



Core Knowledge®

HISTORY AND GEOGRAPHY

The Constitution

Making the Constitution



Teacher Guide



James Madison



Alexander Hamilton

Constitutional Convention



Making the Constitution

Teacher Guide



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Making the Constitution

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Making the Constitution
Teacher Guide

Core Knowledge History and Geography™ 2

Introduction

ABOUT THIS UNIT

The Big Idea

The U.S. Constitution has influenced democratic governments throughout the world. It has lasted longer than any other written national constitution in the world.

After the amazing defeat of the British army by the Americans, the colonies were at risk of falling apart because they had no government that could unify the states. This crisis spurred people to create a brand-new national government. It was a difficult task. The idea of creating a new government under a new written constitution faced opposition because people feared that a central government set above the individual states might bully the people as much as the British king had. But, ultimately, those in favor of a strong federal government—the Federalists—won over the majority of the voters. The constitution that they wrote still structures our lives in the United States.

What Students Should Already Know

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on a map and globe:
 - Asia; identify Asia as the largest continent with the most populous countries in the world
 - Europe
 - Africa
 - North America
 - South America
 - Australia
 - Antarctica
- how to identify major oceans: Pacific, Atlantic, Indian, Arctic
- how to find directions on a map: north, south, east, west
- how to identify and locate the following countries of North America: Canada, the United States, Mexico, and the countries of Central America
- how to locate the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
- how to locate the equator, Northern Hemisphere, Southern Hemisphere, and the North and South Poles on a map or globe
- The United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii.
- the names of their continent, country, state and state capital, neighboring states, and community
- how to explain and give examples of the following geographical terms when used in relation to the United States: *peninsula, harbor, bay, island, valley, desert, coast, prairie, and oasis.*

History

- features of the early Maya, Aztec, and Inca civilizations
- exploration and settlement of North and South America by Europeans during the 1400s and 1500s

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grade 1 will also be familiar with the following events and people:

- the establishment of thirteen English colonies on the East Coast of what later came to be known as the United States of America
- the American Revolutionary War, in which the colonists fought the British and declared their independence from Great Britain
- the Declaration of Independence, drafted by Thomas Jefferson, as the cornerstone of America’s democracy
- George Washington, Benjamin Franklin, and Thomas Jefferson as having played crucial roles in early American history

What Students Need to Learn

- why the American colonists fought the British in the American Revolutionary War
- the difficulties and challenges that the Americans faced at the end of the American Revolutionary War
- that the Constitution was created so that Americans would have written provisions giving power to the new American government and describing how it would work
- that the men who wrote the Constitution often had different opinions and did not always agree with one another
- the importance of compromise in creating the Constitution
- that James Madison is called the Father of the Constitution
- that the Constitution is considered the highest law of the United States of America
- that “We the people . . .” are the first three words of the Constitution; this phrase means that the government gets its power to make laws from the people—not a king or president—and that the people decide what laws there should be.
- that the first ten amendments to the Constitution are called the Bill of Rights

AT A GLANCE

The most important ideas in Unit 6 are:

- The decision to write the U.S. Constitution was the very first time that the people of a country agreed upon the power their government should have to make laws by which the people should live.
- The American government is based on the Constitution, the highest law of the United States of America.
- The Constitution established the principle of government by the consent of the people.

WHAT TEACHERS NEED TO KNOW

Only basic questions about the American government need to be addressed at Grade 2, such as: What is government? Why do we need government? What are some basic functions of our government? What is a constitution? In Core Knowledge schools, children in later grades will examine in more detail some specific issues and institutions of the U.S. government, including separation of powers and the relationship between state and federal governments.

What Is a Constitution?

Many countries and organizations—states, associations, and clubs, for example—have a constitution. A constitution is a set of laws that tells how that country (or organization) should be governed: what leaders there should be, how they should be chosen, and what their responsibilities are. It may include other things as well. Almost all constitutions have a few things in common:

1. They are written.
2. They are approved by the people of the country (or the members of the organization); usually they are written by delegates representing the people of that country or organization.
3. They can only be changed by the people of the country or organization.
4. They include a list of things that the leaders of the government or organization must do (for example, defend the country, issue money, or settle legal disputes) and specify how to choose these leaders.
5. They contain a list of things that the government or organization may not do (for example, violate citizens' rights).

Constitutions, as defined above, were actually an American invention. The idea of a written constitution approved by the people was developed by American colonists during the difficult years of their struggle for independence from Britain. The reason that leading Americans wanted independence from Britain was that they were convinced that the British government was doing things it had no rightful power to do. While the most famous of these actions was collecting tax money from colonists without letting them be represented in the debate over taxes, the British were also taking Americans to Britain for trial by British juries and refusing to agree to the decisions of colonial American legislatures.

But the colonists could not prove that Britain was exceeding its rightful powers, because Britain had no written constitution. American colonial leaders came to believe that a written constitution would serve as a safeguard against a government abusing its power, as the British government had done to them.

The first reason for creating written constitutions, then, was negative: to spell out the limits on governmental power. As each of the thirteen colonies broke off its relationship with Britain, its representatives wrote a constitution. Many of these constitutions began with a statement of citizens' rights against the government (a "bill of rights") and carefully went on to define what power the government had and what it was allowed to do.

But a second reason for creating written constitutions was to create a new kind of government, based on the will of the people. Americans were aware that they were doing something no people in history had done before: they were creating their own government based not on tradition but on reason.

UNIT RESOURCES

Teacher Components

The *Making the Constitution* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 54. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The *Making the Constitution* Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

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

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The *Making the Constitution* unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 11 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the *Making the Constitution* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the

Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Life After the American Revolutionary War	Why was life in America difficult after the American Revolutionary War?	independence, government, colonies, states
Chapter 2: Writing the Constitution	What did the state leaders who met in Philadelphia in 1787 do?	constitution, convention, president, compromise, documents, Founding Fathers
Chapter 3: Debating the Constitution	Why did some Americans want a bill of rights?	debating, liberty, national government, rights, freedom of religion, freedom of speech
Chapter 4: Explaining the Constitution	What did James Madison, John Jay, and Alexander Hamilton do to help Americans understand the Constitution?	elected, vote, Congress, law of the land, amendments
Chapter 5: A Closer Look at the Constitution	Why is it important to be able to amend, or change, the Constitution?	National Archives, above the law

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 81–84. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 2.1

AP 5.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—World Map (AP 1.2)
- Chapter 2—Map of the Original Thirteen American States (AP 2.1)
- Chapter 5—Preamble to the Constitution (AP 5.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. 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*

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 important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the *Core Knowledge Sequence*. The *Sequence* topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the *Core Knowledge Curriculum Series™* have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Catrow, David. *We the Kids: The Preamble to the Constitution of the United States*. New York: Puffin Books, 2005.

Krull, Kathleen. *Women Who Broke the Rules: Dolley Madison*. New York: Bloomsbury USA Children's, 2015.

Levy, Elizabeth. *If You Were There When They Signed the Constitution*. Illustrated by Joan Holub. New York: Scholastic Paperbacks, 1992.

Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution*. Illustrated by Giulio Maestro. New York: HarperCollins, 2008.

Pearl, Norman. *The U.S. Constitution (American Symbols)*. Mankato, MN: Picture Windows Books, 2006.

Spier, Peter. *We the People: The Constitution of the United States*. New York: Doubleday, 2014.

MAKING THE CONSTITUTION PACING GUIDE

_____’s Class

Note to Teacher: *Making the Constitution* is intended to be taught as the sixth unit of Grade 2 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Making the Constitution

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Making the Constitution

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Making the Constitution

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Life After the American Revolutionary War

Primary Focus Objectives

- ✓ Explain why the American colonists fought the British in the American Revolutionary War. (RI.2.1, SL.2.2)
- ✓ Explain the difficulties and challenges that the Americans faced at the end of the American Revolutionary War. (RI.2.1, SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *independence*, *government*, *colonies*, and *states*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- globe
- individual student copies of *Making the Constitution* Student Book
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- display copies from “Images to Introduce *Making the Constitution*”
Use this link to download the CKHG Online Resources for this unit, where the specific link to the images referenced above may be found:

[www.coreknowledge.org/
ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

What Teachers Need to Know

By the time of the American Revolutionary War, the British colonies on the Atlantic Coast of North America numbered thirteen, with a total population of two million people. In 1763, Britain and the colonies had just finished a lengthy war against the French in Europe and in North America. In North America, it was called the French and Indian War; in Britain, it was called the Seven Years’ War. This war cost Britain a great deal of money, which the British Parliament decided the colonists should help to repay through new taxes.

The colonists were not happy with the new taxes imposed by Britain. In Boston, the Sons of Liberty, led by Samuel Adams, mobilized to protest the tax against tea. They marched in the streets and held meetings by torchlight. In an event that became known as the Boston Tea Party, on December 16, 1773, a group of some fifty colonists painted their faces and dressed up as Mohawk Native Americans. These “Native Americans” boarded three British ships, the *Dartmouth*, the *Eleanor*, and the *Beaver*, which had

recently arrived with cargoes of tea. They went into each ship's hold and handed up the casks of tea. On deck, they opened the casks and poured ninety thousand pounds of tea into Boston Harbor.

The British Parliament responded by sending British soldiers to Boston in an effort to maintain order and prevent further protest.

In the American colonies, leaders called for a meeting of representatives from each colony to discuss a response to the actions of Parliament and the king. Twelve of the thirteen colonies sent delegates to a meeting in Philadelphia in the fall of 1774.

The First Continental Congress, as it was called, drafted and sent the Declaration of Rights and Grievances to King George III. As its name suggests, this document listed the colonists' rights as British citizens and their grievances against the actions of Parliament since 1763. In effect, the colonists were now asserting that only their legislatures had the right to tax them, and that only their legislatures had the right to pass laws for them. In their view, the British Parliament had no right to adopt any legislation concerning the colonies because the colonists had no representatives in Parliament.

Not long after the First Continental Congress, American colonists waged the first battle against British soldiers, leading to the start of the American Revolutionary War. The war, which lasted from 1775–1783, concluded with the colonists winning independence from Britain. However, by the end of the war, the Americans faced enormous challenges, including financial difficulties as well as the need to establish a new government.

THE CORE LESSON

Note to Teacher: This unit represents the first American history unit that students encounter in the Grade 2 CKHG units. Prior to beginning this unit, students will benefit greatly from a broad review of early American history that includes a summary of the establishment of the original thirteen colonies and the events leading up to the American Revolutionary War.

Review of Important Background Knowledge for This Unit

Please allocate thirty minutes of instructional time for the introduction below. This introduction references images in a separate PDF titled "Images to Introduce *Making the Constitution*," which we encourage you to download from the CKHG Online Resources for this chapter and to share as you guide students in discussing and reviewing the background knowledge essential for understanding the events described in the current unit, *Making the Constitution*.

Activity Page



AP 1.2



Introduce *Making the Constitution* by telling students that they will be starting a new unit about the beginning of our country, the United States of America. Distribute copies of the World Map (AP 1.2), and ask students to point to the approximate location of the United States as you demonstrate on both the globe and a display copy of the World Map.

Show the three images of Native Americans depicted in "Images to Introduce *Making the Constitution*."

Remind students that long before our country was known as the United States of America, there were Native Americans living in different areas of the country. **Guide students in describing what they see in these images.**

CHALLENGE—Students in Core Knowledge schools were introduced to various Native American cultural regions in Kindergarten. **Prompt students to share what they remember learning about Native Americans.** (Students may recall that they learned about different groups of Native Americans, including those who lived in the Eastern Woodlands, Southwest, and Pacific Northwest regions. Each group had their own type of housing, clothing, and means of obtaining food, depending on where they lived. Students may also recall that the early Native Americans explained naturally occurring phenomena and what was happening in the world around them as the result of actions by various supernatural forces. Students may, for example, remember Kokopelli, whom the Ancestral Pueblo of the Southwest believed was the rain god.)

Next, tell students that explorers and settlers from different countries in Europe, especially England, came to live in the same areas as the Native Americans.

Activity Page



Ask students to once again look at the World Map (AP 1.2) and to point first to the continent of Europe and then to the country of England, as you demonstrate on both the globe and a display copy of the World Map.

AP 1.2

Show and discuss the image of the English settlers in Jamestown, as well as the image of the Pilgrims in Plymouth, depicted in “Images to Introduce Making the Constitution.”

CHALLENGE—Students in Core Knowledge schools were introduced to the Jamestown and Plymouth colonies in Grade 1. **Prompt students to share what they remember learning about the Jamestown settlers and the Pilgrims.** (Students may recall that the early English settlers had difficulty surviving in their new land. Point out the Native Americans in each of the above images, and prompt students to explain that the Native Americans helped the early settlers by introducing them to the different kinds of plants that grew well in this country, so that the English settlers could plant and grow crops for food.)



Display the image of the Thirteen Colonies map, explaining that in the beginning, many English settlers came to live in the thirteen colonies. These colonies were eventually ruled by Britain’s King George III, who told the colonists that they would have to pay taxes on things they bought, such as British tea.

CHALLENGE—Students in Core Knowledge schools were introduced in Grade 1 to the increasing tension and disagreement that arose between the colonists and King George III, when the king decided to charge the colonists taxes on things such as tea. **Prompt students to share what they remember about the problems and events that occurred as a result of the taxes King George III charged the colonists.** (Students may recall the Boston Tea Party, in which the colonists, dressed as Native Americans, boarded British ships and threw all of the crates of tea into Boston Harbor.)

Next, display the image of the First Continental Congress, explaining that the leaders of the thirteen colonies finally came together in a meeting to write a letter to King George III, asking him to take away what they thought were unfair taxes. They also said that if he did not, the colonies would no longer buy anything from Britain.

