not working, a convention was called in Philadelphia in 1787 to revise the Articles. Instead of merely revising, however, the delegates wrote a new constitution, the one under which we live today.

The delegates to the Constitutional Convention voted to keep the proceedings secret, but James Madison, who represented his native Virginia, kept notes, which were not published until 1840. Because of his notes, we have a full record of the proposals and the debates over the wording of the Constitution.

Madison was a pivotal figure in those proceedings. Having served on the committee that wrote Virginia's state constitution and then in the Continental Congress, he had considered the proper role of government for some years. He had read political philosophers like Locke and Montesquieu, and was also well versed in Greek and Roman political institutions.

His thinking is represented in several of the key ideas of the Constitution, such as the need for a strong central government, the basing of representation on population (the formula for the distribution of seats by state in the House of Representatives), and the federal system itself.

Once the Constitution was passed, Madison joined Alexander Hamilton and John Jay in writing the *Federalist Papers*, which set out arguments explaining why the states should ratify the Constitution. After the Constitution was ratified and the new government took office, Madison, as a member of the first Congress, submitted a proposal for a Bill of Rights, which Congress debated, revised, and sent to the states for ratification.

Constitutional Convention

The U.S. Constitution is the result of heated debate among men with differing viewpoints, representing different parts of the country, with sometimes competing interests. However, as Benjamin Franklin said in signing it, "I am not sure it [the Constitution] is not the best."

Small/Large

Part of that heated debate involved representation in the new government that the delegates were designing. According to a plan put forth by the Virginia delegation, the legislative branch of the government would have two branches: a House of Representatives and a Senate. Representation in both would be based on population. For example, Virginia, with a far larger population than New Hampshire, would have proportionally more members in each house.

The smaller states were concerned that their interests would be ignored under such an arrangement. As a result, New Jersey put forth a second plan, which would give each state one vote in each house.

In the end, the delegates rejected both the Virginia Plan and the New Jersey Plan in favor of one drafted by the Connecticut delegation. The Connecticut Compromise called for representation in the lower house, the House of Representatives, to be based on population, so the more populous states at that time, like Virginia and Massachusetts, would have more votes. In the upper house, or Senate, each state would have two representatives, called senators. In the Senate, the smaller states would have as many votes as the larger states. Representation in both the House and Senate continues to be based on this plan.

“Three-Fifths” Compromise

A second, equally volatile debate was related to slavery and representation: Should slavery be abolished? If it wasn't, should slaves be included in the population of each state, thereby increasing the number of representatives for those states that had slaves living within their borders? Antislavery sentiment was strong in Northern states and in some parts of Virginia and Maryland. Some Northern states had already abolished slavery, and many more would do so over the next twenty years. However, the economy of many Southern states depended on slave labor, and these states were not willing to abolish slavery.

Determining representation was a major part of the debate. Southern states wanted slaves counted, whereas Northern states did not. If slaves were counted, Southern states would be allotted more seats in the House of Representatives. Southern states threatened to leave the Constitutional Convention if their demands to maintain slavery and count slaves when determining representation were not met. Northern states finally agreed to a compromise that allowed Southern states to count every five slaves as three free men. This is known as the “three-fifths” compromise. Students and teachers sometimes confuse the “three-fifths” compromise, thinking that Southerners wanted to count slaves as only three-fifths of a person. In fact, Southerners wanted slaves counted as persons to increase their political representation. Northerners, eager to increase their own power and limit the power of Southerners, wanted slaves not to be counted at all. There were also ten provisions written by the convention regarding slavery, including a provision that Congress would not attempt to end the slave trade before 1808. These concessions were known as the Great Compromise, and it effectively left resolving the issue of slavery and abolition to another generation.

To learn more background information about specific topics taught in this unit, use this link to download the CKHG Online Resource “About The Constitution”:

www.coreknowledge.org/ckhg-online-resources

Student Component

The United States Constitution Student Reader—ten chapters

Teacher Components

The United States Constitution Teacher Guide—ten chapters. The guide includes lessons aligned to each chapter of *The United States Constitution* Student Reader, with a daily Check for Understanding and Additional Activities, such as primary source connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 88.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The United States Constitution Timeline Image Cards—fourteen individual images depicting significant events and individuals related to the writing and ratification of the Constitution of the United States. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting *The United States Constitution* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

Make four time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 1760s
- 1770s
- 1780s
- 1790s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	1760s		1770s		1780s		1790s
	•		• • • • •		• • • • • •		•
Chapter	Intro		Intro	Intro 1 2 3	44 6 777 9		9

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

Note: Please be aware that Chapters 4, 7, and 9 have multiple cards. Chapters 5, 8, and 10 do not have cards.

1760s



Introduction

1770s



Introduction

1770s



Introduction

1770s



Chapter 1

1770s



Chapter 2

1770s



Chapter 3

1780s



Chapter 4

1780s



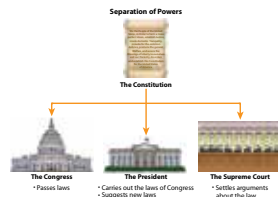
Chapter 4

1780s



Chapter 6

1780s



Chapter 7

1780s



Chapter 7

1780s



Chapter 7

1780s



Chapter 9

1790s



Chapter 9

The Timeline in Relation to the Content in the Student Reader Chapters

You will note that most of the content in *The United States Constitution* unit takes place during the 1780s, as this is when the Constitutional Convention was held. The first events covered in the Timeline Image Cards occurred in the period leading up to the Constitutional Convention, when the nation first formed. These cards, and their events, provide context for the writing of the U.S. Constitution. They are discussed in the Introduction to the unit as well as in Chapters 1, 2, and 3.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?

4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The United States Constitution unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of eighteen days has been allocated to *The United States Constitution* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What does self-government mean, and why was it such a revolutionary idea?
2	What is a republic or a republican form of government?
3	Why did the lack of a central government prove to be a problem?
4	Why did James Madison and Alexander Hamilton think a stronger central government was needed?
5	What does the author mean by “they had come to try to give that young nation a more secure future”?
6	What was the Virginia Plan, and why might some delegates have objected to it?
7	What were the main challenges that had to be overcome in order to create a new constitution?
8	What steps were put in place to ratify the constitution?
9	Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?
10	What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	self-determination, liberty, right, unalienable, consent, deliberate
2	“trial by jury,” assemble, term, republic, provision, conscience
3	delegate, confederation, treaty, alliance
4	ordinance, politics
5	ambassador
7	federal, legislative, executive, judicial, compromise
8	posterity
10	immigration, impeach

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 1.3

AP 4.1

AP 4.2

AP 7.1

AP 7.2

AP 7.3

AP 8.1

AP 10.1

The following activity pages can be found in Teacher Resources, pages 98–111. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–3, 5—Thirteen Colonies Map (AP 1.1)
- Chapter 1—The Declaration of Independence (AP 1.2)
- Chapter 1—The Great Seal of the United States (AP 1.3)
- Chapter 4—The Articles of Confederation (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.2)
- Chapter 7—The Three Branches of Government (AP 7.1)
- Chapter 7—Checks and Balances (AP 7.2)
- Chapter 7—Constitutional Government Match-Up (AP 7.3)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.1)
- Chapter 10—Three Levels of Government (AP 10.1)

Nonfiction Excerpt (Primary Source Document)

Use this link to download the CKHG Online Resources, where a specific link to the following nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

- Chapter 1—from The Declaration of Independence (NFE 1)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as a review and/or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed *The American Revolution*, the first Grade 4 CKHG American History unit, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

ADDITIONAL RESOURCES FOR *THE PATHWAY TO CITIZENSHIP*

To help students review *The Pathway to Citizenship* content, you may wish to use the resources at the following websites:

- Study Materials for the Civics Test, from USCIS, has print flash cards and audio review options for the citizenship questions and answers. You may print sets of appropriate flash cards for each unit for students to use individually or in pairs to review content.
- Preparing for the Oath, from U.S. History and Civics for Citizenship, provides tools for online review.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center, the Study Materials for the Civics Test, and Preparing for the Oath may be found:

www.coreknowledge.org/ckhg-online-resources

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THE UNITED STATES CONSTITUTION SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page;

NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The United States Constitution

"The Idea of Self-Rule" Core Lesson (TG & SR, Chapter 1)	"New Constitutions for the States" Core Lesson (TG & SR, Chapter 2)	"The Articles of Confederation" Core Lesson (TG & SR, Chapter 3)	"Planning a New Constitution" Core Lesson (TG & SR, Chapter 4)	"Waiting in Philadelphia" Core Lesson (TG & SR, Chapter 5)
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CKLA

"American Revolution"	"American Revolution"	"American Revolution"	"American Revolution"	"American Revolution"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The United States Constitution

"Some Major Decisions" Core Lesson (TG & SR, Chapter 6)	"Checks, Balances, and Compromises" Core Lesson (TG & SR, Chapter 7)	"Getting to Know the Founders" (TG, Chapter 7, Additional Activities)	"Getting to Know the Founders" (TG, Chapter 7, Additional Activities)	"Constitutional Principles" (TG, Chapter 7, Additional Activities)
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CKLA

"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The United States Constitution

"Separation of Powers" (TG, Chapter 7, Additional Activities)	"Separation of Powers" (TG, Chapter 7, Additional Activities)	"The Convention Completes Its Work" Core Lesson (TG & SR, Chapter 8)	"The States Ratify" Core Lesson (TG & SR, Chapter 9)	"Understanding the Bill of Rights" (TG, Chapter 9, Additional Activities)
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CKLA

"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"
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THE UNITED STATES CONSTITUTION SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page;

NFE–Nonfiction Excerpt

Week 4

Day 16

Day 17

Day 18

The United States Constitution

"Our Constitution Today" Core Lesson (TG & SR, Chapter 10)	"It's Your Turn" (TG, Chapter 10, Additional Activities)	Unit Assessment
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CKLA

"Treasure Island"	"Treasure Island"	"Treasure Island"
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THE UNITED STATES CONSTITUTION PACING GUIDE

_____’s Class

(A total of eighteen days have been allocated to *The United States Constitution* unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

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Week 4

Day 16

Day 17

Day 18

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CHAPTER 1

The Idea of Self-Rule

The Big Question: What does self-government mean, and why was it such a revolutionary idea?

Primary Focus Objectives

- ✓ Identify the main ideas contained in the Declaration of Independence. **(RI.4.2)**
- ✓ Summarize events leading up to the formation of a national government. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *self-determination, liberty, right, unalienable, consent, and deliberate*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Self-Rule”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of Thirteen Colonies Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

self-determination, n. the ability of the people in a country to decide their own government **(2)**

Example: During the American Revolution, the thirteen colonies fought for self-determination.

liberty, n. freedom **(2)**

Example: American colonists thought that British rule threatened their liberty.

Variations: liberties

right, n. a legal promise **(4)**

Example: The Declaration of Independence states that people have rights that should be protected.

Variations: rights

unalienable, adj. unable to be taken away or denied (4)

Example: Thomas Jefferson argued that not even a king could take away certain unalienable rights.

consent, n. approval or agreement (5)

Example: Self-rule is based on the idea that people must give their consent to government.

deliberate, v. to think about and discuss issues before reaching a decision (8)

Example: James Madison gathered with other American leaders to deliberate about the type of government they wanted to have.

Variations: deliberates, deliberated, deliberating

THE CORE LESSON 35 MIN

Introduce *The United States Constitution Student Reader*

5 MIN

Activity Page



AP 1.1



Display AP 1.1, Thirteen Colonies Map, and have students identify each of the colonies. Remind students that long ago, before there even was a United States of America, there were thirteen colonies that were settled by people who came from Great Britain. These thirteen colonies were controlled by Great Britain, until the colonies won their independence in the American Revolution. Use the three Introduction Timeline Image Cards to explain or review key people and events of the Revolution. Then, place the cards on the Timeline under the dates referencing the 1760s and 1770s. Refer to the illustration in the Introduction of this unit for further guidance on the placement of each Image Card to the Timeline. Explain that in this unit, students will read about efforts during and after the American Revolution to establish an independent government.

Distribute copies of *The United States Constitution Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the Constitution, the states, and important American leaders, such as Thomas Jefferson and George Washington.

Introduce “The Idea of Self-Rule”

5 MIN


Write *self-rule* on the board, and draw attention to the two parts of the word. Have students Think-Pair-Share a definition for *self-rule*. Introduce the Big Question: What does self-government mean, and why was it such a revolutionary idea? Point out that *self-rule* and *self-government* are synonyms. Tell students that in Chapter 1, they will be learning how these words relate to one another and to the founding of the United States.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Self-determination,” Pages 2–6

Scaffold understanding as follows:


CORE VOCABULARY—Point out the section title “Self-determination” on page 2, and read aloud the definition. Ask students to explain how *self-determination* relates to *self-rule* and *self-government*. (*Self-determination is the same as self-rule and self-government.*)

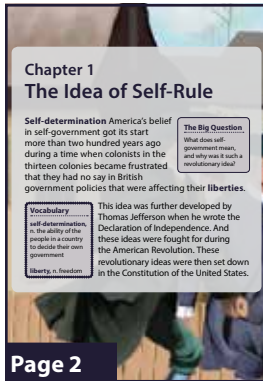
 **CORE VOCABULARY**—Read aloud the first paragraph of the section “Self-determination” on page 2, stopping to define the Core Vocabulary term *liberties* when it is encountered in the text. Ask students to give examples of liberties, or freedoms, that we have in the United States. (*Students are likely to identify freedom of speech and freedom of religion. They may also identify freedoms such as freedom to choose where we live or freedom to choose our own clothes.*)

SUPPORT—Direct students’ attention to the image on pages 2–3, which they may recall from the Introduction Timeline Image Card. Invite a student volunteer to read aloud the caption. Help students connect the event represented in the image with the frustrations identified in the first paragraph of the chapter.

CORE VOCABULARY—Invite student volunteers to read aloud the remainder of the section on pages 2–6. Stop to discuss the Core Vocabulary terms *rights*, *unalienable*, and *consent* when they are encountered in the text.

SUPPORT—Review the bulleted list on page 5. Explain the ideas listed in terms of the American Revolution: the colonists were “the governed.” They believed the British government was not protecting their rights. Therefore, they believed they had the right to get rid of rule by the British government and to create their own government. They believed the British government had broken its contract with them by misusing its power, and so colonists wanted a new contract with a new government.

 **SUPPORT**—Point out the repeated use of the words *power* and *powers*. Discuss with students what it means to have power, and ask students to give examples of people who have power. Explore with students where these people’s power comes from. Note that power can come from respect or from fear. A teacher’s power comes from respect. A bully’s power comes from fear.



Thomas Jefferson didn't make up these ideas the day he sat down to write the Declaration of Independence. He had been thinking about them for a long time. So had many other Americans. These ideas were truly revolutionary. They would forever change the way people thought about their government—not just American people but people all over the world.

After writing those things, Jefferson stated three important ideas about government:

- The main purpose of government—the reason we have government in the first place—is to protect the rights of the people.
- If a government fails to protect those rights, or even worse, takes them away, the people have the right to get rid of that government and create another one. Wasn't that what the American Revolution was about?
- Governments get "their just powers" from the consent of the governed. In other words, the power of government comes from the people themselves—they are "the government." It is the people who decide what powers their government should have. If the people do not give their consent for the government to have this or that power, then the government does not have it. This idea is based on what is known as social contract theory. The people enter into a contract, or agreement, to give power to government. If government misuses that power, the contract is broken and the people. They can change the contract or

Page 5

After students have read the text, ask the following questions:



LITERAL—Who wrote the Declaration of Independence?

» Thomas Jefferson

LITERAL—What did Jefferson mean when he wrote in the Declaration of Independence that "all men are created equal"?

» He meant that each person is born with the same rights as every other person.



LITERAL—What rights did Jefferson consider unalienable?

» "life, liberty, and the pursuit of happiness"

LITERAL—What three important ideas about government did Jefferson write into the Declaration of Independence?

» Government exists to protect the rights of the people; the people have the right to get rid of a government that does not protect their rights and create another one; governments get "their just powers from the consent of the governed."

"Limited Government," Pages 6–9

Now, that is a powerful ideal! It is one of the most important ideas in all of human history.

Limited Government

The idea of limited government was the idea that people should have the right to limit, or restrict, the power of their government. In 1776, when Jefferson wrote the Declaration, this was not a brand new idea. A few people in Europe had written books about it. A few nations, including England, had even taken steps toward limited government. For the most part, however, the idea had not been put into practice. Kings, conquerors, and tyrants of all kinds had been ruling governments for hundreds of years without asking ordinary people for their consent. Some rulers even claimed they got their power from God. These were called divine right rulers. The needs and wants of ordinary people simply were not important to these rulers.

But in the Declaration of Independence, Thomas Jefferson made clear that the people do count.

After 1776, Americans had a chance to take the idea of limited government to a whole new level. The Declaration of Independence listed all the things the king and his Parliament had done wrong. As a result, the contract was broken and the American colonies were no longer a part of Great Britain. Each colony became an independent state, and each state had to create a new government for itself.

What followed was truly amazing. In every state, ordinary people decided what that new government

Page 6

Scaffold understanding as follows:

Have students read independently the section "Limited Government."

CORE VOCABULARY—When students have finished reading the section, call attention to the Core Vocabulary term *deliberate*, and explain its meaning. Have students review the last paragraph on page 8 and find synonyms for the word *deliberate*. (*debate, exchange ideas*)



SUPPORT—Draw students' attention to the image on page 8. Have students refer to AP 1.1 to identify each colony shown in the image.

After students have read the text, ask the following questions:

LITERAL—What is the idea of limited government?

» It is the idea that people should have the right to limit, or restrict, the power of their government.

EVALUATIVE—How was the idea of limited government different from the idea of divine right rule?

» Limited government meant government could not do whatever it wanted because of limits placed on it by the people. Divine right rule meant government could do whatever it wanted because rulers got their power from God. The people did not matter.

Activity Page



AP 1.1

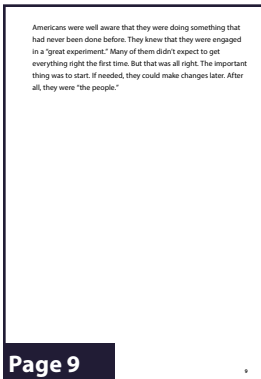


LITERAL—How did the Declaration of Independence use the idea of a social contract?

- » The Declaration of Independence said that the king and Parliament had broken their contract with the colonists because of all the things they had done wrong. Because the contract was broken, the colonists were free of Great Britain and could create their own government.

EVALUATIVE—How were Americans engaged in a “great experiment”?

- » They were doing something that had never been done before: creating a brand new government for themselves.



