

Unit 7

The United States Constitution

Teacher Guide





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Teacher Guide

GRADE 4

Core Knowledge Language Arts®



Core Knowledge®

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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

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

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Alignment to the Common Core State Standards

The following chart indicates which lessons in the *United States Constitution* unit address content from the Common Core State Standards (CCSS).

Unit 7: <i>United States Constitution</i>		Lessons									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Literature											
Key Ideas and Details											
STD RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.										
STD RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.										
STD RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).										
Craft and Structure											
STD RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).										
STD RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.										
STD RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.										
Integration of Knowledge and Ideas											
STD RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.										
STD RL.4.8	(Not applicable to literature)										
STD RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.										
Range of Reading and Level of Text Complexity											
STD RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.										

Unit 7: <i>United States Constitution</i>		Lessons									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Informational Text											
Key Ideas and Details											
STD RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.										
STD RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craft and Structure											
STD RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.										
STD RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.										
Integration of Knowledge and Ideas											
STD RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.										
STD RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.										
Range of Reading and Level of Text Complexity											
STD RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Foundational Skills											
Phonics and Word Recognition											
STD RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.										
STD RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.										
Fluency											

Unit 7: <i>United States Constitution</i>		Lessons												
		1	2	3	4	5	6	7	8	9	10			
STD RF.4.4	Read with sufficient accuracy and fluency to support comprehension.													
STD RF.4.4a	Read grade-level text with purpose and understanding.													
STD RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.													
STD RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.													
Writing Standards														
Text Types and Purposes: Opinion														
STD W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.4.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				✓		✓	✓	✓	✓				
STD W.4.1b	Provide reasons that are supported by facts and details.			✓		✓	✓							
STD W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).													
STD W.4.1d	Provide a concluding statement or section related to the opinion presented.							✓						
Text Types and Purposes: Informative/Explanatory														
STD W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.													
STD W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.													
STD W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.													
STD W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).													
STD W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.													
STD W.4.2e	Provide a concluding statement or section related to the information or explanation presented.													
Text Types and Purposes: Narrative														
STD W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.													
STD W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.													

Unit 7: <i>United States Constitution</i>		Lessons												
		1	2	3	4	5	6	7	8	9	10			
STD W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.													
STD W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.													
STD W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.													
STD W.4.3e	Provide a conclusion that follows from the narrated experiences or events.													
Production and Distribution of Writing														
STD W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4 on page 29.)									✓				
STD W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.													
Research to Build and Present Knowledge														
STD W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.			✓										
STD W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			✓										
STD W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	✓	✓	✓	✓	✓					
STD W.4.9a	Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).													
STD W.4.9b	Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).													
STD W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 7: <i>United States Constitution</i>		Lessons									
		1	2	3	4	5	6	7	8	9	10
Speaking and Listening Standards											
Comprehension and Collaboration											
STD SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.										
STD SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.										
STD SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓									
STD SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.										
STD SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.										
STD SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.										
Presentation of Knowledge and Ideas											
STD SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.										
STD SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.										
STD SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 on page 28 for specific expectations.)										
Language Standards											
Conventions of Standard English											
STD L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).										
STD L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.										

Unit 7: <i>United States Constitution</i>		Lessons											
		1	2	3	4	5	6	7	8	9	10		
STD L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	✓										✓	
STD L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).												
STD L.4.1e	Form and use prepositional phrases.												
STD L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
STD L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).												
STD L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												
STD L.4.2a	Use correct capitalization.												
STD L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.												
STD L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.												
STD L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.							✓		✓	✓	✓	
Knowledge of Language													
STD L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.												
STD L.4.3a	Choose words and phrases to convey ideas precisely.												
STD L.4.3b	Choose punctuation for effect.												
STD L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).												
Vocabulary Acquisition and Use													
STD L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).		✓										
STD L.4.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.												

Unit 7: <i>United States Constitution</i>		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.										
STD L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.										
STD L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).										
STD L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			✓							
CKLA	Explain the function and relationship between nouns and adjectives and use appropriately in particular sentences										
CKLA	Explain the function of verbs and adverbs and use appropriately in particular sentences										
CKLA	Identify subjects and predicates in sentences		✓		✓		✓				
CKLA	Identify and produce simple and complex sentences										

Introduction

Unit 7: *United States Constitution*

INTRODUCTION TO CKLA

Welcome

Dear Grade 4 Teacher,

The Grade 4 CKLA *The United States Constitution* unit includes 10 lessons which provide explicit instruction in reading, writing, grammar, morphology, and spelling. It is designed to follow the Grade 4 CKLA Unit 6, *American Revolution*.

Each entire lesson will require a total of 90 minutes. During the final lesson, students will complete the *United States Constitution* Unit Assessment. Following the completion of the Unit Assessment, several culminating activities are suggested in the Pausing Point, from which teachers may select activities to complete.

Unit Components

In addition to the Teacher Guide, Student Reader, and Student Activity Book that typically make up each CKLA unit, this particular unit will also include an additional component known as *The United States Constitution* Timeline Cards. The Timeline Cards can be downloaded at the same URL as the Teacher Guide and Activity Book pages:

https://www.coreknowledge.org/wp-content/uploads/2017/08/CKHG_G4_U8_USC_TL.pdf

If possible, we recommend that you print the timeline cards on heavier paper, such as card stock.

A recurring Timeline Activity will be incorporated into each lesson throughout this unit. Teachers should prepare materials, as described here, prior to beginning the unit. There are fourteen individual *United States Constitution* Timeline Cards depicting significant events and individuals related to the writing and ratification of the Constitution of the United States. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. We recommend you construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

To prepare for this activity, you will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over

the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the cards can be attached with clothespins!

Make four time indicators or reference points for the Timeline by writing the following dates on sentence strips or large index cards:










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

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

	1960s	1770s	1780s	1790s
	*	* * * *	* * * * * * *	*
Chapter	Intro	Intro Intro 1 2 3	4 4 6 7 7 7 9	9

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

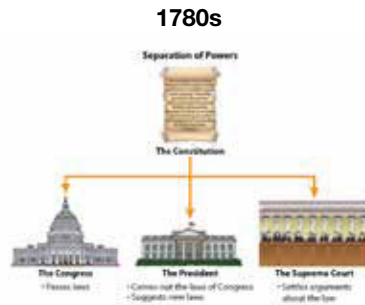
Note: Please be aware that Chapters 4, 7, and 9 have multiple cards. Chapters 5, 8, and 10 do not have any cards.

1760s  Introduction	1770s  Introduction	1770s  Introduction	1770s  Introduction	1770s  Chapter 1
1770s  Chapter 2	1770s  Chapter 3	1780s  Chapter 4		1780s  Chapter 4



1780s

Chapter 6



1780s

Chapter 7



1780s

Chapter 7



1780s

Chapter 7



1780s

Chapter 9



1790s

Chapter 9

During *The United States Constitution* unit, students will read *The United States Constitution* Student Reader originally written for the Core Knowledge History and Geography program. Each student should have his/her own copy of this Student Reader.

BACKGROUND INFORMATION FOR TEACHERS

The Declaration of Independence and the U.S. Constitution set forth the basic values and principles of American democracy. Following the Declaration of Independence, Americans needed to decide what kind of government they wanted. Based on their experience as British colonists, many feared a strong central government. The independent states began to write their own constitutions, giving most government power to state legislatures.

Articles of Confederation

During the Revolutionary War, the Second Continental Congress wrote and adopted the Articles of Confederation as the framework for the new nation as it waged war against Great Britain. Because of the fears of a strong central government, the Congress wanted to ensure that the new federal government would not be too powerful and that each state would govern itself. In 1777, delegates to the Second Continental Congress approved the Articles of

Confederation and sent them to the states for ratification. This process was not completed until 1781. The Articles were not adopted formally until just a few months before the end of the Revolutionary War.

Once the new United States began to operate under the Articles, it became apparent that they had many shortcomings. By 1787, many American leaders had realized that the Articles were not working. There was no executive department to coordinate the actions of the states or to act for the nation as a whole in dealing with foreign nations. The Congress of the Confederation held both legislative and executive powers, yet the Congress had no powers of taxation, making it dependent on the states for all revenue. These shortcomings were made clear by a series of events in the early years of the new republic, including Shays's Rebellion, an uprising that the federal government was too weak to handle without help from local government.

When it became clear that the central government under the Articles was not working, a convention was convened in Philadelphia, in 1787, to revise the Articles. Delegates from the original states, except Rhode Island, attended the Convention. The delegates worked together for four months. Instead of merely revising the Articles, the delegates wrote a new constitution under which we live today. The delegates made major compromises to the new Constitution that carefully balanced power between the central government and the states, while giving the central government supreme powers over the states in certain areas. The delegates to the Constitutional Convention voted to keep the proceedings secret, but James Madison, who represented his native Virginia, kept notes, which were not published until 1840. Because of his notes, we have a full record of the proposals and the debates over the wording of the Constitution.

The Framers: James Madison

Madison was a pivotal figure in those proceedings. Having served on the committee that wrote Virginia's state constitution, as well as in the Continental Congress, he had considered the proper role of government for some years. He had read political philosophers like Locke and Montesquieu, and was well versed in Greek and Roman political institutions. His thinking is represented in several of the key ideas of the Constitution, such as the need for a strong central government, the basing of representation on population (the formula for the distribution of seats by state in the House of Representatives), and the federal system itself.

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

The Constitutional Convention

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

Part of that heated debate involved representation in the new government that the delegates were designing. According to a plan put forth by the Virginia delegation, the legislative branch of the government would have two branches: a House of Representatives and a Senate.

Representation in both would be based on population. For example, Virginia, with a far larger population than New Hampshire, would have proportionally more members in each house. The smaller states were concerned that their interests would be ignored under such an arrangement. As a result, New Jersey put forth a second plan that would give each state one vote in each house.

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

The Three-Fifths Compromise

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

Southern states wanted slaves counted, whereas Northern states did not. If slaves were counted, Southern states would be allotted more seats in the House of Representatives. Southern states threatened to leave the Constitutional Convention if their demands to maintain slavery and count slaves when determining representation were not met. Northern states finally agreed to a compromise that allowed Southern states to count every five slaves as three free men. This is known as the “three-fifths” compromise.

Students and teachers sometimes confuse the “three-fifths” compromise, thinking that Southerners wanted to count slaves as only three-fifths of a person. In fact, Southerners wanted slaves counted as persons to increase their political representation. Northerners, eager to increase their own power and limit the power of Southerners, wanted slaves not to be counted at all. There were also ten provisions written by the convention regarding slavery, including a provision that Congress would not attempt to end the slave trade before 1808. It effectively left resolving the issue of slavery and abolition to another generation.

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

Core Content Objectives Addressed in CKLA during Previous Grades and Units

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent knowledge of American history and the United States government.

Core Connections

The Core Connections section of Lesson 1 provides a brief review of what students studied in the CKLA *American Revolution* unit that precedes this unit. In the *American Revolution* unit, students focused on understanding what caused the colonies to break away and become an independent nation, and what significant ideas and values were at the heart of the American Revolution. In addition, in the Core Connections section of Lesson 1 in this unit, students will read Chapter 1 of *The United States Constitution Student Reader* and will focus on the concept of self-rule.

Reading

The United States Constitution Student Reader

In this unit, students will use the reader from the Core Knowledge History and Geography Program, *The United States Constitution*, as their Student Reader. The pages of *The United States Constitution* are not reproduced in this Teacher Guide, so you will also need your own copy of the Student Reader.

Students will read or hear read aloud each of the 10 chapters in this Student Reader during their language arts instruction. These selections include varied and complex ideas, and will prepare students for the increased demands and vocabulary that a range of texts in later Grade 4 units and beyond demand.

In each lesson in the Teacher Guide, you will find a Big Question for each Student Reader chapter covered in that lesson. These questions are also found at the beginning of each Student Reader chapter. In addition, there is an Essential Question for the unit:

Essential Unit Question: How was the United States Constitution created, and why has it lasted for more than 200 years?

The Essential Unit Question and the Big Questions for each of the chapters are provided to help establish the bigger concepts and to provide a guide for students as they progress through the unit.

The Big Questions by chapter are:

Chapter	Big Question
1	What does self-government mean, and why was it such a revolutionary idea?
2	What is a republic or a republican form of government?
3	Why did the lack of a central government prove to be a problem?
4	Why did James Madison and Alexander Hamilton think a stronger central government was needed?
5	What does the author mean by “they had come to try to give that young nation a more secure future”?

Chapter	Big Question
6	What was the Virginia Plan, and why might some delegates have objected to it?
7	What were the main challenges that had to be overcome in order to create a new constitution?
8	What steps were put in place to ratify the constitution?
9	Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?
10	What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?

Prior to beginning instruction of each chapter, you will need to number each line of text in that chapter. Start with “1” for the first line on each page, proceeding accordingly to the last line of that particular page. **When you begin reading a new page, re-start the numbering of the first line of that new page with the number “1”.** Depending on your school’s policy, you may want to ask students to number the lines of text in their book also.

Reading Lesson Types

Each lesson uses one or more of the following approaches described below. If, however, you feel your students would benefit from an approach different from the ones recommended, you should choose the approach that is better suited to your students’ needs. For example, if your students need additional scaffolding, you should choose to use a read-aloud or whole group approach, but if your students are capable of reading the text independently, have them do so, and follow that independent reading with a group discussion of the text.

Whole Group: For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the story, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will guide students’ reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion, and reference images, captions, and other text features throughout the lesson.

You may choose to have students read silently or aloud. After reading, you will have the opportunity to check students’ comprehension of the text using oral discussion questions, written activity page items, or some combination. Please review completed activity pages, preferably with student involvement, to assess and monitor students’ comprehension and to provide rapid clarification and feedback.

Small Group: For a small group reading lesson, you will divide the class into two groups. Small Group 1 should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading, or afterward. There are many advantages to

using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally.

This allows you to provide immediate corrective feedback and instruction for individual students.

Small Group 2 should include students who are capable of reading and comprehending the text without guided support. The students may work as a small group, as partners, or independently, to read the text. They then may discuss it with others in Small Group 2, and complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the selection and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner's completed activity page; or confer with students individually or as a group at a later time.

Partner: For a partner reading lesson, you will pair students to read and discuss the selection. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page of the selection silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the story and the activity page.

Read-Aloud: In Grade 4, listening comprehension still generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Student Reader. In a typical read-aloud lesson, you will introduce the selection, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading.

Then, you will read the selection aloud while students follow along in their book, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text.

Writing

In this unit, students will be invited to “take a stand,” i.e., give an opinion related to a specific issue concerning the US Constitution. They will be asked to introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the purpose.

Spelling

During this unit’s spelling lessons, students will practice spelling words related to the United States Constitution. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students’ knowledge of the CKLA code through careful analysis of their spelling errors.

Speaking and Listening

As noted in earlier CKLA units, there are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have students talk with a partner about the question, then select two or three sticks (preprinted with students’ names) from a jar and have those students share their answers.

It is important that students know what is expected of them during the discussion. Overall, students should

- contribute to discussion
- actively listen
- respond to comments
- stay on topic

Before students can discuss topics, they need to understand what the discussion looks and sounds like. To clarify the structure for students, consider:

- modeling and/or establishing a routine for the form of discussion (e.g., small group, whole group, or partner) or collaborative exercise
- developing protocol regarding speaking rights
- providing opportunities for students to practice

Below are a few examples of how you can begin or enhance your classroom discussion:

- Provide tools (e.g., talking stick/chips) or protocol for speaking rights
- Ask questions that elicit a response (e.g., provide a probing question or thought-provoking statement)
- Respond to students’ comments and/or questions by:
 - o probing for additional information
 - o connecting student responses

Fluency

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 4. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at CKLA Ancillary Materials: Fourth Grade (URL:

<https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>).