Explain that the colonists and King George III were not able to reach an agreement about the British taxes. **Display the image of the Battle of Lexington, telling students that because they could not reach an agreement, the thirteen colonies and Britain went to war.** The war was called the American Revolutionary War.

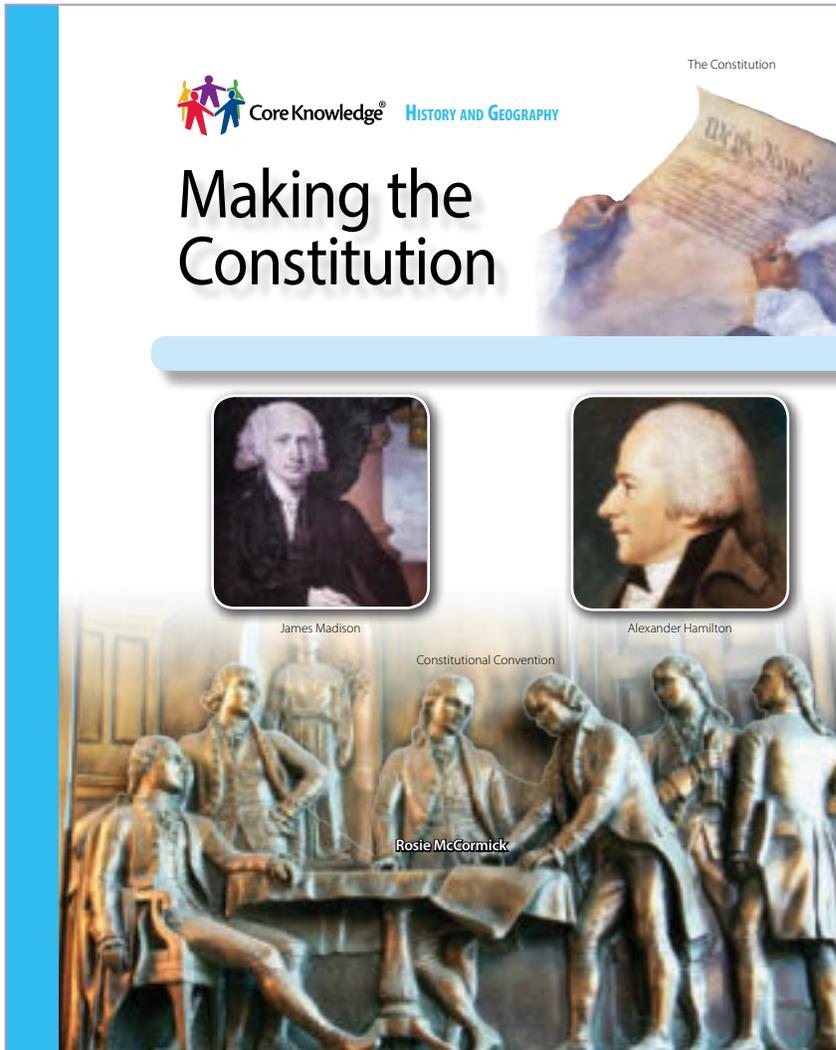
CHALLENGE—Students in Core Knowledge schools were introduced to the American Revolutionary War in Grade 1. **Prompt students to share what they remember about the American Revolutionary War.** (*Students may recall that the colonists won the Battle of Concord. They may also recall that the colonists and King George still could not come to an agreement about the British taxes.*)

Display the image of the Declaration of Independence and of the colonists signing the Declaration of Independence. Explain that after much discussion, the leaders of the thirteen colonies decided to declare their independence from Britain and King George. They wanted to be free of British laws, taxes, and King George.

Introduce *Making the Constitution* and Chapter 1: “Life After the American Revolutionary War”

Now distribute copies of the Student Book to the class. Tell students that the name of this unit is *Making the Constitution*. Explain that a constitution describes how the government of a country should work.

Guide students in looking at the cover images and captions and in describing what they see. Explain that in this book, they are going to learn about what happened in our country after the American Revolutionary War.



Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America after the American Revolutionary War.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 ... 2 ... 1 ... Back to America after the American Revolutionary War!,” and then ask students to open their eyes.

Tell students that the first chapter you will read aloud to them is called “Life After the American Revolutionary War.”

Big Question

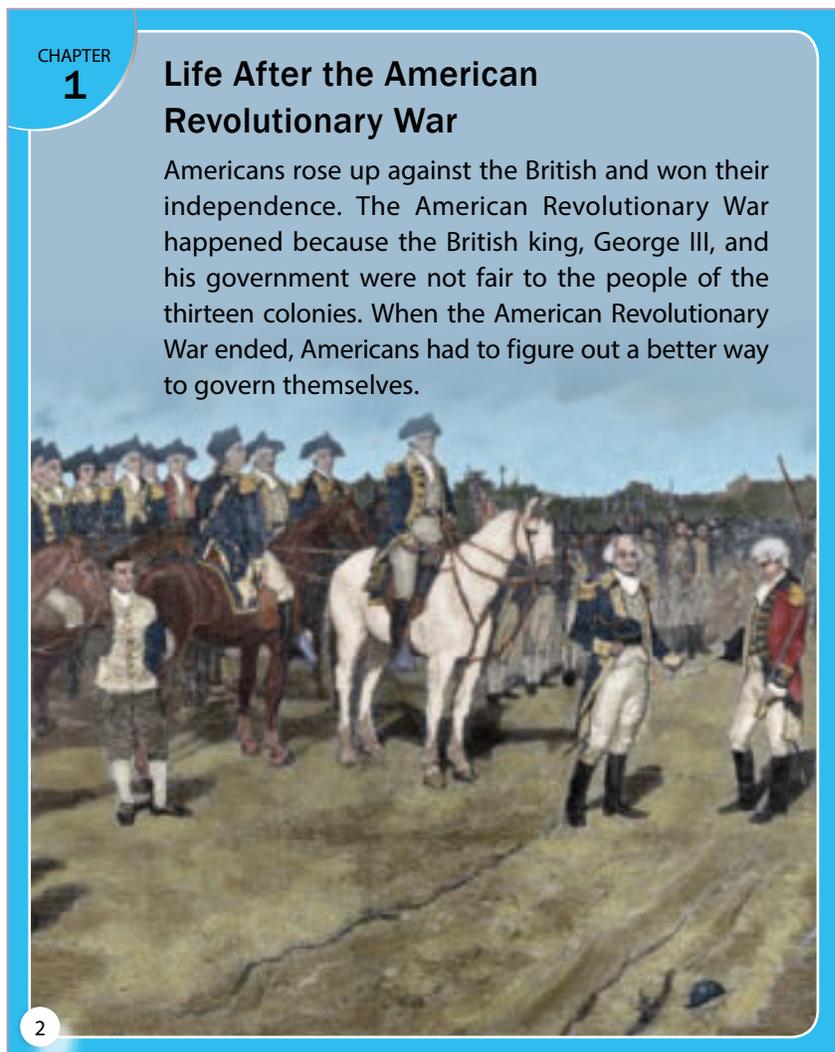
Why was life in America difficult after the American Revolutionary War?

Core Vocabulary

independence government colonies states

Chapter 1: “Life After the American Revolutionary War”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Ask students to listen carefully to find out what life was like in America after the American Revolutionary War.



CORE VOCABULARY—Explain that **independence** means making one’s own choices and not being under anyone else’s power or control. People living in America did not want to be under the control of the British king.

CORE VOCABULARY—Explain that a **government** is the body, or group, of people who help run a country or kingdom.

CORE VOCABULARY—Explain that **colonies** are places that are settled and controlled by people from another country.

SUPPORT—**Direct students to look at the image on page 2 of the Student Book.** Explain that the image shows what the end of the American Revolutionary War might have looked like. The men in blue jackets are members of the American army. The man on the white horse is George Washington, leader of the American army. The man in the red jacket is the leader of the British Army. He is surrendering to the Americans. The war ended when the British Army surrendered, or gave up.

Ask students the following questions:

LITERAL—From whom did the Americans win their independence?

- » The Americans won their independence from the British.

Note to Teacher: Students might also say that Americans won their independence from the British king or Britain. These answers would also be correct.

LITERAL—Why did the American Revolutionary War happen?

- » The American Revolutionary War happened because the British king, George III, and his government were not fair to the people of the thirteen colonies.

LITERAL—What did the Americans have to figure out after the American Revolutionary War ended?

- » After the American Revolutionary War ended, the Americans had to figure out a way to govern themselves.

Now ask students to look at the images on page 3 as you read aloud.

Creating a new government wasn't easy. Americans didn't agree on how much government they needed. In general, people wanted their new American government to have the power to govern, but they also wanted to make sure they could limit that power.



After all, the British government and King George III *had* gone to war against the thirteen colonies!

3

Ask students the following question:

LITERAL—Why was creating a new government difficult?

- » Creating a new government was difficult because people did not agree on how much government was needed.

Ask students to look at the images on page 4 as you read aloud.



SUPPORT—Explain that “to carry on” means to keep going, to continue with everyday life even though the situation is difficult.

CORE VOCABULARY—Explain that **states** are parts of a country that are controlled by the country’s government but that also have the power to make their own laws about some things.

Ask students the following questions:

LITERAL—Why were the years of fighting the British hard?

- » The years of fighting the British were hard because the men had to leave their farms and families in order to fight in the war. The women and children had to take care of themselves, their farms, and their homes without the men.

LITERAL—Why were some Americans angry and upset after the war ended?

- » Some Americans were angry and upset after the war ended because many families were poorer than they had been before the war.

EVALUATIVE—Why were strong leaders needed?

- » Strong leaders were needed to show that if people from all thirteen states worked together, America could become a strong country.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why was life in America difficult after the American Revolutionary War?

- » Life in America was difficult after the American Revolutionary War for several reasons. Many families were poorer. The people living in America also had to make a new government, and they couldn't agree on how much government they needed.

Activity Page **Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Writing the Constitution

Primary Focus Objectives

- ✓ Understand that the Constitution was created so that Americans would have a written set of rules describing how the new American government would work. (RI.2.1, SL.2.3)
- ✓ Understand that the men who wrote the Constitution often had different opinions and did not always agree with one another. (RI.2.1, SL.2.3)
- ✓ Understand the importance of compromise in creating the Constitution. (RI.2.1, SL.2.3)
- ✓ Recognize that James Madison is called the Father of the Constitution. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *constitution*, *convention*, *president*, *compromise*, *documents*, and *Founding Fathers*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 2.1

- internet access
- individual student copies of *Making the Constitution Student Book*
- teacher and individual student copies of Map of the Original Thirteen American States (AP 2.1)
- video clip about the meeting in Philadelphia

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

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

During the American Revolutionary War, the Second Continental Congress wrote and adopted the Articles of Confederation as the framework of government for a new country, while the colonists waged war against Great Britain. The Articles of Confederation were not exactly a constitution. They were more like an agreement or treaty among the various states. The states agreed to defend one another if attacked and not to make significant decisions, such as signing treaties or declaring war without the consent of the Congress.

When the war was over, the new United States continued to operate under this document. However, the Articles of Confederation had a number of shortcomings. For instance, there was no executive department to coordinate the actions of the states or to act for the country as a whole in dealing with foreign affairs.

Also, in Massachusetts in the winter of 1786, there was an uprising (Shays's Rebellion) against the state government by farmers who lacked money to pay their debts. It was put down, but it raised the possibility of a larger, more general revolt. If one came, would the government have the resources to deal with it? And what if Britain decided to attack again and reclaim its lost colonies? Could the states defend themselves?

When it became clear that the central government under the Articles of Confederation was not working, a convention was called to revise the document. Important men, such as George Washington and Benjamin Franklin, attended the Constitutional Convention as delegates, or representatives, of their states. Instead of revising the Articles, these delegates wrote the constitution under which we live today.

James Madison as the Father of the Constitution

The delegates to the Constitutional Convention voted to keep the proceedings secret, but James Madison, who represented 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 not a large man—he stood only five foot four—but he was one of the most intelligent and well-read men in America. He had read what the ancient and modern philosophers had to say about government and had served in the Congress during the war. He had also helped write the state constitution for Virginia. He came to believe that a democratic republican form of government could be set up for the whole United States and that it was needed to prevent a British takeover. He was persistent and hardworking in promoting this view before, during, and after the Constitutional Convention.

Madison was an active participant in the Constitutional Convention. He came up with the ideas for the Virginia Plan that Edmund Randolph introduced at the start of the Convention. This plan was debated and ultimately modified in various ways, but much of the framework of the Constitution we have today is based on Madison's Virginia Plan. Key elements of the plan include 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), a bicameral legislature of two houses, and the federal system itself.

The U.S. Constitution is a document that is the result of heated debate among men with differing viewpoints representing different parts of the country with sometimes competing interests. For example, Southerners James Madison and George Washington were farmers who used enslaved people to work on their farms and plantations, while Northerners Gouverneur Morris and Roger Sherman opposed slavery and called for its abolition. However, as Benjamin Franklin said in signing it, "I am not sure it is not the best."

THE CORE LESSON

Introduce "Writing the Constitution"

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud about what life was like after the American Revolutionary War:

- People living in the original thirteen colonies declared independence from Britain and King George III because they did not think that they were being treated fairly.
- The colonists fought against Britain in the American Revolutionary War.
- Life in America after the American Revolutionary War was not easy, because many people were poorer than they had been before the war.
- Americans needed to figure out how to create a new government; doing this was not easy.



AP 2.1



Display the Map of the Original Thirteen American States (AP 2.1), and remind students that since the thirteen colonies were now independent from Britain, they were no longer called colonies. Instead they were called states.

Read the name of each state as you point to it on the map.

Explain that in this Read Aloud, students will learn about a meeting of the leaders from most of the states that was held in the city of Philadelphia after the American Revolutionary War to decide what kind of government their new country should have.



Point to the city of Philadelphia on the displayed copy of the Map of the Original Thirteen American States.