Timeline

- Review the Chapter 1 Timeline Image Card. Read and discuss the caption.
- Review and discuss the Big Question: “What does self-government mean, and why was it such a revolutionary idea?”
- Post the Image Card to the Timeline under the date referencing the 1770s; refer to the illustration in the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What does self-government mean, and why was it such a revolutionary idea?”
 - » Key points students should cite include: Self-government means the right of a people to govern themselves or to choose their own form of government. This was revolutionary because it suggested that governments got their power from the people, and not from God. It was a very different way of thinking about government. It also led to the “great experiment” of American colonies creating a brand new government for themselves.
- Choose one of the Core Vocabulary words (*self-determination*, *liberty*, *right*, *unalienable*, *consent*, or *deliberate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Declaration of Independence (RI.4.1, RI.4.2, W.4.9, SL.4.1)

45 MIN

Activity Page



AP 1.2

Materials Needed: sufficient copies of From the Declaration of Independence (NFE 1) and The Declaration of Independence (AP 1.2); highlighters



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 5–7 of the Introduction. Use this link to download the CKHG Online Resources, where a specific link to the nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

On the board or chart paper, list the following terms and definitions:

dissolve, *v.* to end, to separate into parts

impel, *v.* to urge, to move forward

endow, *v.* to provide naturally

indictment, *n.* a formal charge of offense

relinquish, *v.* to give up

inestimable, *adj.* too great to estimate or calculate

convulsion, *n.* a violent disruption or disturbance

arbitrary, *adj.* unlimited in power or unrestrained

Distribute copies of NFE 1, From the Declaration of Independence. Ask: Is this a primary source? How do you know? (*Yes, it is a primary source because it is in an official document, written in 1776.*)

Invite volunteers to read aloud the excerpts from the Declaration of Independence. Refer to the posted word list as each listed word is encountered in the text.

Then, direct students to highlight the phrases below in the excerpts. Ask them to restate the meaning of each phrase in their own words.

- “all men are created equal”
- “certain unalienable Rights”

Distribute sufficient copies of AP 1.2, The Declaration of Independence. Review the instructions, and draw attention to the table headings. Organize students into small groups. Instruct groups to use the excerpts in NFE 1 and Chapter 1 in the Student Reader to complete the table in AP 1.2.

Note: If you feel that students will not be able to successfully complete this activity on their own in small groups, you might present this as a more guided activity. Have groups of students work independently for ten minutes on one column. Reconvene as a class, and have each group contribute an item to list in the column. Repeat until both columns of the table are completed.

If time allows, re-create the table on the board or chart paper, and invite representatives from each group to share their group’s answers. Record the answers on the board or chart paper, and review the completed list with the class.

The Great Seal of the United States (RI.4.1, RI.4.2)

45 MIN

Activity Page



AP 1.3

Materials Needed: display and individual student copies of The Great Seal of the United States (AP 1.3); Internet access



Background for Teachers: Before beginning this activity, preview the video “The Egg” from the musical *1776*. Use this link to download the CKHG Online Resources, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If classroom Internet access is unavailable, you may skip the video portion of this activity.

When independence was declared from Great Britain, the Continental Congress believed that the new nation needed a seal, similar to a coat of arms, to show that it was an independent nation. But it was not until 1782—three committees and six years later—that the design for the Great Seal of the United States was adopted.

On one side, the Great Seal features an outstretched eagle. A Philadelphia naturalist suggested at the time that the American bald eagle represented “supreme power and authority.” In one talon, the eagle on the Great Seal holds an olive branch, representing the power of peace, and in the other, a bundle of thirteen arrows, representing the power of war. The eagle’s head is turned toward the olive branch showing a commitment to peace over war.

- The olive branch, a traditional symbol of peace, has thirteen olives and leaves.
- A shield of thirteen red and white stripes below a blue chief covers the bird’s breast.

Note to Teacher: A chief is the part of a coat of arms that takes the form of a band running horizontally across the top edge of the shield.

The stripes represent the thirteen states united under the president and Congress, which are represented by the blue chief.

- The white of the stripes symbolizes purity and innocence, and the red means hardiness and valor. The blue represents justice, vigilance, and perseverance.
- A cluster of thirteen stars on a blue field sits above the eagle’s head. The cluster forms a constellation and symbolizes the fact that the new nation is taking its place among the other nations of the world.
- The words *E pluribus unum* (from many, one) are inscribed on a scroll that the eagle holds in its beak. This represents one nation made up of thirteen states. Coincidentally, the motto has thirteen letters.

On the reverse side, an eye in a triangle surrounded by a golden cloud sits above an unfinished pyramid.

- The eye represents the Eye of Providence, which symbolizes divine oversight and intervention.
- The unfinished pyramid has thirteen bricks.
- The words *Annuit Cœptis* mean It [the Eye of Providence] is favorable to our undertakings or He [God] favors our undertakings.
- At the bottom of the pyramid are the Roman numerals for the year 1776, the year that Americans declared their independence.
- Below the pyramid are the words *Novus Ordo Seclorum*, meaning New Order of the Ages. With the date, the phrase refers to the beginning of the new nation. Both sides of the Great Seal appear on the back of the one-dollar bill. The Great Seal is used only on foreign treaties and presidential proclamations. The seal that is shown in the Oval Office and on podiums whenever the president speaks is the Presidential Seal, not the Great Seal of the United States.

Show students the excerpt from the video “The Egg” from the musical *1776*. Explain that the musical tells about the writing of the Declaration of Independence. In “The Egg,” Ben Franklin, Thomas Jefferson, and John Adams

choose a symbol for the new nation they are creating. Tell students to listen for the symbol they choose. After playing the song, ask the following questions:

What birds did Jefferson, Franklin, and Adams want as a national symbol?

- » dove, turkey, and eagle

Why did Franklin oppose using the eagle as the national symbol?

- » It was already a symbol of European countries.

Why did Franklin want the turkey as the national symbol?

- » It was a native American bird.

Which bird was chosen as the national symbol?

- » the eagle

Display and introduce the Great Seal. Give students a moment to study the images, and then, ask the following Looking Questions:

What bird is shown on the front of the seal?

- » the eagle

What is the bird holding in its talons? What do these things represent?

- » The bird is holding an olive branch, which represents peace, and a bunch of arrows, which represents war.

What does the shield on the bird remind you of?

- » the American flag

How many stars are above the bird's head? What do you think they represent?

- » There are thirteen stars, one for each of the original states.

The banner reads, *E Pluribus Unum*, which means From many, one. What do you think that means?

- » It means many different people, many different colonies or states, came together to form one country.

Point out the Roman numerals on the base of the pyramid on the back side of the seal. Explain that the numerals read 1776.

Why is this number important?

- » It is the year that the Declaration of Independence was written.

The phrase *Annuit Cœptis* means God favors the undertaking. Why do you think the Founders included this on the seal?

- » Possible response: The Founders believed God supported their declaration of independence and their forming of a new nation.

The phrase *Novus Ordo Seclorum* means New Order of the Ages. What do you think that means?

- » Possible response: The United States was creating a new way of doing things.

Distribute AP 1.3. Have students work in small groups to answer the questions. Regroup as a class to review and discuss student responses.

CHAPTER 2

New Constitutions for the States

The Big Question: What is a republic or a republican form of government?

Primary Focus Objectives

- ✓ Explain the purpose of a constitution and its relationship to other laws. **(RI.4.2)**
- ✓ Explain how the former thirteen colonies formed state governments, and describe the form of those governments. **(RI.4.3)**
- ✓ Compare fundamental ideas and characteristics in early state constitutions. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *assemble*, *term*, *republic*, *provision*, and *conscience*; and of the phrase “trial by jury.” **(RI.4.4)**

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of Thirteen Colonies Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

“trial by jury” (phrase) a case of law decided by a group of one’s fellow citizens **(13)**

Example: Citizens have the right to a trial by jury.

Variations: trials by jury

assemble, v. to gather together **(13)**

Example: Activists assemble at the courthouse to demand reform.

Variations: assembled, assembling

term, n. the length of time for which an elected official serves **(16)**

Example: During her term in office, the governor oversaw many changes.

Variations: terms

republic, n. a government in which people elect representatives to rule for them (17)

Example: The United States is a republic because citizens elect the president and lawmakers.

Variations: republican (adjective)

provision, n. a condition that is included in an agreement or law (17)

Example: The parties added several provisions to the contract.

Variations: provisions

conscience, n. a sense or belief a person has that a certain action is right or wrong (19)

Example: The student chose to act according to conscience and do what he felt was right.

THE CORE LESSON 35 MIN

Introduce “New Constitutions for the States”

5 MIN



Use Timeline Image Cards 1 through 4 to review the American Revolution and the writing of the Declaration of Independence. Ask students to share the main ideas of the Declaration of Independence. (*All men are created equal; people have unalienable rights of life, liberty, and the pursuit of happiness; government gets its power from the people; people can form a new government when the old government fails to protect the people’s rights.*)

Remind students that once the colonies declared their independence, they had to create new governments for themselves. Call students’ attention to the chapter title. Explain that constitutions are plans for government. They list what powers a government will have and will not have. Note that the word *constitutions* is plural. Discuss what this form of the word suggests, namely that there will be more than one constitution because each state will want to write its own constitution.

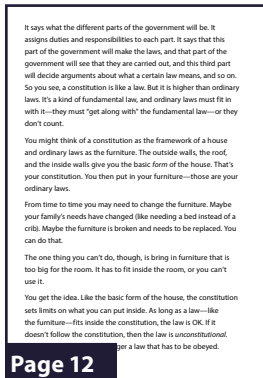
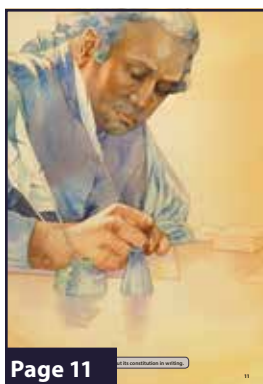
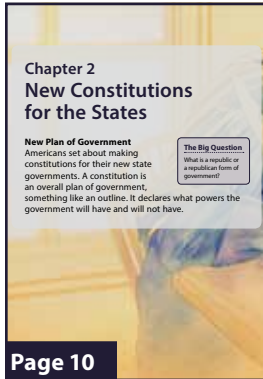
Read aloud the Big Question. Tell students that as they read the chapter, they should look for details that explain a republic or a republican form of government.

Guided Reading Supports for “New Constitutions for the States” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

Note: While students are typically asked to read some segments of each chapter in a CKHG unit independently, we suggest that this entire chapter be read aloud so that you can pause frequently and take advantage of the many Supports provided to discuss the complex ideas presented.

"New Plan of Government," Pages 10–13



Scaffold understanding as follows:

Read aloud the section "New Plan of Government" on pages 10–13.

SUPPORT—Direct students to the first paragraph on page 12 and its description of a constitution as a fundamental law. Explain that a fundamental law is a law upon which all other laws are built. It is the law that determines what other laws can be made.

SUPPORT—Use the board or chart paper to draw simple images to illustrate the metaphor of a constitution as a house and laws as furniture, as described on pages 12–13.

After reading the text, ask the following questions:

LITERAL—What kinds of information can be found in a constitution?

- » The constitution says what powers the government will have and will not have, what the parts of the government will be, and what duties and responsibilities each part of government will have.

LITERAL—How is a constitution different from ordinary laws?

- » The constitution is like a fundamental law. All ordinary laws have to follow, or agree with, the fundamental law of the constitution.

LITERAL—What does it mean if a law is unconstitutional?

- » It means the law does not follow the constitution, so people no longer have to obey that law.

"Rights of Englishmen"—and More," Pages 13–17

Scaffold understanding as follows:

Invite a student volunteer to read aloud the first paragraph of the section "Rights of Englishmen"—and More" on page 13.

SUPPORT—Display the Thirteen Colonies Map (AP 1.1). Point out that when the colonies declared their independence from Britain, they stopped being colonies and started being independent states. Each state was responsible for writing its own constitution.

Activity Page



AP 1.1

Does that mean that once you have the basic form, the constitution, you can't change it? No, it doesn't. You can change it, just as you can build an addition on a house or move around some inside walls. But that's a much harder job than changing furniture. It's not a job you do easily or often.

"Rights of Englishmen"—and More

In each of the thirteen states, the first decision made about the new constitution was to put it in writing. That made it a firm contract between the people and the new government. It was how the people—"the governed"—gave their consent. It was like the people saying, "These are the things we agree that the government may do. And these are the things it may not do." There's that idea of limited government.

Actually, it was quite easy for the writers of the constitutions to list what the new state governments could not do. The British king and Parliament had practically written the list for them. The governments could not search a person's home without good reason. They could not put a person in jail without a good reason, either. And they could not keep him or her in jail without a trial. They could also not take away a person's right to **trial by jury**. Finally, they could not stop people from **assembling peacefully**, and they could not take away the people's right to ask or even demand that their government do one.

Page 13

Vocabulary
"trial by jury," granted a case of law decided by a group of one's fellow citizens
assemble, v. to gather together



The British Parliament had long debated people's rights and had moved to limit the rights of monarchs. It had also voted to support new laws in the colonies.

Do all these sound familiar? They should. They are those "rights of Englishmen" that colonists were fighting a war over at that very time. The idea of those rights developed in England over many years, starting in 1215 with a document called Magna Carta, limiting the power of the monarch.

Many of these new constitutions added still more rights. One was freedom of speech. That means that people in those states were free to speak their mind and criticize the government without fear of being arrested. To give you an idea of how revolutionary an idea that was, there was no other country in the world at that time that had speech guaranteed. Even today,

Page 14

nearly two hundred and fifty years later, the great majority of the world's people still do not completely enjoy that right.

It was a lot harder to say what powers the new state governments would have than which ones they should not have. Americans had just gotten rid of a too-powerful government. They certainly didn't want to create another.

At the same time, though, Americans were practical people. They knew it made no sense to assign the government a job and then not give it the power to do it well. For example, if they wanted their government to provide schools or build roads, they had to give it the ability to pay for schools and roads. In other words, they had to give the government the power to collect taxes.

For guidance, Americans turned to their own colonial experience. Each colony had its own assembly, or law-making body. Each had a governor, too. But while the assemblies were elected by the colonists, most governors were appointed by the king.

Colonists understood that the governor was the king's man, not theirs. When the governor appointed people to office, he chose men the king wanted him to appoint. When he decided whether to support an act of the assembly, he checked with the king's advisors first. So colonists depended on their elected assembly, not the governor, to look after them and protect them.

Now that they were independent, they continued to rely on the assembly and to distrust the governor. They gave their assemblies, now called legislatures, most of the power in government. The

Page 15

They created the courts and appointed



During colonial times, Virginia's House of Burgesses passed laws that affected Virginians, the judges. They appointed most of the officials in each state, even those who worked for the governor.


What power did the governor have? Not much. In most states he couldn't even veto, or disapprove, laws passed by the legislature. Mostly, the governor was a figurehead. That means he had a title but not much else.

At the same time, Americans wanted to be sure the legislatures didn't misuse their power. So in most states, representatives were elected to the legislature one year at a time. That way, voters could keep a close eye on their representative. If they weren't pleased with his performance, they could replace him. They also had

Page 16

Vocabulary
term, n. the length of time for which an elected official serves

CORE VOCABULARY—Read aloud the second paragraph of the section “Rights of Englishmen’—and More” on page 13. Stop to explain the meaning of the phrase “trial by jury” and the term *assemble* as you encounter them in the text.


 **SUPPORT—**Reread the last sentence on page 13. Explain that the right to gather peaceably and to ask for or demand government action is called “freedom of assembly.” Note the relationship between the words *assemble* and *assembly*.


SUPPORT—Draw on the board or chart paper a T-chart. Label one side “What State Governments Could Not Do” and the other, “What State Governments Could Do.” Work with students to fill in the left side of the chart using information in the second paragraph of the section. Add to the chart as the class reads the rest of the chapter.

Have students read aloud the next nine paragraphs on pages 14–16, stopping at the end of page 16.

CORE VOCABULARY—Point out the Core Vocabulary word *term* in the last sentence on page 16, and explain its meaning.

SUPPORT—Work with students to fill in more of the “What State Governments Could/Could Not Do” chart using the information on pages 14–16.

 **SUPPORT—**Note that the state constitutions made the governors the leaders of each state. Explain that today, states are still led by governors, but they have more power than in the original state constitutions. Help students identify the governor of their state. (Note: Students in Washington, D.C., will not have a governor. They should, however, identify their mayor.)

 **SUPPORT—**Explain that governments need a place to meet. State governments—the governor and state lawmakers—meet in the state capital. The city that serves as the state capital is usually chosen by lawmakers, not by the state constitution. Help students identify the capital of their state. (Note: Washington, D.C., is not a state and therefore, does not have a capital. U.S territories do have capitals, even though they are not states.) Review the name of your state’s governor and capital throughout the remainder of this unit.

CORE VOCABULARY—Read aloud the remainder of the section on page 17, stopping to explain the meaning of *republic* when it is encountered in the text.

Note: Students in Core Knowledge schools may recall the term *republic* from the Grade 3 unit, *Ancient Rome*, or the Grade 4 unit, *Dynasties of China*.

SUPPORT—Point out the phrase “republican form of government.” Explain that *republican* is the adjective form of *republic*. A republican form of government is a government by elected representatives of the people.

You may want to re-emphasize the point made in the student text about the difference between a democracy and a republic. In a true democracy, the people govern directly, with every person voting on every matter, every proposed law. The type of government established by each state

None of these state constitutions used the word democracy. That's because they didn't really create a completely democratic form of government. In a true democracy, the people govern directly. Each person can vote on every matter, every proposed law.

Now, you can get everyone in a village together in one place to discuss issues and vote. You may even be able to get everyone in a small town together. But you can see how it would be impossible to do that in a large area like a state.

Here's what you can do, however. You can arrange for people to elect representatives to govern for them. Of course, that's exactly what Americans had been doing for more than a hundred years while they were still British colonists. When people elect representatives to govern them, that's called representative democracy, as opposed to direct democracy. The resulting government is called a **republic**. And that's what each state constitution provided for: a republican form of government. (As you'll see a bit later, that's our nation's form of government, too. So when you say the Pledge of Allegiance to the flag of the United States of America, you say "and to the republic for which it stands.")

Freedom of Religion

One year after the Declaration of Independence, all but one American state had a brand new written constitution. Each of these documents had provisions for individual freedoms. In addition, laws passed

Vocabulary

republic, *n.* a government in which people elect representatives to rule for them.

provision, *n.* a condition that is included in an agreement or law.

Page 17

constitution was a republic, or representative democracy, in which people elect representatives to govern for them. Call attention to the lowercase *r* in the word *republican*. Note that when the word begins with a capital *R* (*Republican*), it has a different meaning. Capital-*R* *Republican* is a proper noun that is the name of a political party. Lowercase-*r* *republican* describes representative government.



SUPPORT—Reread the parenthetical text that concludes the section. Then, direct students to the photograph at the top of page 18. Note that the American flag is a symbol of our republic, our government. When we pledge allegiance to the flag, we are promising our loyalty to our country and its government.

After you have read the text, ask the following questions:

LITERAL—Why did states want to write down their constitutions?

- » They wanted to make their plans for government firm contracts between the new governments and the people. This way everyone would understand what the laws or rules were.

LITERAL—What rights and freedoms were included in the state constitutions?