These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any

order or frequency. There are sufficient selections so you may, if desired, use one selection per week for fluency practice.

One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody. Students would then take the selection home to practice reading aloud throughout the week with the expectation that they be prepared to read the selection fluently and with prosody by the end of the week.

At the end of the week, you would select a few students to read the selection aloud, either individually or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include:

- Listen respectfully to your classmates.
- Listen without talking.
- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., “I liked it when you...”)

In addition to the *Fluency Supplement Packet*, the CKLA program addresses fluency by providing multiple opportunities for students to reread text both during classroom instruction and for homework. In addition, fluency assessment occurs three times per year (beginning, middle, and end of year.)

Unit Assessment

This unit provides an opportunity for both formal and informal assessment across all lessons. In addition, this unit concludes with a unit assessment that assesses students’ knowledge of the content related to the United States Constitution. There is also an optional fluency assessment.

Pacing Guide

The following is a pacing guide to teaching the lessons and activities of this unit.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Core Connections 45 min Chapter 1 “The Idea of Self-Rule” Word Work: Right	Reading 45 min. Chapter 3 “The Articles of Confederation” Word Work: <i>Alliance</i>	Reading 45 min. Chapter 4 “Planning a New Constitution” Word Work: <i>Ordinance</i>	Reading 45 min. Chapter 5 “Waiting in Philadelphia” Word Work: <i>Ambassador</i>	Reading 45 min. Chapter 6 “Some Major Decisions”
Reading 45 min. Chapter 2 “New Constitutions for the States”	Grammar 15 min. Review Subject-Action Verb Agreement Morphology 15 min. Review Prefixes <i>im-</i> and <i>in-</i> Writing 15 min. Introduce Elements of Opinion Essays	Writing 45 min. Plan an Opinion Essay	Grammar 15 min. Review Pronoun-Action Verb Agreement Morphology 15 min. Review Prefixes <i>able-</i> and <i>ible-</i> Writing 15 min. Draft an Introduction to an Opinion Essay	Writing 45 min. Draft an Opinion Essay

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading 45 min. Chapter 7 “Checks, Balances, and Compromises” Word Work: <i>Compromise</i>	Reading 45 min. Chapter 8 “The Convention Completes Its Work” Word Work: <i>Posterity</i>	Reading 45 min. Chapter 9 “The States”	Reading 45 min. Chapter 10 “Our Constitution Today” Word Work: <i>Immigration</i>	Spelling 15 min. Assessment
Grammar 15 min. Review Subject-to be Verb Agreement Writing 15 min. Draft a Conclusion to an Opinion Essays Spelling 15 min. Introduce Spelling Words	Writing 15 min. Share and Revise an Opinion Essay	Writing 45 min. Edit and Publish an Opinion Essay	Grammar 15 min. Review <i>to be</i> Verbs and Modal Auxiliary Verbs Writing 15 min. Publish an Opinion Essay Spelling 15 min. Practice Spelling Words	Unit Assessment 75 min. Unit Assessment, or Performance Assessment Fluency Assessment (optional)

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 3	Pausing Point Day 4
Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.

Lesson 1

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Core Connections	Review <i>American Revolution</i> and Chapter 1 “The Idea of Self-Rule”	Thirteen Colonies Map Activity Page 1.1 <i>The United States Constitution</i> Student Reader Timeline Cards (Intro & Chapter 1) Activity Pages 1.1, 1.2, and Student Resource 1.1	45 min
	Chapter 2 “New Constitutions for the States”	<i>The United States Constitution</i> Student Reader Activity Pages 1.3, and 1.4, and Student Resource 1.1	40 min
Reading	Word Work: <i>Right</i>	Timeline Card (Chapter 2)	5 min
Take-Home Material	Reading	Fluency Supplement Selection (optional)	*

Essential Unit Question: How was the United States Constitution created, and why has it lasted for more than 200 years?

Lesson Focus

Big Question–Chapter 1:

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

Big Question–Chapter 2:

What is a republic or republican form of government?

By the end of this lesson, students will be able to:

Core Connections:

Explain the significant ideas and values that were at the heart of the American Revolution, such as the idea of self-rule and limited government.

Reading:

- Identify the main ideas contained in the Declaration of Independence. (RI.4.2)
- Describe how the thirteen former colonies formed state governments and constitutions. (RI.4.3)
- Summarize events leading up to the formation of a national government. (RI.4.3)
- Understand the meaning of the following domain-specific vocabulary: *self-determination, liberty, right, unalienable, consent, deliberate, trial by jury, assemble, term, republic, provision, and conscience*. (RI.4.4)

Speaking and Listening:

Ask and answer questions about the text. (SL.4.1c)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Core Connections

- Write the Essential Unit Question on the board/chart paper:
How was the United States Constitution created, and why has it lasted for more than 200 years?
- Prepare and display an enlarged version of Activity Page 1.1, Thirteen Colonies Map
- Prepare and display the Timeline according to the directions in the Introduction to this Teacher Guide.

Reading

- Write the Purpose for Reading on the board/chart paper:
Read Chapter 2 “New Constitutions for the States” to explain how the thirteen former colonies formed state governments and constitutions.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review with all students for additional fluency practice this week. If you choose to use this fluency practice, you will assess students in Lesson 5. (See the Introduction of this Teacher Guide for more information.)

CORE CONNECTIONS

45 minutes

Introduce the Essential Unit Question and Review Prior Knowledge 10 minutes

- Direct students’ attention to the Essential Unit Question on the board/chart paper:
How was the United States Constitution created, and why has it lasted for more than 200 years?
- Ask students if they play any sports or board games, and have them discuss whether there are rules for those sports/games. Have students discuss why it is important that there be rules for such events.
 - Answers may vary but may include that, without rules, it would be difficult for the players to know how to interact with one another, to know what is considered fair or appropriate behavior, and that there would be confusion, misunderstandings and chaos.
- Explain that a government needs rules, too. Explain that the rule book for the United States government is called the Constitution, and that the Constitution we use today was created more than 230 years ago.
- Direct students’ attention to the enlarged version of Activity Page 1.1 and ask them to describe what is shown in this map.
 - This map shows the thirteen British colonies as they existed before the American Revolution.

SUPPORT: If time permits, have students identify each of the thirteen colonies and color the student version of Activity Page 1.1 to reinforce what they learned about these colonies in the *American Revolution* Unit.

- Ask students to identify what country the colonists were fighting against in the American Revolution.
 - Great Britain
- Ask students to explain some of the reasons the colonists fought against the British in this war.
 - Answers may vary, but may include that the colonists were upset with King George III and the British Parliament for placing taxes on them and restricting their trade. The colonists wanted to be independent of Great Britain and be able to govern themselves.
- Have students identify the Declaration of Independence and explain the significance of that document.
 - It was the document that outlined the reasons the colonists wanted their independence and listed the three inalienable rights of the people – life, liberty (freedom), and the pursuit (search) of happiness.
- Ask students which side won the American Revolutionary War.
 - The colonists won.
- Use the three “Introduction” Timeline Cards to explain or review key people and events of the American Revolution. Then post the cards on the Timeline under the dates referencing the 1760s and 1770s. Refer to the images in the Introduction of this unit for further guidance on the placement of each image card to the Timeline. Explain that in this unit, students will read about efforts during and after the American Revolution to establish an independent government.

Introduce the Student Reader and Read Chapter 1 “The Idea of Self-Rule” 20 minutes

- Distribute a copy of *The United States Constitution* Student Reader to each student.
- Read the title of the book and remind students that this book is an informational book. An informational book contains true, or factual, information about people, places, and events.
- Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various images; record this information in a list on the board or chart paper. Students will likely mention the Constitution, the states, and important American leaders, such as Thomas Jefferson and George Washington.
- Tell students that they will determine if the answers they gave to these questions designed to check their prior knowledge were correct as they read Chapter 1.
- Ask students to turn to page 2, Chapter 1 “The Idea of Self-Rule.” Explain that before reading, they will preview the core vocabulary words.

Core Vocabulary

1. **self-determination, n.** the ability of the people in a country to decide their own government **(2)**
 2. **liberty, n.** freedom **(2)**
 3. **right, n.** a legal promise **(rights) (4)**
 4. **unalienable, adj.** unable to be taken away or denied **(4)**
 5. **consent, n.** approval or agreement **(5)**
 6. **deliberate, v.** to think about and discuss issues before reaching a decision **(deliberating) (8)**
- Distribute Activity Page 1.2, Vocabulary for Chapter 1 “The Idea of Self-Rule” and Student Resource 1.1, Glossary for *The United States Constitution*. Begin by telling students the first vocabulary word they will encounter in this chapter is *self-determination*.
 - Have them find the word on page 2 of the Student Reader.
 - Explain that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* may be found on Student Resource 1.1 at the back of the Activity Book. The words are listed alphabetically. Have students refer to the full glossary, Student Resource 1.1, locate *self-determination*, and then have a student read the definition.
 - Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word may follow the definition. They may be a different part of speech.
 - Now have students reference Activity Page 1.2, which contains the vocabulary for Chapter 1, while you read each word and explain its meaning, noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.
 - Have a student read aloud The Big Question on page 2 of the Reader. Ask students to use what they learned in the *American Revolution* unit to predict the answer to this question.
 - o Answers may vary, but may include that the colonists fought for the right to govern themselves.

[Have a student read aloud pages 2-3, “Self Determination.”]

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

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

Page 2

Line 1: Inferential—How does self-determination relate to self-rule and self-government?

- o [Point out the prefix self in all of these words.] Self-determination has roughly the same meaning as self-rule and self-government. It means that people will be able to make decisions for themselves about their government and their country.

Line 7: Evaluative— What are some examples of liberties, or freedoms, that we have in the United States?

- o Answers may vary, but may include freedom of speech and freedom of religion. They may also identify freedoms such as freedom to choose where we live or freedom to choose our own clothes.

Line 7: Evaluative— Do you think everyone in the United States has and is able to use those freedoms equally? What are some groups of people in the United States either today or in the past who were not able to use these freedoms?

SUPPORT: If students completed the CKLA Grade 4 Unit 1, *Brown Girl Dreaming*, you may want to remind them of the experiences that the author Jacqueline Woodson recounted in this book. You may also want to mention CKLA units from earlier grade levels that students may recall, such as the Grade 2 *Immigration and Fighting for a Cause* units, as well as the Grade 3 *Native Americans: Regions and Cultures* unit.

- o Answers may vary but may include Native Americans, enslaved workers from the start of the country until the Civil War; women; African Americans; immigrants; etc.

[Have students take turns reading aloud pages 4-6, “Self-Determination.”]

Page 4

Lines 1-9: Literal— What did Thomas Jefferson mean in the Declaration of Independence when he wrote that “all men are created equal”?

- o He meant that all people had the same rights, not that they all had the same abilities.

Lines 1-9: Evaluative— When Thomas Jefferson wrote this, were all people treated as if they were equal? Provide specific examples in support of your answer.

- o No, enslaved workers, women, Native Americans, people who did not own land, and others were not given the same rights as men who were wealthy.

Page 5

All Lines: Inferential— [Have students paraphrase the information contained in this bulleted list.]

- o The reference to “the governed” in the third bullet point was to the colonists. They believed the British government was not protecting their rights. Therefore, they believed they had the right to get rid of rule by the British government and to create

their own government. They believed the British government had broken its social contract, or agreement, with them by misusing its power, and so colonists wanted a new contract with a new government.

[Have students take turns reading aloud pages 6-7, “Limited Government.”]

Page 6

All Lines: Inferential—What is meant by the term “limited government”?

- o The government only has the powers given to it by the “consent of the governed,” which means by the people.

[Have students take turns reading aloud pages 8-9, “Limited Government.”]

Page 8

Line 4: Inferential— What are some synonyms for the verb deliberate?

- o debate, exchange ideas, consider, discuss

Wrap Up

5 minutes

Have students discuss the following question:

Big Question:

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

- o Key points students may cite include: Self-government means the right of a people to govern themselves or to choose their own form of government. This was revolutionary because it suggested that governments got their power from the people, and not from one ruler or God. This was a different way of thinking about government. It also led to the “great experiment” of American colonies creating a brand-new government for themselves.

Review the Chapter 1 Timeline Card. Read and discuss the caption. Post the Card to the Timeline under the date referencing the 1770s; refer to the illustration in the Introduction of this unit for guidance on the placement of each image card to the Timeline.

READING

45 MINUTES

Reading: Chapter 2 “New Constitutions for the States”

Introduce the Chapter

5 minutes

- Ask students to turn to page 10, “New Constitutions for the States.” Explain that before reading, they will preview the core vocabulary words in this chapter.
- Vocabulary and pages found in text:
 1. **trial by jury, phrase.** a case of law decided by a group of one’s fellow citizens (13)
 2. **assemble, v.** to gather together (**assembling**) (13)
 3. **term, n.** the length of time for which an elected official serves (**terms**) (16)

4. **republic, n.** a government in which people elect representatives to rule for them **(17)**
 5. **provision, n.** a condition that is included in an agreement or law **(provisions) (17)**
 6. **conscience, n.** a sense or belief a person has that a certain action is right or wrong **(19)**
- Begin by telling students the first vocabulary phrase they will encounter in this chapter is *trial by jury*.
 - Have them find the phrase on page 13 of the Reader.
 - Explain that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found in Student Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *trial by jury*, and then have a student read the definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word may follow the definition. They may be a different part of speech.
 - o Now have students reference Activity Page 1.3, which contains the vocabulary for Chapter 2, while you read each word and explain its meaning, noting that:
 - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the chapters.

Read Chapter 2 “New Constitutions for the States”

30 minutes

- Read the purpose for reading from the board/chart paper:

Read Chapter 2 “New Constitutions for the States” to explain how the thirteen former colonies formed state governments and constitutions.

[Have students take turns reading aloud pages 10-13, “New Plan of Government.”]

Page 12

Lines 1-9: Inferential—Based on the way it is used in this paragraph, what is a fundamental law?

- o It is a law that determines what other laws can be made. It is a law upon which all other laws are built.

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

Lines 1-5: Literal—What kinds of information can be found in a constitution?

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

Lines 24-25: *Literal*— What does it mean if a law is unconstitutional?

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

[Have students silently read page 13, “Rights of Englishmen’—and More.”]

Page 13

SUPPORT: Point out that, after the American Revolution, the thirteen British colonies stopped being colonies and became independent states. Each state was responsible for writing its own constitution.

Lines 6-12: *Literal*—Why did states want to write down their constitutions?

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

Lines 13-25: *Literal*—What were some of the things the states said in their constitutions that the government could not do?

- o They could not search a person’s home without good reason; they could not put a person in jail without a good reason; they could not keep a person in jail without a trial; they could also not take away a person’s right to trial by jury; they could not stop people from assembling peaceably; and they could not take away the people’s right to ask or even demand that their government do something they wanted done.

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

Pages 14-16

SUPPORT: Note that, during colonial times, the state constitutions made the governors the leaders of each state, but with very little power. Explain that today, states are still led by governors, but they have more power than in the original state constitutions.

Help students identify the current governor of their state. (Note: Students in Washington, D.C., will not have a governor. They should, however, identify their mayor.)

[Have students read aloud the remainder of the section, i.e. the first three paragraphs on page 17.]

Page 17

Lines 12-19: *Evaluative*— What is a republican form of government, and why did the states adopt this form rather than a direct democracy?

- o In a direct democracy, the people govern directly, with every person voting on every matter, every proposed law. A republican form of government is one in which people elect representatives to serve in the government and make decisions on their behalf. The states decided upon a republican form of government rather than a direct democracy because of the difficulty of bringing together many people in a large state or territory to discuss and vote on laws.