If you have classroom access to the internet, play the brief video clip introduction to the meeting in Philadelphia. The link is provided in the CKHG Online Resources for this chapter.

Big Question

What did the state leaders who met in Philadelphia in 1787 do?

Core Vocabulary

constitution convention president compromise documents

Founding Fathers

Chapter 2: “Writing the Constitution”

Tell students to turn to page 5 in the Student Book, noting that this chapter is titled “Writing the Constitution.”

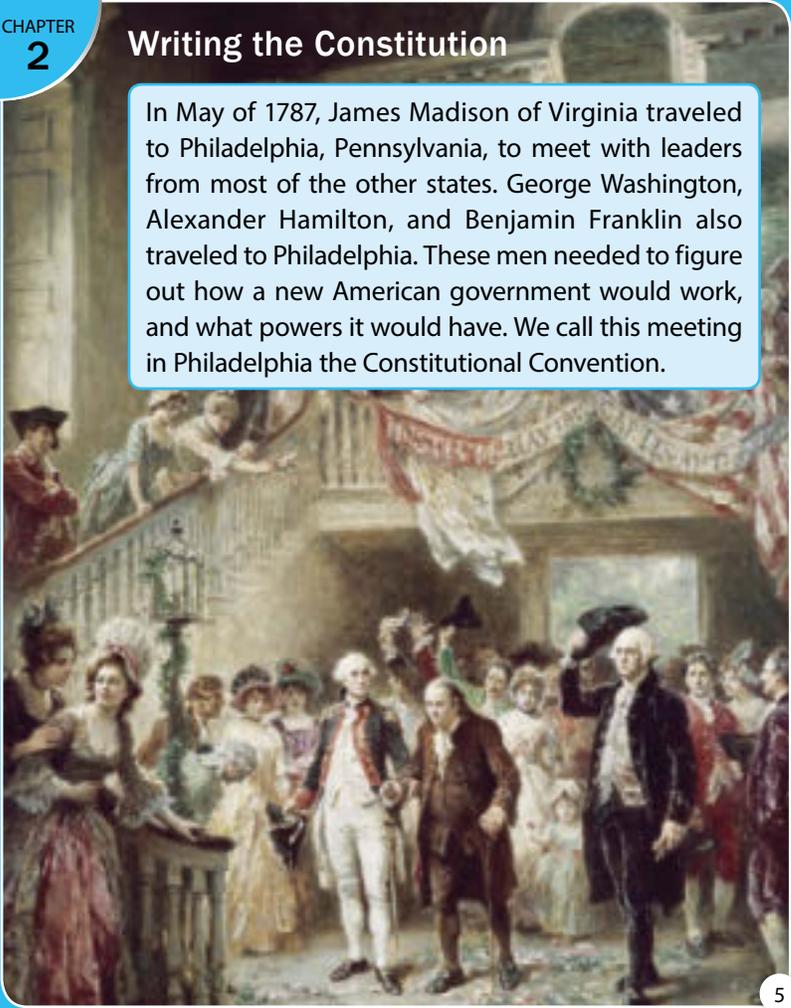
CORE VOCABULARY—Explain that a **constitution** is a set of rules that gives government power and explains how a country’s government works.

Ask students to look at the image on page 5 as you read aloud.

CHAPTER
2

Writing the Constitution

In May of 1787, James Madison of Virginia traveled to Philadelphia, Pennsylvania, to meet with leaders from most of the other states. George Washington, Alexander Hamilton, and Benjamin Franklin also traveled to Philadelphia. These men needed to figure out how a new American government would work, and what powers it would have. We call this meeting in Philadelphia the Constitutional Convention.



CORE VOCABULARY—Explain that a **convention** is a meeting. So the Constitutional Convention was a meeting, held in Philadelphia, to figure out how to create a new American government.

SUPPORT—Have students look at the image on the page. Point out George Washington (on the right, raising his hat). Remind students that George Washington was the leader of the American army during the American Revolutionary War. Point out Benjamin Franklin (in brown in the middle), and tell students that he was eighty-one years old, the oldest delegate at the Convention; also explain that he was an important leader and inventor.

Ask students the following questions:

LITERAL—Who were some of the leaders that traveled to meet in Philadelphia, Pennsylvania?

- » Some of the leaders who traveled to meet in Philadelphia were James Madison, George Washington, Benjamin Franklin, and Alexander Hamilton.

Note to Teacher: Individual students should be expected to name at least one leader.

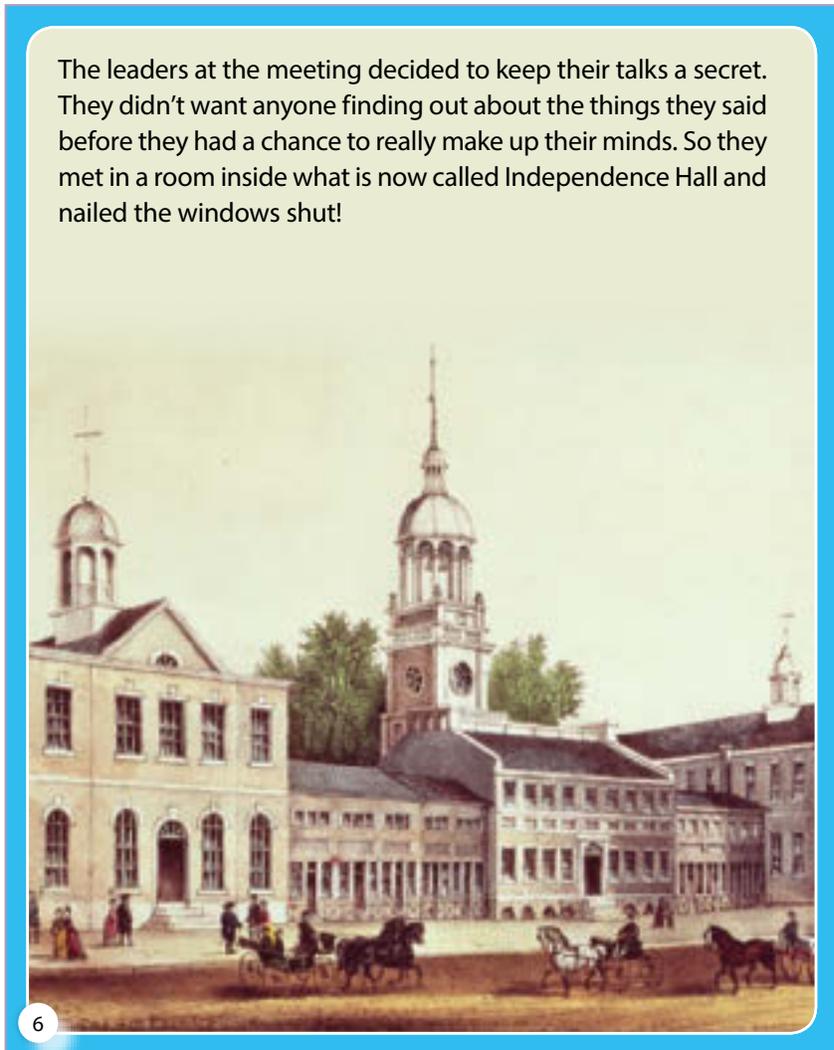
LITERAL—Why were the leaders traveling to meet one another?

- » They were traveling to figure out how a new American government would work and what powers it would have.

LITERAL—What was this meeting called?

- » The meeting was called the Constitutional Convention.

Now ask students to look at the image on page 6 as you read aloud.



SUPPORT—**Call students' attention to the image.** Ask them to describe what they see in the image that indicates that this scene in Philadelphia took place long ago. (*Students may mention the horse-drawn carriages, dirt road, and the clothing that men and women are wearing.*)

Also, call students' attention to the specific building where the leaders were meeting—that is, the middle building with the bell tower and tall steeple. Tell students that this is Independence Hall, where the colonial leaders met to discuss and sign the Declaration of Independence.

SUPPORT—Discuss with the class why the Constitutional Convention held secret sessions, closed to the public. **Ask students if the delegates would be able to maintain such secrecy if the Constitutional Convention were being held today.** (*Answers may vary.*) Point out that the delegates felt they needed to be able to talk frankly and to change their minds without having anyone overhearing and questioning what they said.

Explain that even then, many citizens were disturbed by the idea that a small group of men (all white people, no women, and no ordinary people) were making very big decisions about the nation's future in secret. **Ask students whether or not it was fair for people to be upset.** (*Perhaps it was fair to be upset, but, on the other hand, remember that the leaders present in Philadelphia, such as George Washington, were highly respected and trusted leaders during the American Revolutionary War.*)

Ask students the following question:

LITERAL—Why did the leaders at the meeting decide to keep their talks a secret?

- » The leaders kept their talks a secret because they didn't want anyone to find out what they were saying before they had made up their minds.

Ask students to look at the image on page 7 as you read aloud.





Ask students to refer to the Map of the Original Thirteen American States (AP 2.1), and help them again locate Philadelphia, where the leaders met.

Then ask if they remember what state Philadelphia is in (*Pennsylvania*), and have them point to the state on the map.

Ask students the following question:

LITERAL—What was it like inside Independence Hall?

- » Independence Hall was hot inside because it was summer. The leaders were hot and sometimes got angry with one another and disagreed.

Now ask students to look at the images on page 8 as you read aloud.

The state leaders argued a lot. Some of the men at the convention did not want to give one person—the president—too much power. During that long, hot summer, each leader had to compromise. This meant that they all had to accept that they would not get exactly what they wanted.



Finally, on September 17, 1787, the state leaders finished their work and signed what they called the Constitution of the United States. It was a plan for a new system of government.



8

CORE VOCABULARY—Explain that a **president** is the elected leader of a country.

CHALLENGE—Challenge students to name the current president of the United States.

CORE VOCABULARY—Explain that to **compromise** means to give up something in order to reach an agreement.

SUPPORT—Direct students’ attention to the image at the top of the page. Have them point to the man in dark green clothing, standing on the raised platform. Explain that this is George Washington. He was chosen as the leader of the meeting because everyone respected him, due to the way he led the American army during the war.

Ask students the following questions:

LITERAL—What did the men at the convention argue about?

- » The men at the convention argued about how much power to give the president.

LITERAL—What did the leaders decide to do?

- » The leaders decided to compromise, which meant they all had to accept that they would not get exactly what they wanted.

EVALUATIVE—Why was the creation of the Constitution important?

- » The creation of the Constitution was important because it meant the new country now had a plan for the new American government.

Ask students to look at the image on page 9 as you read aloud.

The Constitution is thought to be one of the most important documents ever written. James Madison is known as the Father of the Constitution, a title he earned for working hard to make sure the Constitutional Convention happened.



Did you know that the leaders who declared America’s independence are known as our Founding Fathers?

9

CORE VOCABULARY—Explain that **documents** are written pages of information.

CORE VOCABULARY—Explain that the **Founding Fathers** were the group of leaders who united the original thirteen colonies, led them in the American Revolutionary War against Great Britain, and declared America’s independence from Great Britain. George Washington, Benjamin Franklin, Alexander Hamilton, John Adams, James Madison, and Thomas Jefferson are some of the people considered to be among the Founding Fathers.

SUPPORT—Explain that the person depicted on page 9 is James Madison.

Ask students the following question:

LITERAL—Who is known as the Father of the Constitution?

- » James Madison is known as the Father of the Constitution.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK— What did the state leaders who met in Philadelphia in 1787 do?

- » The state leaders who met in Philadelphia in 1787 created the Constitution for the United States of America.

End today’s Read Aloud by telling students the famous story of how, as the delegates were signing the Constitution at the end of the Constitutional Convention, Benjamin Franklin spoke up. All during the meeting, he said he had been looking at a carving of a sun on the back of the chair in which George Washington had been sitting. (Tell students that Washington had been elected president of the Convention.) Franklin said that he had not been able to decide whether that sun was rising or setting. But now that the Constitution had been agreed on, Franklin said that he now knew that he had been looking at a rising sun. Ask students to discuss what Franklin meant.

Additional Activities



Visiting Independence Hall

Materials Needed: internet access, capability to display internet in classroom, sufficient copies of *Making the Constitution* Student Book



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

www.coreknowledge.org/ckhg-online-resources

Tell students that they will be taking a virtual field trip to Independence Hall, where the Constitutional Convention was held. Also tell them that fifty-five American leaders traveled to the Constitutional Convention in Philadelphia to discuss and decide what kind of American government they should have.

Play the C-SPAN video, *Declaration of Independence & Constitution—Independence Hall (preview)* (03:04). Lead a discussion asking students what issues or problems the delegates may have faced in thinking about how to bring the colonies together as one country.

Distribute the *Making the Constitution* Student Books, and have students turn to page 6. Point out the middle building in the image. Identify it as Independence Hall, where the delegates met to write the new Constitution. Point out the domed clock tower, and tell students they are going to see what the inside of the tower looks like. Then show students *Independence Hall Tower Tour* (04:11). Ask students what questions they might ask the tour guide.

James Madison, the Father of the Constitution

Activity Page



AP 2.1

Materials Needed: internet access; capability to display internet in classroom; sufficient copies of *Making the Constitution* Student Book; drawing paper for each student; pencils; crayons, colored pencils, or markers; display copy of Map of the Original Thirteen American States (AP 2.1)



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

www.coreknowledge.org/ckhg-online-resources

Tell students that in this activity, they will get to know James Madison, the Father of the Constitution, better. Point out the state of Virginia, where James Madison was from, on the Map of the Original Thirteen American States. Tell students that they are going to take a virtual tour of Madison's home, Montpelier, in Virginia.

Play the video, *James Madison's Montpelier* (02:29). Remind students that the United States of America during Madison's time was much smaller than it is today and that the landscape looked very different. Pause the video after the analogy comparing the Constitution to the forest (1:00 mark), and ask students what they think this comparison means (*the creation of the Constitution was complex and interconnected*).