- » The state constitutions included the right to a trial by jury, the right to assemble peaceably, the right to ask and even demand action on the part of the government, and freedom of speech.

EVALUATIVE—Why did state constitutions give most power to the legislatures?

- » Before independence, the colonists had depended on their elected assemblies and distrusted their governors, who were loyal to the king. After independence, the colonists made their assemblies into legislatures but still did not want to give just one person, such as the governor, too much power.

EVALUATIVE—Why did states adopt republican forms of government rather than direct democracies?

- » Bringing together the many people in a large territory like a state to discuss and vote on laws directly would be more difficult than having them elect representatives to govern for them.

“Freedom of Religion,” Pages 17–19

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Freedom of Religion” on pages 17–19. Stop to explain the meaning of the Core Vocabulary terms *provision* and *conscience* when they are encountered in the text.

After reading the text, ask the following questions:



INFERENTIAL—What does “freedom of religion” mean?

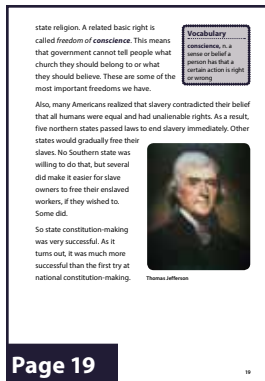
- » It means the government cannot interfere in any way with the religious beliefs of its citizens.

When people say the Pledge of Allegiance to the United States flag, they are also pledging allegiance, or loyalty, to the United States government.

Laws guaranteeing specific key freedoms. Nearly every state, for example, passed a law to protect religious freedom.

The most famous of these laws was Virginia's Statute for Religious Freedom. Can you guess who wrote it? Thomas Jefferson! The statute said that the state government could not interfere in any way with the religious beliefs of its citizens. As Jefferson said later, “It does me no injury for my neighbor to say there are twenty gods or no god; it neither picks my pocket, nor breaks my leg.” Because it does no one any injury, and, because the right to religious freedom was unalienable, the state should not concern itself with a person's religious beliefs. Today, we call this idea the *separation of church and state*. It means that the government has no power to establish an official religion.

Page 18



LITERAL—What does “separation of church and state” mean?

- » It means the government has no power to establish an official state religion.

LITERAL—What does “freedom of conscience” mean?

- » It means the government cannot tell people what church they should belong to or what they should believe.

LITERAL—How did the states handle the issue of slavery?

- » Some states passed laws that ended slavery right away. Some states decided to free their slaves gradually. Some Southern states made it easier for owners to free their enslaved workers.

Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption. Point out that Massachusetts did not adopt a state constitution until 1780, the start of the next section on the Timeline.
- Review and discuss the Big Question: “What is a republic or a republican form of government?”
- Post the Image Card under the date referencing the 1770s; refer to the illustration in the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What is a republic or a republican form of government?” Ask them to discuss how a republican form of government builds on the principles written into the Declaration of Independence.
 - » Key points students should cite include: A republic is a form of government in which the people elect representatives to rule for them. It is a representative democracy, not a direct one.
- Choose one of the Core Vocabulary words (*assemble*, *term*, *republic*, *provision*, or *conscience*) or the phrase “trial by jury,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

The Articles of Confederation

The Big Question: Why did the lack of a central government prove to be a problem?

Primary Focus Objectives

- ✓ Summarize the provisions of the Articles of Confederation. **(RI.4.2)**
- ✓ Contrast powers under the Articles of Confederation with powers under state constitutions. **(RI.4.2)**
- ✓ Describe actions taken by the Second Continental Congress. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *delegate*, *confederation*, *treaty*, and *alliance*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Articles of Confederation”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of the Thirteen Colonies Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

delegate, n. representative **(20)**

Example: A delegate speaks on behalf of the people of his or her state.

Variation: delegates, delegation

confederation, n. a group of states joined together by a formal agreement **(22)**

Example: States in a confederation come together around a shared goal or purpose.

treaty, n. a formal agreement between two or more groups, especially countries (24)

Example: The treaty set the terms for trade between the two countries.

Variation: treaties

alliance, n. a partnership of different countries, organizations, or people who agree to work together (24)

Example: To protect each other from attack, the nations formed an alliance.

Variation: alliances

THE CORE LESSON 35 MIN

Introduce “The Articles of Confederation”

5 MIN

Review the Timeline Image Cards for Chapters 1 and 2; ask students whether they remember the name of their state’s governor and capital. Call particular attention to the Timeline Image Card depicting George Washington’s appointment, during the Second Continental Congress, as the commander in chief. Explain to students that in addition to appointing George Washington the commander of the military, the Second Continental Congress continued to meet throughout the Revolution to oversee the war and provide general guidance as to how the thirteen colonies could best work together. After the Declaration of Independence, the colonies became states, and each state took on the job of writing its own constitution.

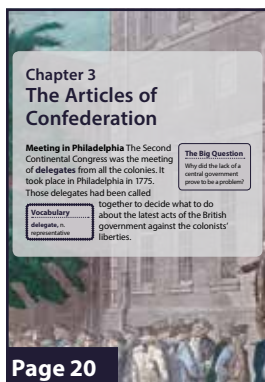
Introduce the Big Question and explain that after the Declaration of Independence, there was still a question about how—or even if—the states would unite under a national government.

Guided Reading Supports for “The Articles of Confederation”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Meeting in Philadelphia,” Pages 20–24



Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “Meeting in Philadelphia” on pages 20–22.

CORE VOCABULARY—Review with students the meaning of the term *delegate*.

Activity Page



AP 1.1



If anybody had told those delegates they would still be meeting two years later, few of them would have believed it. But in 1776, these they were. And now, they weren't just discussing protests against Parliament. They were in charge of a war for independence. And they would continue meeting for four more years, still running that war.

The Second Continental Congress was doing something else as well. It was trying to agree on a government for the new United States of America. Most members of the Congress agreed that the new nation needed some kind of a central government—a government for the whole nation. Every time they began to consider what kind of government, though, they ran into a problem. That problem was the fear of a central government with too much power.

In 1777, the Congress voted to approve a plan for a new central government.

The plan was called the Articles of Confederation, and it was sent to the states for approval. After being debated in each state, it finally went into effect four years later, in 1781, when Maryland became the last state to approve it.

The Articles of Confederation were very different from the constitutions the states had adopted for themselves. Like the state constitutions, the Articles created a law-making body, which was called Congress. That's where the similarities ended. The people didn't elect the members of Congress, the way they elected their state legislatures. Members of Congress were

Vocabulary
Confederation is a group of states joined together by a formal agreement.

Page 22

In fact, the people of the United States had no direct connection with this new central government at all. You see, the new government didn't represent the people; it represented the states, and the states had established their own political independence. You'll see the importance of that difference in a little while.

There was another important difference between the Articles of Confederation and the state constitutions. State constitutions gave their legislatures power to do a great many things. The Articles, though, gave Congress power to do very, very few things. These were some of the main powers Congress could declare war and make peace. (You could hardly have one state

Some Powers of the Central Government Under the Articles of Confederation:

- Declare war and make peace
- Create an army and a navy
- Send representatives to foreign countries
- Borrow money
- Establish a system of weights and measures
- Establish post offices
- Print money

Page 23

led for a weak central government with few powers.



SUPPORT—Display the Thirteen Colonies Map (AP 1.1), and have students find the city of Philadelphia. What state was Philadelphia in? (*Pennsylvania*) Point out that as the home of the Second Continental Congress, Philadelphia functioned as a national capital during and immediately after the Revolutionary War.

CORE VOCABULARY—Read aloud the fourth paragraph in the section (the third paragraph on page 22). Stop to explain the term *confederation* when it is encountered in the text. Emphasize that the members of a confederation come together for a common purpose but retain their independence, or self-rule.

Have students read the remainder of the section on pages 22–24 independently or with a partner.

CORE VOCABULARY—Review with students the terms *treaty* and *alliance*.

Note: Students may recall the term *treaty* from the phrase “peace treaty” in the Grade 4 unit *The American Revolution*, and *alliance* from the Grade 4 unit *Medieval Europe*. You may also want to connect the word *alliance* with *ally*, which students learned in *The American Revolution*.

After students have read the text, ask the following questions:

LITERAL—What was the name of the first plan of government created by the Continental Congress?

» The Articles of Confederation

LITERAL—What did the central government created by the Articles of Confederation look like?

» The central government was a lawmaking body called Congress. It had limited powers.

LITERAL—Under the Articles of Confederation, how were members of Congress chosen? Who did the members of Congress represent?

» They were appointed by state governments. Members of Congress represented the states—not the people.

LITERAL—What powers did Congress have under the Articles of Confederation?

» Congress could declare war, make peace, create an army and navy, send representatives to foreign countries, borrow money, establish a system of weights and measures, establish post offices, print money, and settle conflicts between states.

“Too Little Power,” Pages 24–27

Scaffold understanding as follows:

Instruct students to read the section “Too Little Power” on pages 24–27 to themselves.

SUPPORT—Point out that the Second Continental Congress approved the Articles of Confederation in 1777; however, the Articles did not go into effect until the state legislatures approved it in 1781. At that time, more than two years remained before the end of the American Revolution.

After students have finished reading the text, ask the following questions:

LITERAL—Why were larger states, such as Virginia, frustrated by the Articles of Confederation?

- » They had the same number of votes—one—as smaller states, even though they had many more people.

LITERAL—Why was Congress always broke?

- » Congress could not collect taxes, even though it needed to pay back money that it had borrowed. Congress could only ask states to contribute a certain amount of money. The states never paid the full amounts they were asked to, and Congress had no way of forcing them to pay more than they did.

LITERAL—What other weaknesses did the Articles have?

- » All thirteen states had to agree in order to amend, or change, the Articles. Congress could declare war, but it could not raise an army. There was no head of government. The states could—and did—do their own thing.

LITERAL—After six years of the Articles of Confederation, what did many people realize?

- » They realized they had created a central government that did not have enough power.

making peace while the others continued to fight against Great Britain)

The Congress could make **treaties** and **alliances** with other nations. It could settle arguments between the states about their boundaries—about where one state's land ended and another's began. It could borrow money, set up a postal service, and create a currency, or money system.

That was about it. To make sure the Congress didn't try to do more than it was supposed to, the Articles of Confederation added this: Unless the Articles specifically gave a power to the new Congress, Congress did not have it.

Too Little Power

How did the Articles of Confederation work out in practice? Unfortunately, not very well. There were many reasons why. For one thing, each state, whether large or small, had only one vote in Congress. That meant that little Rhode Island, with a population of 68,000, had the same vote as Virginia, which had more than ten times as many people. Some of the larger states became frustrated and felt this voting arrangement was unfair.

Another problem was that Congress was always broke. During the war the Continental Congress had borrowed from other countries and from individual Americans to buy supplies and pay the army—to start paying the money back.

Page 24

Right now you are probably thinking, “Why didn't Congress just pass some laws to collect taxes?” The reason is that the Articles of Confederation did not allow Congress to tax. Only the state governments could do that. There was that problem about a strong central government again.

Then how was Congress supposed to get money? All it could do was tell the states how much was needed and then ask each one to contribute its fair share. If they did, fine. If they didn't, then the central government had to make do without them contribute. Not surprisingly, perhaps, most didn't. For every \$100 Congress asked for, the states contributed just 55. You can't pay off many debts that way.

Even when it became clear that the central government had to have at least some power to raise money, there was not much that could be done about it. That's because of another weakness of the Articles of Confederation: to amend, or change, this constitution, all thirteen states had to give their agreement. Twice, those who favored the idea tried to amend the Articles to allow Congress to tax. Each time, twelve states said yes, but one state refused. The amendment failed.

While the Articles of Confederation gave Congress the power to declare war, Congress had no power to raise an army. It could ask each state to contribute its fair share of men, but again, it was up to each state to decide whether it would do so. This was a big problem when farmers revolted in Massachusetts in 1786 in *Shays's Rebellion*.

Page 25



Shays's Rebellion was an armed revolt against what were considered to be unfair taxes and even economic conditions. The governor had to organize a military group to stop the rebels.

There were other problems, too. The government of the United States of America had no one at its head. After their experience with a king, Americans decided against giving power to any single person. Each year Congress elected one of its members to be president of the Congress, but that wasn't the same thing as being the head of the whole government. It was just a nice title with no real power.

Page 26

With such a weak central government, states often did whatever they wanted, even though they weren't supposed to. For example, the Articles of Confederation said that Congress had the right to raise a navy, but nine states went ahead and had navies of their own.

The central government seemed so unimportant that state legislatures took their time electing delegates to Congress. The delegates took even more time getting to its meetings. Some didn't even bother.

Americans had been understandably afraid of creating a central government with too much power. But after six years under the Articles of Confederation, many people believed they had created one with not enough.

Page 27

Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did the lack of a central government prove to be a problem?”
- Post the Image Card to the Timeline under the date referencing the 1770s. Refer to the illustration in the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did the lack of a central government prove to be a problem?”
 - » Key points students should cite include: The Congress lacked sufficient powers to actually carry out the terms of the Articles. The Congress could not force states to provide funds to pay debts, to provide soldiers to raise an army, or even to follow the terms of treaties with other countries. The states largely acted as independent organizations, not as parts of a unified nation.
- Choose one of the Core Vocabulary words (*delegate*, *confederation*, *treaty*, or *alliance*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

State Constitutions and The Articles of Confederation (RI.4.1, RI.4.2)

30 MIN

Materials Needed: board or chart paper

Create a Venn diagram on the board or chart paper. Label one circle “State Constitutions” and the other, “Articles of Confederation.” Work with students to complete the diagram using information from Chapter 3.

CHAPTER 4

Planning a New Constitution

The Big Question: Why did James Madison and Alexander Hamilton think a stronger central government was needed?

Primary Focus Objectives

- ✓ Summarize and explain the significance of the Northwest Ordinance. **(RI.4.2)**
- ✓ Explain why Alexander Hamilton, James Madison, and George Washington wanted to replace the Articles of Confederation. **(RI.4.2)**
- ✓ Summarize events leading up to the Constitutional Convention. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *ordinance* and *politics*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Planning a New Constitution”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

ordinance, n. a law or government rule **(28)**

Example: The city passed a new ordinance to limit off-street parking.

Variations: ordinances

politics, n. the activities of leaders running a government **(31)**

Example: People who want to hold office in government often spend a great deal of time learning about politics.

Introduce “Planning a New Constitution”

5 MIN

Refer to the Chapter 3 Timeline Image Card, using it as a prompt to review the nature of the Articles of Confederation. Note that, although the Articles of Confederation created a central government, it was a weak central government with problems.

Tell students that in this chapter, they will read about two individuals who are very important to American history—James Madison and Alexander Hamilton. Direct students to the Big Question: “Why did James Madison and Alexander Hamilton think a stronger central government was needed?” Encourage students to look for answers to the Big Question as they read.

Guided Reading Supports for “Planning a New Constitution”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Northwest Ordinance,” Pages 28–31

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section title “Northwest Ordinance,” and explain the meaning of the term *ordinance*.

Read aloud the first two paragraphs of the section “Northwest Ordinance” on page 28.

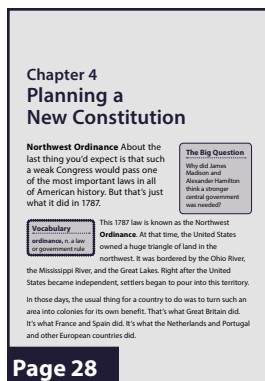
SUPPORT—Direct students to the Northwest Territory map on page 29. Note that the area in yellow is the Northwest Territory. Ask students to identify the present-day states that were formed from the territory. (*Ohio, Indiana, Illinois, Michigan, and Wisconsin*) Explain that the Northwest Ordinance was a law about the area of the Northwest Territory.

Have students independently or with a partner read the rest of the section on pages 28–31.

After students read the text, ask the following questions:

LITERAL—What physical features formed the boundaries of the Northwest Territory? (Look at the map on page 29.)


» the Great Lakes, the Ohio River, the Mississippi River



It's not what the United States did, though. First, Congress guaranteed everyone who settled in this vast territory the same rights that people in the thirteen states had—such as trial by jury and freedom of religion. Then, Congress divided the territory into smaller ones. When a certain number of people settled in a territory, then it could become a state. Not a colony of a mother country, mind you, but a full-fledged state, equal to all the other states. From that time on, that was the plan used to create nearly all the other states in today's United States.

There was one more very important part of the Northwest Ordinance. Earlier you read that five Northern states had taken steps to end slavery. People in other states, too, were coming to believe that slavery was wrong, especially as the Declaration of Independence said that "all men are created equal." Some of these people were slaveholders themselves.

Congress could not do anything about slavery in the states where it already existed. But Congress did want to make clear how it felt about slavery. Therefore, the Northwest Ordinance



Alexander H. Clay, a member during the Revolution, was appointed the first governor of the Northwest Territory.

Page 30

LITERAL—What were the provisions of the Northwest Ordinance?

- » Everyone who settled in the territory had the same rights as citizens in the thirteen states. The ordinance divided the territory into smaller territories and provided a path to statehood. The ordinance prohibited slavery in the territory.

“A Need for Power,” Pages 31–35

Scaffold understanding as follows:

CORE VOCABULARY—Invite student volunteers to read aloud the first three paragraphs of the section “A Need for Power” on page 31. Stop to review the meaning of the term *politics* when it is encountered in the text.

Invite student volunteers to read aloud the next four paragraphs of the section on pages 32–33.

SUPPORT—Remind students that George Washington was one of the most respected leaders in the early United States because of his role as leader of the Continental Army during the American Revolution. As a result, his word, his beliefs, carried a lot of weight across all states in the young nation.

Have students read with a partner the rest of the section on pages 33–35.

After students read the text, ask the following questions:

LITERAL—Who was James Madison?

- » He was one of Virginia’s delegates to Congress. He helped write Virginia’s state constitution.

LITERAL—Who was Alexander Hamilton?

- » He was one of George Washington’s aides during the Revolutionary War. He was one of New York’s delegates to Congress.

EVALUATIVE—What belief did Madison, Hamilton, and Washington share?

- » All three leaders believed that the Articles were too weak to be effective. They wanted to change the Articles in some way.


prohibited slavery anywhere in the Northwest Territory. That was an important thing to say at the time to advance liberty and equality for everyone. It would become even more important later.

A Need for Power

Passing one law, however—even a law as important as the Northwest Ordinance—didn’t change the fact that the Articles of Confederation were not working very well. A growing number of people began to feel that Congress needed more power, more authority, to be effective. Many, though, wanted to keep the Articles of Confederation. They thought that an amendment here or there would be enough to do the trick.

Not James Madison. Madison was from a well-to-do Virginia family. He had spent most of his life studying government and politics. People said that Madison knew everything there was to know about governing. When he was still in his twenties, he helped write the new Virginia constitution.

Now in his mid-thirties, Madison served as one of Virginia’s delegates to Congress. There, he witnessed firsthand the problems of the struggling young nation. After a few years, Madison decided that no amount of fixing could make the Articles of Confederation work well. There was only one thing to do: scrap the Articles and start over.