Pages 17-19

[Have students read aloud “Freedom of Religion” on the remainder of page 17 through page 19.]

Page 18, Lines 5-6: *Inferential*—What does “freedom of religion” mean?

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

Page 18, Lines 11-13 and Page 19, Line 1: *Literal*—What does “separation of church and state” mean?

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

Page 19, Lines 1-5: *Literal*—What does “freedom of conscience” mean?

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

Page 19, Lines 7-16: *Literal*—How did the states handle the issue of slavery?

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

Discuss the Chapter and Wrap Up the Lesson

5 minutes

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

- o A republic is a form of government in which the people elect representatives to rule for them. It builds on the principles established by the Declaration of Independence because it is a form of limited government in which “the governed” have the power, and it is a limited government, or one which has only those powers given to it by the people.
- Show students the Chapter 2 Timeline Card and read and discuss the caption. Post the Image Card under the date referencing the 1770s; refer to the Introduction of this unit for guidance on the placement of each Image Card to the Timeline.

Word Work: *Right*

5 minutes

1. In “The Idea of Self-Rule,” you read, “[W]hat Jefferson meant is that each person is born with the same rights as any other.”
2. Say the word *right* with me.
3. A *right* is a legal promise.
4. In the United States, we have the right to freedom of religion.
5. What other rights we do have in the United States? Be sure to use the word *right* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “_____ is one of the rights we have in the United States.”]

6. What is the word we've been talking about? What part of speech is the word *right*?
 - o noun
7. [Use a *Multiple Meaning Word* activity for follow-up.] The word *right* has several other meanings. What are some other meanings of the word *right*?
 - o *Right* can refer to a direction, the opposite of left.
 - o *Right* can also mean in keeping with what is fair or good.
 - o *Right* can also mean correct.
8. I am going to say several sentences, each using the word *right*. Tell me which meaning of the word *right* is being used in that sentence.
 - It is not right for someone to cheat on a test.
 - o It means that it is not in keeping with what is fair or good.
 - My mother was right when she said I should take my umbrella today because it would rain.
 - o It means that she was correct.
 - People in America enjoy the right to a jury trial if they are accused of a serious crime.
 - o It means people have a legal promise from the government that they will be able to have a trial in front of their peers if they are accused of a serious crime.
 - To get from my house to the school, I have to go to the end of my street and turn right.
 - o It refers to the direction that is the opposite of left.

Take Home Material

- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice. Students will be assessed on their fluency in Lesson 5.

ADDITIONAL ACTIVITY

(If time permits, use this activity after this lesson; otherwise, it can be moved to the Pausing Point days.)

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

Materials Needed: display and individual student copies of The Great Seal of the United States (Activity Page 1.4); Internet access

Background for Teachers: Before beginning this activity, preview the video “The Egg” from the musical 1776. Use this link to download the CKHG Online Resources, where a specific link to the video may be found: <https://www.coreknowledge.org/wp-content/uploads/2017/08/CKHG-Online-Resources-The-United-States-Constitution.pdf>

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

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

the Great Seal of the United States was adopted.

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

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

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

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

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

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

Show students the excerpt from the video “The Egg” from the musical 1776. Explain that the musical tells about the writing of the Declaration of Independence. In “The Egg,” Ben Franklin, Thomas Jefferson, and John Adams choose a symbol for the new nation they are creating. Tell students to listen for the symbol they choose. After playing the song, ask the following questions:

- What birds did Jefferson, Franklin, and Adams want as a national symbol?
 - o *dove, turkey, and eagle*
- Why did Franklin oppose using the eagle as the national symbol?
 - o *It was already a symbol of European countries.*
- Why did Franklin want the turkey as the national symbol?
 - o *It was a native American bird.*
- Which bird was chosen as the national symbol?
 - o *the eagle*

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

- What bird is shown on the front of the seal?
 - o *eagle*
- What is the bird holding in its talons? What do these things represent?
 - o *The Bird is holding an olive branch, which represents peace, and a bunch of arrows, which represents war.*
- What does the shield on the bird remind you of?
 - o *The American flag*
- How many stars are shown above the bird's head? What do you think they represent?
 - o *There are thirteen stars, one for each of the original states.*
- The banner reads "E Pluribus Unum," which is Latin meaning "From Many, One." What do you think this means in reference to the United States?
 - o *It means that many different people, from many different countries, colonies, and then states, came together to form one country.*
- Point out the Roman numerals on the base of the pyramid on the back side of the seal. Explain that the numerals read 1776. What is the significance of these numbers?
 - o *1776 is the year that the Declaration of Independence was written.*

Distribute Activity Page 1.4. Have students work in small groups to answer the questions.

Lesson 2

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Chapter 3 “The Articles of Confederation”	<i>The United States Constitution</i> Student Reader Activity Page 2.1 and Student Resource 1.1	40 min
	Word Work: <i>Alliance</i>	NEW Timeline Card: Chapter 3 Posted Timeline Cards: Chapter 1–2	5 min
Grammar	Review Subject-Action Verb Agreement	Subject-Action Verb Agreement Poster from <i>American Revolution</i> Activity Page 2.2	15
Morphology	Review Prefixes <i>im-</i> and <i>in-</i>	Activity Page 2.3	15
Writing	Introduce Elements of Opinion Essays	Elements of Opinion Essays Chart	15

Lesson Focus

Big Question-Chapter 3:

Why did the lack of a central government prove to be a problem?

By the end of this lesson, students will be able to:

Reading:

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

Grammar:

Write sentences in which the subject and action verb agree.

Morphology:

Use words with the prefixes *im-* and *in-* correctly in sentences. (L.4.4b)

Writing:

Introduce the elements of opinion essays. (W.4.1)

Speaking and Listening:

Ask and answer questions about the text. (SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “The Articles of Confederation” to describe the provisions in the government created by the Articles of Confederation.

Grammar

Display the Subject-Action Verb Poster that was created and displayed during the *American Revolution* unit and that looks like the following:

Subject	Agreement in Present Tense	Example
Singular	verbs ending in ‘s,’ ‘sh,’ ‘ch,’ ‘x,’ and ‘z,’ add -es	The government <i>passes</i> laws.
	verbs ending with ‘y,’ change the ‘y’ to ‘i’ and add -es	Paul Revere <i>spies</i> on the British soldiers.
	add -s	The farmer <i>plows</i> his field.
Plural	verb does not change	The colonists <i>fight</i> for their independence.

- Write the following sentences on a white board or chart paper:
 - In 1777, the Congress votes to approve a plan for a new central government.*
 - Today, Congress passes laws that benefit people in the United States.*
 - Senators vote on laws on behalf of the people in their states.*

Writing

- Create and display an enlarged version of the Elements of Opinion Essays Chart.

Elements of Opinion Essays	
Introduction	<p>Includes a statement of the author’s opinion: An opinion is the author’s view that can be supported with evidence.</p> <p>Important: An opinion is different from a fact, which can be proven to be true. An opinion should be supported WITH facts but is itself not a fact.</p>
Body/Evidence	<ul style="list-style-type: none">The opinion stated in the introductory paragraph needs to be supported with evidence, or facts.Each piece of evidence supporting the opinion is presented in a separate paragraph.
Conclusion	<ul style="list-style-type: none">The last paragraph of an opinion essay summarizes the author’s opinion and the most important pieces of evidence, or facts, that support that opinion.

- Write the following sentences on the board/chart paper:
 - *The Second Continental Congress met in Philadelphia during the American Revolution.*
 - *In 1777, the Second Continental Congress set up the first American government in the plan called the Articles of Confederation.*
 - *The Articles of Confederation established a terrible government.*
 - *Maryland was the last state to approve the Articles of Confederation.*
 - *It was a wise decision to set up a government without a strong central leader, because the king proved that a strong central leader is always a bad idea.*

READING

45 minutes

Reading: Chapter 3 “The Articles of Confederation”

Review

5 minutes

- Review the Chapters 1 and 2 Timeline Cards. Ask students whether they remember the name of their state’s governor and capital. Call particular attention to the Timeline Card depicting George Washington’s appointment, during the Second Continental Congress, as the commander-in-chief. Explain to students that in addition to appointing George Washington the commander of the military, the Second Continental Congress continued to meet throughout the Revolution to oversee the war and provide general guidance as to how the thirteen colonies could best work together.
- Explain that, after the Declaration of Independence, the colonies became states. Ask students what each state did upon becoming a state at this time.
 - They each wrote a constitution.
- Ask students which part of the government was given the most power under these constitutions, and why.
 - The legislative body, or the assembly, was given the most power, because the people were afraid of putting too much power in the hands of one person because the British king abused his power.

Introduce the Chapter

5 minutes

- Ask students to turn to page 20, Chapter 3 “The Articles of Confederation.” Explain that before reading, they will preview the core vocabulary words in this chapter.
- Vocabulary and pages found in text:
 1. **delegate**, *n.* representative (**delegates**) (20)
 2. **confederation**, *n.* a group of states joined together by a formal agreement (22)
 3. **treaty**, *n.* a formal agreement between two or more groups, especially countries (**treaties**) (24)
 4. **alliance**, *n.* a partnership of different countries, organizations, or people who agree to work together (**alliances**) (24)
- Begin by telling students the first vocabulary word they will encounter in this chapter is *delegate*.

- Have them find the word on page 20 of the Student Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found on Student Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, *locate delegate*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word may follow the definition. They may be a different part of speech.
- Now have students reference Activity Page 2.1 which contains the vocabulary for Chapter 3, while you read each word and explain its meaning, noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Read Chapter 3 “The Articles of Confederation”

20 minutes

- Read the purpose for reading from the board/chart paper:

Read “The Articles of Confederation” to describe the provisions in the government created by the Articles of Confederation.

[Have students read aloud “Meeting in Philadelphia” from page 20 through to the end of the third paragraph on page 22.]

Page 22

Lines 14-17: Literal—What was the name of the first plan of government created by the Continental Congress?

- the Articles of Confederation

[Have students read aloud the remainder of page 22 through to the middle of page 24, stopping before they get to the section “Too Little Power.”]

Pages 22-24

SUPPORT: Remind students that they heard the word *treaty* from the phrase *peace treaty* in the Grade 4 unit *The American Revolution*. You may wish to connect the word *alliance* with *ally*, which students learned in that same unit.

SUPPORT: Have students note that the Second Continental Congress approved the Articles of Confederation in 1777, but the Articles did not go into effect until state legislatures approved it in 1781. At that time, more than two years remained before the end of the American Revolution.

Page 22, Lines 21-27, Page 23, Lines 1-11: Literal—What did the central government created by the Articles of Confederation look like?

- o The central government was a lawmaking body called Congress. Members of the Congress were appointed and not elected. It had limited powers.

Page 23, Illustration of Scroll, Page 24, Lines 1-9: *Literal*—What powers did Congress have under the Articles of Confederation?

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

[Have students read the section “Too Little Power” on pages 24-27 to themselves.]

Page 24, Lines 14-20: *Literal*— Why were larger states, such as Virginia, frustrated by the Articles of Confederation?

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

Page 24, Lines 15-18, Page 25, Lines 1-20: *Literal*— Why was Congress always broke?

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

Page 25, Lines 21-26, Page 26, Lines 1-7: *Literal*—What other weaknesses did the Articles have?

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

Page 27, Lines 10-13: *Literal*— After six years of the Articles of Confederation, what did many people realize?

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

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Show students the Chapter 3 Timeline Card and read and discuss the caption. Post the Card under the date referencing the 1770s; refer to the Introduction of this unit for guidance on the placement of each Activity Card to the Timeline.
- Use the following question to discuss the chapter.

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

- o Answers may vary, but should include: The Congress lacked sufficient powers to actually carry out the terms of the Articles of Confederation. The Congress could not force states to provide funds to pay debts, to provide soldiers to raise an army, or even to follow the terms of treaties with other countries. The states largely acted as independent organizations, not as parts of a unified nation.

1. In “The Articles of Confederation,” you read, “The Congress could make treaties and alliances with other nations.”
2. Say the word *alliance* with me.
3. An alliance is a partnership of different countries, organizations, or people who agree to work together.
4. During the Revolutionary War, the former British colonies formed an alliance with France in their fight against the British.
5. Have you ever formed an alliance with anyone? Be sure to use the word *alliance* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “I formed an alliance with _____ when...”]
6. What is the word we’ve been talking about? What part of speech is the word *alliance*?
 - o noun
7. [Use a *Turn and Talk* activity for follow-up.] Turn to your partner and talk about the advantages that may occur if a country, organization, or person forms an alliance with another. Be sure to use the word *alliance* when you talk about this. [Have several student volunteers share their ideas with the class.]

GRAMMAR

15 MINUTES

Review Subject-Action Verb Agreement

Review Subject-Action Verb Agreement

5 minutes

- Ask students to name the two parts in every sentence and tell the purpose of each.
 - o Each sentence has a subject, which tells who or what the sentence is about, and a predicate that tells what the subject is doing, did, or will do.
- Ask students to identify in which of those two parts of a sentence they find the verb.
 - o the predicate
- Direct students’ attention to the sentences you wrote earlier:
 - o *In 1777, the Congress votes to approve a plan for a new central government.*
 - o *Today, Congress passes laws that benefit people in the United States.*
 - o *Senators vote on laws on behalf of the people in their states.*
- Ask students to identify the subject in the first sentence (*Congress*) and draw a single line under it. Have students identify the predicate in that sentence (*votes to approve a plan for a new central government*) and draw a double line under it. Have students identify the action verb (*votes*) and draw a circle around it.

- Follow this process for the second sentence. (subject: *Congress*; predicate: *passes laws that benefit people in the United States*; action verb: *passes*)
- Follow this process for the third sentence. (subject: *Senators*; predicate: *vote on laws on behalf of the people in their states*; action verb: *vote*)
- Direct students' attention to the Subject-Action Verb Agreement Poster. Remind them that they saw this poster when they studied the *American Revolution* unit. Ask students to state whether the verbs on this poster are in the present, past, or future tense.
 - o They are in the present tense, i.e., happening now.
- Have students explain the rules shown on poster.
 - o If the subject is singular, there are two possible ways to have the verb "agree" with the subject:
 - If the subject is singular (*Congress*) and the action verb does not end in 's,' 'sh,' 'ch,' 'x,' and 'z,' (*vote*) add **-s**.
 - If the subject is singular (*Congress*) and the action verb does end in 's,' 'sh,' 'ch,' 'x,' and 'z,' add (*pass*) **-es**.
 - If the subject is singular and the action verb ends in 'y,' change the 'y' to 'i' and add **-es**.
 - If the subject is plural (*Senators*), the verb does not change (*vote*).

Practice Subject-Action Verb Agreement

10 minutes

- Have students use Activity Page 2.2 to practice creating sentences so that the subject and the action verb agree.
- As students work independently, circulate among the class, offering assistance, when necessary.
- If time permits, review the answers to Activity Page 2.2 as a group. Otherwise, make plans to collect and grade at a later time.