Distribute the *Making the Constitution* Student Book, and have students turn to page 9. Explain that the man shown in the image on page 9 is James Madison. Then have students turn to page 14. Explain that the man on the left in the row of portraits is also James Madison.

Hand out the drawing paper. Tell students to draw their own portrait of Madison, referring to the images on pages 9 and 14 as needed. Have them sketch their portraits first in pencil and then color them. Encourage students to create borders around their portraits and to show symbols of Madison's life based on what they heard in the Read Alouds and saw in the videos.

Debating the Constitution

Primary Focus Objectives

- ✓ Understand why some Americans were worried about creating the Constitution. (RI.2.1, SL.2.2)
- ✓ Explain why many Americans wanted the Constitution to include a bill of rights. (RI.2.1, SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *debating, liberty, national government, rights, freedom of religion, and freedom of speech.* (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Making the Constitution* Student Book

What Teachers Need to Know

Americans who had lived through the American Revolutionary War were exceedingly aware of the perils of giving any government too much power. This explains why certain delegates were uneasy about creating the Constitution; they worried about repeating the mistakes of the past by creating the same kind of government they were trying to escape. Virginia’s delegate, Patrick Henry, refused to attend the convention because he didn’t want to give the central government more power, fearing it would endanger the rights of states and individuals.

As a result of this apprehension, some Americans wanted to include a bill of rights in the Constitution. In 1789, James Madison—who was a member of the newly established U.S. House of Representatives—introduced nineteen amendments to the Constitution, twelve of which Congress adopted. Ten of those amendments became known as the Bill of Rights and became part of the Constitution in 1791. The Bill of Rights guarantees individuals freedom of speech, religion, press, and the right to bear arms, the right to assemble peacefully, protection from unlawful search and seizure, and the right to a public trial by a jury of their peers. Although there have been thousands of proposed amendments since the Bill of Rights was adopted, only seventeen more amendments have been added to the Constitution. This is largely because the amending process is so difficult.

Introduce “Debating the Constitution”

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud about writing the Constitution:

- Leaders from most states met in Philadelphia at Independence Hall to figure out how the new American government should work.
- The state leaders met in secret so that they could openly discuss their opinions, without word getting out to anyone else until they had made up their minds.
- The state leaders argued about many things. In the end, they all had to compromise and accept that they would not get exactly what they wanted.
- The leaders finally finished and signed the Constitution.

Tell students that in this chapter, they will hear about what happened next. Explain that even after state leaders had signed the Constitution, their work was not the last step. The people in each state needed to review and approve the Constitution and agree to obey its laws. So, there were constitutional conventions in the individual states, where there were more debates. Once again, people would try to convince one another and would have to decide whether or not to compromise.

Big Question

Why did some Americans want a bill of rights?

Core Vocabulary

debating liberty national government rights freedom of religion
freedom of speech

Chapter 3: “Debating the Constitution”

Tell students to turn to page 10 in the Student Book, noting that this chapter is titled “Debating the Constitution.”

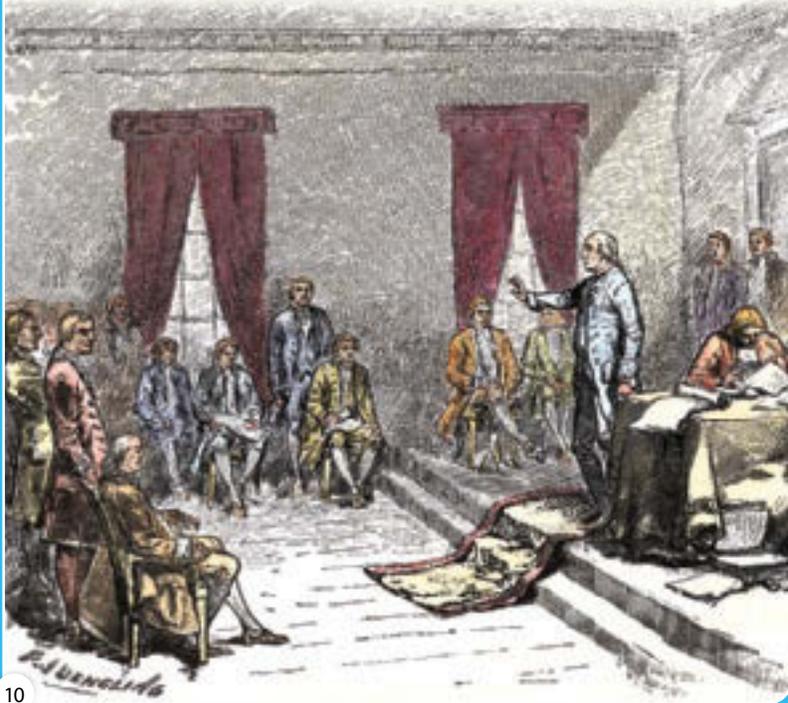
CORE VOCABULARY—Explain that **debating** is discussing or arguing with people whose opinions are different from your own.

Ask students to look at the image on page 10 as you read aloud.

CHAPTER
3

Debating the Constitution

Each state had to decide if it would approve the Constitution. This meant that the people in each state had to figure out for themselves if they thought that the Constitution was a good idea. The new American government could begin only if at least nine of the thirteen states voted yes.



10

SUPPORT—Remind students that the Constitution gives power to the government to make laws, and that laws are rules made by the government of a country, state, or city.

CHALLENGE—Give students examples of laws that affect their daily lives, such as those requiring mandatory school attendance and those mandating that we wear seat belts in a car. Challenge students to identify other laws that they encounter every day. (*Possible responses: crossing the street at a crosswalk, stopping at a red light, wearing a helmet when on a bicycle, if your community has such a law*)

Ask students the following questions:

LITERAL—What did each state have to decide?

- » Each state had to decide if it would approve the Constitution.

LITERAL—What was needed in order for the Constitution to be approved, so that the new American government could begin?

- » At least nine of the thirteen states had to vote yes to approve the Constitution.

Now ask students to look at the image on page 11 as you read aloud.

Today, it might be hard to imagine that anyone was against the Constitution. But some of the most famous Americans of the Revolutionary War were worried. Patrick Henry of Virginia, who once said, “Give me liberty or give me death,” thought the new Constitution gave too much power to the national government.



11

CORE VOCABULARY—Explain that **liberty** means freedom.

CORE VOCABULARY—Explain that a **national government** is a government that controls the whole country.

Ask students the following question:

LITERAL—Why were some Americans against the Constitution?

- » Some Americans were worried that the new Constitution gave too much power to the national government.

Ask students to look at the image on page 12 as you read aloud.

One big worry was that the Constitution itself did not list the rights and freedoms that all Americans should have. Some people wanted a bill of rights attached to the Constitution.



A bill of rights would make it clear that every American had freedom of religion and freedom of speech. It was also important that newspapers, or the press, had the freedom they needed to do their job.

12

CORE VOCABULARY—Explain that **rights** are freedoms that are protected by law.

CORE VOCABULARY—Explain that **freedom of religion** is the freedom to worship in any way that you want—or to not worship at all.

SUPPORT— **Help students understand the limits of religious freedom.** Freedom of religion means you can worship or choose not to worship, according to your own beliefs. It does not mean that you can force other people to believe or worship the way you do.

CORE VOCABULARY—Explain that **freedom of speech** is the freedom to say almost anything you want.

SUPPORT—**Help students understand the limits of free speech.** It does not mean that people have to agree with you.

Ask students the following questions:

LITERAL—What was one worry about the Constitution?

- » One worry about the Constitution was that it did not list the rights and freedoms that all Americans should have.

LITERAL—What did some people want to add to the Constitution?

- » Some people wanted to add a bill of rights to the Constitution that guaranteed freedom of religion, freedom of speech, and freedom of the press.

EVALUATIVE—Why should newspapers be able to choose which stories to report, or write about?

- » It is important for newspapers to be able to choose which stories to write about so that people can learn what is happening in their communities and in the world. When the Constitution was being debated, reading a newspaper was often the only way that people would hear some important news because television, telephones, and radio did not exist. One of the only ways people might know about things that were happening that they themselves had not seen or heard would be by reading about it in newspapers.

Now ask students to look at the image on page 13 as you read aloud.

The people who supported the Constitution were sure that it would make things better. If America remained thirteen separate states, the states would soon be gobbled up and destroyed by other countries in war, or by disagreements with one another. Only by acting together—as one United States under the Constitution—could they last.



13

Ask students the following questions:

LITERAL—According to the people who supported the Constitution, what would happen if the Constitution were not approved?

- » If the Constitution were not approved, the states would likely be destroyed—either by wars with other countries or by disagreements with one another.

LITERAL—Why was it important for the states to act together?

- » It was important for the states to act together so they would last as one United States under the Constitution.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did some Americans want a bill of rights?

- » Some Americans wanted a bill of rights to protect rights and freedoms that were not listed in the Constitution, such as freedom of religion and freedom of speech, including freedom of the press.

Explaining the Constitution

Primary Focus Objectives

- ✓ Understand that the Constitution is considered the highest law of the United States of America. (RI.2.1, SL.2.3)
- ✓ Understand the role of James Madison, John Jay, and Alexander Hamilton in helping Americans understand the Constitution. (RI.2.1, SL.2.3)
- ✓ Understand that the first ten amendments to the Constitution are called the Bill of Rights. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *elected*, *vote*, *Congress*, *law of the land*, and *amendments*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Making the Constitution* Student Book

What Teachers Need to Know

The Highest Law of the Land

As a result of the work of the delegates to the Constitutional Convention, the United States has a constitutional government—that is, one in which the law limits what government can do.

The Constitution is the highest law in the land. No actions of either the legislative or executive branches may violate the Constitution. The judicial branch determines the constitutionality of the actions of the other branches—laws, executive orders, regulations, and so on.

The United States is the oldest national constitutional government in the world. One of the reasons for its success is its adaptability. The delegates built an amendment process into the document. Yet, only twenty-seven amendments have been added since ratification, and the Constitution remains remarkably similar to what it was in 1789.

There are six basic principles on which the Constitution rests: popular sovereignty, the will of the people; federalism, the division of power among national and state governments; separation of powers among the executive, legislative, and judicial branches; checks and balances among the three branches of government; judicial review of executive and legislative actions; and limited government, the delineation of the powers between federal and state governments.

Once the Constitution was passed, Madison joined Alexander Hamilton and John Jay in writing the *Federalist Papers*, a set of newspaper articles that set out arguments explaining why the states should ratify the Constitution. Others, known as Anti-Federalists, wrote articles arguing that the Constitution should not be adopted.

Because Madison worked hard to bring about the Constitutional Convention, proposed the plan that became the Constitution, took careful notes on the debates during the convention, and helped write the *Federalist Papers*, he is often referred to as the Father of the Constitution.

THE CORE LESSON

Introduce “Explaining the Constitution”

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about debating the Constitution:

- The people in each state had to decide whether or not they thought the Constitution was a good idea. At least nine of the thirteen states had to vote yes for the new American government to begin.
- Some people worried that the Constitution gave too much power to a national government.
- Some people worried that the Constitution did not list all of the rights and freedoms that every American should have.
- Other people thought the Constitution was a good idea. They believed that only by acting together—as one United States under the Constitution—could their country survive.

Tell students that in this Read Aloud, they will hear more about James Madison—the Father of the Constitution—and what he and two other men, John Jay and Alexander Hamilton, did to try to help Americans understand the Constitution and to encourage them to vote yes.

Big Question

What did James Madison, John Jay, and Alexander Hamilton do to help Americans understand the Constitution?

Core Vocabulary

elected vote Congress law of the land amendments

Chapter 4: “Explaining the Constitution”

Tell students to turn to page 14 in the Student Book, noting that this chapter is titled “Explaining the Constitution.” Ask them to look at the images on the page as you read aloud.

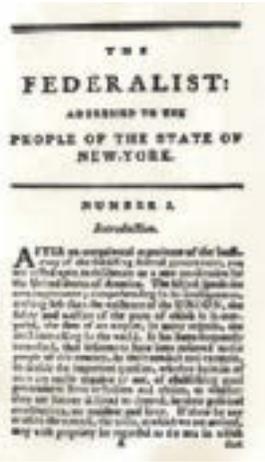
CHAPTER 4

Explaining the Constitution

James Madison and two other men—John Jay and Alexander Hamilton—were sure that if Americans really understood the Constitution, how it worked, and what it was supposed to do, they would realize that it was good and would vote for it.



James Madison John Jay Alexander Hamilton



So they decided to teach people about the Constitution in a series of newspaper articles. They ended up writing more than eighty articles. These articles were soon made into a book called the *Federalist Papers*.

14

SUPPORT—Explain that today, when leaders want people to understand something, they go on television, send an email, or post something on social media. When the Constitution was written, though, those technologies did not exist. The fastest way for leaders to get information to the greatest number of people was through newspapers.