Vocabulary
politics, n. the activities of business, society, or government


Page 31

Alexander Hamilton reached the same conclusion. Hamilton’s childhood had been far different from Madison’s. He had grown up in the West Indies. Hamilton’s father was a British merchant who lived very comfortably but who took no responsibility for his son. Hamilton’s mother died when he was only eleven.

Several years later, Alexander was working as a store clerk when a hurricane swept across his island. He wrote a letter describing the hurricane damage. It was printed in the local newspaper. Several wealthy island plantation owners were impressed by Hamilton’s letter. They decided to pay for Alexander to attend King’s College in New York.

A strong believer in the Patriot cause, Hamilton joined General Washington’s army soon after the fighting started. In a short time, he became one of Washington’s closest aides. Now, as one of New York’s delegates to Congress, he too saw how weak the new government was under the Articles of Confederation.

Like Madison and Hamilton, George Washington felt that the central government had to have more power. In 1787, he wrote to



But not give the national government enough power, under Hamilton, and George Washington.

Page 32

a friend, “To be fearful of giving Congress . . . [enough] authority for national purposes appears to me . . . madness. What then is to be done? Things cannot go on [this way] forever.” Washington feared that people might become so frustrated with the government that they might even start believing the country would be better off with a king!

In 1786, Madison, Hamilton, and several others persuaded Congress to call for a special convention of all the states in Philadelphia in May 1787. The invitations to the convention went out as news was spreading about Shay’s rebellion in Massachusetts. That news helped to convince the states that the convention was necessary. They decided to participate, and they selected very experienced delegates to attend.

The purpose of this convention, Congress said, was to recommend changes for improving the Articles of Confederation. But for Hamilton and Madison, the real purpose of the convention was not to improve the Articles of Confederation but to replace them with an entirely new constitution.

What should that new constitution look like? For more than a year, Madison had been pondering that question. He pored over books on the history of ancient Greece and Rome. He studied the writings of important thinkers on government and politics. He took notes. He thought. Then he read still more books, took more notes, and thought some more.

It was clear to Madison that a new central government must have some power. Still, he had to wrestle with how to create a government with enough

Page 33



LITERAL—According to Congress, what was the purpose of the special convention?

- » Congress said the purpose of the convention was to improve the Articles of Confederation.

LITERAL—According to Madison and Hamilton, what was the purpose of the special convention?

- » Madison and Hamilton wanted to replace the Articles of Confederation.

EVALUATIVE—How did Madison want to change the central government?

- » Like Hamilton, Madison wanted the central government to have power and not be dependent on the states. Madison recognized, in particular, that the central government should be able to raise money and make sure there were enough soldiers in the army.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: "Why did James Madison and Alexander Hamilton think a stronger central government was needed?"
- Post the Image Cards to the Timeline under the date referencing the 1780s. Refer to the illustration in the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Tell students to write a short response to the Big Question, "Why did James Madison and Alexander Hamilton think a stronger central government was needed?"
 - » Key points students should cite include: Madison and Hamilton saw how weak the government was under the Articles of Confederation. They knew that a central government could not be effective if it had to depend on the states. The government needed to be able to raise money and form an army on its own because the states could not be depended upon to do their share.

- Choose one of the Core Vocabulary words (*ordinance* or *politics*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Articles of Confederation (RI.4.1, RI.4.2)

25 MIN

Activity Page



AP 4.1

Materials Needed: sufficient copies of The Articles of Confederation (AP 4.1)

Distribute AP 4.1, The Articles of Confederation. Instruct students to refer to Chapters 3 and 4 in the Student Reader to help them determine the truth of each statement and answer the questions.

Domain Vocabulary: Chapters 1–4 (RI.4.4, L.4.6)

20 MIN

Activity Page



AP 4.2

Materials Needed: sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.2)

Distribute AP 4.2, Domain Vocabulary Chapters 1–4. Direct students to match the vocabulary terms that they have learned so far to the correct definitions.

This activity may be assigned for homework.

CHAPTER 5

Waiting in Philadelphia

The Big Question: What does the author mean by “they had come to try to give that young nation a more secure future”?

Primary Focus Objectives

- ✓ Summarize the events at the start of the Constitutional Convention. (RI.4.3)
- ✓ Identify significant figures who attended—and did not attend—the Constitutional Convention. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ambassador*. (RI.4.4)

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of the Thirteen Colonies Map (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

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

Example: The ambassador went overseas to negotiate a new treaty.

Variation: ambassadors

THE CORE LESSON 35 MIN

Introduce “Waiting in Philadelphia”

5 MIN

Review with students the Timeline Image Cards from Chapter 4. Remind students that many people were concerned about the weaknesses of the Articles of Confederation. To address these weaknesses, Congress called a special convention. Congress expected the convention delegates to change the Articles, but some people—such as James Madison and Alexander Hamilton—wanted to replace them completely. In 1787, delegates began gathering in Philadelphia for the convention.



Direct students' attention to the map on AP 1.1. Remind students that the colonies no longer existed as colonies in 1787. Looking at this map, point out the thirteen states that sent delegates to attend the convention in Philadelphia. Have students locate Philadelphia on the map and explain why the convention was being held in Philadelphia. (*Philadelphia was the capital at that time.*)

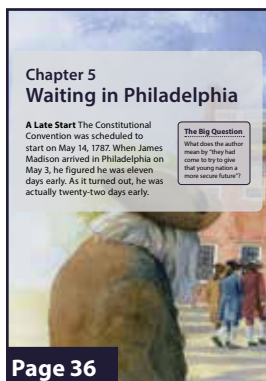
Direct students' attention to the Big Question. Tell students to keep the question in mind as they read the chapter.

Guided Reading Supports for "Waiting in Philadelphia"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Late Start," Pages 36–41



Page 36



Page 37

Scaffold understanding as follows:

CORE VOCABULARY—Invite student volunteers to read aloud the section "A Late Start" on pages 36–41. Stop to explain the Core Vocabulary term *ambassador* when it is encountered in the text.

SUPPORT—On the board or chart paper, draw a T-chart. Label one side "At the Convention" and the other, "Not at the Convention." Review the section, and ask students to list the names that belong in each column.

SUPPORT—Review with students the identities of John Adams, Sam Adams, John Hancock, and Patrick Henry. Students in Core Knowledge schools may recall these individuals from their study of the American Revolution. John Adams and Sam Adams were leaders in the Sons of Liberty. John Hancock was a signer of the Declaration of Independence. Patrick Henry is remembered for his "Give me Liberty or Give me Death!" speech.

After the volunteers read the text, ask the following questions:

LITERAL—Who was the first delegate from outside of Pennsylvania to arrive? How did he spend his time?

- » James Madison was the first from outside of Pennsylvania to arrive. He spent the time meeting with his fellow delegates from Virginia and drawing up a plan to present.

That's because the convention could not begin until delegates from at least seven states were present. On the morning of Sunday, May 12—the day before the convention was to start—Madison was still the only one from out of state to show up in Philadelphia. No one was especially concerned though. In those days, meetings of this sort rarely started on time. Delegates had to come from afar on horseback or by coach. In the best of weather, the roads were not very good. And the weather in the spring of 1787 was anything but the best. Heavy rains had turned the roads to puddles and mud. That Sunday, May 13, though, the weather was dry and, in the afternoon, the sun came out.

Philadelphians eagerly awaited the arrival of the most famous American of all, George Washington. Crowds lined the streets to cheer the hero. Men who had served in the American Revolution came out in their old uniforms to greet their commander. Washington's presence alone was enough to create a feeling of hope and optimism about the Constitutional Convention.

During the following day, more delegates arrived in Philadelphia. Madison used the time well. As his fellow delegates from Virginia arrived, he met with them. Together, they came up with a plan of government to present to the convention. Meanwhile, all the delegates got to know each other and discuss the important work that lay ahead. In the evening, Philadelphia's leading families treated the delegates to entertainment.

It was clear that the states had taken this call for a convention seriously. Some of the ablest men in America, it was said, had come to Washington, was also the

Page 38



George Washington rode a national hero. His presence inspired confidence in the convention.

oldest. That was Ben Franklin, the man who had used a kite and a key to show the world that lightning was electricity. Franklin citizens. He improved life in the city founded the first lending library and

Page 39

helped to start a university. He had also invented numerous items that made life easier for Americans. If anyone could be described as practical, it was Ben Franklin. People counted on his good sense to help the convention succeed.

Franklin was now in his eighties and not in good health. He could no longer walk even the two hundred yards from his house to the convention's meeting place. But practical Ben was prepared for everything. He had brought back a sedan chair from France. The chair rested on two long poles and had a cover on top to protect the rider from rain or sun. Four men, two on each pole, lifted the chair and its passenger, taking him from place to place. Philadelphians were quite used to seeing four men—in fact,



Franklin as he traveled from place to place in his

Page 40

four prisoners from the local jail hired by Ben Franklin—carrying their world-famous citizen around town in this manner.

Several famous Americans were not present for the convention. Thomas Jefferson and John Adams would have loved to be there. However, they were serving their country in Europe. Jefferson was our ambassador to France. Adams was our ambassador to Great Britain.

Also absent were Patrick Henry of Virginia, and Sam Adams and John Hancock of Massachusetts. People remembered Patrick Henry for his stirring speeches in support of the Patriot cause.

One of his most famous speeches—made before the Revolution—was the one in which he said, "I am a Virginian no more, but an American."

Well, that was then. By the 1780s, Patrick Henry had decided that maybe he was mainly a Virginian after all—that is, his love for his home state was at least as great as his love for the United States. He opposed strengthening the central government, and he correctly guessed that that's what the leaders at Philadelphia were up to. Although Virginia chose him as a delegate to the convention, Henry refused to attend, because, he later said, "I smelt a rat."

The Work Begins

arrived for the convention to begin. Delegates walked from their hotels and

Page 41

LITERAL—Who were two other famous Americans who attended the convention?

» George Washington and Ben Franklin



LITERAL—What was Ben Franklin famous for?

» He was known for showing that lightning was electricity, for founding the first lending library, and for starting a university. He was also the oldest delegate at the convention.

INFERENTIAL—Why do you think the presence of George Washington encouraged hope and optimism about the convention?

» Washington had successfully led the Patriots to victory in the American Revolution. Many considered him a hero—and a leader—not just of one state but of the United States. He was admired and well-liked, so the affection and trust that many people had in him probably encouraged them to also trust in the convention and its purpose.

LITERAL—Which colonial leaders did not attend the convention?

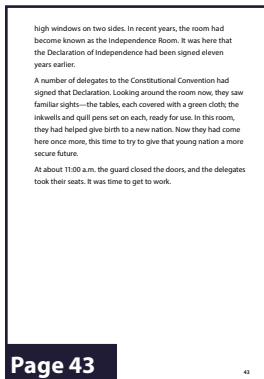
» Thomas Jefferson, John Adams, Patrick Henry, Sam Adams, and John Hancock

INFERENTIAL—Patrick Henry did not attend, saying, "I smelt a rat." What does this statement tell you about his reasons for not attending?

» Henry did not trust the convention and its purpose. This statement suggests that he was a strong supporter of the rights of states and was not in favor of a stronger central government. He suspected that some of the delegates meant to expand the power of the central government at the expense of the states.

Vocabulary
ambassador, n. a person who is an official representative of his or her government in another country

“The Work Begins,” Pages 41–43



Scaffold understanding as follows:

Have students read independently or with a partner the section “The Work Begins” on pages 41–43.

SUPPORT—Reread the last sentence of the first full paragraph on page 43. Point out that this is the statement addressed by the Big Question. Ask students what it means to be secure. (*Possible responses: safe, stable, unlikely to fail.*)

After students read the text, ask the following questions:

LITERAL—Where did the convention take place?

- » The convention took place in the State House in Philadelphia, also known as Independence Hall.

INFERENTIAL—Why is the location of the convention significant?

- » The Second Continental Congress had met in that same location to draft and sign the Declaration of Independence. That’s where the nation began, so the delegates as well as the public probably considered the location symbolic and inspiring. The setting itself likely motivated them to do their best to revise the Articles and strengthen the nation.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What does the author mean by ‘they had come to try to give that young nation a more secure future?’”
 - » Key points students should cite include: Other nations, particularly Britain, thought that the United States would fail. Under the Articles, it seemed to be heading that way. The states were not really united, and the weakness of the central government put all of the states at risk. The delegates who came to the convention did so mainly with the intention of ensuring the survival of the states and their union. Given Shays’s Rebellion, they were especially concerned about the government’s ability under the Articles of Confederation to defend itself and keep order.
- Write a sentence using the Core Vocabulary word (*ambassador*).

To wrap up the lesson, ask several students to share their responses.

CHAPTER 6

Some Major Decisions

The Big Question: What was the Virginia Plan, and why might some delegates have objected to it?

Primary Focus Objectives

- ✓ Summarize important decisions made at the start of the Constitutional Convention. (RI.4.3)
- ✓ Describe the provisions of the Virginia Plan. (RI.4.2)
- ✓ Explain responses to the Virginia Plan. (RI.4.2)
- ✓ Contrast the Virginia Plan and the New Jersey Plan. (RI.4.2)

THE CORE LESSON 35 MIN

Introduce “Some Major Decisions”

5 MIN

Review what students read in Chapter 5. Where was the special convention held? (*Philadelphia*) Who were some of the leaders who attended the convention? (*James Madison, George Washington, Ben Franklin*) What did James Madison do to prepare for the convention? (*He and other delegates came up with the Virginia Plan.*)

Explain that in this chapter, students will learn more about Madison’s Virginia Plan. Direct students’ attention to the Big Question, and encourage them to look for details about the plan as they read.

Guided Reading Supports for “Some Major Decisions”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Need for Secrecy," Pages 44–46

Chapter 6
Some Major Decisions

A Need for Secrecy Right at the start the delegates made two important decisions. The first was choosing George Washington as chairman of the convention. That was an easy decision. Washington was everyone's first choice.

The Big Question What was the Virginia Plan, and why might some delegates have objected to it?

The second decision was to keep all discussions secret. That way, each person could express his ideas freely. He could even change his mind about an issue without having to face public disapproval. The delegates would not have to worry about newspapers or citizens looking over their shoulders and criticizing this or that proposal. Instead, the convention would present its final plan to the people and say, "This is the result of our best efforts. Now it is for you, the people, to say yes or no."

Such secrecy meant not only closed doors but closed windows. The summer of 1787 was Philadelphia's hottest in nearly forty years. With not a breath of fresh air entering the hot and sticky room, delegates sweated in the miserable heat. Mosquitoes bit right through the delegates' clothing. Delegates danced around their heads. It was a relief that the delegates could concentrate on their work.

Page 44



Scaffold understanding as follows:

Have students read independently the section "A Need for Secrecy" on pages 44–46.

After students have read the text, ask the following questions:

LITERAL—What were the first two decisions of the convention?

- » The first two decisions were to make George Washington president of the convention and to keep the discussions that were held secret.

INFERENTIAL—Why might Washington have been everyone's first choice for chairman of the convention?

- » Washington was respected by all the states and all of the people because of his role in the American Revolution.

LITERAL—How have we learned about the secret discussions that were held?

- » Delegates, particularly James Madison, took notes on the discussions.

"The Virginia Plan" and "A Strong Central Government?," Pages 46–49

If the meetings were so secret, how do we know what was said there? We owe that to several delegates who took notes, especially James Madison. Madison chose a seat at the very front, where he could plainly hear every delegate. "I was not absent a single day," Madison wrote later. "No more than a... fraction of any hour in any day." Using his own system of abbreviations and symbols, he wrote down in a private journal nearly everything that went on in the secret meetings.

We know from Madison's notes that he himself addressed the convention no fewer than 161 times! Clearly, the quiet, soft-spoken James Madison had a lot to say. But then, no one had thought more about constitution making than he had.

With the decision about secrecy made, the delegates turned to the business that brought them to Philadelphia. That business was to decide the kind of central government the United States of America should have.

The Virginia Plan

Edmund Randolph of Virginia asked to speak first. As governor of the state, Randolph headed the Virginia delegation. It was his job to present the ideas that Madison and the others had been working on. These ideas came to be called the Virginia Plan.

The Virginia delegation, Randolph told the convention, would offer some proposals shortly. But first, he said, it might be useful to talk generally about the things a central government should be able to do. A central government, said Randolph, should provide for the common defense. That means it should be able to protect the people from foreign enemies.

It should protect the liberties of the American people, continued Randolph.

The delegates continued to listen. No argument there, either. It should be able to make laws about trade between the states, so that the states would not be taxing each other's citizens.

Again, the delegates agreed, no argument about that.

It should provide for the general welfare of the people. That meant doing things for the good of the people and not just the people of one state or another.

Once again, no disagreement from anyone.

But, Randolph continued, under the Articles of Confederation, the central government could not do these things. To do them, a government would need the power to raise an army without having to beg the states for soldiers. It would need the power to collect its own taxes, without having to beg the states for money. And it would need many more powers besides. Randolph then described what the new government might look like. You'll be reading about that shortly.

Page 46

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Powers the Central Government Should Have

- Protect the people against enemies
- Protect the liberties of its citizens
- Control trade between the states
- Provide for the good of all the people
- Raise money through some form of taxation

Page 47

Scaffold understanding as follows:

Invite student volunteers to read aloud the section "The Virginia Plan," stopping at the scroll on page 47.

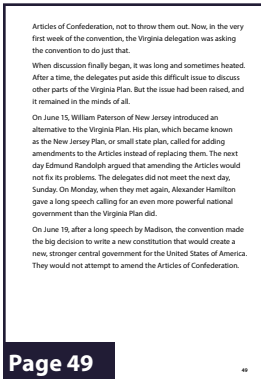
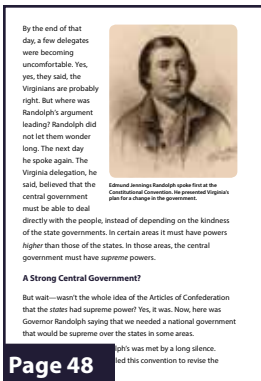
SUPPORT—Direct students to the scroll on page 47. Read aloud the list. Guide students to realize that the list on the scroll summarizes the points made by Edmund Randolph when he presented the Virginia Plan.

Invite a student volunteer to read aloud the last paragraph in the section "The Virginia Plan" on page 48.

SUPPORT—Point out the word *supreme* in the last sentence in the section. Discuss with students what *supreme* means. (*highest, above all others*) Ask: Under the Articles of Confederation, who had supreme power? (*the states*)

Have students read with a partner the section "A Strong Central Government?" on pages 48–49.

SUPPORT—Draw a T-chart on the board or chart paper. Label one side "The Virginia Plan" and the other, "The New Jersey Plan." Work with students to list details of each plan in the correct column of the chart. Save the chart so you can add to it while reading Chapter 7.



After students read the text, ask the following questions:

LITERAL—How did the Virginia Plan propose to change government power?

- » It proposed giving the central government more power and making it the supreme power, instead of giving the states supreme power as they had under the Articles of Confederation.