MORPHOLOGY

15 MINUTES

Review Prefixes *im-* and *in-*

Review Prefixes *im-* and *in-*

5 minutes

- Refer to the Prefixes Poster that has been on display in the classroom throughout the year.
- Remind students that in *American Revolution*, they learned about two prefixes: *im-* and *in-*, which have the same meaning as each other. Ask students what these two prefixes mean.
 - o not
- Ask students to identify other prefixes they learned that also mean "not."
 - o *dis-*, *il-*, and *ir-*

- Ask students if the prefixes *im-* and *in-* change the part of speech of the root word.
 - They do not change the part of speech of the root word.
- Remind students that the prefix *im-* is generally added to words that begin with certain sounds or letters. Ask students to identify those sounds or letters.
 - ‘m,’ ‘p,’ and ‘b’
- Ask students to give examples of root words that can be changed in meaning by adding the prefix *im-*.
 - Answers may vary, but may include possible/impossible; perfect/imperfect; practical/impractical; polite/impolite
- Ask students to give examples of root words that can be changed in meaning by adding the prefix *in-*.
 - Answers may vary, but may include correct/incorrect; convenient/inconvenient; complete/incomplete

Practice Prefixes *im-* and *in-*

10 minutes

- Have students use Activity Page 2.3 to practice the prefixes *im-* and *in-*.
- Be sure to point out that the first word on the page, *patient*, is the adjective that means able to wait without complaining, not the noun that refers to a person who is receiving medical care.
- As students work independently, circulate among the class, offering assistance when necessary.

SUPPORT: If students are unsure of the meanings of any of the words provided on Activity Page 2.3, you may want to encourage them to use a dictionary to find the meaning of the word. Remind them that a dictionary is structured similarly to the glossaries they have been using throughout the year (i.e., it is arranged alphabetically, provides the part of speech, provides the meaning of the word, etc.).

- If time permits, review the answers to Activity Page 2.3 as a group. Otherwise, make plans to collect and grade at a later time.

WRITING

15 MINUTES

Introduce Elements of Opinion Essays

Elements of Opinion Essays

5 minutes

- Tell students that, in this unit, they will be writing an opinion essay.
- Have students explain the difference between fact and opinion:
 - *A fact is something that can be proven.*
 - *An opinion is one person’s view of an issue, but it must be supported with evidence, or facts.*

- Explain that in an opinion essay, the author states an opinion about an issue, or important idea, and then supports that opinion with facts, or evidence.
- Direct students' attention to the Elements of Opinion Essays Chart prepared and displayed earlier.

Elements of Opinion Essays	
Introduction	<p>Includes a statement of the author's opinion: An opinion is the author's view that can be supported with evidence.</p> <p>Important: An opinion is different from a fact, which can be proven to be true. An opinion should be supported WITH facts but is itself not a fact.</p>
Body/Evidence	<ul style="list-style-type: none"> • The opinion stated in the introductory paragraph needs to be supported with evidence, or facts. • Each piece of evidence supporting the opinion is presented in a separate paragraph.
Conclusion	<ul style="list-style-type: none"> • The last paragraph of an opinion essay summarizes the author's opinion and the most important pieces of evidence, or facts, that support that opinion.

- Explain that students will write an opinion essay during this unit. Their essay will be based on an opinion they form on one of several issues discussed in *The United States Constitution*.

Distinguishing Fact and Fiction

10 minutes

- Ask students to explain the difference between a fact and an opinion, and how they can tell the difference between the two.
 - A fact is a provable, objective piece of information upon which reasonable people cannot disagree. An opinion is a personal belief, and it is something with which others may disagree.
- Direct students' attention to the sentences you wrote on the board/chart paper earlier. Have student volunteers read the first sentence, and have students determine whether it is a fact or opinion. Have students explain their reasons for their choices.
 - *The Second Continental Congress met in Philadelphia during the American Revolution.*
 - This statement is a fact. It is a provable event that can be confirmed by conducting research.
 - *In 1777, the Second Continental Congress set up the first American government in the plan called the Articles of Confederation.*
 - This statement is a fact. It is a provable event that can be confirmed by conducting research.
 - *The Articles of Confederation established a terrible government.*
 - This is an opinion. The word "terrible" indicates that the writer of this sentence holds this belief, but others may have the opposite belief.

- *Maryland was the last state to approve the Articles of Confederation.*
 - o This statement is a fact. It is a provable event that can be confirmed by conducting research.
- *It was a wise decision to set up a government without a strong central leader, because the king proved that a strong central leader is always a bad idea.*
 - o This is an opinion. The word “wise” indicates that the writer of this sentence holds this belief, but others may have the opposite belief.

TURN AND TALK: Take turns making a statement to your partner, and have your partner determine whether that statement is a fact or an opinion. Your statement can be about any topic—something you learned at school, a sport or hobby you have, your family, etc. [Allow students several minutes to engage in this activity, and then, if time allows, have several students share their statements with the class, asking them to determine whether the statement is a fact or an opinion.]

ADDITIONAL ACTIVITY

(If time permits, use this activity after this lesson; otherwise, it can be moved to the Pausing Point days.)

State Constitutions and The Articles of Confederation (RI.4.1, RI.4.2) 30 min.

Materials Needed: board or chart paper

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

Lesson 3

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Chapter 4 "Planning a New Constitution"	<i>The United States Constitution</i> Student Reader Activity Page 3.1 and Student Resource 1.1	40 min
	Word Work: <i>Ordinance</i>	NEW Timeline Card: Chapter 4 Posted Timeline Cards: Chapter 3	5 min
Writing	Plan an Opinion Essay	Elements of Opinion Essays Chart Activity Page 3.2	45

Lesson Focus

Big Question-Chapter 4:
Why did James Madison and Alexander Hamilton think a stronger central government was needed?

By the end of this lesson, students will be able to:

Reading:

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

Writing:

Plan an opinion essay.
(W.4.1)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words.
(L.4.4)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “Planning a New Constitution” in order to explain why James Madison and Alexander Hamilton thought a stronger central government was needed.

Writing

- Display the Elements of Opinion Essays chart.
- Write the following topic on the board/chart paper:

Were the state constitutions better than the Articles of Confederation? (Chapters 1-4)

READING

45 MINUTES

Reading: Chapter 4 “Planning a New Constitution”

Review

5 minutes

- Use the Chapter 3 Timeline Card to review the Articles of Confederation, and ask students the following questions:

What was the name of the document created by the Continental Congress that was first used to govern the new United States?

- o the Articles of Confederation

What were some of the weaknesses in the Articles of Confederation?

- o There was too little power in the central government; the Congress did not have the power to tax the states to raise money; some of the larger states complained that the smaller states had as much say in the government as the larger states; it was difficult to amend, or change, the Articles of Confederation to make them stronger.

Introduce the Chapter

5 minutes

- Ask students to turn to page 28, Chapter 4 “Planning a New Constitution.” Explain that before reading, they will preview the core vocabulary words in the chapter.
- Vocabulary and pages found in text:
 1. **ordinance**, *n.* a law or government rule **(28)**
 2. **politics**, *n.* the activities of leaders running a government **(31)**
- Begin by telling students the first vocabulary word they will encounter in these selections is *ordinance*.
- Have them find the word on page 28 of the Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found on Student

Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *ordinance*, and then have a student read the definition.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word may follow the definition. They may be a different part of speech.
 - Now have students reference Activity Page 3.1 which contains the vocabulary for Chapter 4, while you read each word and explain its meaning, noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Read Chapter 4 “Planning a New Constitution”

20 minutes

- Read the purpose for reading from the board/chart paper:

Read “Planning a New Constitution” in order to explain why James Madison and Alexander Hamilton thought a stronger central government was needed.

[Have students take turns reading aloud the section titled “Northwest Ordinance,” beginning on page 28 and ending at the top of page 31.]

Page 28

Lines 1-8: *Literal*—What is an ordinance?

- a law or government rule

Page 29

Map: *Literal*—What physical features formed the boundaries of the Northwest Territory?

- the Great Lakes, the Ohio River, the Mississippi River

Pages 30-31

Page 30, All Lines, and Page 32, Lines 1-4: *Literal*—What were the provisions of the Northwest Ordinance?

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

[Have students take turns reading aloud three paragraphs of the section titled “A Need for Power” on page 31.]

Lines 12-20: *Literal*—Who was James Madison?

- He was one of Virginia’s delegates to Congress. He spent most of his life studying government and politics, and he helped write the new Virginia constitution.

[Have students partner-read the rest of “A Need for Power,” from page 31 through page 35. After students finish reading the section, ask the following questions:]

Page 32

Lines 1-16: *Literal*—Who was Alexander Hamilton?

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

Page 32, Lines 17-18, and Page 33, Lines 1-6: *Evaluative*—What belief did Madison, Hamilton, and Washington share?

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

Page 33

Lines 14-18: *Literal*—According to Madison and Hamilton, what was the real purpose of the special convention?

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

Page 33, Lines 25-27, and Page 34, Lines 1-9: *Evaluative*—How did Madison want to change the central government?

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

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Show students the Chapter 4 Timeline Cards, and read and discuss the captions. Post the cards under the date referencing the 1780s; refer to the Introduction of this unit for guidance on the placement of each card to the Timeline.
- Use the following question to discuss the chapter.

Evaluative— Why did James Madison and Alexander Hamilton think a stronger central government was needed?

- o Answers may vary, but should include: Madison and Hamilton saw how weak the government was under the Articles of Confederation. They knew that a central government could not be effective if it had to depend on the states. The government needed to be able to raise money and form an army on its own because the states could not be depended upon to do their share.

Word Work: Ordinance

5 minutes

1. In Chapter 4 “Planning a New Constitution,” you read, “This 1787 law is known as the Northwest Ordinance.”
2. Say the word *ordinance* with me.
3. An ordinance is a law or government rule.
4. Our town passed an ordinance that said that all dogs need to be on leashes when they are in the park.

5. What ordinances does our town have? Be sure to use the word *ordinance* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students' response to make complete sentences: "Our town has an ordinance that . . ."]

SUPPORT: If students have trouble identifying ordinances that exist in their town, provide a few examples (e.g., allowed street parking times, size of signs placed in yards, etc.) and ask them to discuss whether they think the ordinance is wise. Remind them to use the word *ordinance* when they discuss it.

6. What is the word we've been talking about? What part of speech is the word *ordinance*?
 - o noun
7. [Use a *Sharing* activity for follow-up.]

Turn and Talk: What ordinance would you suggest for your school if you were elected to serve in the school government?

WRITING

45 MINUTES

Plan an Opinion Essay

Review Elements of Opinion Essays

5 minutes

- Direct students' attention to the enlarged copy of the Elements of Opinion Essays chart discussed in the previous lesson. Ask students to explain the elements of this type of writing.
- Remind students that they will be writing an essay in which they state their opinion about a topic, and then support that opinion with reasons, or facts.

Introduce the Topic

15 minutes

- Direct students' attention to the topic you wrote on the board/chart paper earlier.
 - o *Were the state constitutions better than the Articles of Confederation? (Chapters 1-4)*
- Have a student volunteer read aloud the question. Explain that students will have an opportunity to answer and write about this question in an opinion essay.

SUPPORT: Emphasize that different people might answer this question differently, expressing their personal beliefs. That is what makes this topic an appropriate subject for an opinion essay.

- Direct students' attention to Activity Page 3.2, and explain that they will use this page to plan their opinion essay.
- Have a student read aloud the directions on Activity Page 3.2, as well as the topic.
- Have students note that the first box is where they will write their opinion, but that they are not ready to do that yet.

- Explain that, although an opinion is a personal belief, it should be supported with reasons, or facts. They are not ready to write their opinion in this first box until they have researched the topic and have obtained facts to support their opinion. Direct students to leave this “opinion” box blank for now.
- Have students note that Activity Page 3.2 requires them to have three reasons, or facts, to support their opinion. They will find those facts in the Reader in the chapters indicated on the board/chart paper.

Conduct Research

20 minutes

- Have students use Activity Page 3.2 and Chapters 1-4 of the Reader independently to conduct their research on the topic. Explain that they should look for facts in the text that help to answer the question, *Were the state constitutions better than the Articles of Confederation?* Direct students to write three facts that they believe answer this question, one in each of the three “Reasons” boxes.
- As students work independently, circulate among the class, offering assistance when necessary.

SUPPORT: You may wish to group students, allowing them to work in pairs or small groups, to gather the information from the Reader.

Wrap-Up

5 minutes

- Have students examine the facts they recorded on Activity Page 3.2 to answer the topic question.
- Now, ask students to formulate an opinion that is supported by these facts. Have them write their opinion, or answer the topic question, in the first box on Activity Page 3.2, and explain that they will begin to write their opinion essay in the next lesson.

ADDITIONAL ACTIVITIES

(If time permits, use one or more of these activities after this lesson; otherwise, you may assign the activities as homework or use them during the Pausing Point days.)

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

Materials Needed: Sufficient copies of The Articles of Confederation (Activity Page 3.3)

Distribute Activity Page 3.3, and The Articles of Confederation. Instruct students to refer to Chapters 3 and 4 in the Student Reader to help them determine the truth of each statement and answer the questions.

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

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–4 (Activity Page 3.4)

Lesson 4

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Chapter 5 “Waiting in Philadelphia”	<i>The United States Constitution</i> Student Reader Activity Pages 4.1, 4.2, and Student Resource 1.1 Posted Timeline Cards: Chapter 4	40 min
	Word Work: <i>Ambassador</i>		5 min
Grammar	Review Subject-Action Verb Agreement	Activity Page 4.3	15
Morphology	Review Prefixes <i>-able</i> and <i>-ible</i>	Activity Page 4.4	15
Writing	Draft an Introduction to an Opinion Essay	Activity Pages 3.2 and 4.5	15

Lesson Focus

Big Question-Chapter 5:

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

By the end of this lesson, students will be able to:

Reading:

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

Grammar:

Complete sentences with the appropriate action verb so it agrees with the pronoun subject. (L.4.1)

Morphology:

Add the suffixes *-able* and *-ible* appropriately to root words and use those words in sentences

Writing:

Draft an introduction to an opinion essay. (W.4.1a)

Speaking and Listening:

Ask and answer questions about the text. (SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “Waiting in Philadelphia” in order to identify significant figures who attended – and did not attend – the Constitutional Convention.

- Create and display an enlarged version of Activity Page 4.2.

Grammar

Display the Pronoun-Action Verb Agreement Poster created during the *American Revolution* unit.

Pronoun	Agreement in Present Tense	Example
<i>it, he, she</i>	verbs ending in ‘s,’ ‘sh,’ ‘ch,’ ‘x,’ and ‘z,’ add -es	It <i>catches</i> on fire.
	verbs ending with ‘y,’ change the ‘y’ to ‘i’ and add -es	He <i>dries</i> the dishes.
	add -s	She <i>hums</i> a melody.
<i>I, we, you, they</i>	verb does not change	We <i>prepare</i> to go to school.

Morphology

- Ensure the Suffix Poster that has been used in earlier units is on display in the classroom.

Writing

- Display the Elements of Opinion Essays chart.
- Write the following paragraph on a white board/chart paper:

Patrick Henry said he “smelt a rat,” and he was right. There were rats scurrying around Philadelphia in 1787, but they were no ordinary rats. They were the kinds of rats that would change the course of American history. Patrick Henry chose not to go to Philadelphia for that meeting because he was afraid the delegates were going to change the American government. He was wrong not to attend that Convention.

READING

45 MINUTES

Reading: Chapter 4 “Waiting in Philadelphia”

Review

5 minutes

Use Chapter 4 Timeline Cards to review what James Madison and Alexander Hamilton saw as the weaknesses in the Articles of Confederation, and ask students the following questions:

- In what city were the men like James Madison, Alexander Hamilton, George Washington and others planning to meet to discuss what should be done about the weaknesses in the Articles of Confederation?
 - o Philadelphia

SUPPORT: Explain that Philadelphia was the capital of the new United States in 1787.

- According to the Congress, what was to be the purpose of the convention in Philadelphia?
 - o Congress said the purpose of the convention was to improve the Articles of Confederation.
- According to James Madison and Alexander Hamilton, what was to be the purpose of the convention in Philadelphia?
 - o Madison and Hamilton wanted to replace the Articles of Confederation.
- Ask students to make a prediction, based on what they have read so far, as to what will happen in Philadelphia at the Convention: will the delegates improve the Articles or will they replace them? On what information do you base your prediction?
 - o Answers will vary.