Ask students the following questions:

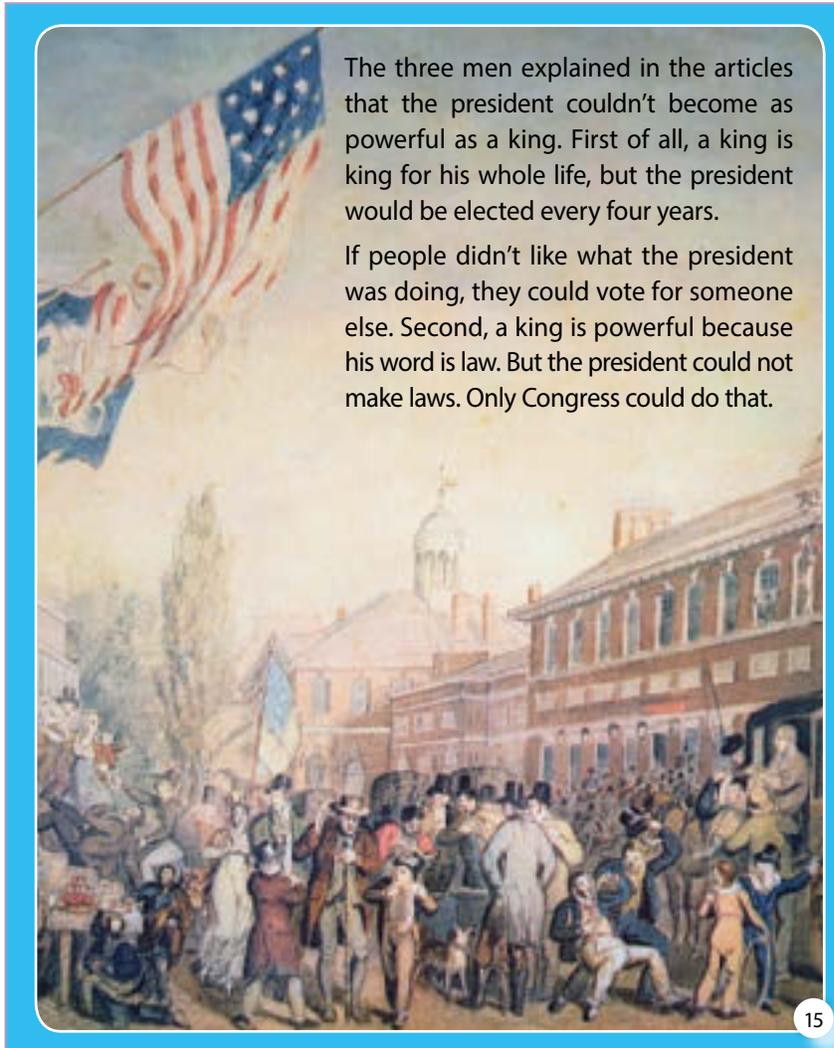
LITERAL—What did James Madison, John Jay, and Alexander Hamilton want to explain to Americans? Why?

- » James Madison, John Jay, and Alexander Hamilton wanted to explain to Americans what the Constitution was supposed to do and how it worked. They believed that if people understood the Constitution, they would think it was good and they would vote for it.

LITERAL—How did the men decide to teach people about the Constitution?

- » They decided to teach people about the Constitution by writing a series of newspaper articles, which were later made into a book called the *Federalist Papers*.

Now ask students to look at the image on page 15 as you read aloud.



CORE VOCABULARY—Explain that to be **elected** is to be chosen by voting.

CORE VOCABULARY—Explain that to **vote** is to make a decision by marking choices on a piece of paper called a ballot, by raising your hand, or by saying your choices out loud. Often today, people also vote by using electronic voting machines.

CORE VOCABULARY—Explain that **Congress** is the group of people who make the laws for the United States. The people in Congress are elected by the people of each state.

Ask students the following questions:

LITERAL—What did the men—James Madison, John Jay, and Alexander Hamilton—explain in the newspaper articles that later became known as the *Federalist Papers*?

- » Madison, Jay, and Hamilton explained that the president of the United States could never become as powerful as a king.

LITERAL—Based on the Constitution, what would the difference be between an American president’s and a king’s ability to rule?

- » A president would be elected every four years, while a king can rule for his whole life. Kings can make laws, but presidents would not be able to make laws.

LITERAL—According to the Constitution, who could make the laws in the United States?

- » Only Congress could make the laws.

Ask students to look at the image on page 16 as you read aloud.

In 1787 and 1788, the thirteen states voted on the new Constitution. Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, and New Hampshire voted yes—and the Constitution became the law of the land.



Later, Virginia, New York, North Carolina, and Rhode Island also voted yes. George Washington became the first president of the United States of America.

16

CORE VOCABULARY—Explain that **law of the land** refers to the set of rules that exists in a certain place. In the United States, the Constitution is the most important set of rules for the country.

Ask students the following questions:

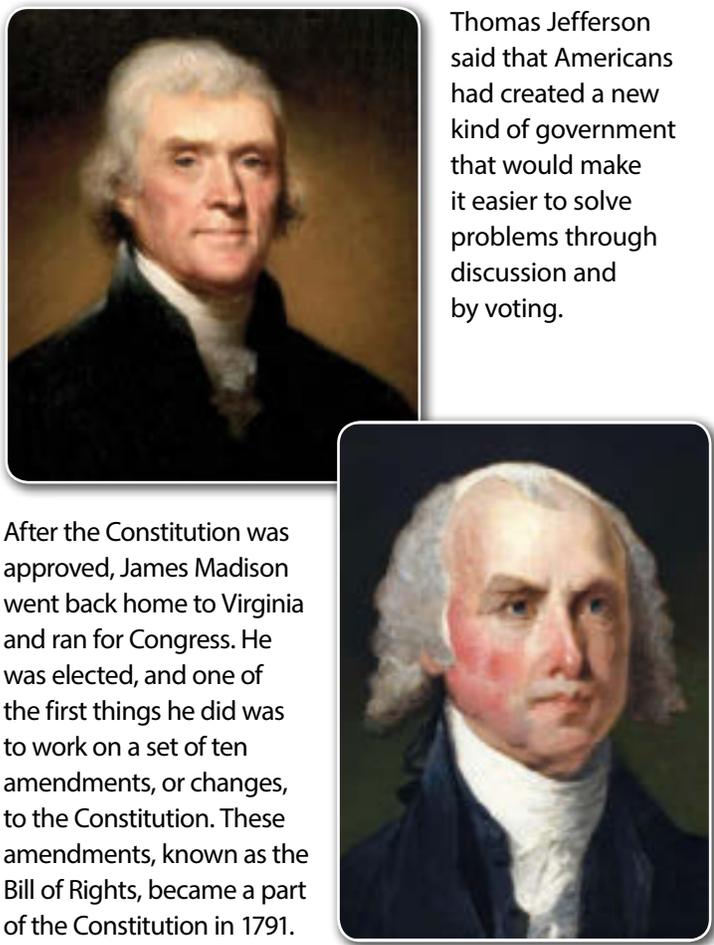
LITERAL—Who became the first president of the United States of America?

- » George Washington became the first president of the United States of America.

LITERAL—In the end, what did the states decide to do?

- » In the end, the states voted to make the Constitution the law of the land.

Now ask students to look at the images on page 17 as you read aloud.



Thomas Jefferson said that Americans had created a new kind of government that would make it easier to solve problems through discussion and by voting.

After the Constitution was approved, James Madison went back home to Virginia and ran for Congress. He was elected, and one of the first things he did was to work on a set of ten amendments, or changes, to the Constitution. These amendments, known as the Bill of Rights, became a part of the Constitution in 1791.

17

CORE VOCABULARY—Explain that **amendments** are changes or additions to the Constitution. The first ten amendments to the United States Constitution are called the Bill of Rights.

Ask students the following questions:

LITERAL—What kind of government did Thomas Jefferson say Americans had created?

- » He said Americans had created a new kind of government that would make it easier to solve problems through discussion and voting.

LITERAL—What did James Madison do after he was elected to Congress?

- » He worked on a set of amendments to the Constitution.

LITERAL—What did the amendments become known as?

- » They became known as the Bill of Rights.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did James Madison, John Jay, and Alexander Hamilton do to help Americans understand the Constitution?

- » James Madison, John Jay, and Alexander Hamilton wrote a series of newspaper articles to explain the Constitution to the American people. These newspaper articles became known as the *Federalist Papers*.

Additional Activity

A Classroom Constitution

Materials Needed: chart paper or other large sheet of paper

Ask students to suggest rules that are important for their classroom (such as, don't interrupt when someone is talking, raise your hand, and share). Then ask students to suggest classroom rights they should have.

When everyone agrees on some rules and rights, write them on a big piece of paper. Let students vote for the classroom constitution by carefully signing their names.

Display the constitution in the classroom.

A Closer Look at the Constitution

Primary Focus Objectives

- ✓ Recognize that *We the people* ... are the first three words of the Constitution, and understand that this phrase means that the people—not a king or president—decide what laws there should be. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *National Archives* and *above the law*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Making the Constitution* Student Book

What Teachers Need to Know

After the Constitution was ratified and the new government began, Madison, as a member of the first Congress, submitted a proposal for the Bill of Rights, which Congress then debated, revised, and sent to the states for ratification. Among the rights that these first ten amendments to the Constitution guarantee are freedom of religion, freedom of the press, freedom of assembly, the right to a fair and speedy trial, and the right to a trial by jury. The Constitution is framed in such a way that it is a “living” document that can continue to be amended. Its amendments currently total twenty-seven, including those in the Bill of Rights. Students will study constitutional amendments in greater detail in later grades.

Introduce “A Closer Look at the Constitution”

Referring to the images from Chapter 4, review with students the following key points made in the previous Read Aloud about explaining the Constitution:

- James Madison, John Jay, and Alexander Hamilton wrote the *Federalist Papers* to explain the Constitution to the American people.
- Under the Constitution, the president is elected every four years, and Congress makes the laws.
- The thirteen states voted “yes” on the Constitution, making it the law of the land.
- George Washington became the first president of the United States.
- James Madison wrote a Bill of Rights that was later added to the Constitution.

Explain to students that in this Read Aloud, they will learn about several of the most important characteristics and parts of the Constitution. Tell them that the U.S. Constitution was an experiment. Ask students to think about experiments they have performed—that is, things they have tried for the first time. How often are first-time experiments successful? Usually, you have to do them over and over for them to work. Many people expected the American experiment, the government established in our Constitution, to fail. They thought it was too new and too different. They were wrong. More than 230 years later, we still live under the same Constitution.

Big Question

Why is it important to be able to amend, or change, the Constitution?

Core Vocabulary

National Archives **above the law**

Chapter 5: “A Closer Look at the Constitution”

Tell students to turn to page 18 in the Student Book, and tell them that this chapter is titled “A Closer Look at the Constitution.” Ask them to look at the images on the page as you read aloud.

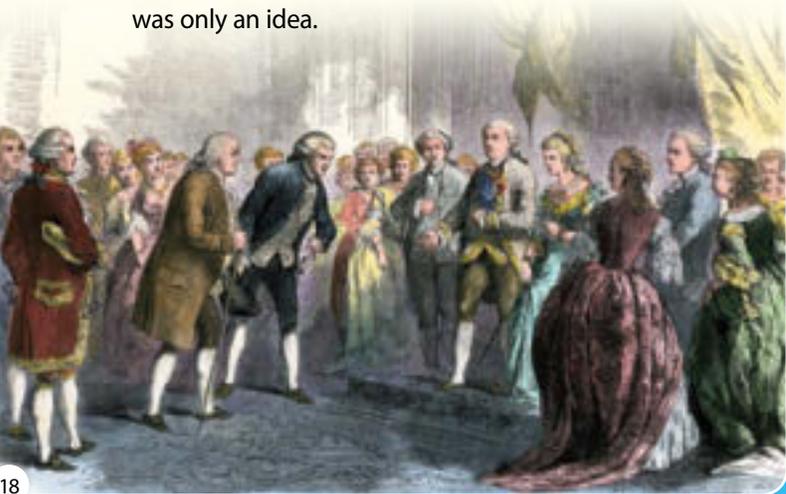
CHAPTER 5

A Closer Look at the Constitution

The writing of the Constitution was the first time in history when a group of people came together to give power to their government, while also limiting that power. At the time the Constitution was written, most countries were ruled by kings and queens.



Before the U.S. Constitution, the idea of government getting its power from the people was only an idea.



18

Ask students the following questions:

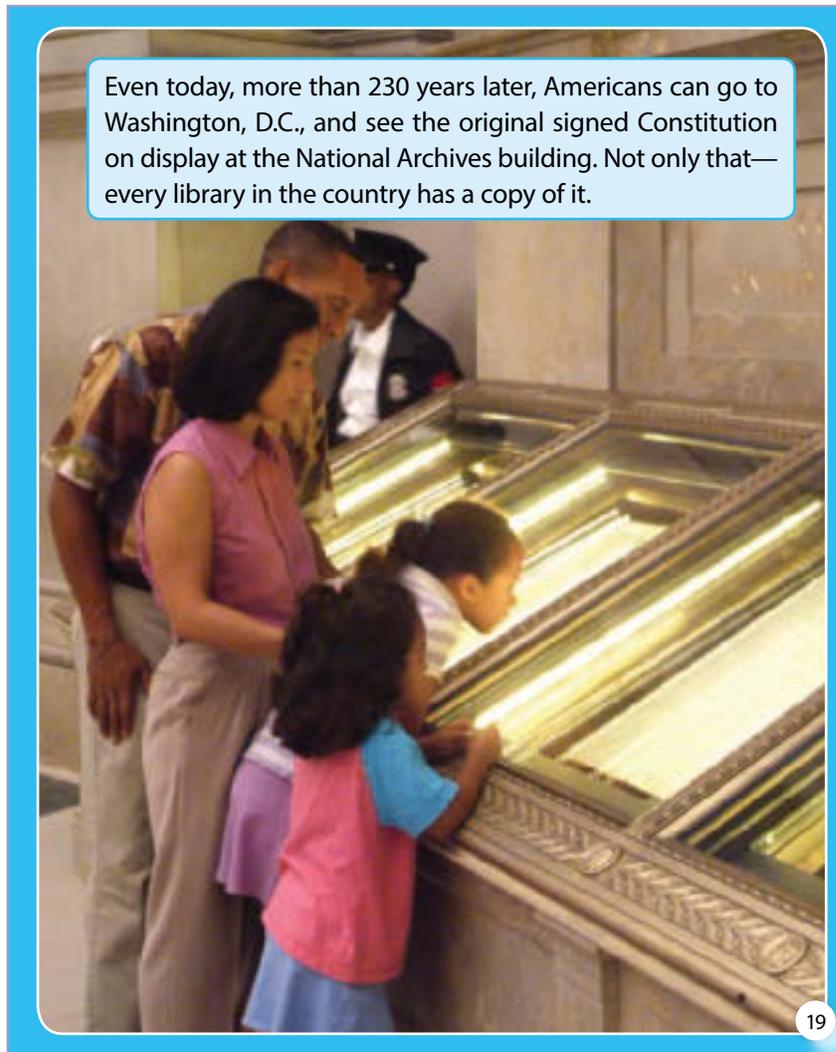
LITERAL—What was unique about the writing of the Constitution?