EVALUATIVE—How did the New Jersey Plan differ from the Virginia Plan?

- » The New Jersey Plan called for amendments to the Articles of Confederation, while the Virginia Plan called for replacing the Articles entirely.



LITERAL—What decision did the convention delegates finally make?

- » They decided to write a brand-new constitution that created a stronger central government instead of trying to change the Articles of Confederation.

Timeline

Show students the Chapter 6 Timeline Image Card. Read and discuss the caption.

Review and discuss the Big Question: “What was the Virginia Plan, and why might some delegates have objected to it?”

Post the Image Card under the date referencing the 1780s; refer to the illustration in the Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was the Virginia Plan, and why might some delegates have objected to it?”
 - » Key points students should cite include: The Virginia Plan proposed to replace the Articles of Confederation with a constitution that would provide for a stronger central government. In particular, the plan wanted to give the central government supreme power over the states. It said the central government should have the power to protect the people against enemies, protect the liberties of citizens, control trade between the states, raise money through taxation, and provide for the good of all the people. Many delegates might have objected that this plan gave the central government too much power at the expense of the states. They might have feared that such a government would become too powerful and too controlling, like the British government had been.

To wrap up the lesson, ask several students to share their responses.

Checks, Balances, and Compromises

The Big Question: What were the main challenges that had to be overcome in order to create a new constitution?

Primary Focus Objectives

- ✓ Describe how a federal system works. **(RI.4.2)**
- ✓ Explain the significance of the separation of powers and checks and balances among three branches of government. **(RI.4.2)**
- ✓ Explain the terms of the Great Compromise and the Three-Fifths Compromise. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *federal, legislative, executive, judicial, and compromise*. **(RI.4.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Checks, Balances, and Compromises”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Internet access
- Separation of Powers lesson plan and worksheets from the National Constitution Center (see Additional Activity, page 65)

Core Vocabulary (Student Reader page numbers listed below)

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 national government **(50)**

Example: In a federal system, states have many powers of their own.

Variations: federalism (noun)

legislative, adj. having the power to make laws (52)

Example: The legislative discussion included several ideas for new laws.

Variations: legislature (noun)

executive, adj. having the power to carry out and enforce laws (53)

Example: The executive branch of the government, under the president's direction, makes sure that the laws of the country are followed.

Variations: executive (noun)

judicial, adj. having the power to decide questions of law (53)

Example: Judges serve in the judicial branch of the government.

Variations: judiciary (noun)

compromise, n. when each side in a disagreement gives up some of what they want to reach an agreement (57)

Example: To prevent a greater conflict, the parties agreed to a compromise.

Variations: compromises

THE CORE LESSON 35 MIN

Introduce “Checks, Balances, and Compromises”

5 MIN

Refer to the Chapter 6 Timeline Image Card, and review the major decision the delegates made at the start of the convention. (*to write a new constitution*) Then, discuss why they made this decision. (*The Articles of Confederation created a central government too weak to solve the nation's problems.*)

Direct students' attention to the Big Question. As students move through the chapter, have them make notes about the challenges faced by delegates as they debated and wrote the new constitution.

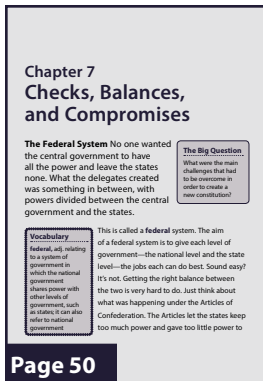
Guided Reading Supports for “Checks, Balances, and Compromises” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Federal System,” Pages 50–52

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section title “The Federal System” on page 50. Explain the meaning of the word *federal*, noting the two definitions.



Have students read independently the section “The Federal System” on pages 50–52.

SUPPORT—Take time to discuss the issue of power and authority. Under the Articles of Confederation, the central government had power but no authority. The challenge at the Constitutional Convention was to create a government that had power and authority, but in the right measure. Help students understand the difference between power (the ability to influence others) and authority (the right to influence others) by sharing examples. Teachers have power and authority—they have the right to make rules for their classrooms and the power to enforce them. A bully has power but no authority. Bullies can pressure someone into doing something, but they do not have the *right* to do so. Similarly, crossing guards have the power and authority to direct traffic. A bank robber, though, has the power to steal from the bank but not the right or authority to do so.

After students have read the text, ask the following questions:

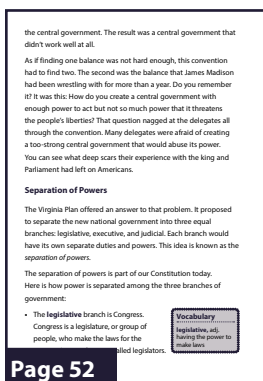
LITERAL—What is the aim of a federal system of government?

- » The aim is to give each level of government (e.g., national and state) the jobs that each can do best.

LITERAL—What two balances did the delegates have to keep in mind as they wrote a new constitution?

- » They had to balance the power shared between state and national levels of government so that neither held too much or too little power. They also had to balance the power of the central government so that people’s liberties were protected.

“Separation of Powers” and “Checks and Balances,” Pages 52–54



Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Separation of Powers” on pages 52–53. Stop to explain the meanings of the Core Vocabulary terms *legislative*, *executive*, and *judicial* when they are encountered in the text.



SUPPORT—Draw attention to the diagram on page 53. Have students identify on the diagram the legislative, executive, and judicial branches of government. Ask students to identify details that might be added to the chart, based on their reading. (*The list for Congress could be amended to read “passes laws for the country.” The list for the president could be expanded to include running the government, dealing with other countries, and serving as commander in chief. The list for the Supreme Court could be expanded to include deciding cases involving the Constitution and laws passed by Congress.*)

• The **executive branch** is headed by the President of the United States. The president sees that the laws are carried out and is responsible for running the government. The president also deals with other countries and serves as commander in chief of the armed forces.

• The **judicial branch**, or judiciary (it comes from the same word as "judge"), is made up of the Supreme Court and other federal, or national, courts. These courts decide cases involving the Constitution and the laws that Congress passes.

Vocabulary
executive, *adj.*, having the power to carry out and enforce laws
judicial, *adj.*, having the power to decide questions of law

Separation of Powers

The diagram shows 'The Constitution' at the top, with arrows pointing down to three boxes: 'The Congress' (Passes laws), 'The President' (Carries out the laws of Congress; Represents the nation), and 'The Supreme Court' (Settles arguments about the law). Below these boxes, it says 'Each of these three branches has equal powers'.

Page 53

Checks and Balances

Now, each of these branches has a lot of power. But none is completely free to do what it pleases. That's because each branch can check, which means stop, the others. Each branch "checks and balances" the other two.

For example, Congress can pass any law it wants, but the president has the right to veto, or disapprove it. Congress has the ability to override, or reject, a presidential veto. The president can make a treaty with another country, but the treaty only goes into effect if the Senate approves it. The president is commander in chief of the armed forces, but only Congress can declare war.

Do you see why this is called a system of checks and balances? Power is spread out and balanced among the three separate branches. Each branch has the ability to check, or stop, the other two.

Compromises

For the first month, the Constitutional Convention made great progress. However, every delegate knew there were several issues certain to cause trouble. If those could not be solved, the whole convention would end in failure.

The first of these was the issue of representation in Congress. Before that question could be resolved, the delegates had to agree on whether there would be one house of Congress or two. The Virginia Plan called for two houses; the New Jersey Plan, one. The delegates agreed on two. Then they disagreed about that is, how many votes—each

Page 54

After discussing the diagram, ask students to restate the phrase that explains why there are three different branches of government at the federal level. (*separation of powers*)

Invite volunteers to read aloud the section "Checks and Balances" on page 54.

SUPPORT—Draw attention to the phrase "checks and balances." Point out that the idea of balance comes up again and again. Explain that part of the reason for having separate branches of government is not just to give them different jobs to do but to give them jobs that "check," or limit, each branch's power so that the power of the three branches is balanced. Just as the federal system balances power among levels, i.e., the country and the states, the separation of powers balances power among branches. The two ideas, *separation of powers* and *checks and balances*, work together to prevent the government from becoming so strong that it might threaten state power and citizens' liberties.

After students read the text, ask the following questions:

LITERAL—How does the Constitution separate the powers of government?

- » It separates the powers among three branches: the legislative, executive, and judicial branches.

LITERAL—What groups and officials make up the three branches of federal government?

- » Congress makes up the legislative branch. The president of the United States heads the executive branch. The Supreme Court and other federal courts make up the judicial branch.

LITERAL—What does each branch of government do?

- » The legislative branch, or Congress, makes laws for the country. The executive branch, or president, makes sure laws are carried out, runs the government, deals with other countries, and serves as commander in chief. The judicial branch, the Supreme Court, settles arguments about the law, including the Constitution and laws made by Congress.

LITERAL—How does the Constitution make sure no one branch of government becomes too powerful?

- » It separates the powers of government and creates a system of checks and balances.

LITERAL—What is one way the president can check the power of Congress?

- » The president has the power to veto laws passed by Congress.



LITERAL—What are some ways Congress can check the power of the president?

- » Congress can override a veto by the president. The president can make a treaty with another country, but the treaty only goes into effect if the Senate approves it. The president is commander in chief of the armed forces, but only Congress can declare war.

“Compromises,” Pages 54–59

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Compromises” on pages 54–55.

SUPPORT—Note the use of the word *house* in the second paragraph. Explain that *house* is a multiple-meaning word. It can mean a building where people live, but in this case, it means a group of lawmakers.

Have students read independently or with a partner the next two paragraphs of the section “Compromises” on page 55.

SUPPORT—Display the Virginia Plan/New Jersey Plan T-chart that you started in Chapter 6. Invite students to add details about each plan based on their reading.

SUPPORT—Note that the difference in population size between large states and small states could be significant. Population data was not collected until 1790, after the Constitution was written, but at that time, Delaware—the smallest state—had a total population of 59,094. By contrast, Virginia—the largest state—had a population of 747,610.

Read aloud the remaining paragraph on page 55.



SUPPORT—Note the mention of the House of Representatives and the Senate. Draw students’ attention back to the diagram on page 53. Ask: Where do the Senate and the House of Representatives go on that chart? Guide them to understand that together, they make up the Congress, which makes up the legislative branch.

CORE VOCABULARY—Read aloud the first paragraph on page 57, stopping to explain the meaning of the Core Vocabulary term *compromise* when it is encountered in the text. Review how Sherman’s proposal was a compromise. (*Both small states and large states got the type of representation they wanted, but each had to agree to let the other type of representation exist too.*)


state would have in both houses. Do you remember how the Articles of Confederation answered that question? The Articles said, “one state, one vote”—that is, each state had one vote, no matter how big the state or how many people lived in it. Of course, the big states didn’t like that. So now the Virginia Plan proposed that representation be based on population. In other words, the more people a state had, the more votes it would have. The New Jersey Plan wanted to retain the Articles’ one vote per state.

It wasn’t surprising that Virginia favored representation based on population. Virginia, after all, was the largest state. And it wasn’t surprising that small states like Delaware and New Jersey wanted to keep the one state, one vote rule. They said the Virginia Plan would give the large states too many votes in Congress.

The argument between big states and small states grew more and more heated. Each side said that its own proposal was the only fair one. Each side said it would never agree to the other side’s proposal. For a time, it looked like this would be the rock on which the Constitutional Convention would crash.

Then Roger Sherman, a delegate from Connecticut, came forward with a solution. Why not have the membership of one house of Congress on population? That one would be called the House of Representatives. In the other house, each state, whether big or small, would have an equal vote. That house would be called the Senate. That way, both the large states and the small ones would get equal representation.

Page 55



...and a plan that showed legislative power between

Page 56

Sherman had proposed a compromise. In a compromise, each side gives up something it wants in order to reach an agreement. Delegates on both sides realized they would need a compromise to end the argument. Roger Sherman’s solution seemed like a reasonable one. Angry words flew back and forth for a few more weeks, but Sherman’s idea was finally accepted. This came to be called the Great Compromise. The delegates had managed to solve one tough issue. Now they faced another, maybe even tougher one—the issue of slavery. It was not a question of getting rid of slavery. Northern states did want to get rid of it, but they knew several Southern states would walk out of the convention if they tried. So they didn’t try.

Instead, the convention tried to deal with the question: Should states be allowed to count enslaved workers as a part of their population? If enslaved workers were included in a state’s population, then that state would have more votes in Congress. (Remember, the larger a state’s population, the more representatives it could send to the House of Representatives.) The Northern states argued that enslaved workers shouldn’t be counted as people. After all, said these states, you Southerners claim that enslaved workers are just property. How can you count property as part of your population? But Southern states insisted that enslaved workers should be counted as people.

Page 57

Once again, a compromise saved the day. It was agreed that in figuring the number of representatives each state would have in the House of Representatives, five enslaved workers would count as three persons. This became known as the Three-Fifths Compromise.

There was one more compromise between Northern and Southern states about slavery. Northern states wanted to end the slave trade and stop any more enslaved workers from being brought into the country. But Georgia and South Carolina threatened to walk out if the convention insisted on stopping the slave trade. In the end, the two sides compromised. Enslaved workers could be imported for another twenty years, but after that, Congress could prohibit bringing in any more. (Twenty years later, Congress did just that.)

Making these compromises on slavery was not a proud moment for the Constitutional Convention. Yet all the delegates knew that without them, there would be no new constitution and no new, stronger central government. Slavery would have to continue in the new nation, even though many were against it.

Page 58



The slave trade continued despite the fact that many people were against it.

Page 59

Read aloud the remainder of the section on pages 57–59.

After you read the text, ask the following questions:



LITERAL—On what significant issues did the delegates compromise?

- » They compromised on whether there would be one or two houses in Congress, as well as on the issue of representation in Congress for big and small states. They also compromised on the issue of whether to count enslaved persons when determining population and representation. Finally, the delegates compromised on the continuation of the slave trade.



LITERAL—What were the results of the Great Compromise?

- » The Great Compromise meant that representation in one house of Congress would be based on state population and representation in another house of Congress would be equal. So, in the House of Representatives, states with more people would have more representatives and more votes. Meanwhile, in the Senate, all states, regardless of size, would have two senators and two votes.

LITERAL—What were the two compromises related to slavery?

- » The Three-Fifths Compromise said that five enslaved workers counted as three people when figuring the number of representatives for the House of Representatives. The other compromise said the slave trade could continue, but only for another twenty years.

Timeline

- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: “What were the main challenges that had to be overcome in order to create a new constitution?”
- Explain that the events on the cards took place during the Constitutional Convention of 1787. Post the Image Cards under the date referencing the 1780s; refer to the illustration in the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the main challenges that had to be overcome in order to create a new constitution?”
 - » Key points students should cite include: The challenge that the delegates faced was structuring government in a way that maintained

balance between the country and the states, i.e., levels of government. They also had to find a way to balance the federal government's strength and protection for people's liberties. The delegates had to convince the entire convention to agree on the methods of achieving those balances when the delegates and their states each had their own interests to protect. Some of these issues, such as the matters of representation and slavery, were especially difficult.

- Choose one of the Core Vocabulary words (*federal, legislative, executive, judicial, or compromise*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Constitutional Principles (SL.4.1, SL.4.2)

45 MIN

Materials: Internet access, paper, pencil or pen



Background for Teachers: Preview the video resources before class. If possible prepare six viewing stations, two for each video. If having six viewing stations is problematic due to insufficient computers or tables, this can be conducted as a whole class activity.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Organize students into six groups. Assign each group to one of the viewing stations. Explain that they will be viewing and taking notes on three videos about constitutional principles:

- Separation of Powers
- Consent of the Governed
- Rule of Law

For each video, tell students each to make a K-W-L Chart. Before viewing the first video, have students record what they think they Know about the principle and what they Want to know about the principle. Then, have groups watch their first video. When they have finished viewing, tell them to discuss and record the most important ideas that they Learned about the principle. Rotate groups to the next station, and repeat the activity two more times, so that all groups have viewed and taken notes about all three videos.

When students have finished viewing the videos and completing their K-W-L Charts, jigsaw the groups by breaking them up and reforming them. Make sure that each new group has students from each of the original groups. Instruct

students to discuss their notes and work together to answer the following three questions:

1. How does separation of powers provide for limited but effective government?
2. What aspects of federal government discussed in the chapter and video reflect the idea that government exists at the consent of the governed?
3. How does the rule of law apply to citizens as well as to government itself? Does this principle mean that citizens should follow all laws all the time? Explain.

Call on groups to share their responses to the questions.

Madison's Notes Are Missing (SL.4.1, SL.4.2)

45 MIN

Materials: Internet access, paper, pencil or pen



Background for Teachers: Preview the online activity before class to become familiar with content. Prepare sufficient computer stations for students to work individually or in pairs on the activity, or prepare a viewing screen or smartboard to work through the activity as a class.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the activity may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that today they will serve as delegates to the Constitutional Convention! They will be completing an online activity called Madison's Notes Are Missing. Remind students that much of what we know about the convention comes from the notes taken by James Madison. In this activity, those notes have gone missing, and the students travel back in time to hear arguments for and against a number of proposals for the new constitution. Then, they vote on those issues, and learn the outcome of the debates.

Depending on computer availability, you may wish to conduct the activity in one of three ways:

- Direct students to work individually at computer stations. Instruct them to listen to the statements made by the delegates for each issue, and then, vote on the issue. Have students record their votes and take notes on the resolution of each issue.
- Organize students into pairs and triads to work together at computer stations. Have them listen to the statements by the delegates, and instruct them to discuss and decide together what vote to enter. Each student should record their votes and take notes on the resolution of each issue.
- Project the activity to work through as a class. Call on students to read aloud each issue, and click through the statements made by the delegates. Then, conduct a class vote to decide what vote to enter for each issue. Read aloud the resolution. Tell students to record the class votes and take notes on the resolution of each issue.

When students have completed the activity, ask: Were there any surprises? Did you, your partner, or the class vote in a way that differed from the resolutions of any issue? How do you feel about the delegates' resolutions of the issues? Give students five minutes to Turn and Talk about the questions. Invite volunteers to share their ideas.

Getting to Know the Founders (W.4.3, SL.4.1, SL.4.2, SL.4.4)

90 MIN

Materials: Internet access, paper, pencil or pen



Background for Teachers: Preview the video resources before class to become familiar with the content. Use this link to download the CKHG Online Resources for this unit, where the specific links to the lyrics, videos, and articles may be found:

www.coreknowledge.org/ckhg-online-resources

Note: There is a curse word at the beginning of the second verse, but the version of “My Shot” provided here is a clean one, with the offending word removed. If you provide the printed lyrics sheet, you can omit or replace the offensive word, for example, “Britain keeps spitting on us endlessly.”

Prior to class, print a copy of the lyrics of the song “My Shot” from the musical *Hamilton*, and reproduce them for students. Written and composed by Lin-Manuel Miranda, *Hamilton* debuted in an Off-Broadway theater in February 2015. Within six months, it moved to Broadway, where it became a sold-out box-office hit. The musical, based on the biography *Hamilton* by historian Ron Chernow, blends hip-hop, pop, and rap music as well as modern dance with dramatic performances.