Introduce the Chapter

5 minutes

- Ask students to turn to page 36, Chapter 5 “Waiting in Philadelphia.” Explain that before reading, they will preview the core vocabulary word they will hear in this chapter.
- Vocabulary and page found in text:
 1. **ambassador, n.** a person who is an official representative of his or her government in another country **(41)**
- Begin by telling students the only vocabulary word they will encounter in this chapter is *ambassador*.
- Have them find the word on page 41 of the Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found on Student Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *ambassador*, and then have a student read the definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word may follow the definition. They may be a different part of speech.
 - o Now have students reference Activity Page 4.1 which contains the vocabulary word for Chapter 5, while you read the word and explain its meaning, noting that the page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

- Read the purpose for reading from the board/chart paper:

Read “Waiting in Philadelphia” in order to identify significant figures who attended – and did not attend – the Constitutional Convention.

[Have student volunteers read aloud “A Late Start,” on pages 36-41, stopping at the section on page 41 titled “The Work Begins.”]

Page 36, Lines 1-7, Page 38, Lines 1- 24: *Literal*—Who was the first delegate from outside of Pennsylvania to arrive, and how did he spend his time?

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

Page 38, Lines 25-27, Page 39, Lines 1- 4: *Literal*—Who were two other famous Americans who attended the convention?

- o George Washington and Ben Franklin

Page 39

The Caption Beneath the Image: *Inferential*—Why do you think the presence of George Washington encouraged hope and optimism about the convention?

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

Page 39, Lines 1- 4, Page 40, Lines 1-4: *Literal*—What was Ben Franklin famous for?

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

Page 41

Lines 3-23: *Literal*—Which colonial leaders did not attend the convention?

- o Thomas Jefferson, John Adams, Patrick Henry, Sam Adams, and John Hancock

Lines 3-23: *Inferential*—What other groups of people were not at the Constitutional Convention?

- o Answers may vary, but may include women, African Americans, Native Americans, poor people, people without an education.

Lines 24-31: *Inferential*—Patrick Henry did not attend, saying, “I smelt a rat.” What does this statement tell you about his reasons for not attending?

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

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

Page 42

Line 1: *Literal*—Where in Philadelphia did the convention take place?

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

Page 42, Lines 1-8, Page 43, Lines 1-11: *Inferential*—Why is the location of the convention significant?

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

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Turn and Talk: Reread the last sentence of the first full paragraph on page 43. Point out that this is the statement addressed by the Big Question noted at the beginning of the chapter. Ask students to discuss what it must have been like for these men to be there at the beginning of a new country. What were their hopes? Their fears?

- If internet access is available, show students the 2-minute YouTube video, *Introduction to the Constitutional Convention*, to quickly review the content in this chapter. The video is available at this link: <https://www.youtube.com/watch?v=JDF0WWW13A>
- Now direct students’ attention to Activity Page 4.2. Explain that they will use this T-Chart to capture information about who attended – and who did not attend – the Constitutional Convention in Philadelphia in 1787.
- Tell students that, as they complete Activity Page 4.2 with the information from “Waiting in Philadelphia,” to note why certain individuals did not attend the Convention.
- As students work independently to complete Activity Page 4.2, circulate around the room, providing assistance as needed.
- After students complete Activity Page 4.2, have several student volunteers record the information on the enlarged version of that Activity Page you created earlier.

Word Work: *Ambassador*

5 minutes

1. In “Waiting in Philadelphia” you read, “Jefferson was our ambassador to France.”
2. Say the word *ambassador* with me.
3. An ambassador is a person who is an official representative of his or her government in another country.
4. John Adams was appointed the first American ambassador to Great Britain.
5. Why do you think it is important for a country to have ambassadors to foreign countries? Be sure to use the word *ambassador* in your response. [Ask two or three students to use

the target words in a sentence. If necessary, guide and/or rephrase students' response to make complete sentences: "It is important to have ambassadors to foreign countries because . . ."]

6. What is the word we've been talking about? What part of speech is the word *ambassador*?
 - o noun
7. [Use a Sharing activity for follow-up.]

Turn and Talk: Discuss with your partner things that you think an ambassador would do to represent his or her country.

GRAMMAR

15 MINUTES

Review Subject-Action Verb Agreement

Review Pronoun-Action Verb Agreement

5 minutes

- Ask students what a pronoun is.
 - o a word that can be used in the place of a noun, such as *I, you, he, she, it, we, and they*
- Remind students that, in the *American Revolution* unit, they learned that pronouns can serve as the subject of a sentence, as well as how action verbs in the present tense agree with those pronouns.
- Refer to the Pronoun-Action Verb Agreement Poster and have students explain the rules on the Poster.
 - o If the subject is the pronoun *it, he, or she* and the action verb ends in 's', 'sh', 'ch' (catch), 'x', or 'z', add -es to the verb (*catches*).
 - o If the subject is the pronoun *it, he, or she* and the action verb ends with 'y' (*dry*), change the 'y' to an 'i' and add -es (*dries*).
 - o Otherwise, if the subject is the pronoun *it, he, or she*, add -s to the verb (*hums*).
 - o If the subject is the pronoun *I, we, you, or they*, it is not necessary to change the verb (*prepare*).

Practice Subject-Action Verb Agreement

10 minutes

- Have students use Activity Page 4.3 to practice creating sentences so that the subject and the action verb agree.
- As students work independently, circulate among the class, offering assistance, when necessary.

- If time permits, review the answers to Activity Page 4.3 as a group. Otherwise, make plans to collect and grade at a later time.

MORPHOLOGY

15 MINUTES

Review Suffixes *-able* and *-ible*

Review Suffixes *-able* and *-ible*

5 minutes

- Refer to the Suffixes Poster.
- Remind students that in the *American Revolution* unit, they learned about two suffixes: *-able* and *-ible*, which each have the same meaning. Ask students what these two suffixes mean.
 - o able to
- Ask students what parts of speech the suffixes *-able* and *-ible* can be added to (*nouns or verbs*) and what part of speech the new word becomes (*adjective*).
- Ask students to give examples of root words that can be changed in meaning by adding the suffix *-able*.
 - o Answers may vary, but may include predict/predictable; enjoy/enjoyable
- Ask students to give examples of root words that can be changed in meaning by adding the suffix *-ible*.
 - o Answers may vary, but may include collect/collectible; access/accessible

Practice Suffixes *-able* and *-ible*

10 minutes

- Have students use Activity Page 4.4 to practice the suffixes *-able* and *-ible*.
- As students work independently, circulate among the class, offering assistance, when necessary.

SUPPORT: If students are unsure of the meanings of any of the words provided on Activity Page 4.4, you may want to encourage them to use a dictionary to find the meaning of the word. Remind them that a dictionary is structured similarly to the glossaries they have been using throughout the year (i.e., it is arranged alphabetically, provides the part of speech, provides the

meaning of the word, etc.).

- If time permits, review the answers to Activity Page 4.4 as a group. Otherwise, make plans to collect and grade at a later time.

WRITING

15 MINUTES

Introduce Elements of Opinion Essays

Model Drafting an Introductory Paragraph

5 minutes

- Direct students' attention to the Elements of Opinion Essays chart. Have a student read the row about the Introduction. Emphasize that the student's opinion needs to be stated in the introduction.
- Also explain that, like all introductory paragraphs, this introduction needs to also contain a hook, or a way to capture the audience's attention.
- Direct students' attention to the paragraph you wrote on the board/chart paper earlier.

Patrick Henry said he “smelt a rat,” and he was right. There were rats scurrying around Philadelphia in 1787, but they were no ordinary rats. They were the kinds of rats that would change the course of American history. Patrick Henry chose not to go to Philadelphia for that meeting because he was afraid the delegates were going to change the American government. He was wrong not to attend that Convention.

- Have a student identify the opinion stated in this paragraph.
- Have a student identify the hook in this paragraph.

Write an Introduction to an Opinion Essay

10 minutes

- Direct students' attention to Activity Page 4.5. Explain that students will use this page to write their introduction to their opinion essay. Be sure they use the information gathered on Activity Page 3.2 to write this paragraph.
- As students work independently, circulate around the room, providing assistance as necessary.
- If students need additional time in which to draft the introduction, consider having them complete it for homework, or use the additional time that may be available in the next lesson.

Lesson 5

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Chapter 6 "Some Major Decisions"	<i>The United States Constitution</i> Student Reader NEW Timeline Card: Chapter 6	45 min
Writing	Draft Opinion Essay	Elements of Opinion Essays Chart Activity Pages 3.2 and 4.5 Writing Journals or lined paper	45 min

NOTE: There is no new vocabulary in this lesson and, therefore, no Word Work activity. You may use the additional time for any activities that were not completed in previous lessons. Alternatively, students may use the additional time to create the draft of their opinion essays.

Lesson Focus

Big Question-Chapter 6:

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

By the end of this lesson, students will be able to:

Reading:

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

Writing:

Draft an opinion essay.
(W.4.1)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words.
(L.4.4)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “Some Major Decisions” in order to describe the Virginia Plan and explain the objections that were raised to it.

Writing

- Display the Elements of Opinion Essays Chart created earlier in this unit.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the Introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 MINUTES

Reading: Chapter 6 “Some Major Decisions”

Review Previous Chapters and Introduce this Chapter

5 minutes

Review what students have read in previous chapters by asking the following questions:

- What was the first document that was used to govern the new United States?
 - the Articles of Confederation
- What was the main problem with the Articles of Confederation?
 - They were too weak to form an effective central government.
- Who were two of the men who wanted to replace the Articles of Confederation with a stronger central government?
 - James Madison and Alexander Hamilton
- In what city was the convention held at which the delegates were considering what to do about the Articles of Confederation?
 - Philadelphia
- Explain that in this chapter, students will hear more about Madison’s Plan for the new government, as well as an alternative plan that was proposed.
- Point out to students that there is no new vocabulary in this chapter, and, therefore, no Word Work activity.

Read Chapter 6 “Some Major Decisions”

20 minutes

- Read the purpose for reading from the board/chart paper:

Read “Some Major Decisions” in order to describe the Virginia Plan and explain the objections that were raised to it.

[Have students read independently the section titled “A Need for Secrecy” on pages 44-46, and then ask the following questions.]

Page 44

Lines 1-9: *Literal*—What were the first two decisions made at the convention?

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

Lines 1-7: *Inferential*—Why might Washington have been everyone’s first choice for chairman of the convention?

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

Page 46

Lines 1-7: *Literal*—How have we learned about the secret discussions that were held?

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

[Have student volunteers read aloud the section “The Virginia Plan,” beginning on page 46 to the end of page 47.]

Page 47

Image of Scroll: *Inferential*—Where do the ideas on this scroll come from?

- o The items listed on the scroll are the points made by Edmund Randolph when he presented the Virginia Plan.

[Have students partner-read “A Strong Central Government” on pages 48 and 49, and then ask the following questions.]

Page 48

Line 20: *Inferential*—What does the word supreme in this line mean?

- o It means the highest or one that is above all others.

Line 20: *Inferential*—Under the Articles of Confederation, who had supreme power?

- o the states

Lines 12-20: *Literal*—How did the Virginia Plan propose to change government power?

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

Page 49

Lines 8-11: *Literal*—What was the smaller states’ response to the Virginia Plan?

- o They proposed a plan known as the New Jersey Plan.

Pages 48-49

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

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

Lines 17-20: *Literal*—What decision did the convention delegates finally make?

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

Discuss the Chapter and Wrap Up the Lesson

20 minutes

- Show students the Chapter 6 Timeline Card, and read and discuss the caption. Post the card under the date referencing the 1780s.
- Use the following question to discuss the chapter:

Evaluative—What was the Virginia Plan, and why might some delegates have objected to it?

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

WRITING

15 MINUTES

Draft an Opinion Essay

Review Elements of Opinion Essays

10 minutes

- Direct students' attention to the Elements of Opinion Essays Chart prepared earlier in this unit. Have student volunteers summarize the various elements of this type of writing.
- Remind students that they used Activity Page 3.2 to plan their essay, and they wrote the introductory paragraph on Activity Page 4.5.
- Explain that in this lesson, students will write the body of the essay.
- Have a student volunteer read the Body/Evidence row of the Chart.
- Emphasize that each piece of evidence, or reason to support their opinion, is included in its own paragraph. Remind students that on Activity Page 3.2, they gathered three pieces of evidence to support their opinion, so they will have three separate paragraphs in the body of their essay.

Draft an Opinion Essay

35 minutes

- Have students use Activity Pages 3.2 and 4.5 to create the first draft of their opinion essays.
- As students work, circulate among the class, offering assistance when necessary.

Lesson 6

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Chapter 7 “Checks, Balances, and Compromises”	<i>The United States Constitution</i> Student Reader NEW Timeline Cards: Chapter 7 Activity Pages 6.1, 6.2a, 6.2b, 6.3, and Student Resource 1.1	40 min
	Word Work: <i>Compromise</i>	Posted Timeline Cards: Introduction and Chapters 1–4, 6	5 min
Grammar	Review Subject-to be Verb Agreement	Activity Page 6.4	15 min
Writing	Draft a Conclusion to an Opinion Essay	Elements of Opinion Essays Chart Activity Pages 3.2 and 4.5 Writing Journal or lined paper with draft of opinion essay	15 min
Spelling	Introduce Spelling Words	Activity Page 6.5	15 min
Take-Home Material	Reading; Spelling	<i>Fluency Supplement</i> Selection (optional) Activity Page 6.6	*

Lesson Focus

Big Question-Chapter 7:

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

By the end of this lesson, students will be able to:

Reading:

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

Grammar: Make a subject and a to be verb agree. (L.4.1)

Writing: Draft a conclusion paragraph to an opinion essay. (W.4.1d)

Spelling: Prepare to practice targeted spelling words. (L.4.2d)

Speaking and Listening: Ask and answer questions about the text. (SL.4.1c)

Language: Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “Checks, Balances, and Compromises” in order to identify the three branches of government and explain the checks and balances established by the Constitution.

Grammar

- Display the Subject-to be Verb Agreement Poster created in the *American Revolution* unit.

Subject-to be Verb Agreement			
	To be verbs are linking verbs that link, or connect, the subject to the predicate without showing action.		
Singular	Subject	Agreement in Present Tense	Example
	I	Am	I am hungry.
	you	Are	You are excited.
	he, she, it, George Washington, the girl, tea	Is	She is tired. It is cute. The tea is bitter.
Plural	we	Are	We are helpful.
	you	Are	You are noisy.
	they, laws, colonists	Are	The colonists are angry.

Writing

- Write the following paragraph on a white board/chart paper:

Patrick Henry was wrong to avoid the Constitutional Convention. Although he “smelt a rat” and realized the delegates wanted to change the Articles of Confederation, his failure to attend meant that he had no say in the new national government. Also, he had, before the Revolution, stated that he was an American. By not attending the Convention, he was not given a chance to help form the government of that new nation. Finally, by not attending the Convention, Patrick Henry might have been less able to convince other people that they should not ratify the Constitution.