- » The writing of the Constitution was the first time in history when a group of people came together to give power to their government while also limiting that power.

LITERAL—What were other countries like at the time the Constitution was created?

- » Kings and queens ruled most other countries when the Constitution was created.

Now ask students to look at the image on page 19 as you read aloud.



CORE VOCABULARY—Explain that the **National Archives** is where the United States government keeps its collection of documents about the government and history of the United States.

SUPPORT—Remind students that Washington, D.C., is the capital city of the United States. It is where the president lives and works and where Congress meets.

Ask students the following questions:

LITERAL—Where can the original signed copy of the Constitution be found?

- » The original signed Constitution is on display at the National Archives building in Washington, D.C.

INFERENTIAL—Why do you think every library in the country has a copy of the Constitution?

- » Possible response: Every library in the country has a copy of the Constitution so that people can read it for themselves for free, and because it is such an important document for our country.

Ask students to look at the image on page 20 as you read aloud.

Anyone who sees the U.S. Constitution notices that the first three words are the biggest words on the page: *We the People* . . . This means that our government gets its power to make laws from the people—not from a king or a president.



We the People means that we decide what the laws should be, and no one can be above the law. *We the People* also means that it is up to us whether this is a country of good laws or bad laws.

20

CORE VOCABULARY—Explain that **above the law** refers to the idea that some people might not have to follow, or obey, the law. The point of the Constitution was to make sure that everyone—even the most important people in our country’s government—had to follow the law.

SUPPORT—**Help students to read the opening words on the image, “We the people.”** Ask them if they can guess who “We the people” are and why the writers of the Constitution might have chosen to begin the document with these words. (Possible response: “We the people” refers to the people who live in the United States. The writers might have chosen those words because they believed the people were more important than any single leader.)

Ask students the following questions:

LITERAL—What are the biggest words on the first page of the Constitution?

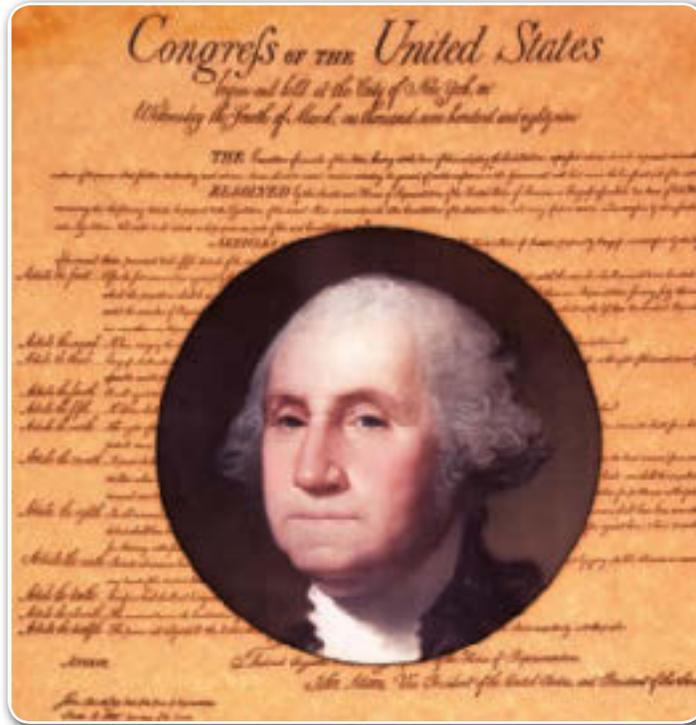
- » The biggest words on the first page of the Constitution are “We the people.”

INFERENTIAL—What do you think “We the people” means?

- » Answers may vary but may include that “We the people” means that the people, rather than a king or a president, get to decide what laws the country will have.

Now ask students to look at the image on page 21 as you read aloud.

The Founding Fathers were a special group of men, but they were not perfect. The men who wrote the Constitution knew it would need to be changed in the future. If it were not possible to change the Constitution—to amend it—it would never have lasted until today. They wrote into the Constitution a system for changing it by adding amendments.



21

Ask students the following questions:

LITERAL—What did the Founding Fathers know about the future of the Constitution?

- » The Founding Fathers knew that the Constitution would probably need to be changed in the future.

LITERAL—What did the Founding Fathers write into the Constitution to guarantee that it could change in the future?

- » The Founding Fathers wrote into the Constitution a system for changing it by adding amendments.

Ask students to look at the image on page 22 as you read aloud.

The Constitution has been amended twenty-seven times, and it was last changed in 1992. There have been amendments that ended slavery and that allowed women to vote.



The U.S. Constitution is far better now than it was when it was first written, and we the people can continue to improve it.

22

Ask students the following question:

LITERAL—What are two important changes to American laws that were made through amendments to the Constitution?

- » Amendments to the Constitution ended slavery and also allowed women to vote.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why is it important to be able to amend, or change, the Constitution?

- » It is important to be able to amend, or change, the Constitution so that the Constitution will last and continue to be made better.

Additional Activities

“We the People”

Activity Page



AP 5.1

Materials Needed: internet access, capability to display internet in classroom, sufficient copies of Preamble to the Constitution (AP 5.1)



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

www.coreknowledge.org/ckhg-online-resources

Tell students that today they will be looking more closely at the Preamble to the Constitution. Distribute the Preamble to the Constitution (AP 5.1). Have students follow along as you read the Preamble aloud. Take some time with students to explain some of the more difficult language and concepts of the Preamble, such as “more perfect union,” “establish justice,” “domestic tranquility,” “common defense,” “general welfare,” and “blessings of liberty.” Ask students why they think the writers of the Preamble wanted to include all of these ideas.

Lead the class through completing the crossword puzzle, beginning with an explanation of what synonyms and antonyms are. (*A synonym is a word that means the same thing. An antonym is a word that means the opposite.*) One by one, read each of the crossword clues aloud, and guide students to choose the correct word from the word bank. Give students a moment to fill in the crossword with the correct word before moving on to the next clue.

Once students have completed the crossword, have them watch and listen to *School House Rock—The Preamble to the Constitution* (03:02).

After students listen, ask volunteers to share some facts they learned from the song.

Amending the Classroom Constitution

Materials Needed: Classroom Constitution from Chapter 4

Read aloud the classroom constitution to students. Discuss whether there are any rules they forgot to include. Are there any important rights they want to add?

After they agree, post the amendments next to the constitution.

Ask if students think their constitution will help the second graders in this room next year. Do they think it will help second graders two hundred years from now? Why or why not?

Teacher Resources

Culminating Activity: *Making the Constitution*

- Review: *Making the Constitution* 55
- Classroom Mural 55
- My Book About *Making the Constitution* 55

Unit Assessment: *Making the Constitution*

- Unit Assessment Questions: *Making the Constitution* 70
- Unit Assessment Student Answer Sheet: *Making the Constitution* 72

Performance Task: *Making the Constitution*

- Performance Task Activity: *Making the Constitution* 76
- Performance Task Scoring Rubric 77

My Passport

- Directions for Making My Passport 78
- Introducing My Passport to Students 79
- My Passport Activity for *Making the Constitution* 80

Activity Pages

- Letter to Family (AP 1.1) 81
- World Map (AP 1.2) 82
- Map of the Original Thirteen American States (AP 2.1) 83
- Preamble to the Constitution (AP 5.1) 84

Answer Key: *Making the Constitution*—Unit Assessment and Activity Pages

85

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity : Making the Constitution

Review: Making the Constitution

Materials Needed: internet access, capability to display internet in classroom

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

www.coreknowledge.org/ckhg-online-resources

Tell students that they will be reviewing what they know about the making of the Constitution. Before beginning, invite students to help make a mind map on the board of facts they can recall about the making of the Constitution. Then play *The Constitution for Kids* video (1:17–6:30). Pause after the first statement that “The Constitution is a very special document for the United States of America,” and ask students to explain in their own words why they think that is. Continue playing the video for students. Pause again after 4:19, and ask students what rights the Constitution protects.

Next, play the second video for students, *We the People (Constitution Song)*. Be sure to stop the video at 3:33, and discuss with students any additional facts they learned from the song. Conclude the activity by asking students what they think “We the People” means and why it is important language in the Constitution.

Classroom Mural

Materials Needed: *Making the Constitution* coloring pages; crayons or colored markers; butcher-block paper; tape, glue, or stapler

 **Background for Teachers:** Print out coloring pages about *Making the Constitution*. Use this link to download the CKHG Online Resources for this unit, where the links to the pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

My Book About Making the Constitution

Materials Needed: sufficient copies of *My Book About Making the Constitution* (see pages 58–69), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About *Making the Constitution* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about the Constitution that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Constitution
- James Madison
- Benjamin Franklin
- George Washington
- Independence Hall
- a map of the thirteen original states

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain his or her chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt students to elaborate on each chapter to make sure the following points are made:

Chapter 1

- Americans rose up against the British and won their independence.
- After the American Revolutionary War, Americans had to figure out how to create a fair government.
- Strong leaders were needed to unite the different parts of the country.

Chapter 2

- James Madison was a leader who traveled to Philadelphia, Pennsylvania, to meet with other leaders from other states to discuss the new government. He is known as the Father of the Constitution.
- The meeting in Philadelphia was called the Constitutional Convention, and the discussion was kept a secret.
- The state leaders argued about how much power to give the new president, and they had to compromise on their ideas.
- In 1787, the leaders signed the Constitution of the United States.
- The leaders needed to get their states to agree to vote for the Constitution. These leaders—and others who declared America’s independence—are referred to as the Founding Fathers.

Chapter 3

- The new American government could only begin if nine of the thirteen states voted yes.
- Some leaders worried the new Constitution gave too much power to a national government.
- One worry was that the Constitution didn't state all the rights and freedoms of Americans, so some people wanted a bill of rights attached to it.

Chapter 4

- James Madison, John Jay, and Alexander Hamilton set out to teach Americans about what was in the Constitution so that they would understand and vote for it.
- They wrote a series of over eighty newspaper articles about the Constitution, which were turned into a book called the *Federalist Papers*.
- In 1787 and 1788, the thirteen states voted on the new Constitution, and it became the law of the land.
- George Washington became the first president of the United States of America.
- After the Constitution was approved, James Madison became elected to Congress and worked on writing a set of amendments to the Constitution that became the Bill of Rights.

Chapter 5

- The writing of the Constitution was the first time in history when a group of people came together to give power to their government, while also limiting that power.
- Americans can visit the National Archives in Washington, D.C., to see the original signed copy of the Constitution.
- The first three words of the Constitution are the biggest: "We the people."
- The Founding Fathers knew that the Constitution might need to be changed in the future, so they wrote into it a system for changing it by adding amendments.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

About

Making the Constitution

by _____

Life After the American Revolutionary War

Americans rose up against the British and won their independence. The American Revolutionary War happened because the British king, George III, and his government were not fair to the people of the thirteen colonies. When the American Revolutionary War ended, Americans had to figure out a better way to govern themselves.



2

Creating a new government wasn't easy. Americans didn't agree on how much government they needed. In general, people wanted their new American government to have the power to govern, but they also wanted to make sure they could limit that power.



After all, the British government and King George III *had* gone to war against the thirteen colonies!

3

The years of fighting the British had been hard. While the men were at war, the women and children had been left behind to carry on.

After the war, many families were poorer than they had been before. This made some people angry and upset. Leaders were needed to show that if people from all thirteen states worked together, America could become a strong country.



4

CHAPTER 2 Writing the Constitution

In May of 1787, James Madison of Virginia traveled to Philadelphia, Pennsylvania, to meet with leaders from most of the other states. George Washington, Alexander Hamilton, and Benjamin Franklin also traveled to Philadelphia. These men needed to figure out how a new American government would work, and what powers it would have. We call this meeting in Philadelphia the Constitutional Convention.



5

The leaders at the meeting decided to keep their talks a secret. They didn't want anyone finding out about the things they said before they had a chance to really make up their minds. So they met in a room inside what is now called Independence Hall and nailed the windows shut!



6

Back then, there wasn't any air conditioning. And that summer turned out to be very hot. The leaders inside Independence Hall were hot, and sometimes angry, as they didn't always agree with one another. Someone said that it was hard to tell if the men were sweating because they were hot or because they were angry.

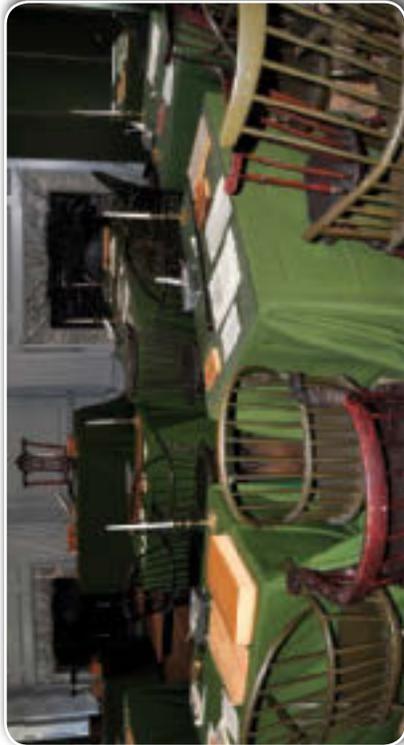


7

The state leaders argued a lot. Some of the men at the convention did not want to give one person—the president—too much power. During that long, hot summer, each



leader had to compromise. This meant that they all had to accept that they would not get exactly what they wanted. Finally, on September 17, 1787, the state leaders finished their work and signed what they called the Constitution of the United States. It was a plan for a new system of government.