As students enter the classroom, have the song “My Shot” playing in the background. Distribute copies of the lyrics, and encourage students to take their seats silently and follow along. When the song has finished, take a series of Thumb Votes: How many of you have heard of the musical *Hamilton*? How many of you have listened to any of the songs? How many of you have seen the musical? Invite students familiar with the musical to describe what it’s about.

Tell students that in this lesson, they will be learning more about the man in the musical—Alexander Hamilton—as well as his friend and colleague, James Madison, known as the Father of the Constitution.

Stop and play back a few lines of the song “My Shot.” Ask: What does the song tell you about Alexander Hamilton and other early leaders of the United States? How does it make you feel about them? Give students a minute to jot down their ideas, and call on volunteers to share.

Then, have students Talk and Turn to list as many facts and ideas as they can about Hamilton and Madison in two minutes. Call on students to share their ideas, and list on the board appropriate details as well as questions or uncertainties. Tell students that today, they will be getting to know these two framers of the Constitution, Madison and Hamilton.

Show each of the following to the class, in this order:

1. Hamilton's America: An Immigrant's Story (Note: reference is made to Hamilton being illegitimate)
2. Hamilton: Washington's Right-Hand Man
3. James Madison: Did You Know?
4. James Madison: Early Years and Father of the Constitution articles (located on the same page as the Did You Know? video)

As you display each item, students should write down key facts about the early lives, education and career, contributions to the American Revolution and Constitutional Convention, and personalities of Hamilton and Madison. Tell students to look for information to resolve questions and uncertainties listed on the board.

After reviewing all of the resources, have students use their notes to construct a timeline of each man's life up through the convention. They will use this timeline as an outline to help them complete one of the following projects:

- Write and perform a skit in which Madison and Hamilton meet and discuss their lives and accomplishments—or in which a third party, such as a time-traveling student, encounters them both. Your skit should be at least four minutes and no more than seven minutes in length.
- Write and perform your own hip-hop, rap, or pop song about the two leaders that highlights how their experiences, abilities, and personalities brought them to the Constitutional Convention. Your song should take at least three minutes and no more than five minutes to perform.
- Write and illustrate a children's picture book that tells the stories of these two men and explains how they came together to accomplish great things. Your picture book should be at least 24 pages and no more than 32 pages.

Note: You may assign students to complete their projects as homework. You should set aside additional class time for students to perform or present their projects to the class. To extend the activity, have student groups perform or present their projects.



Separation of Powers (RI.4.1, RI.4.2)

ACTIVITY LENGTH FLEXIBLE

Materials: Separation of Powers lesson plan from the National Constitution Center; sufficient copies of the National Constitution Center worksheets Who's Got the Power?, You Be the School Principal!, You Be the Teacher Congress!, and You Be the Student Supreme Court!



Background for Teachers: Download the Word document with the Separation of Powers: Grades 3–5 lesson plan, and read through it in advance of the activity to familiarize yourself with the various components of the lesson plan. You may choose to conduct all parts of the lesson plan (which can take four or five 45-minute class periods), or you may select individual activities for the class.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the page where the National Constitution Center lesson plan (including the worksheets) may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity with a whole class discussion of separation of powers, as described in the lesson plan. Then, organize students into pairs or small groups to complete the Who's Got the Power? worksheet.

After reviewing students' completed Who's Got the Power? worksheets, have students put separation of powers into practice using the "You Be the..." worksheets. Make sure each student pair or group has only one of the worksheets. Worksheets should be distributed equally across groups, so that one-third of the groups are the principal, one-third are the teacher congress, and one-third are the student supreme court.

Follow the directions in the lesson plan for the role-playing part of the exercise, and then, debrief as a whole class.



The Three Branches of Government (RI.4.1, RI.4.2)

30 MIN

Activity Page



AP 7.1

Materials: sufficient copies of The Three Branches of Government (AP 7.1)

Organize students into pairs and trios. Distribute copies of The Three Branches of Government (AP 7.1). Instruct students to work together to complete the worksheet. Then, challenge students to use appropriate resources to identify current officeholders in the three branches, including the president, the vice president, the chief justice, the senators from their state, and the representative from their district. Finally, have them make their own three branches of government for the state government. Instruct them to record the officials and bodies that make up state government, and to identify a current officeholder in each branch. Call on students to share their completed worksheets and diagrams.

Note: You can also assign this activity as homework.



Checks and Balances (RI.4.1, RI.4.2)

30 MIN

Activity Page



AP 7.2

Materials: sufficient copies of Checks and Balances (AP 7.2)

Distribute copies of Checks and Balances (AP 7.2). Instruct students to work individually to complete the worksheet. Then, organize students into groups to share and discuss their work. Ask: Does the system of checks and balances work? Does it provide for effective but limited government? Give students a few minutes to discuss and prepare a response. Call on each group to share their ideas.

Note: You can also assign this activity as homework.



Activity Page



AP 7.3

Materials: sufficient copies of Constitutional Government Match-Up (AP 7.3)

Distribute copies of Constitutional Government Match-Up (AP 7.3), and have students complete the worksheet.

Note: You can also assign this activity as homework.

CHAPTER 8

The Convention Completes Its Work

The Big Question: What steps were put in place to ratify the constitution?

Primary Focus Objectives

- ✓ Explain the steps in the ratification process. (RI.4.3)
- ✓ Explain the significance of the Preamble to the Constitution. (RI.4.2)
- ✓ Describe what authority the Constitution gave the federal government. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *posterity*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Convention Completes Its Work”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

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

Example: The names of those who signed the Constitution were recorded for posterity.

THE CORE LESSON 35 MIN

Introduce “The Convention Completes Its Work”

5 MIN

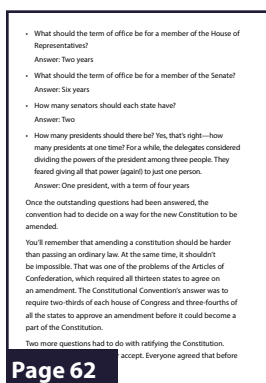
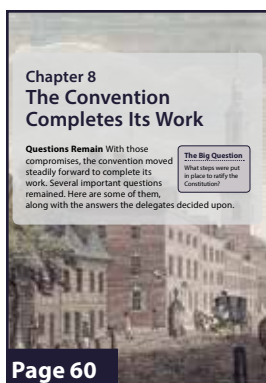
Review the Chapter 7 Timeline Image Cards. Point out that Chapter 7 covered a great deal of information because the delegates accomplished a great deal of work at the convention. But even once they decided on a structure for Congress and reached compromises on key issues, they still had more work to do! Important questions about the new government and the Constitution remained.

Direct students' attention to the Big Question. Explain that to ratify means to approve. Tell students that as they read, they should look for details about the approval of the Constitution.

Guided Reading Supports for "The Convention Completes Its Work" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Questions Remain," Pages 60–64



Scaffold understanding as follows:

Invite student volunteers to read aloud the first paragraph and the bulleted list in the section "Questions Remain," on pages 60–62.

SUPPORT—Remind students that a term is the length of time an elected official serves in office.



SUPPORT—Note that while the Framers decided on a single president, they did not designate *when* that president would be elected. The Constitution instructs Congress to set the day, specifying only that the date be the same in every state. Congress set Election Day as the Tuesday following the first Monday in November, which means Election Day can fall on or between November 2–8.

Invite student volunteers to read aloud the next two paragraphs on page 62.

SUPPORT—Review with students what it means to amend the Constitution. (*To amend is to change.*) Explain that a change or addition to the Constitution is called an amendment.

Read aloud the remainder of the section on pages 62–64.

SUPPORT—Draw attention to the diagram on page 63. Point out that the diagram illustrates the steps in the ratification process. Ask students to compare the diagram to the ratification process as it is explained in the text.

After you have read the text, ask the following questions:

LITERAL—How long is the term of office for someone elected to each branch of Congress?

- » The term of office for the House of Representatives is two years. The term of office for the Senate is six years.



LITERAL—How long is a president's term of office?

- » A president's term of office is four years.

the new Constitution could go into effect, it had to be ratified by the states. But by how many states? And who would speak for each state? Now again, the Articles of Confederation provided an example of what not to do. The Articles had let the state legislatures decide for each state and had required all thirteen of them to give their approval. It had taken four years to get all thirteen states to ratify!

The delegates to the Constitutional Convention said: We can't let that happen again. This is also too important to let the state legislatures decide, as though the Constitution were just another law. Plus, the delegates were concerned that the state legislatures might oppose ratification for fear the new government would take power from them. So this is what the convention decided: Each state would call a special ratifying convention. That way the people would have a direct say in deciding whether to approve the new Constitution. This was social contract theory in action.

The Ratification Process

Constitutional Convention → State Conventions → Approval by 9 of 13 states

Page 63

LITERAL—What needs to happen for an amendment to become part of the Constitution?

- » Two-thirds of each house of Congress and three-fourths of all the states must approve the amendment.

EVALUATIVE—How does the amendment process for the Constitution differ from that of the Articles of Confederation? Why did the delegates change the process?

- » The Articles of Confederation required all the states to approve a change. The new Constitution required fractions of Congress and the states to approve changes. The delegates changed the process because they wanted amending the Constitution to be more difficult than making an ordinary law, but they did not want it to be impossible.

EVALUATIVE—How was the ratification process an example of social contract theory?

- » The delegates put the question of whether to adopt the new constitution directly to the people. The people would vote for representatives to attend a special state ratifying convention. The one job of those representatives would be to vote for or against the constitution based on what the voters wanted.

EVALUATIVE—Why did the delegates only require nine of thirteen states to ratify the constitution?

- » They worried that requiring all thirteen states to ratify the constitution would take too long, and they were not sure all the states would approve it.

“Supreme Law of the Land,” “Should There Be a Bill of Rights?,” and “How Many Presidents?,” Pages 64–65

The people would choose the members of these conventions as representatives of the people. The ratifying conventions' only job would be to decide whether to approve the new Constitution. When nine of them approved, the new Constitution would go into effect.

Supreme Law of the Land

Here was another very important question for the delegates: What happens if part of a state's constitution disagrees with the Constitution the convention created? Or if a state passes a law that disagrees with it? Is that OK? The delegates quickly saw that it certainly would not be OK. If that were to be allowed, each state could go its own way and ignore the new Constitution altogether. You would not have a real nation at all.

The convention took care of that problem by including these words in the Constitution: “This Constitution, and the laws of the United States . . . shall be the supreme law of the land. . . anything in the Constitution or laws of any State to the contrary notwithstanding.” This means that whenever a state law or a state constitution says one thing, and the U.S. Constitution or Congress says another, then what the U.S. Constitution or Congress says goes.

Should There Be a Bill of Rights?

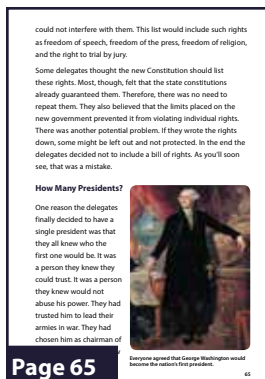
One important question remained: Should the new Constitution include a bill of rights? A bill of rights would list the rights of the new national government.

Page 64

Scaffold understanding as follows:

Have students read independently or with a partner the sections “Supreme Law of the Land,” “Should There Be a Bill of Rights?,” and “How Many Presidents?” on pages 64–65.

SUPPORT—Note that the Framers acknowledged that a president, even one as revered as Washington, might not be able to complete his term of office. Because of that, the Constitution states that if a president can no longer serve, the vice president will become president. A later amendment to the Constitution identified a longer order of succession, in case both the president and the vice president could no longer serve. If that were the case, the Speaker of the House of Representatives would become president.



After students have read the text, ask the following questions:



LITERAL—What does it mean that the Constitution is “the supreme law of the land”?

- » It means that whatever the Constitution says, goes. If a state law or state constitution says something different, that law or constitution needs to be changed to follow the U.S. Constitution.

LITERAL—What is meant by “a bill of rights”?

- » A bill of rights is a list of citizens’ rights that the government cannot interfere with.



LITERAL—What rights would be included in a bill of rights?

- » A bill of rights would include freedom of speech, freedom of the press, freedom of religion, and the right to trial by jury.

EVALUATIVE—Why did some delegates support the inclusion of a bill of rights? Why did some oppose it? Explain which side won.

- » Some delegates wanted to clearly identify citizens’ rights that should be protected from a strong federal government. Others opposed adding a bill of rights for three reasons: state constitutions already protect citizens’ rights; other limits placed on the federal government in the Constitution provided protection; identifying specific rights to be protected might leave room for the government to violate rights that weren’t listed. In the end, the delegates chose not to add a bill of rights at that time.

INFERENTIAL—Who did the delegates plan to select as the first president? Why do you think this choice—rather than another delegate, such as Ben Franklin or James Madison—appealed to so many?

- » The delegates planned to select George Washington. He had already served as commander in chief of the Continental Army. He was known throughout the states and was admired as a hero and a leader. He inspired patriotism and trust among many citizens, including the delegates, and so the delegates trusted that he could unite the states, and their citizens, behind the new federal government and its constitution. Plus Franklin was too old, and Madison was too young.

“Success at Last,” Pages 66–67

Success at Last!

The Constitutional Convention neared the end of its work. A committee was appointed to put all of the convention's agreements into language that would be right for a constitution. On September 12, the delegates assembled to hear the proposed Constitution read aloud. “We, the People of the United States,” a committee member began. What words those words! Not, “We the States.” Not, “We the People of the states of New York and Pennsylvania and Georgia.” No, “We, the People of the United States.” Then, the delegates heard the purposes and principles of the new national government:

We, the People of the United States, in order to form a more perfect union [to have a better government than we had under the Articles of Confederation], establish justice, insure domestic tranquility [to keep peace within the country], provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

As they listened, the delegates marveled at what they had achieved during those four months in Philadelphia. It was, George Washington later said, “little short of a miracle.”

There were a few more days of discussion and small changes. Then

Page 66

Vocabulary
posterity, n.
descendants, or
future generations

Convention opened—the final document was ready to be signed. The time for secrecy was over. Windows were opened once more. A cool breeze flowed through the room.

Forty-two delegates assembled in the Independence Room. Three of them had already decided not to support the new Constitution. One of them was Edmund Randolph, who had presented the Virginia Plan to the convention. The other thirty-nine, one by one, stepped to the front of the room where the document was ready to be signed. Alexander Hamilton, who had been away from the convention, returned to sign for New York.

None of the thirty-nine agreed with everything in the document, but they agreed the debates had been conducted fairly. None of them believed that it was perfect. However, many of them shared Franklin's belief when he said he was surprised that the system they had created came as close to perfection as it did. They all believed the Constitution was a great improvement over the Articles of Confederation.

As they signed the Constitution, Franklin, unable to rise from his chair, spoke to the delegates one last time. At the start of the convention, said Franklin, he had noticed a carving of a sun with sunbeams on the back of the chairman's chair:

I have often . . . looked at that [sun] . . . without being able to tell whether it was rising or setting. But now at length I have the happiness to know that it is a rising and not a setting sun.

Page 67

47

Scaffold understanding as follows:

Read aloud the first three paragraphs of section “Success at Last,” on page 66, including the Preamble to the Constitution.

CORE VOCABULARY—Explain the meaning of the Core Vocabulary term *posterity* when it is encountered in the text.

SUPPORT—Read aloud slowly the Preamble to the U.S. Constitution. Pause after each phrase, and clarify difficult and unfamiliar terms as needed.



SUPPORT—Draw students' attention to the first three words of the Preamble: “We the People.” Help students recognize the importance of these three words. Emphasize that these words reflect the idea of self-government: the people of the United States created this Constitution. The people of the United States have the power to create a government for themselves.

Read aloud the remainder of the section.

After you have read the text, ask the following questions:



INFERENTIAL—What is significant about the phrase “We, the People of the United States”?

- » These words make clear that the U.S. Constitution is an example of self-government, created by the people to set up a government for themselves.

LITERAL—What did the delegates who signed the U.S. Constitution believe that it achieved?

- » They believed it was a vast improvement over the Articles of Confederation.

INFERENTIAL—Read the statement by Benjamin Franklin at the bottom of page 67. What do you think Franklin meant by these words?

- » Franklin's words are hopeful. He believes that the sun is rising on a new nation, full of promise.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer in response to the Big Question, “What steps were put in place to ratify the Constitution?”
 - » Key points students should cite include: Each state would call a special ratifying convention; the people of each state would choose the members of their state’s convention; for the Constitution to be ratified, nine of the thirteen state conventions needed to approve it.
- Write a sentence using the Core Vocabulary word (*posterity*).

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 5–8 (RI.4.4, L.4.6)

30 MIN

Activity Page



AP 8.1

Materials Needed: sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.1)

Distribute AP 8.1, Domain Vocabulary: Chapters 5–8. Direct students to match the vocabulary terms that they have learned so far to the correct definitions.

You may wish to assign this activity as homework.

CHAPTER 9

The States Ratify

The Big Question: Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?

Primary Focus Objectives

- ✓ Summarize the viewpoints of Federalists and Anti-Federalists. (RI.4.2)
- ✓ Explain how the Constitution came to be ratified. (RI.4.3)
- ✓ Describe the events that led to passage of the first ten amendments. (RI.4.3)
- ✓ Summarize key provisions of the Bill of Rights. (RI.4.2)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About States Ratify”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Internet access
- Sufficient copies of the “Bill of (Your) Rights” song lyrics (See Additional Activity, page 78)

THE CORE LESSON 35 MIN

Introduce “The States Ratify”

5 MIN

Review the ratification process from Chapter 8. Explain that once the delegates voted to adopt the U.S. Constitution, the document went to special ratifying conventions to approve. The proceedings of the Grand Convention of States were no longer secret. The convention had not merely revised the Articles; they had scrapped the original plan for the government, and come up with an entirely new plan. That new plan ignited great debate across the thirteen states.

Direct students’ attention to the Big Question. Explain that one important source of debate was the lack of a bill of rights. Tell students that as they read, they should look for reasons why a bill of rights should have been included.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Final Test,” Pages 68–71

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “The Final Test” on page 68.

SUPPORT—Note the titles given to the two sides of the ratification debate: Federalists and Anti-Federalists. Emphasize that Federalists supported ratification of the Constitution. Anti-Federalists were against it. To help students remember the difference, point out that the prefix *anti-* means opposed or against; also point out that they were not against federalism. The Anti-Federalists believed in federalism but wanted less power given to the central government and more power retained by the states.

Read aloud the remainder of the section “The Final Test.”

SUPPORT—Create a T-chart on the board or chart paper. Label one side “Federalists” and the other “Anti-Federalists.” Work with students to complete the chart using the details in the section.