Spelling

- Prepare and display the Spelling Chart:

Spelling Word	Definition	Example Sentence
liberty	freedom	American colonists thought that British rule threatened their liberty.
deliberate	to think about and discuss issues before reaching a decision	James Madison gathered with other delegates to deliberate about the type of government they wanted to have.
republic	a government in which people elect representatives to rule for them	The United States is a republic because citizens elect a president and lawmakers.
conscience	a sense or belief a person has that a certain action is right or wrong	The student chose to act according to conscience and do what he felt was right.
delegate	a representative	A delegate speaks on behalf of the people of his or her state.
confederation	a group of states joined together by a formal agreement	States in a confederation come together around a shared goal or purpose.
federal	relating to a system of government in which the national government shares power with other levels of government, such as states; it can also refer to a national government	In a federal system, states have many powers of their own.
compromise	when each side in a disagreement gives up some of what they want to reach an agreement	To prevent a greater conflict, the parties agreed to a compromise.
immigration	the act of moving from one country to another country to live	Immigration encourages an exchange of ideas among peoples from different cultures.
impeach	to bring formal charges against a government official	A president can be impeached if he does something that is not permitted by the Constitution.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review with all students for additional fluency practice this week. If you choose to use this use this fluency practice, you will assess students in Lesson 10. (See the Introduction of this Teacher Guide for more information.)

Reading: Chapter 7 “Checks, Balances, and Compromises”**Review****5 minutes**

- Review previous chapters using the posted Timeline Cards, and ask students to identify the major decision the delegates made at the start of the convention.
 - They decided to write a new constitution.
- Ask students why the delegates made the decision to write a new constitution.
 - The delegates decided that the Articles of Confederation created a central government that was too weak to solve the nation’s problems.

Introduce the Chapter**5 minutes**

- Ask students to turn to page 50, Chapter 7 “Checks, Balances, and Compromises.” Explain that before reading, they will preview the core vocabulary words in this chapter.
- Vocabulary and pages found in text:
 1. **federal, *adj.*** relating to a system of government in which the national government shares power with other levels of government, such as states; it can also refer to a national government **(50)**
 2. **legislative, *adj.*** having the power to make laws **(52)**
 3. **executive, *adj.*** having the power to carry out and enforce laws **(53)**
 4. **judicial, *adj.*** having the power to decide questions of law **(53)**
 5. **compromise, *n.*** when each side in a disagreement gives up some of what they want to reach an agreement **(57)**
- Begin by telling students the first vocabulary word they will encounter in this chapter is *federal*.
- Have them find the word on page 50 of the Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found on Student Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *federal*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word may follow the definition. They may be a different part of speech.

- o Now have students reference Activity Page 6.1 which contains the vocabulary for Chapter 7, while you read each word and explain its meaning, noting that:
- o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
- o Words are listed in the order in which they appear in the chapter.

Read Chapter 7 “Checks, Balances, and Compromises”

15 minutes

- Read the purpose for reading from the board/chart paper:

Read “Checks, Balances, and Compromises” in order to identify the three branches of government and explain the checks and balances established by the Constitution.

[Read aloud “The Federal System,” on page 50 to the middle of page 52, stopping at the section titled “Separation of Powers.”]

Page 50

Lines 1-11: Inferential—What are the two definitions of the word *federal*? Which definition is used in these lines of text?

- o The word federal can refer to a system of government in which the national government shares power with other levels of government, such as states. It can also refer to the national government. In these lines, the first definition is used: it refers to a national government that shares power with other levels of government.

Lines 8-11: Literal—What is the aim of a federal system of government?

- o The aim is to give each level of government the jobs that each can do best.

Page 52

Lines 3-12: Literal—What two balances did the delegates have to keep in mind as they wrote a new constitution?

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

Lines 3-12: Inferential—What were some of the liberties that people had that needed to be protected?

- o freedom of religion, freedom from searches of their homes by the state, freedom to have a fair trial before being imprisoned, freedom of assembly, and freedom to ask the government to do something they wanted done

SUPPORT: If students have difficulty remembering these freedoms, have them turn to Chapter 2 in the Reader to review the provisions that were contained in many state constitutions.

[Have student volunteers read aloud the section “Separation of Powers” on pages 52 and 53.]

Lines 13-17: Literal—How does the Constitution separate the powers of the government?

- o It separates the power among three branches: the legislative, executive, and judicial branches.

Page 52, Lines 21-24, Page 53, Lines 1-12 *Literal*— What does each branch of government do?

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

Page 53

Image of Branches of Government *Inferential*—Based on the definition of the term, which part of the government is the legislative branch?

- o the Congress

Image of Branches of Government *Inferential*—Based on the definition of the term, which part of the government is the executive branch?

- o the President

Image of Branches of Government *Inferential*—Based on the definition of the term, which part of the government is the judicial branch?

- o the Supreme Court

[Have student volunteers read aloud the section “Checks and Balances” on pages 54 and 55.]

Page 54

Lines 1-13: *Literal*—How does the Constitution make sure no one branch of government becomes too powerful?

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

[Have students read independently or with a partner the section titled “Compromises” on pages 54 and 55.]

Page 55

Lines 21-26: *Inferential*—Look at the diagram on page 53. Where on that diagram do the House of Representatives and the Senate go?

- o They are part of the Congress.

[Read aloud the remainder of the section on pages 56-59.]

Page 57

All of Page 57: *Evaluative*— What is a compromise? Discuss a time you had to compromise, and explain the advantage of reaching a compromise.

- o A compromise is an agreement between two or more people or groups in which no one gets everything they want, and everyone gives up some of their original goals. Answers related to students’ personal compromises will vary.

All of Page 57: *Literal*—On what significant issues did the delegates compromise?

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

Page 55, Lines 20-26, Page 57, Lines 1-10: *Literal*—What were the results of the Great Compromise?

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

Page 57, Lines 10-26, Page 58, Lines 1-14: *Literal*—What two compromises related to slavery?

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

Page 57

Lines 10-26 Do you think these compromises were fair? Why or why not?

- o Answers will vary but should include that they were very unfair to the people who were enslaved. Not only did it treat them as less than fully human (counting 5 slaves as only 3 people), but they allowed the institution of slavery to continue in the United States for nearly 100 more years.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

- Show students the Chapter 7 Timeline Cards. Read and discuss the captions. Post the cards under the date referencing the 1780s.
- Have students work independently or with a partner to complete Activity Page 6.2a on the Three Branches of Government.
- As students complete this activity page, circulate around the room to provide assistance, as needed.
- If time permits, work with the Whole Group to complete Activity Page 6.2b, which is optional.
- If time permits, review the answers to Activity Pages 6.2a and 6.2b. Otherwise, collect the pages to review and grade at a later time.

Word Work: *Compromise*

5 minutes

1. In “Checks, Balances, and Compromises,” you read, *Compromise* “Sherman had proposed a compromise.”
2. Say the word *compromise* with me.

3. A compromise is when each side in a disagreement gives up some of what they want to reach an agreement.
4. To prevent a greater conflict, the parties agreed to a compromise.
5. Have you ever compromised with someone on something? Be sure to use the word *compromise* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' response to make complete sentences: "I once compromised when/by . . ."]
6. What is the word we've been talking about? What part of speech is the word *compromise*?
 - o noun
7. [Use an Antonym activity for follow-up.] What are some words that are antonyms of, or mean the opposite of, the word *compromise*?
 - disagreement
 - confrontation
 - argument

GRAMMAR

15 MINUTES

Review Subject-to be Verb Agreement

Review Subject-to be Verb Agreement

5 minutes

- Remind students that in earlier lessons they reviewed subject-action verb agreement and pronoun-action verb agreement. Explain that today they will review another type of verb that does not show action. Remind students that they learned about these verbs in the *American Revolution* unit. Have students identify the type of the verb they learned about that does not show action.
 - o to be verbs
- Direct students' attention to the Subject-*to be* Verb Agreement Poster that was created during the *American Revolution* unit.
- Refer to the Pronoun-Action Verb Agreement Poster and have students explain the rules on the Poster. Have a student read the definition of a to be verb from the Poster.
- Have student volunteers read the rules for to be verbs from the Poster.
 - o If the subject is *I*, the correct form of the *to be* verb is *am*.
 - o If the subject is *he, she, it*, or a singular noun, the correct form of the *to be* verb is *is*.
 - o If the subject is *you, we, they*, or a plural noun, the correct form of the *to be* verb is *are*.

Practice Subject-to be Verb Agreement

10 minutes

- Have students use Activity Page 6.3 to practice creating sentences so that the subject pronoun and the action verb agree.

- As students work independently, circulate among the class, offering assistance, when necessary.
- If time permits, review the answers to Activity Page 6.3 as a group. Otherwise, make plans to collect and grade at a later time.

WRITING

15 MINUTES

Draft a Conclusion to an Opinion Essay

Model Analyzing a Conclusion to an Opinion Essay

10 minutes

- Direct students' attention to the Elements of Opinion Essays Chart and have a volunteer read the bottom row that discusses a conclusion paragraph.
- Ask students to name the two main parts of a conclusion paragraph.
 - It restates the opinion, and it summarizes the most important reasons supporting that opinion.
- Direct students' attention to the sample conclusion paragraph you wrote on the board/chart paper, and have a volunteer read the paragraph aloud.
 - *Patrick Henry was wrong to avoid the Constitutional Convention. Although he “smelt a rat” and realized the delegates wanted to change the Articles of Confederation, his failure to attend meant that he had no say in the new national government. Also, he had, before the Revolution, stated that he was an American. By not attending the Convention, he was not given a chance to help form the government of that new nation. Finally, by not attending the Convention, Patrick Henry might have been less able to convince other people that they should not ratify the Constitution.*
- Ask students if this paragraph contains the two main elements that should be included in the conclusion paragraph, and, if so, to identify them.
 - It does contain both parts. The opinion is restated in the first line, and the remaining lines summarize the three reasons in support of that opinion.

Draft a Conclusion to an Opinion Essay

5 minutes

- Have students draft a conclusion to their opinion essay on the paper on which they have written the first four paragraphs.

SUPPORT: If any students were unable to finish the draft of the essay in Lesson 5, they may use this time to complete that work.

- As students draft their conclusions, circulate around the room, providing assistance, as needed.
- If students are not able to complete the conclusion to the essay, consider assigning it for homework or having them complete it in the next lesson.

Introduce Spelling Words

- Direct students’ attention to the spelling chart you prepared earlier:

Spelling Word	Definition	Example Sentence
liberty	Freedom	American colonists thought that British rule threatened their liberty.
deliberate	to think about and discuss issues before reaching a decision	James Madison gathered with other delegates to deliberate about the type of government they wanted to have.
republic	a government in which people elect representatives to rule for them	The United States is a republic because citizens elect a president and lawmakers.
conscience	a sense or belief a person has that a certain action is right or wrong	The student chose to act according to conscience and do what he felt was right.
delegate	a representative	A delegate speaks on behalf of the people of his or her state.
confederation	a group of states joined together by a formal agreement	States in a confederation come together around a shared goal or purpose.
federal	relating to a system of government in which the national government shares power with other levels of government, such as states; it can also refer to a national government	In a federal system, states have many powers of their own.
compromise	when each side in a disagreement gives up some of what they want to reach an agreement	To prevent a greater conflict, the parties agreed to a compromise.
immigration	the act of moving from one country to another country to live	Immigration encourages an exchange of ideas among peoples from different cultures.
impeach	to bring formal charges against a government official	A president can be impeached if he does something that is not permitted by the Constitution.

- Explain that these words all appear in *The United States Constitution*.
- Have students take turns reading aloud the words, their definitions, and the example sentences.
- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 6.5 to practice spelling the words.

ADDITIONAL ACTIVITIES

(If time permits, use these activities after this lesson; otherwise, they can be used either for homework or moved to the Pausing Point days.)

Constitutional Government Match-Up (RI.4.1, RI.4.2)

Materials: sufficient copies of Constitutional Government Match-Up (Activity Page 6.5)

Distribute copies of Constitutional Government Match-Up (Activity Page 6.5) and have students complete the worksheet.

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

Materials: sufficient copies of Checks and Balances (Activity Page 6.6)

Distribute copies of Checks and Balances (Activity Page 6.6) and have students complete the worksheet.

Lesson 7

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Chapter 8 “The Convention Completes Its Work”	<i>The United States Constitution</i> Student Reader Activity Pages 7.1 and 7.2, and Student Resource 1.1	40 min
	Word Work: <i>Posterity</i>	Posted Timeline Cards: Introduction and Chapters 1–4, 6–7	5 min
Writing	Share and Revise an Opinion Essay	Elements of Opinion Essays Chart Activity Pages 3.2 and 4.5 Writing Journal or lined paper with draft of opinion essay	45 min
Take-Home Material	Writing	<i>Fluency Supplement</i> Selection (optional) Activity Page 6.6	*

Lesson Focus

Big Question-Chapter 8:

What steps were put in place to ratify the Constitution?

By the end of this lesson, students will be able to:

Reading:

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

Writing:

Review a peer’s essay and use peer feedback to revise an opinion essay. (W.4.1)

Speaking and Listening:

Ask and answer questions about the text. (SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

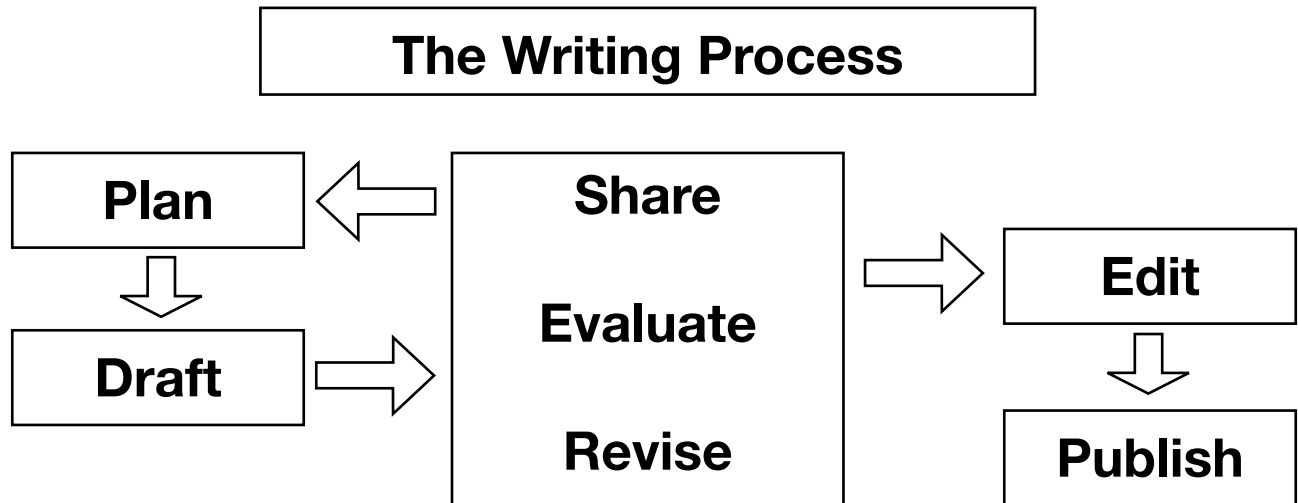
Reading

- Write the Purpose for Reading on the board/chart paper:

Read “The Convention Completes Its Work” in order to explain the steps in the process of ratifying the Constitution

Writing

- Display the Writing Process Poster created during the *Memoir* unit.



READING

45 MINUTES

Reading: Chapter 8 “The Convention Completes Its Work”

Review

5 minutes

- Review previous chapters using the posted Timeline Cards, and ask students to identify the major compromises made at the convention.
 - They created a government that had three branches; they created a Congress that had two houses; they compromised on the issue of slavery with the Three-Fifths Rule.

Introduce the Chapter

5 minutes

- Ask students to turn to page 60, “The Convention Completes Its Work.” Explain that before reading, they will preview the core vocabulary word in this chapter they will hear today.
- Vocabulary and page found in text:
 1. **posterity, n.** descendants, or future generations (66)
- Begin by telling students the vocabulary word they will encounter in this chapter is *posterity*. Have them find the word on page 66 of the Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in

The United States Constitution is arranged alphabetically and may be found on Student Resource 1.1 at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *posterity*, and then have a student read the definition.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word may follow the definition. They may be a different part of speech.
 - Now have students reference Activity Page 7.1 which contains the vocabulary word for Chapter 8, while you read the word and explain its meaning, noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

Read “The Convention Completes Its Work” on page 60

25 minutes

- Read the purpose for reading from the board/chart paper:

Read “The Convention Completes Its Work” in order to explain the steps in the process of ratifying the Constitution.