8

The Constitution is thought to be one of the most important documents ever written. James Madison is known as the Father of the Constitution, a title he earned for working hard to make sure the Constitutional Convention happened.

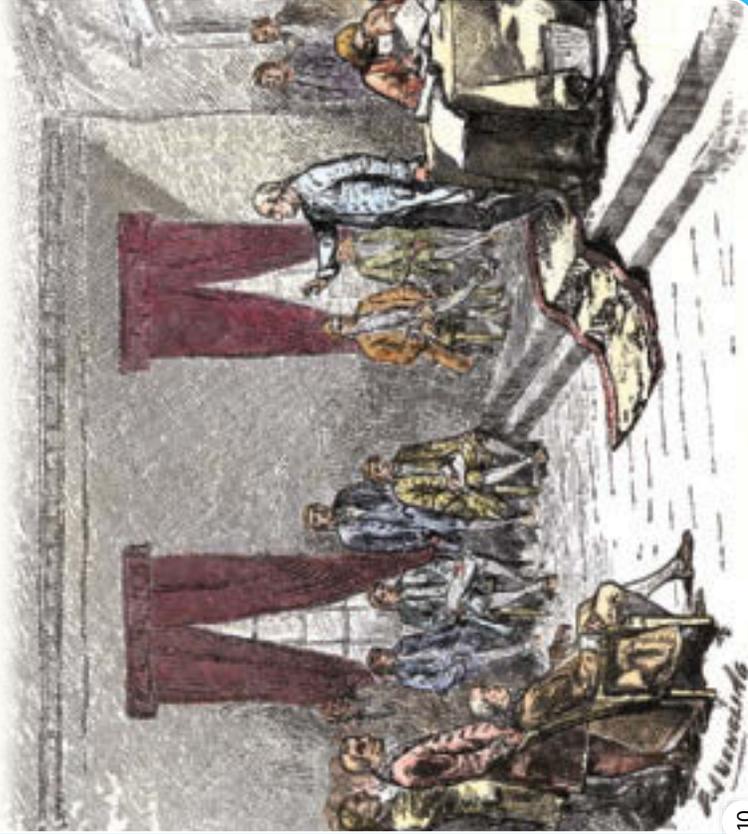


Did you know that the leaders who declared America's independence are known as our Founding Fathers?

9

Debating the Constitution

Each state had to decide if it would approve the Constitution. This meant that the people in each state had to figure out for themselves if they thought that the Constitution was a good idea. The new American government could begin only if at least nine of the thirteen states voted yes.



Today, it might be hard to imagine that anyone was against the Constitution. But some of the most famous Americans of the Revolutionary War were worried. Patrick Henry of Virginia, who once said, "Give me liberty or give me death," thought the new Constitution gave too much power to the national government.



One big worry was that the Constitution itself did not list the rights and freedoms that all Americans should have. Some people wanted a bill of rights attached to the Constitution.



A bill of rights would make it clear that every American had freedom of religion and freedom of speech. It was also important that newspapers, or the press, had the freedom they needed to do their job.

12

The people who supported the Constitution were sure that it would make things better. If America remained thirteen separate states, the states would soon be gobbled up and destroyed by other countries in war, or by disagreements with one another. Only by acting together—as one United States under the Constitution—could they last.



13

Explaining the Constitution

James Madison and two other men—John Jay and Alexander Hamilton—were sure that if Americans really understood the Constitution, how it worked, and what it was supposed to do, they would realize that it was good and would vote for it.



James Madison

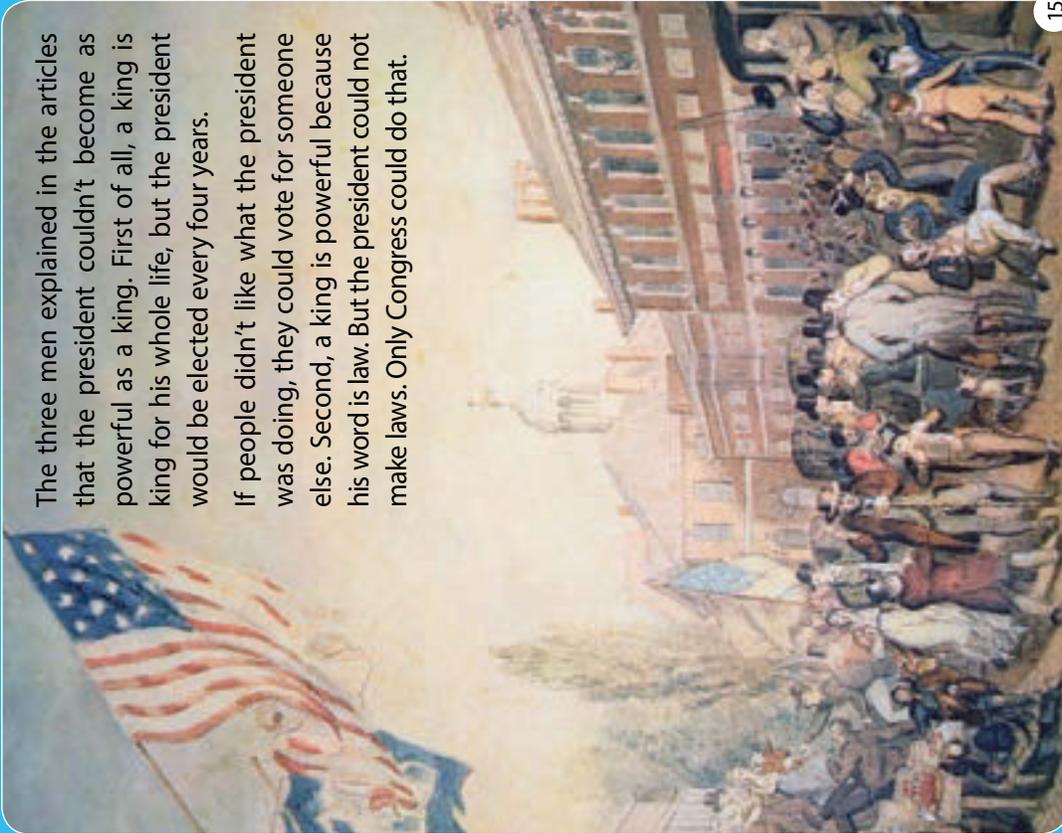


John Jay



Alexander Hamilton

So they decided to teach people about the Constitution in a series of newspaper articles. They ended up writing more than eighty articles. These articles were soon made into a book called the *Federalist Papers*.



The three men explained in the articles that the president couldn't become as powerful as a king. First of all, a king is king for his whole life, but the president would be elected every four years. If people didn't like what the president was doing, they could vote for someone else. Second, a king is powerful because his word is law. But the president could not make laws. Only Congress could do that.

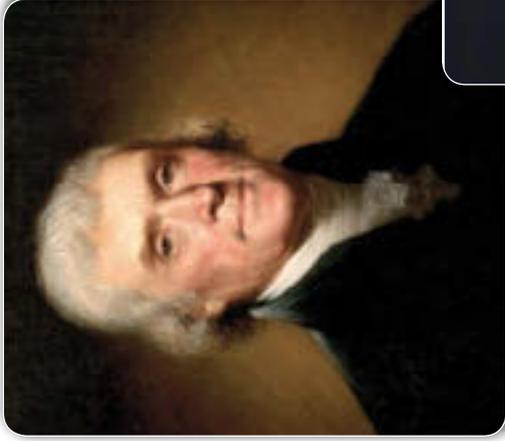
In 1787 and 1788, the thirteen states voted on the new Constitution. Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, and New Hampshire voted yes—and the Constitution became the law of the land.



Later, Virginia, New York, North Carolina, and Rhode Island also voted yes. George Washington became the first president of the United States of America.

16

Thomas Jefferson said that Americans had created a new kind of government that would make it easier to solve problems through discussion and by voting.



After the Constitution was approved, James Madison went back home to Virginia and ran for Congress. He was elected, and one of the first things he did was to work on a set of ten amendments, or changes, to the Constitution. These amendments, known as the Bill of Rights, became a part of the Constitution in 1791.

17

A Closer Look at the Constitution

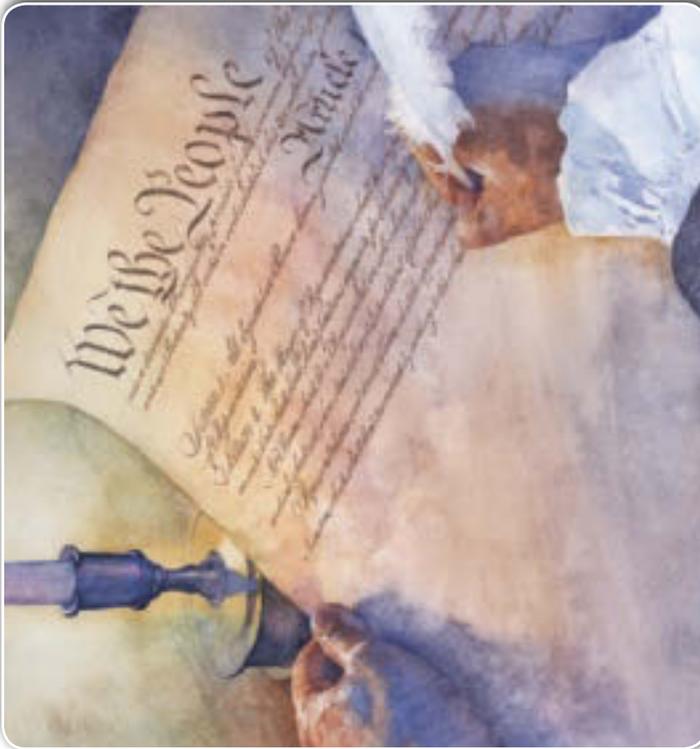
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Even today, more than 230 years later, Americans can go to Washington, D.C., and see the original signed Constitution on display at the National Archives building. Not only that—every library in the country has a copy of it.



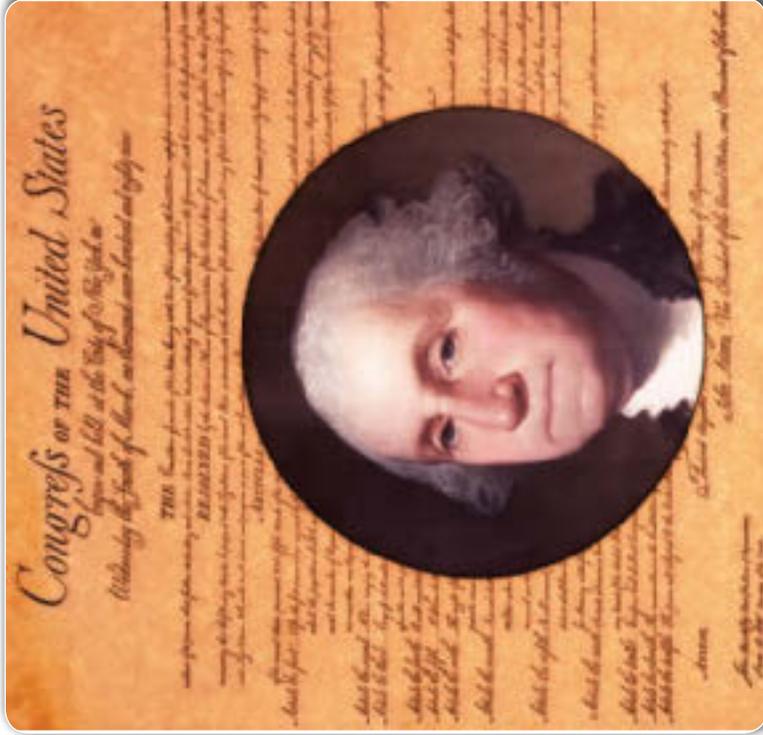
Anyone who sees the U.S. Constitution notices that the first three words are the biggest words on the page: *We the People* . . . This means that our government gets its power to make laws from the people—not from a king or a president.



We the People means that we decide what the laws should be, and no one can be above the law. *We the People* also means that it is up to us whether this is a country of good laws or bad laws.

20

The Founding Fathers were a special group of men, but they were not perfect. The men who wrote the Constitution knew it would need to be changed in the future. If it were not possible to change the Constitution—to amend it—it would never have lasted until today. They wrote into the Constitution a system for changing it by adding amendments.



21

The Constitution has been amended twenty-seven times, and it was last changed in 1992. There have been amendments that ended slavery and that allowed women to vote.



The U.S. Constitution is far better now than it was when it was first written, and we the people can continue to improve it.