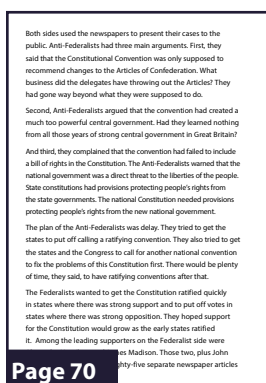
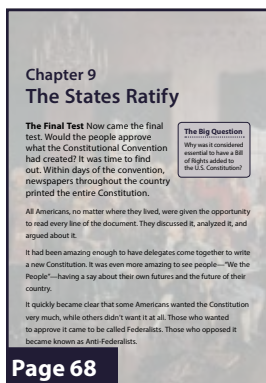
After you have read the text, ask the following questions:

LITERAL—What three main arguments against the Constitution did Anti-Federalists make?

- » The convention was supposed to revise the Articles, not replace the document. The Constitution gave the federal government too much power. The Constitution did not have a bill of rights.

LITERAL—How did Anti-Federalists try to delay ratification?

- » They tried to get states to put off their ratifying conventions and called for another national convention.





LITERAL—What are the *Federalist Papers*?

- » They were a collection of eighty-five newspaper articles, or essays, written by Federalists James Madison, Alexander Hamilton, and John Jay to explain and defend the Constitution.

“The Struggle for Ratification,” Pages 71–74

Scaffold understanding as follows:

Invite student volunteers to read aloud the section “The Struggle for Ratification.”

SUPPORT—As students read the text, list on the board or chart paper the states that ratified the Constitution as they are mentioned. Remind students that nine states needed to ratify, or approve, the Constitution in order for it to take effect. Note when the list reaches nine names.

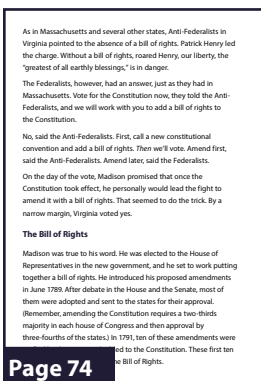
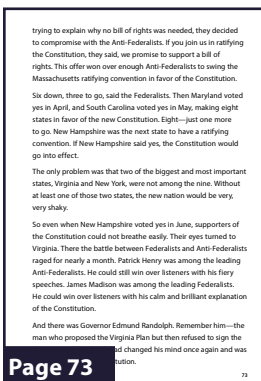
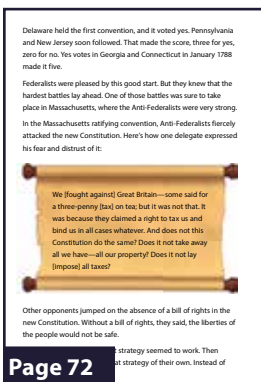
After students read the text, ask the following questions:

LITERAL—What was the first state to ratify the Constitution?

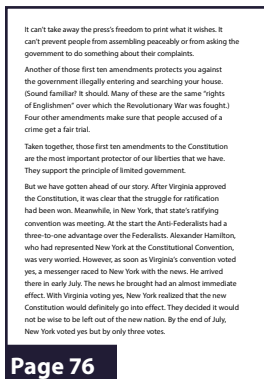
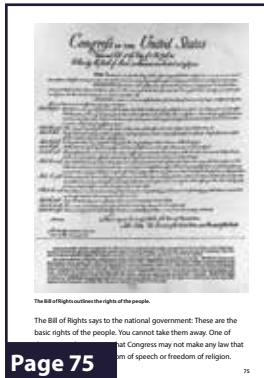
- » Delaware

LITERAL—What compromise was made to win ratification in Massachusetts and Virginia?

- » Federalists promised the Anti-Federalists that if the Constitution was ratified, the Federalists would work to add a bill of rights after ratification.




“The Bill of Rights,” Pages 74–77




Scaffold understanding as follows:


Have students read independently or with a partner the section “The Bill of Rights,” on pages 74–77.

 **SUPPORT**—Draw attention to the photograph on page 77. Note that July 4 is a holiday called Independence Day. Remind students that it celebrates the anniversary of the Declaration of Independence.

After students have read the text, ask the following questions:

 **LITERAL**—What is the Bill of Rights?

» The Bill of Rights is the first ten amendments to the Constitution.

 **LITERAL**—What are some of the rights listed in the Bill of Rights?

» The Bill of Rights includes freedom of speech, freedom of religion, freedom of the press, and freedom to assemble peaceably. It also makes sure people have the right to a fair trial and protection against the government illegally entering and searching people's houses.

Timeline

- Show students the Chapter 9 Timeline Image Cards. Read and discuss the captions.
- Review and discuss the Big Question: “Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?”
- Post the cards to the Timeline under the dates referencing the 1780s and 1790s. Refer to the illustration in the Unit 8 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer in response to the Big Question, “Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?”
 - » Key points students should cite include: Anti-Federalists argued fiercely for the addition of a bill of rights. They asserted that a bill of rights was essential to protect civil liberties and to limit the power of a strong federal government. Their arguments and opposition succeeded in winning a promise from Federalists—Madison, in particular—to add a bill of rights.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Understanding the Bill of Rights (SL.4.1, SL.4.3)

45 MIN

Materials: Internet access, paper, pencil or pen



Background for Teachers: Download and preview the “Bill of (Your) Rights” song before class, and prepare sufficient copies of the lyrics to distribute to students. Preview the Bill of Rights game to learn its functionality, and prepare sufficient computer stations for students to play the game in pairs and triads. If computer stations are unavailable, this can be conducted as a whole class activity, with students in small groups and the teacher calling on a specific group to respond to each question.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and game may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute the lyrics to the “Bill of (Your) Rights” song. Play the song for students, and listen as a class. Encourage students to read along with the lyrics. Play the song a second time, and ask students to sing along.

Then, to review the first ten amendments, direct students to work in pairs and triads to play the Bill of Rights game, either at computer stations or as a class. Explain that in this game, they will navigate through the buildings in town to answer questions about rights missing from the amendments. When they have “found” all the rights, they will have a complete Bill of Rights. Tell students to take turns navigating and answering the questions.



The First Amendment: What's Fair in a Free Country? ACTIVITY LENGTH FLEXIBLE

Materials: Internet access plus any materials listed in online lesson plan



Background for Teachers: Read through the The First Amendment: What's Fair in a Free Country? lesson plans, and decide which activities you will complete with the class. Assemble any materials necessary for the activities you choose.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the lesson plans may be found:

www.coreknowledge.org/ckhg-online-resources

The activities in The First Amendment: What's Fair in a Free Country? help students explore the rights and responsibilities associated with the First Amendment in terms they can understand. The activities apply First Amendment rights to situations that relate to students' daily lives, such as the school playground.



That's Not Fair!

ACTIVITY LENGTH FLEXIBLE

Materials: one or more copies of *That's Not Fair! Getting to Know Your Rights and Freedoms* by Danielle S. McLaughlin



Background for Teachers: Preview the stories in *That's Not Fair: Getting to Know Your Rights and Freedoms*, and choose one or more to use in the activity. The book contains six stories, each of which addresses a different right. Two options are presented below for using these stories in the classroom. You may use either option or adapt them to your needs.

Option 1: One Story

Choose one of the following stories. The parenthetical text indicates the rights that are addressed in each story.

Mayor Moe's Mess (Freedom of Religion)

Mayor Moe and the Lost Chain (The Right to Privacy; Freedom from Search and Seizure)

Mayor Moe See Stars (The Right to Life, Liberty, and Security)

Mayor Moe and the Nasty News (Freedom of the Press)

Mayor Moe and the Important Personage (The Right to Peaceful Assembly and Freedom of Expression)

Mayor Moe's Dilemma (The Right to Equal Treatment and Freedom from Discrimination)

Read aloud the story. Use the questions at the end of the story as the basis of a class discussion about the right(s) that are addressed in the story.

Option 2: Multiple Stories

Organize students into small groups. Assign each group one story.

Have each group use its assigned story to create a skit or Reader's Theater.

Have groups perform their skit or Reader's Theater for the class.

Use the group performances, and the discussion questions at the end of each story, to spark class discussion about rights and freedoms.

Our Constitution Today

The Big Question: What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?

Primary Focus Objectives

- ✓ Describe enduring strengths of the Constitution. (RI.4.2)
- ✓ Explain the four guiding principles of the Constitution. (RI.4.2)
- ✓ Compare and contrast powers of the federal government and state government under the Constitution. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigration* and *impeach*. (RI.4.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Our Constitution Today”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

- computer workstations or digital devices with Internet access

Core Vocabulary (Student Reader page numbers listed below)

immigration, n. the act of moving from one country to another country to live (83)

Example: Immigration encourages an exchange of ideas among peoples from different cultures.

Variations: immigrate (verb), immigrant (noun)

impeach, v. to bring formal charges against a government official (84)

Example: A president can be impeached if he does something that is not permitted by the Constitution.

Variations: impeaches, impeached, impeachment (noun)

Introduce “Our Constitution Today”

5 MIN

Use the Chapter 9 Timeline Image Cards to review the events surrounding the ratification of the Constitution and adoption of the Bill of Rights. Review the major principles in the Constitution: the federal system, separation of powers, checks and balances, unalienable rights.

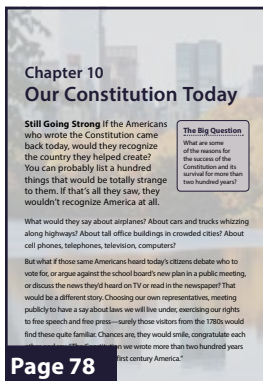
Read aloud the Big Question. Tell students to keep this question in mind as they read the final chapter in the unit.

Guided Reading Supports for “The Constitution Today”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Still Going Strong” and “Not Too Much, Not Too Little,” Pages 78–82



Page 78



Page 79

Scaffold understanding as follows:

Have students read independently or with a partner the sections “Still Going Strong” and “Not Too Much, Not Too Little” on pages 78–82.



SUPPORT—Draw attention to the picture of the U.S. Capitol on page 81. Invite a volunteer to read aloud the caption. Ask students to use the information in the caption to identify the branch of government that meets in the U.S. Capitol. (*Congress, the legislative branch*)

After students have read the text, ask the following questions:

EVALUATIVE—According to the text, how is life in the United States today similar to life in the 1780s?

- » Today, we still have the Constitution, we choose our own representatives, we meet publicly to have a say about laws we will live under, and we exercise our rights to free speech and free press.

Why has this Constitution lasted so long? The short answer is that for two-hundred-plus years, the Constitution has served the American people well. How, exactly, has it done that?

Not Too Much, Not Too Little

One of the great features of the U.S. Constitution is that it doesn't try to say or do too much. Do you remember how a well-made constitution is like the framework of a house? How ordinary lives are like the furniture that fits inside?

The people who wrote our Constitution, however, never confused the house with the furniture. They didn't try to write rules for every small detail of government. They set down the main framework of government, and that's all.

Why is that important? What's wrong with a constitution that spells out little details of government? What's wrong is that nobody, no matter how wise, can possibly guess what life will be like many years in the future. Remember that a good written constitution should not be too easy to change. If you load up your constitution today with a lot of rules that may make no sense tomorrow, your constitution is not going to work well for very long.

Here's an example: How many people should each member of the House of Representatives represent? The Constitution says that each member has to represent at least thirty thousand people. It could be more, though. How many more? The Constitution doesn't say. It lets each future generation decide for itself. A good constitution had said, "each member exactly thirty thousand people."

Page 80



Page 81

LITERAL—According to the text, why has the Constitution lasted as long as it has?

- » It does not try to do too much. It created a framework of government but did not include lots of details that could become out-of-date.

LITERAL—How many times has the Constitution been amended?

- » It has been amended twenty-seven times: the Bill of Rights plus seventeen other amendments.

“Four Guiding Principles,” Pages 82–85

Scaffold understanding as follows:

Invite a student volunteer to read aloud the first two paragraphs of the section “Four Guiding Principles,” on page 82.

SUPPORT—On the board or chart paper, create a web diagram with four spokes. Label the center of the diagram “Guiding Principles of the Constitution.” As the class reads the section, add one guiding principle to the end of each spoke: consent of the governed, limited government, separation of powers, and federalism. Work with students to build out the web with details from the text.



SUPPORT—Draw students’ attention to the sentence, “We do it in the towns and cities in which we live.” Help them identify local institutions where the people have representation. (*school board, town council, county commission, mayor’s office, village president, town manager, etc.*)

CORE VOCABULARY—Read aloud the next two paragraphs of the section “Four Guiding Principles,” on the top of page 83. Stop to explain the meaning of the Core Vocabulary term *immigration* when it is encountered in the text.

SUPPORT—Add details about limited government to the class web diagram.

With our population today there would be more than nine thousand members sitting in the House of Representatives—that is, if they could find seats!

So one reason the Constitution has lasted all this time is that it does not try to do more than a constitution should. In fact, after tacking on the Bill of Rights—the first ten amendments—in 1791, we Americans have amended our Constitution only seventeen more times.

Four Guiding Principles

The Constitution has served the American people well for so long for another reason: It is built on four strong guiding principles. The first of these guiding principles is the one that Thomas Jefferson stated in the Declaration of Independence: Governments get “their just powers from the consent of the governed.”

Do you remember what that means? To put it simply, it means that “we the people” rule. We rule by choosing the people who represent us in government. We do this on the national level. We do it on the state level.

We do it in the towns and cities in which we live. If we like the job our representatives have done, we can reelect them. If we don’t like it, we can choose others to represent us.

Page 82

The second guiding principle is limited government. The Constitution lists many things the national government may do. It can collect taxes and borrow money. It can control trade between the United States and other countries. It can make laws about immigration and citizenship. It can coin and print money, run a postal service, and create new courts. It can create an army and a navy, and it can declare war and make peace. Those are a lot of powers, to be sure.

But the Constitution also states many things the national government may not do. Most important, the Constitution prevents the government from interfering with the freedoms and liberties of the people. The Bill of Rights spells out still other limits on the federal government. The principle of limited government is what guarantees our freedoms and guards against the possibility of government becoming too powerful.

The third guiding principle built into our Constitution is the separation of powers. The responsibility for government to the United States is split among three branches of government. They are the legislative branch, the executive branch, and the judicial branch.

The legislative branch, or Congress, make the laws. The executive branch, headed by the president, carries out the laws. The judicial branch handles challenges to those laws and can decide whether they are permitted by the Constitution. If not, the law is unconstitutional. The Supreme Court can also find actions by

Page 83

the president to be unconstitutional. Congress can impeach and remove the president or individual judges.

With the powers of government separated in this way, no one branch of government can do whatever it wants. No one branch can ride roughshod over the other two. Each branch is checked and balanced by the other two.

The fourth guiding principle is federalism. As you have learned, federalism is the system of dividing the powers of government between the national government and the state governments. But the trick to making a federal system work well is to give each level of government the jobs it does best. The writers of our Constitution did a brilliant job of dividing up powers the right way.

The Venn diagram lists some of the powers the Constitution grants to the national government and some of the powers that

Vocabulary

impeach, v. to bring formal charges against a government official

Powers of the National Government

- Administer justice
- Declare war and make peace
- Create a military
- Control trade between states and with other countries
- Print and coin money
- Make laws for citizenship

Powers of the State Governments

- Conduct elections
- Set qualifications for voting
- Set qualifications for the state
- Set national governments
- Establish the marriage and divorce laws
- Set up public schools and welfare

Some Shared Powers

- Collect taxes
- Establish courts
- Set up court systems
- Make laws to provide for public health, safety, and welfare

Federalism

Page 84

remains with the states. On that same diagram, you'll see an area where the powers overlap. These powers are shared, meaning that both the national government and the states have these powers. The power to tax, for instance. The national government needs this power to pay for our armed forces and many other things. But the state governments also need this power to pay for building roads and running schools.

So now you know many of the reasons why our Constitution has lasted more than two hundred years. There is, however, one other reason for the success of the U.S. Constitution. It is American people. We have respected the Constitution, and we have taken care to preserve it. And in return, the Constitution has taken care of us.

Page 85

Invite student volunteers to read aloud the next three paragraphs of the section, on pages 83–84.

CORE VOCABULARY—Stop to explain the meaning of the word *impeach* when it is encountered in the text.

SUPPORT—Add details about separation of powers to the class web diagram.

Read aloud the next two paragraphs of the section on pages 84–85.



SUPPORT—Draw students' attention to the Venn diagram on page 84.

Remind students that powers saved for the states are called “reserved powers.” Those granted to the federal government are called “delegated powers.” Point out that the two levels of government—federal and state—also share several powers.

SUPPORT—Add details about federalism to the class web diagram.

Invite a student volunteer to read aloud the last paragraph in the section.

After the volunteer has read the text, ask the following questions:

LITERAL—What are the four guiding principles of the Constitution?

- » The principles are consent of the governed, limited government, separation of powers, and federalism.

LITERAL—What is one important way the Constitution limits the federal government?

- » Possible responses: It lists what the government can do. It lists what the government cannot do. It has a Bill of Rights that guarantees rights and freedoms.

INFERENTIAL—How does the separation of powers help provide for limited government?

- » It makes sure that each branch of government checks and balances the powers of the other branches.

LITERAL—What is federalism?

- » It is the system of dividing powers between the national government and the states.



LITERAL—What are some powers that only the national government has?

- » The national government can admit new states, declare war, make peace, create a military, control trade between states, control trade with other countries, print and coin money, and make laws about citizenship.



LITERAL—What are some powers that only the state governments have?

- » State governments conduct elections, set qualifications for voting, control trade inside the state, set up local governments, make laws for marriage and divorce, and set up public schools.

LITERAL—What are some powers that are shared by national and state governments?

- » Both national and state governments collect taxes, borrow money, set up courts, and make laws about public health and safety.

EVALUATIVE—Why do the federal and the state governments share certain powers under the federal system?

- » Part of the federal system is giving each level of government the jobs that it can do best. Some jobs of government, like raising taxes, are important for both national and state governments to exercise.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?”
 - » Key points students should cite include: The Constitution has lasted because the Framers did not write too many details into the document. It has a flexible structure that allows the nation to grow and the law and government to grow with it. The Framers also made the Constitution adaptable by including a means for amending it, without making it too easy or too hard to do so.
- Choose one of the Core Vocabulary words (*immigration* or *impeach*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



It's Your Turn! (SL.4.1, SL.4.2)

45 MIN

Materials: Internet access, paper, pencil or pen, sufficient computer workstations or digital devices



Background for Teachers: Preview the online games in order to learn their functionality and be better prepared to assist students and answer questions. Prepare sufficient computer stations so that students may work individually or in pairs.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the games may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that under federalism, the United States actually has three levels of government—federal, or national; state; and local. Local government refers to county and municipal (or city and town) government. Each of these levels has overlapping powers, like raising taxes to pay for public services, as well as its own distinct powers and responsibilities. For example, all three levels can collect taxes, but they might spend that money in different ways. The structure of government across these three levels is similar, too. State and local governments each have their own legislative, executive, and judicial bodies and officials. Most important, citizens participate at all three levels of government and influence all three branches. They can run for office, get unelected jobs in government, vote, petition government, write letters and call elected officials, serve on juries, organize civic actions like nonviolent protests, volunteer, learn how government works and pay attention to current events, and more!