[Have student volunteers read aloud the first paragraph on page 60 and the bulleted list in the section “Questions Remain,” on pages 60-62.]

Page 62

Lines 1-5: Literal—How long is the term of office for someone elected to each branch of Congress?

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

Lines 8-12: Literal— How long is the president’s term of office?

- A president’s term of office is four years.

[Read aloud the remainder of page 62 through to the end of the section on the top of page 64.]

Lines 13-23: Literal—What needs to happen for an amendment to become part of the Constitution?

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

Lines 13-23: Evaluative—How does the amendment process for the Constitution differ from that of the Articles of Confederation? Why did the delegates change the process?

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

Lines 24-25, Page 1-16: *Evaluative*—How was the ratification process an example of social contract theory?

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

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

Page 64

Lines 6-20: *Literal*—What does it mean that the Constitution is “the supreme law of the land”?

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

Lines 21-23, Page 65, Lines 1-3: *Literal*—What is meant by a “bill of rights”?

- o A bill of rights is a list of citizens’ rights that the national government cannot interfere with, such as freedom of speech, freedom of the press, freedom of religion, and the right to a trial by jury.

Page 65

Lines 1-12: *Literal*—What did the delegates at the Constitutional Convention in Philadelphia in 1787 decide to do about a bill of rights?

- o They decided not to include a bill of rights in the Constitution at this time.

Lines 13-26: *Inferential*—Who did the delegates plan to select as the first president? Why do you think this choice – rather than another delegate, such as Ben Franklin or James Madison – appealed to so many?

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

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

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

Page 66

Lines 1-11: Inferential—What is the significance of the phrase “We, the People of the United States”?

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

[Have students read aloud the remainder of the section, ending on the bottom of page 67.]

Page 67

Lines 18-25: Inferential—Re-read the statement by Benjamin Franklin at the bottom of page 67. What do you think Franklin meant by these words?

- o His words were hopeful. He believed that the sun was rising on a new nation, full of promise, and a new beginning.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Use the following question to discuss the chapter:

Literal What steps were put in place to ratify the Constitution?

- o Each state would call a special ratifying convention; the people of each state would choose the members of their state’s convention; for the Constitution to be ratified, nine of the thirteen state conventions needed to approve it.

Word Work: Posterity

5 minutes

1. In “The Convention Completes Its Work” you read, “[S]ecure the blessings of liberty to ourselves and our posterity.”
2. Say the word *posterity* with me.
3. Posterity refers to descendants, or future generations.
4. My great-grandfather made a table that he hoped would be passed down to his posterity, and my mother proudly displays that table in our home today.
5. Have any of your ancestors or relatives left anything to posterity? What did they leave to posterity?

SUPPORT: Have your grandparents given anything that was perhaps from their childhood, such as photos, furniture, etc., to your family to enjoy?

Be sure to use the word *posterity* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “My grandparents left _____ to my family’s posterity.”]

6. What is the word we’ve been talking about? What part of speech is the word *posterity*?
 - o noun
7. [Use a Sharing activity for follow-up.]

TURN AND TALK: With a partner, discuss why you think the delegates at the convention added the phrase “to our ourselves and our posterity” when talking about the liberty they fought to win in the Revolutionary War?

WRITING

45 MINUTES

Share and Revise an Opinion Essay

Review the Sharing Phase of the Writing Process

10 minutes

- Direct students’ attention to the Writing Process Chart you displayed earlier.
- Remind them that they drafted an opinion essay in previous lessons, and that now is the time to participate in the next step of the writing process: sharing writing with a peer.
- Group students as partners and explain that they will exchange essays. Students will read their partner’s essay to themselves and then use Activity Page 7.2 to comment on a classmate’s opinion essay.
- Have student volunteers read each portion of Activity Page 7.2 aloud, clarifying any confusion students have with any of the items they are to review.
 - o Is there a hook and a clearly-stated opinion?
 - o Is there any introductory paragraph?
 - o Are there three reasons supporting the opinion that are each explained in separate paragraphs?
 - o Is there a conclusion that restates the opinion and summarizes the reasons?

Peer Review of Opinion Essay

35 minutes

- Direct students to read and review their partner’s opinion essay, completing Activity Page 7.2.
- Once students have completed their review of their partner’s essay, they should share and discuss the feedback they provided on Activity Page 7.2.
- Tell students that, for homework, they will use the feedback they received from their partner on Activity Page 7.2, as well as their own evaluation of their essay, and they will revise their draft essay.

Take-home Material

- Have students take home Activity Page 7.2 as well as their draft opinion essay, and direct them to revise and rewrite their opinion essay for homework.

Lesson 8

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Chapter 9 “The States Ratify”	<i>The United States Constitution</i> Student Reader Activity Page 8.1 NEW Timeline Cards: Chapter 9 Posted Timeline Cards: Introduction and Chapters 1–4, 6-7	45 min
Writing	Edit and Publish an Opinion Essay	Writing Process Chart Activity Page 8.2	45 min

Lesson Focus

Big Question-Chapter 9:

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

By the end of this lesson, students will be able to:

Reading:

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

Writing:

Edit and publish an opinion essay.
(W.4.1)

Speaking and Listening:

Ask and answer questions about the text.
(SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words.
(L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “The States Ratify” in order to identify why it was essential to have a Bill of Rights added to the U.S. Constitution.

Writing

- Display the Writing Process Chart prepared in the CKLA Grade 4, Unit 1, *Brown Girl Dreaming*.

READING

45 MINUTES

Reading: Chapter 9 “The States Ratify”

Review Previous Chapter and Introduce the Chapter

10 minutes

Use the posted Timeline Cards and the following questions to review what students learned in previous lessons:

- In what city was the Constitutional Convention held?
 - Philadelphia
- What document was the first to govern the United States in its earliest days?
 - the Articles of Confederation
- What was the problem with the Articles of Confederation?
 - It formed a government that was too weak to deal with important issues facing the new country.
- Who were some of the important delegates who attended the convention in Philadelphia?
 - George Washington, Ben Franklin, Alexander Hamilton, and James Madison
- What did the delegates at the convention do about the Articles of Confederation?
 - They replaced them with the U.S. Constitution.
- What are the first three words to the Preamble of the Constitution, and what is the significance of the words?
 - “We the People” and those words mean that the government was created by the people and for the people.
- What happened after the delegates approved of the new constitution?
 - It had to be ratified, or approved, by the states and the people in the states.

Point out to students that there is no new vocabulary in this chapter, and, therefore, no Word Work activity.

- Read the purpose for reading from the board/chart paper:

Read “The States Ratify” in order to identify why it was essential to have a Bill of Rights added to the U.S. Constitution.

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

Page 68

Lines 1-10: *Literal*—How did Americans who did not attend the Constitutional Convention know what had been written in the Constitution?

- o The entire Constitution was printed in newspapers across America. People read the Constitution to decide whether they were in favor of approving, or ratifying, the Constitution so that it would become the law.

SUPPORT: Emphasize the two titles given to the two sides of the ratification debate: the Federalists and the Anti-Federalists. The Federalists supported ratification of the Constitution, and the Anti-Federalists opposed it. Point out that the prefix *anti-* means “against.” Explain that the Anti-Federalists believed in federalism, i.e., the concept of a national government, but they wanted the central government to have less power, and the states to have more power.

[Read aloud the remainder of the section “The Final Test” to page 71.]

Page 70

Lines 1-15: *Literal*—What three main arguments against the Constitution did the Anti-Federalists make?

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

Lines 16-20: *Literal*—How did Anti-Federalists try to delay ratification?

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

Page 71

Lines 1-6: *Literal*—What are the *Federalist Papers*?

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

[Have student volunteers read aloud the section “The Struggle for Ratification” beginning on page 71 through page 74.]

Page 72

Page 73, Lines 14-15, Page 74, Lines 1-15: *Literal*—What compromise was made to win ratification in Massachusetts and Virginia?

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

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

Page 74

Lines 16-25: *Literal*—What is the Bill of Rights?

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

Page 75

Lines 1-4, Page 76, Lines 1-9: *Literal*—What are some of the rights listed in the Bill of Rights?

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

Lines 1-4, Page 76, Lines 1-9: *Evaluative*—Which of these rights do you think is the most important, and why?

- o Answers will vary.

Discuss the Chapter and Wrap Up the Lesson

15 minutes

- Show students the Chapter 9 Timeline Cards, and read and discuss the caption. Post the card under the date referencing the 1780s.
- Use the following question to discuss the chapter.
- Why was it considered essential to have a bill of rights added to the U.S. Constitution?
 - o Anti-Federalists argued fiercely for the addition of a bill of rights. They asserted that a bill of rights was essential to protect civil liberties and to limit the power of a strong federal government. Their arguments and opposition succeeded in winning a promise from the Federalists – Madison, in particular – to add a bill of rights.
- Have students work in pairs to complete the T-Chart on Activity Page 8.1. On this Activity Page, students should use the information in Chapter 8 to list information about the Federalists on the left side of the chart, and information about the Anti-Federalists on the right side of the chart.
- As students work on Activity Page 8.1, circulate around the room, providing assistance as needed.

Edit and Publish an Opinion Essay**Review the Editing and Publishing Phases of the Writing Process** 5 minutes

- Direct students' attention to the Writing Process Chart displayed earlier.
- Ask students to explain what happens during the editing phase of the writing process.
 - A writer reads the essay carefully, looking for proper spelling, grammar, and punctuation.
- Explain that students will use Activity Page 8.2 to check their opinion essays.
- Tell students that they will spend a short time editing their essays. After that, if time permits, they will begin to publish their essays. Have students refer to the Writing Process Chart and explain what happens during this phase of the writing process.
 - Authors “publish” their writing by sharing them with an audience. This can involve printing the writing, reading it aloud to the audience, or posting it online.
- Explain that today they will publish their essays by reading them aloud to the class.

Edit an Opinion Essay 15 minutes

- Have students work independently to use Activity Page 8.2 to edit their essays.
- As students work, circulate around the room, providing assistance as needed.

Publish an Opinion Essay 25 minutes

- As students complete the editing phase of the process, have them begin to share their essays with the class.
- Explain that students will continue to share their essays in the next lesson.

SUPPORT: You may choose to have students read the essay aloud to the entire class, in which case, plan to use some of the time available on Pausing Point days to complete this process. Alternatively, you can establish small groups and have each student read aloud their essays to the small group, allowing several students to share their essays simultaneously.

Lesson 9

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Chapter 10 “Our Constitution Today”	<i>The United States Constitution</i> Student Reader Activity Page 9.1 and Student Resource 1.1 Posted Timeline Cards: Introduction and Chapters 1–4, 6–7, 9	40 min
	Word Work: <i>Immigration</i>		5 min
Grammar	Review to be Verbs and Modal Auxiliary Verbs	Modal Auxiliary Verbs Poster Activity Page 9.2	15 min
Writing	Publish an Opinion Essay	Completed Opinion Essay	15 min
Spelling	Practice Spelling Words	Activity Page 9.3	15 min

Lesson Focus

Big Question-Chapter 10:

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

By the end of this lesson, students will be able to:

Reading:

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

Grammar:

Distinguish between to be verbs and modal auxiliary verbs and use each correctly in sentences.

(L.4.1c)

Writing:

Publish an opinion essay.

(W.4.1)

Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1)

Language:

Use a glossary to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

ADVANCE PREPARATION

Reading

- Write the Purpose for Reading on the board/chart paper:

Read “Our Constitution Today” in order to identify some of the reasons for the success of the Constitution and its survival for more than two hundred years.

Grammar

- Display the Subject-to be Verb Agreement Poster created in the *American Revolution* unit.

READING

45 MINUTES

Reading: Chapter 10 “Our Constitution Today”

Review

5 minutes

- Use the posted Timeline Cards to review the events surrounding the ratification of the Constitution and adoption of the Bill of Rights. Review the major principles in the Constitution; the federal system, separation of powers, checks and balances, and rights included in the Bill of Rights.

Introduce the Chapter

5 minutes

- Ask students to turn to page 78, “Our Constitution Today.” Explain that before reading, they will preview the core vocabulary words in this chapter they will hear today.
- Vocabulary and page found in text:
 1. **immigration, n.** the act of moving from one country to another country to live **(83)**
 2. **impeach, v.** to bring formal charges against a government official **(84)**
- Begin by telling students the vocabulary word they will encounter in this selection is *immigration*.
- Have them find the word on page 83 of the Reader.
- Remind students that a glossary that contains definitions of all the vocabulary words in *The United States Constitution* is arranged alphabetically and may be found on Student Resource 1.1) at the back of the Activity Book. Have students refer to the glossary, Student Resource 1.1, locate *immigration*, and then have a student read the definition.
- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word may follow the definition. They may be a different part of speech.
 - o Now have students reference Activity Page 9.1 which contains the vocabulary for

Chapter 10, while you read each word and explain its meaning, noting that:

- o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

Read the “Our Constitution Today”

25 minutes

- Read the purpose for reading from the board/chart paper:

Read “Our Constitution Today” in order to identify some of the reasons for the success of the Constitution and its survival for more than two hundred years.

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

Page 78

Lines 12-20: *Evaluative*—According to the text, how is life in the United States today similar to life in the 1780s?

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

Page 80

Lines 4-7: *Literal*—According to the text, why has the Constitution lasted as long as it has?

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

Page 82

Lines 5-8: *Literal*—How many times has the Constitution been amended since the Bill of Rights was amended?

- o Since the Bill of Rights was amended, the Constitution has been amended seventeen other times.

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

Lines 9-25: *Literal*—What principle from the Declaration of Independence is the first of the guiding principles of the Constitution?

- o Governments get “their just powers from the consent of the governed.”

[Have student volunteers read aloud the next three paragraphs of the section on pages 83-84.]

Page 83

Entire Page: *Literal*—What are two additional guiding principles of the Constitution?

- o The second guiding principle is limited government, and the third guiding principle is separation of powers.

Lines 1-17: *Literal*—What is one way the Constitution limits the federal government?

- o It lists what the government can do, and it lists what the government cannot do. It has a Bill of Rights that guarantees individual rights and freedoms.

Lines 18-26, Page 84, Lines 1-8: *Inferential*—How does the separation of powers help provide for limited government?

- o It makes sure each branch of government checks and balances the powers of the other branches.

Page 84

Lines 9-14: *Literal*—What is the fourth guiding principle of the Constitution, and what does it mean?

- o The fourth guiding principle is federalism. This is the system of dividing powers between the national government and the states.

Venn Diagram: *Literal*—What are some of the powers that only the national government has?

- o The national government can admit new states, declare war, make peace, create a military, control trade between states, control trade with other countries, print and coin money, and make laws about citizenship.

Venn Diagram: *Literal*—What are some of the powers that only the state governments have?

- o The state governments conduct elections, set qualifications for voting, control trade inside the state, set up local governments, make laws for marriage and divorce, and set up public schools.

Venn Diagram: *Literal*—What are some powers shared by national and state governments?

- o Both national and state governments collect taxes, borrow money, set up courts, and make laws about public health and safety.

Entire Page: *Evaluative*—Why do the federal and state governments share certain powers under the federal system?