Unit Assessment Questions: *Making the Constitution*

Make sufficient copies of the Student Answer Sheet for each student; see pages 72–75 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

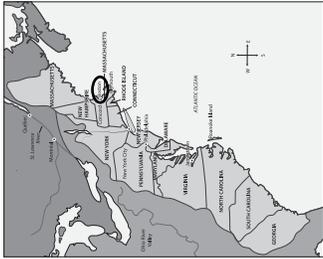
1. The Constitution was written during a meeting held in the city of _____.
 - a) Boston
 - b) Philadelphia
 - c) New York
2. What does the Constitution do?
 - a) It sets the rules for American government.
 - b) It declares American independence from Britain.
 - c) It gives the president the same powers as a king.
3. Who is called the Father of the Constitution?
 - a) Thomas Jefferson
 - b) George Washington
 - c) James Madison
4. James Madison, John Jay, and Alexander Hamilton taught people about the Constitution _____.
 - a) on television
 - b) in speeches
 - c) in newspaper articles
5. Under the Constitution, who makes laws?
 - a) the president
 - b) Congress
 - c) a king
6. Who became the first president of the United States?
 - a) James Madison
 - b) Thomas Jefferson
 - c) George Washington
7. According to the Constitution, our government gets its power from _____.
 - a) a king
 - b) the people
 - c) the president

- 8.** The first ten amendments (the Bill of Rights) were written by _____.
- a)** James Madison
 - b)** John Jay
 - c)** Alexander Hamilton
- 9.** How is the president chosen?
- a)** by the people's vote
 - b)** by a law made in Congress
 - c)** by being born the child of a king.
- 10.** When the Constitution was written, most countries were ruled by _____.
- a)** presidents
 - b)** kings and queens
 - c)** written constitutions

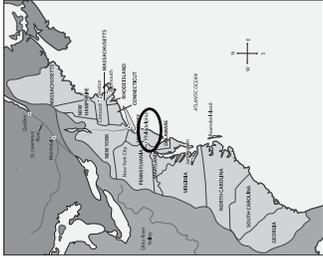
Unit Assessment Student Answer Sheet: Making the Constitution

1.

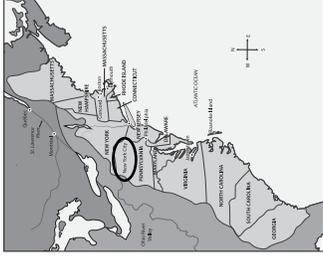
a.



b.



c.



2.

a. Rules for Government

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

b.



c.



3.

a.



b.



c.



Name _____

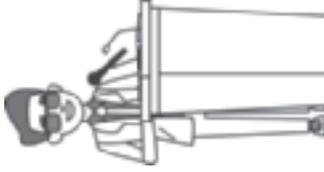
Date _____

Unit Assessment Student Answer Sheet: Making the Constitution

4.



b.



c.



5.



b.



c.



6.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *Making the Constitution*

7.



b.



c.



8.



b.



c.



9.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: Making the Constitution

10. a.



b.



c.



Performance Task: *Making the Constitution*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Making the Constitution* Student Book

Teacher Directions: In this unit, students learned about the making of the Constitution—where it was created and the leaders who helped to write it. They learned that some Americans were apprehensive about creating a Constitution, for they feared giving the government too much power. They also learned that the Founding Fathers built a system for creating amendments into the Constitution, as well as how the Bill of Rights was created to grant Americans certain freedoms and rights.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit Independence Hall in Philadelphia, where the Constitutional Convention took place. They will share the sights, sounds, and smells of this historic time with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the making of the Constitution. Students should identify in their postcards the most important aspects of the making of the Constitution that they have learned about that make this historic period an exciting time to think about and "visit."

Have students draw images of the making of the Constitution on one side of each card and dictate a brief message about the making of the Constitution for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about the making of the Constitution." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of the making of the Constitution, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• After the Americans won their independence from Britain, they had to form their own government.• American leaders met in Philadelphia to create a new government.• The plan for the new government was called the Constitution.• Madison, Jay, and Hamilton wrote newspaper articles explaining the Constitution.• The thirteen states voted on the new Constitution, and it became the law of the land.• George Washington became the first president of the United States of America.• Unlike a king, the president is elected by the people every four years.• Laws are made by Congress, not a king.• The first three words of the Constitution are the biggest: <i>We the people</i>.• A bill of rights was added to the Constitution to protect certain freedoms.• The Constitution can be changed with amendments.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the making of the Constitution, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the making of the Constitution, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

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

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official as they visit each place and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Making the Constitution*.

My Passport Activity for *Making the Constitution*

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of the *Making the Constitution* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the *Making the Constitution* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Making the Constitution* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about *Making the Constitution*. Ask students to turn to page 7 of their passport.

Show students the individual *Making the Constitution* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Making the Constitution* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Making the Constitution* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to when the Constitution was made.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the era when the Constitution was made.

Activity Page 1.1

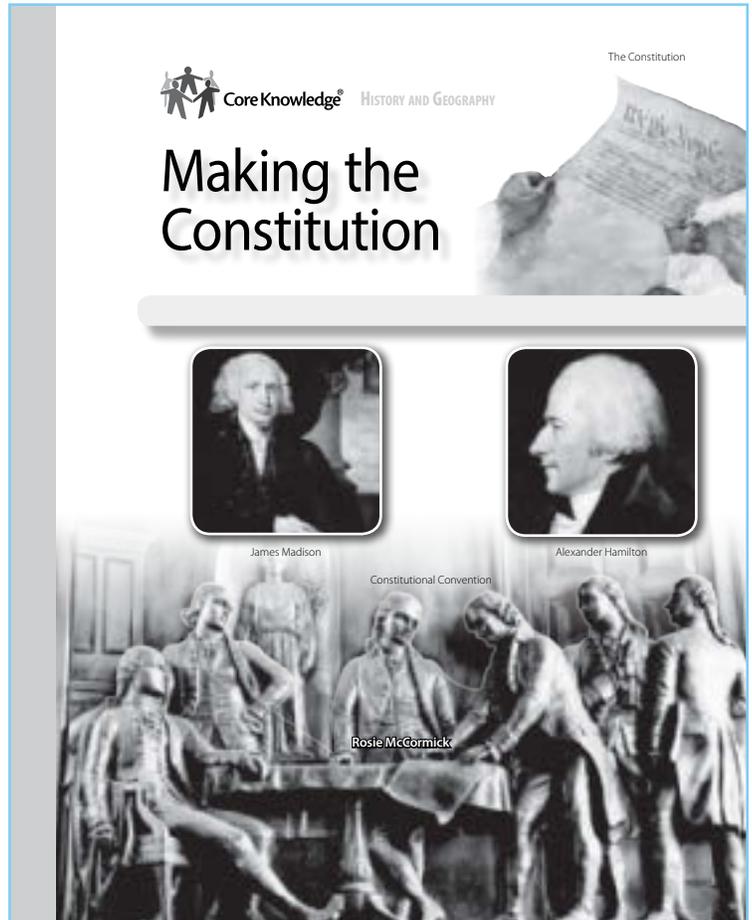
Use with Chapter 1

Letter to Family

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about the making of the U.S. Constitution. They will learn that after winning independence from Great Britain, the new United States had to create its own government. That task opened up a heated debate about the powers of government.

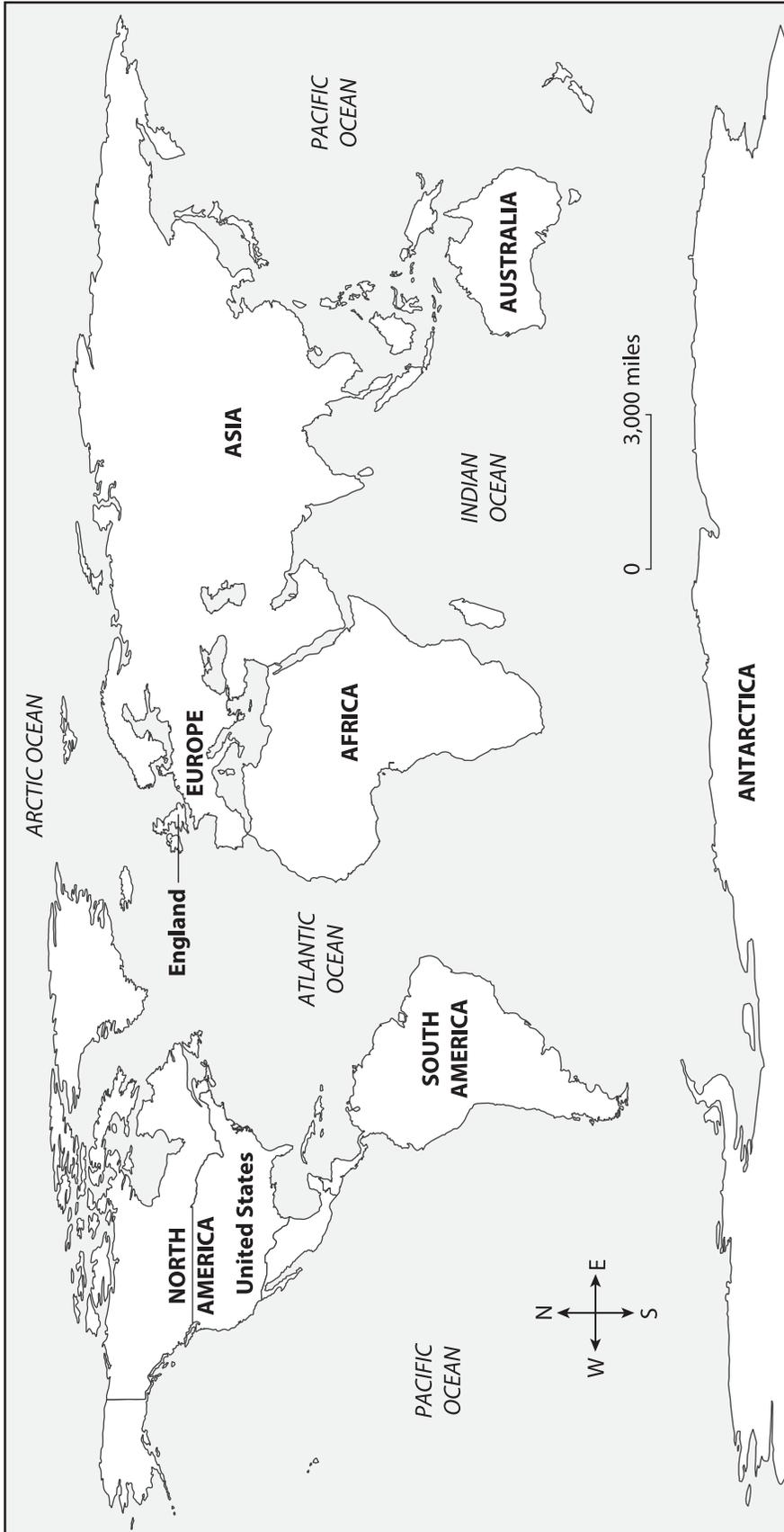
Your child will learn that many people were worried about creating a national government with too much power, a government that might repeat the abuses the colonies had experienced under British rule. They will learn that the Constitution was created at a meeting in Philadelphia during a long, hot summer. It is a document born of compromise, but it unequivocally states that the power of government resides with the people from its very first words: "We the People." Your child will learn that the Constitution addressed the worry about a powerful monarchy by creating an elected presidency and giving lawmaking powers to Congress. Further protections were added with the Bill of Rights, which lists specific freedoms that are guaranteed by law. Finally, the Founders recognized the need for the Constitution to grow and change as the country did, so they include a process for amending (changing) the document.

Please let us know if you have any questions.



Name _____ Date _____

World Map



Activity Page 2.1

Use with Chapter 2

Map of the Original Thirteen American States



Answer Key: *Making the Constitution*

Unit Assessment

(pages 70–71)

1. b 2. a 3. c 4. c 5. b 6. c 7. b 8. a 9. a 10. b

Activity Pages

Preamble to the Constitution (AP 5.1)

(page 84)

1. united
2. peace
3. ideal
4. create



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Constitutional Convention, 2008 (w/c on paper), Wood, Rob (b.1946) / Private Collection / Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: i, iii, 27, 61b

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James Madison (1751-1836) published by Nathaniel Currier (1813-88) (colour litho), Stuart, Gilbert (1755-1828) (after) / Private Collection / Peter Newark American Pictures / Bridgeman Images: Cover B, 16b, 29, 62c, 72i, 73g, 74d, 81b

James Madison (chromolitho), American School, (19th century) / Private Collection / Look and Learn / Barbara Loe Collection / Bridgeman Images: 41a, 65a

Jemastock / Alamy Stock Vector: 73b

Joe Belanger / Alamy Stock Photo: 52, 69

John Jay (1745-1829) American Jurist and Statesman Stock Montage, Inc. / Bridgeman Images: 41b, 65b, 74e

LEE SNIDER / Alamy Stock Photo: 28b, 62b

Michael Ventura / Alamy Stock Photo: 49, 67c

North Wind Picture Archives / Alamy Stock Photo: 34, 35, 41d, 48b, 63a, 63b, 65d, 67b, 73c

Portrait of Alexander Hamilton (1757-1804), American politician / De Agostini Picture Library / Bridgeman Images: Cover C, 16c, 41c, 65c, 74f, 81c

Portrait of Thomas Jefferson, 1853 (oil on canvas), Peale, Rembrandt (1778-1860) / White House, Washington D.C., USA / Photo © Graphica Artis / Bridgeman Images: 44a, 66b, 72g, 73h

Science History Images / Alamy Stock Photo: 72e

Stock Connection Blue / Alamy Stock Photo: Cover D, 16d, 48a, 67a, 81d

The Knitting Lesson, published by Currier & Ives, 1868 (colour litho), American School, (19th century) / Private Collection / Bridgeman Images: 20b, 60b

Voting in Philadelphia, 1816 (w/c on paper), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 42, 65e, 74b, 74g

Washington, view of the city c.1868 (colour litho), American School, (19th century) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 73e, 74h

WDC Photos / Alamy Stock Photo: 28a, 62a

World History Archive / Alamy Stock Photo: 36, 64a

Writing the Constitution, 2009 (w/c on paper), Harlin, Greg (b.1957) / Private Collection / Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: Cover A, 16a, 50, 68a, 75c, 81a

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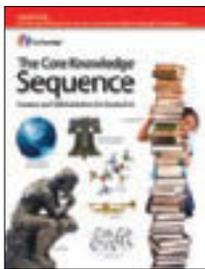
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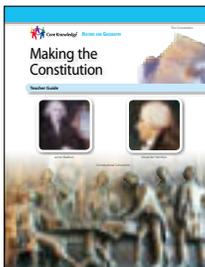
Making the Constitution

Core Knowledge Sequence History and Geography 2



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