Tell students that today they will learn more about how different levels of government work by taking on different roles in government—and as citizens—to make important decisions. Instruct students to work individually or in pairs. They will have the opportunity to play one or two iCivics online games. Before they begin, ask students to divide a sheet of paper into three columns. They will write the name of each game that they play at the top of each column. For each game, they should record key decisions that they make, the consequences of those decisions, and the most important concepts that they learn from the game.

Write on the board the groups numbered below. Count around the room to assign each student (or pair) a number. Instruct students to play the three games listed for their group number. They should spend about thirty minutes on their games. Students with two games might spend ten minutes on one and twenty minutes on the other, or they might divide their time evenly.

- Group 1: Executive Command, We the Jury
- Group 2: Represent Me!, Immigration Nation
- Group 3: Branches of Power
- Group 4: Counties Work, Supreme Decision
- Group 5: People’s Pie, Power Play

When students have completed the games, regroup students so that each group has at least one person for each of the games listed. Have them share their experiences and what they learned with the other members of their group.



Three Levels of Government (RI.4.8, RI.4.9, W.4.4)

30 MIN

Activity Page



AP 10.1

Materials: sufficient copies of Three Levels of Government (AP 10.1); Internet access

Review the three branches of government (executive, legislative, judicial) and the purpose of each. Explain that every level of government—national, state, and local—has these three branches.

Distribute AP 10.1, Three Levels of Government, and work as a class to complete the row about national government using the information students read in this unit.

Have students work in teams to complete the rows about state and local government. Allow students Internet access to look up information they don't know, especially about local government.

Bring the class back together and review the information that belongs in the state government and local government rows. (*State: governor, state legislature, state supreme court; Local: mayor or village president, town council or city council, county court*)

Note: There is great variety in the structures of local governments so the correct answers for your class may be different than the answers provided above.



Get Out the Vote! (RI.4.8, RI.4.9, W.4.4, SL.4.1, SL.4.4)

15 MIN

Materials: paper, pen or pencil, appropriate reference materials or online access

Tell students that one of the most important ways that citizens participate in government is by voting. They vote for representatives as well as on issues, like taxes and new laws. They vote at all levels of government. So, who gets to vote? How do they vote, and when and where do they vote? Instruct students to use appropriate online and print references to find answers to these questions. Have them present their findings as a print or online voter's guide.

Teacher Resources

Unit Assessment: *The United States Constitution* 89

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Activity Pages

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- Three Levels of Government (AP 10.1) 111

Answer Key: *The United States Constitution* 112

The following nonfiction excerpt (Primary Source Document) can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt

- NFE 1: The Declaration of Independence

Unit Assessment: *The United States Constitution*

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) Edmund Randolph
3. What document did each state write after gaining independence from Britain?
 - a) a declaration
 - b) a constitution
 - c) a will
 - d) a compromise
4. What freedom did most state governments protect under law?
 - a) freedom of speech
 - b) freedom of assembly
 - c) right to a trial by jury
 - d) all of the above
5. Religious freedom means that you
 - a) believe in a god.
 - b) can build churches anywhere.
 - c) have the right to believe as you wish.
 - d) don't have to pay to go to church.
6. What did the Second Continental Congress do?
 - a) write the Constitution and elect the president
 - b) convince Britain to lower taxes and pull out troops
 - c) nominate convention delegates and choose a meeting place
 - d) run the war and write the Articles of Confederation

- 7. The Articles of Confederation**
- a)** allowed people to elect their representatives to the Congress.
 - b)** made the president of the Congress too strong.
 - c)** gave the central government too little power to be effective.
 - d)** failed to provide sufficient protections for states' rights.
- 8. In 1787, what rights did the Congress guarantee to settlers of the Northwest Territory?**
- a)** the same rights as people in the thirteen states
 - b)** the right to settle all land west of the Mississippi River
 - c)** the right to own and trade in enslaved people
 - d)** the same rights as Native Americans on reservations
- 9. What was the stated purpose, according to the Congress, of the Grand Convention of the States in 1787?**
- a)** to elect a president
 - b)** to recommend changes to the Articles of Confederation
 - c)** to write a new constitution
 - d)** to petition the states for money to pay foreign debts
- 10. Why didn't Patrick Henry attend the Grand Convention of the States in 1787?**
- a)** He didn't want to strengthen the central government.
 - b)** He didn't have time to attend conventions.
 - c)** He was serving as ambassador to England at the time.
 - d)** He wasn't elected as a delegate to the convention.
- 11. What idea in the Virginia Plan caused the most disagreement?**
- a)** The central government should protect Americans against foreign enemies.
 - b)** The central government should protect the liberties of Americans.
 - c)** The central government should make laws to govern trade among states.
 - d)** The central government should have higher powers than the states in certain areas.
- 12. A federal system of government is a system in which**
- a)** power is divided between different levels of government.
 - b)** the states have more power than the central government.
 - c)** the central government holds all legislative power.
 - d)** power is concentrated in one nationally elected leader.
- 13. What was the Great Compromise?**
- a)** Southern states would be allowed to import enslaved people for twenty more years.
 - b)** The national government would share power among three branches.
 - c)** One house of Congress would base membership on state population while the other would grant the same number of members to each state.
 - d)** Presidential and vice presidential candidates would be nominated from two political parties.

- 14.** How many states had to ratify the Constitution for it to become law?
- a)** seven
 - b)** nine
 - c)** eleven
 - d)** thirteen
- 15.** Which objection did the Anti-Federalists NOT make?
- a)** The Constitution gives too much power to the central government.
 - b)** The Constitution provides for a weak, ineffective chief executive.
 - c)** The delegates to the Constitutional Convention did more than they were supposed to do.
 - d)** The Constitution lacks a bill of rights to protect civil liberties.
- 16.** Who led the fight for a bill of rights after the Constitution took effect?
- a)** Thomas Jefferson
 - b)** Benjamin Franklin
 - c)** Alexander Hamilton
 - d)** James Madison
- 17.** Which statement most accurately describes the Constitution of 1787?
- a)** It provides a framework for government.
 - b)** It gives detailed rules for every aspect of government.
 - c)** It has proven nearly impossible to amend.
 - d)** It has become dated and obsolete today.
- 18.** Which power DOES NOT belong to the federal government of the United States?
- a)** the power to make marriage and divorce laws
 - b)** the power to levy and collect taxes
 - c)** the power to print currency
 - d)** the power to declare war and peace

B. Match the following vocabulary words with their definitions. Write the correct letter on the line.

Terms

- _____ 19. deliberate
- _____ 20. judicial
- _____ 21. unalienable
- _____ 22. impeach
- _____ 23. confederation
- _____ 24. ordinance
- _____ 25. executive
- _____ 26. compromise
- _____ 27. self-determination
- _____ 28. legislative

Definitions

- a)** a law or a government rule
- b)** a group of states joined together by a formal agreement
- c)** the ability of the people in a country to decide their own government
- d)** having the power to decide questions of law
- e)** to think about and discuss issues before reaching a decision
- f)** unable to be taken away or denied
- g)** having the power to make laws
- h)** when each side in a disagreement gives up some of what they want to reach an agreement
- i)** to bring formal charges against a government official
- j)** having the power to carry out and enforce laws

Performance Task: *The United States Constitution*

Teacher Directions: James Madison was not the only delegate to take notes during the Grand Convention of States, now known as the Constitutional Convention. However, he was the most thorough. His journal provides the basis of what historians—and the rest of us—know about the secret proceedings in Philadelphia from May 12 to September 17, 1787.

Have students consider what they have learned about the events leading up to, during, and after the convention. Instruct them to use the Student Reader, their Activity Pages, and their own notes to write a series of journal entries on the motivations, debates, and achievements of the convention. Encourage students to use the Student Reader to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide notes for eight journal entries, each 200 to 250 words in length, touching on the themes in the table below. They may use the Timeline Image Cards to help them organize their entries chronologically. Encourage students to be creative and include visual notes, such as charts or diagrams, to organize their ideas.

Theme	Notes
Reasons for Convention	Under Articles of Confederation, central government too weak to be effective. Central government can't compel states to contribute money to pay foreign debts or to contribute soldiers to raise army for security. Only notable accomplishment is Northwest Ordinance. States basically do what they want. Union in danger of collapse. Shays's Rebellion makes clear that government needs to be strengthened.
Conduct of Convention	Convention called in Independence Hall in Philadelphia. Twelve of thirteen states send delegates. Rhode Island declines to participate. Delegates elect a president of the convention, George Washington, to keep order and mediate. Delegates agree to keep proceedings secret until they have finished their work.
Important Principles	Convention wants to provide for republican government, based on that of the states, and embraces principles enshrined in Declaration of Independence and in existing state constitutions. Among these are consent of the governed, social contract theory, limited government, unalienable rights, and popular sovereignty. Over the course of the convention, proposals put forth principles of federalism, separation of powers, and checks and balances, as well as the protection of civil liberties in a bill of rights. Such rights include freedom of speech, freedom of the press, freedom of assembly, freedom of religion, separation of church and state, and trial by jury.

Major Proposals	<p>Virginia Plan: called for replacing the Articles with a new constitution that provided for a federal system of government in which a stronger federal, or national, government had supreme powers over the states in certain areas</p> <p>New Jersey Plan: small state plan; called for amending Articles to strengthen central government in specific ways rather than replacing them</p>
Compromises	<p>Great Compromise: Congress split into two houses. House of Representatives membership based on state population. Senate membership equal for all states.</p> <p>Three-Fifths Compromise: For purposes of representation, five enslaved persons would count as three persons.</p> <p>Slavery: The importation of enslaved workers could continue for twenty years, at which time Congress could ban the slave trade.</p>
Outcomes	<ul style="list-style-type: none"> • federal system with power shared among national, state, and local government • three branches of federal government: legislative, executive, and judicial • checks and balances among the three branches • a president to head the executive branch, elected to serve four-year terms • a bicameral Congress, with House of Representatives and Senate, for the legislative branch; representatives elected to two-year terms and senators elected to six-year terms • a Supreme Court, with chief justice and justices serving life-time appointments, to head judicial branch • the Constitution as “the supreme law of the land” • consent of the governed reflected in “We, the People of the United States” • amendment process • no bill of rights
Next Steps	<p>39 of 42 delegates approved and signed the Constitution. Agreed on ratification process that called for states to hold special ratifying conventions. Citizens of the states would elect delegates to the conventions to vote for or against ratification. Nine states had to vote to ratify Constitution for it to go into effect.</p>
Unfinished Business	<p>Debate continued as the Constitution went to the states. Federalists like Madison and Hamilton argued for the Constitution. Anti-Federalists like Henry argued against. Federalists added another compromise to win over Anti-Federalists: They promised to work on adding a bill of rights after the Constitution had been ratified and gone into effect. Madison personally promised to lead the fight—and he did so. In 1791, ten amendments known as the Bill of Rights were added to the Constitution.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their summaries using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they first think about their summaries.

Above Average	Journal entries are accurate, detailed, and clearly presented. Writing is engaging and demonstrates strong understanding of the content discussed in the unit. One or two minor errors may be present.
Average	Journal entries are neatly presented, mostly accurate, and somewhat detailed. Writing demonstrates a solid understanding of the content discussed in the unit. A few minor errors may be present.
Adequate	Journal entries are mostly accurate but lack detail. Writing demonstrates some understanding of the content discussed in the unit. Some errors may be present.
Inadequate	Journal entries are incomplete or demonstrate a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of historical events and concepts related to the Constitutional Convention of 1787. Major errors may be present.

Name _____

Date _____

***The United States Constitution* Performance Task Notes Table**

Use the table below to help organize your ideas as you refer to the *United States Constitution*. You should record detailed notes for each theme.

Theme	Notes
Reasons for Convention	
Conduct of Convention	<ul style="list-style-type: none">• Convention called in Independence Hall in Philadelphia.
Important Principles	
Major Proposals	
Compromises	
Outcomes	
Next Steps	
Unfinished Business	<ul style="list-style-type: none">• Debate continued as the Constitution went to the states.

Name _____

Date _____

Activity Page 1.1

Use with Chapters 1–3, 5

Thirteen Colonies Map



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

The Declaration of Independence

Use the table below to record details from Chapter 1 and from the excerpts of the Declaration of Independence in Nonfiction Excerpt 1.

English Practices the Colonists Wanted to Eliminate	Rights the Colonists Wanted to Guarantee

Name _____

Date _____

Activity Page 1.3

Use with Chapter 1

The Great Seal of the United States

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 _____

Activity Page 1.3 (continued)

Use with Chapter 1

The Great Seal of the United States

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 bricks 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 the 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 _____

Activity Page 4.1

Use with Chapter 4

The Articles of Confederation

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 government.
- _____ 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?

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

Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

For each word, write the letter of the definition.

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

Name _____

Date _____

Activity Page 7.1

Use with Chapter 7

The Three Branches of Government

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

This branch comprises Congress, which is divided into two houses:

1. _____

2. House of _____
_____3. The legislative branch _____
_____4. Each state has two _____
_____5. Representation in the House is based on _____

Executive Branch

6. This branch is headed by the _____
_____7. The executive branch _____

Judicial Branch

8. This branch is headed by the _____
_____9. The judicial branch _____

_____10. The powers of each branch are limited by a system of _____

Name _____

Date _____

Activity Page 7.1 (continued)

Use with Chapter 7

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 _____

Activity Page 7.2

Use with Chapter 7

Checks and Balances

Use the chart of checks and balances in the U.S. government to answer the questions that follow.

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

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

2. How can Congress check two foreign powers of the president?

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

Name _____

Date _____

Activity Page 7.2 (continued)

Use with Chapter 7

Checks and Balances

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

- 5.** How can the president check the power of Congress to make laws?

Name _____

Date _____

Activity Page 7.3

Use with Chapter 7

Constitutional Government Match-Up

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

_ _ _ _ _ _ _

7. leader known as the Father of the Constitution

_ _ _ _ _

8. the judicial branch's top level

_ _ _ _ _ Court

9. an unalienable right

_ _ _ _ _

Name _____

Date _____

Activity Page 7.3 (continued)

Use with Chapter 7

Constitutional Government Match-Up

- 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 _____

Activity Page 8.1

Use with Chapter 8

Domain Vocabulary: Chapters 5–8

Use the clues to answer the riddles below. You will not use all the words.

ambassador	amendment	bill of rights	compromise		
executive	federal	Federalist	judicial	legislative	posterity

1. I represent future generations who the Framers hoped would benefit from their efforts to form a long-lasting and effective government.

2. My branch of government checks the other branches by interpreting laws and applying the Constitution.

3. I am the system of government set up by the Constitution.

4. I am the branch of government responsible for making laws and approving presidential appointments.

5. Delegates to the convention had to reach me in order to resolve debates over the most difficult issues.

6. I get to visit other countries and negotiate treaties with foreign leaders.

7. The president and the vice president belong to my branch of government.

8. I happen when Congress realizes something in the Constitution needs to change—but the states have to approve me.

Name _____

Date _____

Activity Page 10.1

Use with Chapter 10

Three Levels of Government

	Executive Branch	Legislative Branch	Judicial Branch
National Government			
State Government			
Local Government			

Answer Key: *The United States Constitution*

Unit Assessment (pages 89–92)

- A.** 1. a 2. a 3. b 4. d 5. c 6. d 7. c 8. a 9. b
10. a 11. d 12. a 13. c 14. b 15. b 16. d
17. a 18. a
- B.** 19. e 20. d 21. f 22. i 23. b 24. a 25. j
26. h 27. c 28. g

Activity Pages

The Declaration of Independence (AP 1.2) (page 99)

- English Practices: usurpations; tyranny; governors refusing to pass needed laws; king's refusal to assent to laws; refusal to pass laws unless people give up representation; standing armies in times of peace without consent; cutting off foreign trade; imposing taxes without consent; depriving colonists of trial by jury; abolishing the free system of English laws in the colonies; establishing arbitrary governments and absolute rule
- Rights: unalienable rights; life, liberty, and the pursuit of happiness; representation in legislative bodies; election of representatives; consent

The Great Seal of the United States (AP 1.3) (pages 100–101)

- eagle, or American bald eagle
- 13 (thirteen)
- 13 (thirteen)
- 13 (thirteen)
- 13 (thirteen)
- 13 (thirteen)
- an eye in a triangle, above the pyramid
- MDCCLXXVI
- Answers may vary. Possible answer: the beginning of the new nation.

The Articles of Confederation (AP 4.1) (page 102)

1. T 2. F 3. T 4. F 5. F 6. T 7. F 8. T 9. The Articles did not give the central government enough power to be effective. 10. They decided to get the Congress to

call a special convention to strengthen the Articles. In reality, they wanted to replace the Articles.

Domain Vocabulary: Chapters 1–4 (AP 4.2) (page 103)

1. c 2. n 3. g 4. q 5. l 6. p 7. r 8. j 9. a 10. f 11. m
12. i 13. e 14. b 15. d 16. o 17. h 18. k

The Three Branches of Government (AP 7.1) (pages 104–105)

1. Senate 2. Representatives 3. makes laws
4. senators 5. population 6. president
7. enforces laws 8. Supreme Court 9. interprets laws
10. checks and balances

Students should add appropriate names of individuals serving as president, vice president, chief justice, as well as one or more senators, representatives, cabinet members, and justices.

Checks and Balances (AP 7.2) (pages 106–107)

- The Supreme Court can declare laws passed by Congress and presidential acts unconstitutional.
- Congress must approve treaties signed by the president. Congress has the power to declare war.
- The president cannot simply remove a justice from office for making a decision that goes against the president's will.
- Congress must approve presidential appointments to the Supreme Court.
- The president can veto laws.

Constitutional Government Match-Up (AP 7.3) (pages 108–109)

1. two 2. Washington 3. amendments 4. republican
5. three 6. Jefferson 7. Madison 8. Supreme
9. liberty 10. legislative 11. equal

Mystery Phrase: The Preamble

Domain Vocabulary: Chapters 5–8 (AP 8.1) (page 110)

1. posterity 2. judicial 3. federal 4. legislative 5. compromise 6. ambassador 7. executive 8. amendment

Three Levels of Government (AP 10.1) (page 111)

	Executive Branch	Legislative Branch	Judicial Branch
National Government	president vice president	Congress (Senate and House of Representatives)	Supreme Court federal courts
State Government	governor	state legislature	State Supreme Court
Local Government	Answers will vary. Mayor, village president, or town manager are likely answers.	Answers will vary. Town council or city council are likely answers.	Answers will vary. County courthouse or city hall are likely answers.



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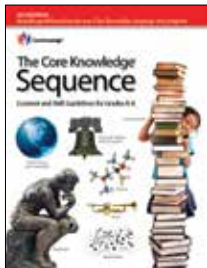
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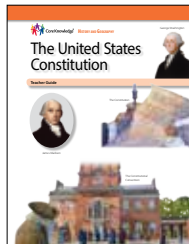
The United States Constitution

Core Knowledge History and Geography 4



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