- o Part of the federal system is giving each level of government the jobs that it can do best. Some jobs of government, like raising taxes, are important for both national and state governments to exercise.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- ***Evaluative***—Wrap up the lesson by asking students to identify some of the reasons for the success of the Constitution and its survival for more than two hundred years.
 - o The Constitution has lasted because it does not have too many details in the document. It has a flexible structure that allows the nation to grow and the law and government to grow with it. The Constitution can also be changed by amending it.

1. In “Our Constitution Today” you read, “It can make laws about immigration.”
2. Say the word *immigration* with me.
3. *Immigration* is the act of moving from one country to another country to live.
4. Throughout its history, people from many different countries came to the United States through immigration.
5. What are some reasons people may choose to move to a new country to live? Be sure to use the word *immigration* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “One of the causes of immigration is . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *immigration*?
 - o noun

TURN AND TALK: Did any of your ancestors come to the United States through immigration? With your partner, talk about what country they came from, and what customs or traditions they brought from their original country.

SUPPORT: If any students do not know the information about their family’s history, you may wish to suggest they gather such information from family members and share it with the class at a later time.

GRAMMAR

15 MINUTES

Review to be Verbs and Modal Auxiliary Verbs

Review Modal Auxiliary Verbs

5 minutes

- Remind students that in the *American Revolution* unit they learned about Modal Auxiliary Verbs.
- Direct students’ attention to the Modal Auxiliary Poster that was created in that unit, and have them review the definition of a modal auxiliary verb.
 - o It is a helping verb that cannot stand alone.
- Have students use the Poster to summarize the rules for using a modal auxiliary verb.
 - o It does not change form (does not need to have the letter -s added for third person singular subject), and it is followed by a verb that also does not change in form.

Practice to be Verbs and Modal Auxiliary Verbs

10 minutes

- Have students refer to Activity Page 9.2 and tell them they will use this page to practice using to be verbs and modal auxiliary verbs.
- Have a student volunteer read aloud the directions on Activity Page 9.2, then have students work independently to complete the page.

- As students work on Activity Page 9.2, circulate around the room providing guidance as needed.
- If time permits, review student responses to Activity Page 9.2. Otherwise, collect the page and plan to review and grade at a later time.

WRITING

15 MINUTES

Publish an Opinion Essay

This is a continuation of the Sharing activity found in the previous lesson.

SPELLING

15 MINUTES

Practice Spelling Words

- Tell students they will practice writing the spelling words for this unit. Remind them to use their Individual Code Charts, if needed, as they practice.
- Have students turn to Activity Page 9.3 and use this page to practice their spelling words.
- Remind students they will have a spelling assessment in the next lesson.
- Collect completed Activity Page 9.3 to review and grade at a later time.

Lesson 10

AT A GLANCE CHART

Lesson	Activity	Materials	Time
Spelling	Assessment	Activity Page 10.1	15 min
Unit Assessment	Unit Assessment or Performance Assessment	Activity Pages 10.2 or 10.3;	75 min
	Optional Fluency Assessment	Fluency Supplement Selection (optional)	

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement Packet*, determine which students will be asked to read the selection and when. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement Packet*.

SPELLING

15 MINUTES

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Spelling Word	Example Sentence
liberty	American colonists thought that British rule threatened their liberty.
deliberate	James Madison gathered with other delegates to deliberate about the type of government they wanted to have.
republic	The United States is a republic because citizens elect a president and lawmakers.
conscience	The student chose to act according to his conscience and do what he felt was right.
delegate	A delegate speaks on behalf of the people of his or her state.

Spelling Word	Example Sentence
confederation	States in a confederation come together around a shared goal or purpose.
federal	In a federal system, states have many powers of their own.
compromise	To prevent a greater conflict, the parties agreed to a compromise.
immigration	Immigration encourages an exchange of ideas among peoples from different cultures.
impeach	A president can be impeached if he does something that is not permitted by the Constitution.

After reading all the words, review the list slowly, reading each word once more. Then, collect all spelling assessments to grade later.

UNIT ASSESSMENT

75 MINUTES

Unit Assessment: The United States Constitution

- Make sure each student has a copy of Activity Page 10.2.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, re-reading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Alternatively, teachers may use the Performance Assessment described on the pages that follow.

PERFORMANCE TASK: THE UNITED STATES CONSTITUTION

75 MINUTES

- Make sure each student has a copy of Activity Page 10.3.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, re-reading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Teacher Directions: James Madison was not the only delegate to take notes during the Grand Convention of States, now known as the Constitutional Convention. However, he was the most thorough. His journal provides the basis of what historians—and we—know about the secret proceedings in Philadelphia from May 12 to September 17, 1787.

Have students consider what they have learned about the events leading up to, during, and after the convention. Instruct them to use their Student Readers, their Activity Pages, and their own notes to write a series of journal entries on the motivations, debates, and achievements of the convention. Encourage students to use their Student Reader to take notes and organize their thoughts in the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide notes for eight journal entries, each 200 to 250 words in length, touching on the themes in the table below. They may use the Timeline cards to help them organize their entries chronologically. Encourage students to be creative and include visual notes, such as charts or diagrams, to organize their ideas.

Theme	Notes
Reasons for Convention	Under Articles of Confederation, central government too weak to be effective. Central government can't compel states to contribute money to pay foreign debts or to contribute soldiers to raise an army for security. Only notable accomplishment is Northwest Ordinance. States basically do what they want. Union in danger of collapse. Shays' Rebellion makes clear that government needs to be strengthened.
Conduct of Convention	Convention called in Independence Hall in Philadelphia. Twelve of thirteen states send delegates. Rhode Island declines to participate. Delegates elect a president of the convention, George Washington, to keep order and mediate. Delegates agree to keep proceedings secret until they have finished their work.
Important Principles	Convention wants to provide for republican government, based on that of the states, and embraces principles enshrined in Declaration of Independence and in existing state constitutions. Among these are consent of the governed, social contract theory, limited government, unalienable rights, and popular sovereignty. Over the course of the convention, proposals put forth principles of federalism, separation of powers, and checks and balances, as well as the protection of civil liberties in a bill of rights. Such rights include freedom of speech, freedom of the press, freedom of assembly, freedom of religion, separation of church and states, and trial by jury.
Major Proposals	<p>Virginia Plan: called for replacing the Articles with a new constitution that provided for a federal system of government in which a stronger federal, or national, government had supreme powers over the states in certain areas.</p> <p>New Jersey Plan: small state plan; called for amending Articles to strengthen central government in specific ways rather than replacing them.</p>
Compromises	<p>Great Compromise: Congress split into two houses. House of Representatives membership based on state population. Senate membership equal for all states.</p> <p>Three-Fifths Compromise: For purposes of representation, five enslaved persons would count as three persons.</p> <p>Slavery: The importation of enslaved workers could continue for twenty years at which time Congress could ban the slave trade.</p>

Theme	Notes
Outcomes	<ul style="list-style-type: none"> • federal system with power shared among national, state and local government • three branches of federal government: legislative, executive, and judicial • checks and balances among the three branches • a president to head the executive branch, elected to serve four-year terms • a bicameral Congress, with House of Representatives and Senate, for the legislative branch; representatives elected to two-year terms and senators elected to six-year terms • a Supreme Court, with chief justice and justices serving life-time appointments, to head judicial branch • the Constitution as “the supreme law of the land” • consent of the governed reflected in “We, the People of the United States” • amendment process • no bill of rights
Next Steps	<p>39 of 42 delegates approved and signed the Constitution. Agreed on ratification process that called for states to hold special ratifying conventions. Citizens of the states would elect delegates to the conventions to vote for or against ratification. Nine states had to vote to ratify Constitution for it to go into effect.</p>
Unfinished Business	<p>Debate continued as the Constitution went to the states. Federalists like Madison and Hamilton argued for the Constitution. Anti-Federalist Henry argued against. Federalists added another compromise to win over Anti-Federalists: They promised to work on adding a bill of rights after the Constitution had been ratified and gone into effect. Madison personally promised to lead the fight—and he did so. In 1791, ten amendments known as the Bill of Rights were added to the Constitution.</p>

Pausing Point

Culmination of the Unit (Days 1-4)

We recommend that you use one or more of the Culminating Activities described below or a Culminating Activity that you create. Please preview in advance all third party resources, i.e. links to websites other than the Core Knowledge Foundation, to determine that the material is appropriate for the students.

Culminating Activities

The Constitution for Kids

- If internet access is available, play the 7-minute YouTube video, “The Constitution for Kids,” which provides an excellent, concise review of the content that students learned in this unit. The video can be found at <https://www.youtube.com/watch?v=jsTB7gSfDPI&t=4s>. Start around the one minute time stamp.
- At the end of the video, ask students if they learned anything new or surprising about the Constitution from this video clip. If needed, prompt students to recall and discuss the 13th amendment, ratified in 1865, which outlawed slavery, and the 19th amendment, ratified in 1920, which gave women the right to vote.
- As time permits, choose one of the following topics/activities to explore:
 - o To gain a historical perspective on the groups denied certain rights, have students read the stories in the CKLA Grade 2 Unit, *Fighting for a Cause*. That Unit can be accessed online at: <https://www.coreknowledge.org/free-resource/ckla-domain-12-fighting-cause/>

Within their small group, have students choose one of the stories in that unit to present to the class. Consider having students create a script depicting the events in the story, and then having students present that dramatization to the class.
 - o Explore and share information with students about the Equal Rights Amendment (ERA), a proposed, but as yet unratified, amendment with the purpose of ensuring equal rights between men and women.

This amendment was first proposed by Congress in 1923, not long after the 19th amendment giving women the right to vote was passed. The amendment was approved by the Senate in 1972. It was then submitted to the states for ratification within seven years. It was not ratified by the required number of states (38) by the deadline, despite several extensions.

In January, 2020, the state of Virginia became the 38th state to ratify the ERA. However, since this date was long past the deadline, in February, 2020, the United States Congress voted affirmatively to extend the deadline to allow ratification to proceed. As of the publication of this Teacher Guide in May, 2020, no further action had been taken.

For current information, see the Equal Rights Amendment website at <https://www.equalrightsamendment.org/>.

You may want to encourage students to discuss existing school or classroom rules and whether they think it would be fair if there were different rules for the boys in their class from the girls.

“We the People” Song

Advance Preparation:

Write the following, partial lyrics of the “We the People” song on the board or chart paper, but conceal from view:

We the people,

We the children,

We the millions,

We the soldiers,

We the people,

We the judges,

We the legislators,

Stand up for our liberty, justice, and democracy,

Knowing that in unity, our land stays strong for you and me...

- If internet access is available, play the 6-minute YouTube video clip of students and their teacher singing this song about the Preamble to the Constitution. It is a powerful, uplifting song, recorded after the events of September 11, 2011, and accompanied by images depicting the diversity of the American people throughout our history. The video is available at:
<https://www.youtube.com/watch?v=Plf7uFAKkJc>
- Replay the video recording a second time, encouraging students to identify any of the images of historical people or places that they recognize.
- Now, display and read with students the lyrics that you have previously written on the board or chart paper. Encourage students to explain in their own words the meaning of the last line of that stanza, *Knowing that in unity, our land stays strong for you and me...*
- Replay the recording once again, this time encouraging students to refer to the displayed lyrics and sing along during that portion of the song.
- If time permits, teach students the entire song so that they can perform it for their parents or other students at their school.

NAME: _____ DATE: _____ **1.4** ACTIVITY PAGE
CONTINUED

The Great Seal of the United States

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

- What kind of bird is featured on the face, or obverse side, of the Great Seal?
EAGLE
- How many stripes are on the shield covering the bird's body? **13**
- How many leaves and olives are on the olive branch? **13**
- How many stars appear in the cluster above the bird's head? **13**
- The Latin phrase, or motto, that appears on the scroll is "E pluribus unum." By coincidence how many letters does this Latin phrase have?
13
- On the reverse side, how many levels of brick does the unfinished pyramid have?
13
- What represents the Eye of Providence, and where is it in relation to the pyramid?
An eye in a triangle sits above the pyramid.
- On the base of the pyramid, how is year 1776 written?
In Roman Numerals.
- Under the date is a phrase meaning New Order of the Ages. What do you think it refers to?
It refers to the beginning of a new nation.

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

Answers may vary but should include: the number 13 represents the original 13 colonies that became a new nation; the Great Seal appears on the one dollar bill as a symbol of this nation.

NAME: _____ DATE: _____ **2.2** ACTIVITY PAGE

Grammar: Subject-Action Verb Agreement

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

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

3.3 ACTIVITY PAGE NAME: _____ DATE: _____

The Articles of Confederation
(Use After Reading Chapter 4)

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

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

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

9. Why were Hamilton, Madison, and Washington unhappy with the Articles of Confederation?
They wanted a central government that had more power to do the things it needed to do

10. What did Hamilton, Madison, and others decide to do about the Articles of Confederation?
They decided to replace the Articles of Confederation with a constitution.

NAME: _____ DATE: _____ **3.4** ACTIVITY PAGE

Vocabulary
(Use After Reading Chapter 4)

For each word, write the letter of the definition.

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

ACTIVITY PAGE **4.3**

NAME: _____
DATE: _____

Grammar: Pronoun-Action Verb Agreement

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

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

6.2a ACTIVITY PAGE

NAME: _____
DATE: _____

The Three Branches of Government

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

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

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
This branch comprises Congress, which is divided into two houses:	6. This branch is headed by the President	8. This branch is headed by the Supreme Court
1. Senate	7. The executive branch Enforces Laws	9. The judicial branch Interprets Laws
2. House of Representatives		
3. The legislative branch make laws		
4. Each state has two Senators		
5. Representation in the House is based on Population		
10. The powers of each branch are limited by a system of Checks and Balances		

NAME: _____
DATE: _____

6.5 ACTIVITY PAGE

Constitutional Government Match-Up (Use with Chapter 7)

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

legislative liberty Supreme two Madison
equal amendments Jefferson three republican Washington

- number of houses that make up Congress
TWO
- leader who served as president of the Constitutional Convention
WASHINGTON
- first ten these make up the Bill of Rights
AMENDMENTS
- form of government established by the U.S. Constitution
REPUBLICAN
- number of branches in the federal government
THREE
- leader who drafted the Declaration of Independence
JEFFERSON

ACTIVITY PAGE **6.5**
(CONTINUED)

NAME: _____
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- leader known as the Father of the Constitution

MADISON

- the judicial branch's top level

SUPREME Court

- an unalienable right

LIBERTY

- law-making branch of the federal government

LEGISLATIVE

- "All men are created _____."

EQUAL

Mystery Phrase:

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

THE PREAMBLE

NAME: _____
DATE: _____

6.6 ACTIVITY PAGE

Checks and Balances

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

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

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

It has the power to declare executive actions and laws unconstitutional and therefore null and void; justices are appointed for life.

NAME: _____
DATE: _____

6.6 ACTIVITY PAGE
CONTINUED

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

It Can approve or reject the President's appointments of Supreme Court Justices and Federal Justices; It has the power to remove the President for wrong doing.

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

Because they are appointed for life they cannot be removed for making decisions the President does not like.

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

The Senate can approve or reject the President's choice of appointments.

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

The President has the power to veto or reject laws.

9.2 ACTIVITY PAGE NAME: _____
DATE: _____

Grammar: Review to be Verbs and Modal Auxiliary Verbs

Directions: Write the correct verb to complete each sentence.

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

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

10.2 ACTIVITY PAGE NAME: _____
DATE: _____

Unit Assessment

A: Circle the letter of the best answer.

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

Activity Pages Answer Key

NAME: _____

DATE: _____

10.2 ACTIVITY PAGE CONTINUED

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

ACTIVITY PAGE 10.2 CONTINUED

NAME: _____

DATE: _____

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

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



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801 E. High St.

Charlottesville, VA 22902

Unit 7

The United States Constitution

Teacher Guide

GRADE 4



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