

Unit 7

The United States Constitution

Activity Book



We the People

*insure domestic Tranquility, provide
and our Posterity, do ordain and*

*Section 1. All legislative
a Senate and House of*

*Section 2. The House
several States, and the
Branch of the State*

*No Person
Years a Citizen
be chosen.*

*Representatives
Union, and
including
The actual
within every
shall not
meritully sh
and Prov
Maryland
o, Virg*

*When vacancies happen in
Election to fill such Vacancies.*

*shall be vested in a
shall be composed of Membe
shall have the Qualification*



Unit 7

The United States Constitution

Activity Book

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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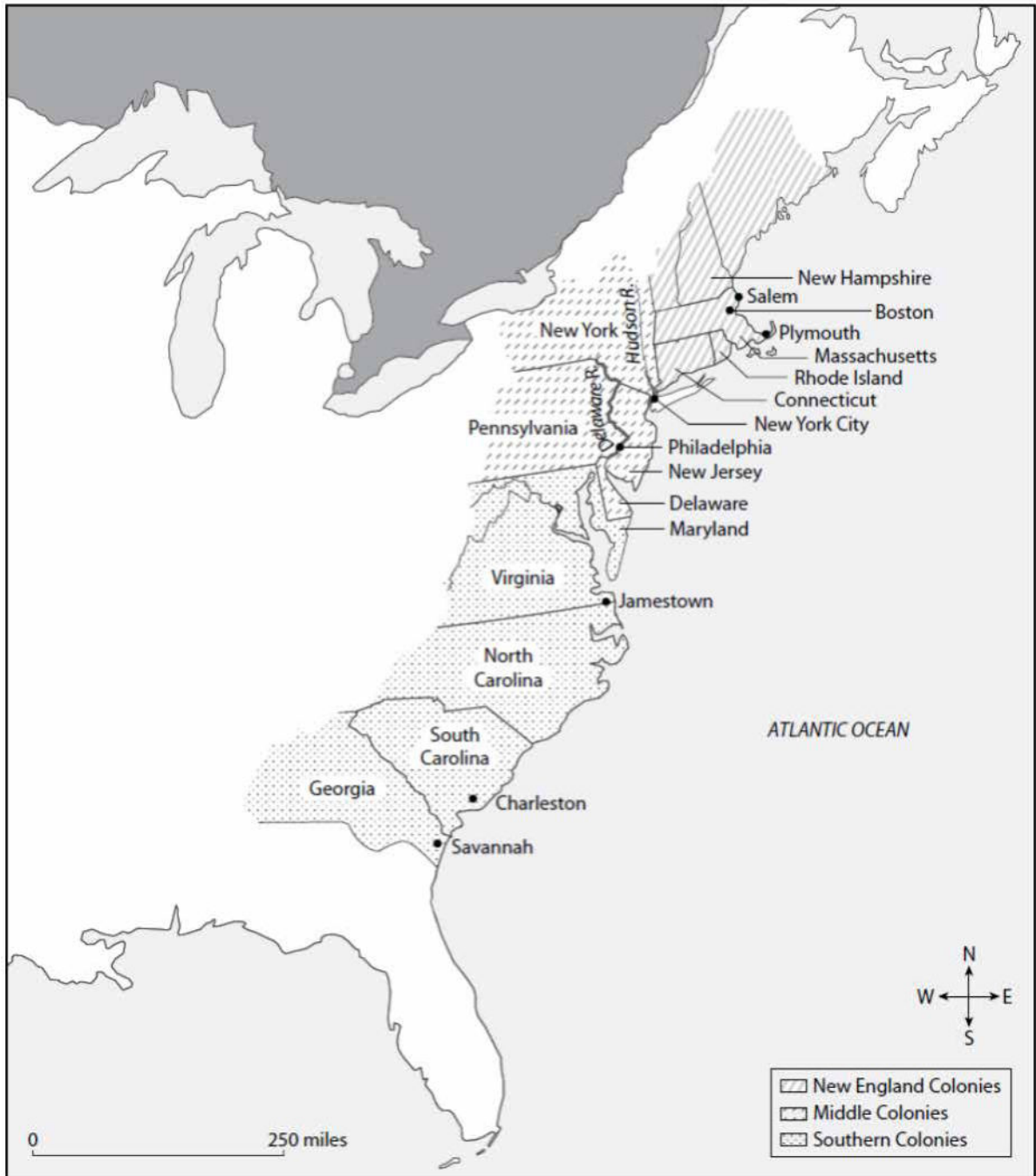
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NAME: _____

DATE: _____

Thirteen Colonies Map



NAME: _____

DATE: _____

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

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

NAME: _____

DATE: _____

Vocabulary for Chapter 2 “New Constitutions for the States”

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

NAME: _____

DATE: _____

The Great Seal of United States

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

Face, or Obverse Side



Reverse Side



NAME: _____

DATE: _____

The Great Seal of the United States

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

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

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

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

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

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

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

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

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

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

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

NAME: _____

DATE: _____

Vocabulary for Chapter 3 “The Articles of Confederation”

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

NAME: _____

DATE: _____

Grammar: Subject-Action Verb Agreement

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

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

NAME: _____

DATE: _____

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

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

1. patient _____

New word: _____

2. accurate _____

New word: _____

NAME: _____

DATE: _____

3. balance _____

New word: _____

4. dependent _____

New word: _____

NAME: _____

DATE: _____

Vocabulary for Chapter 4 “Planning a New Constitution”

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

NAME: _____

DATE: _____

Plan an Opinion Essay

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

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

My opinion:

Reason #1

Reason #2

Reason #3

NAME: _____

DATE: _____

The Articles of Confederation (Use After Reading Chapter 4)

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

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

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

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

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

NAME: _____

DATE: _____

Vocabulary (Use After Reading Chapter 4)

For each word, write the letter of the definition.

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

NAME: _____

DATE: _____

Vocabulary for Chapter 5 “Waiting in Philadelphia”

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

NAME: _____

DATE: _____

Who was in Philadelphia?	
At the Constitutional Convention	Not at the Constitutional Convention

NAME: _____

DATE: _____

Grammar: Pronoun-Action Verb Agreement

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

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

NAME: _____

DATE: _____

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

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

1.flex _____

New word: _____

2.reverse _____

New word: _____

NAME: _____

DATE: _____

3. manage _____

New word: _____

4.break _____

New word: _____

NAME: _____

DATE: _____

Writing an Introduction to an Opinion Essay

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

NAME: _____

DATE: _____

Chapter 7 “Checks, Balances, and Compromises”

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

NAME: _____

DATE: _____

The Three Branches of Government

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

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

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
This branch comprises Congress, which is divided into two houses:	6. This branch is headed by the	8. This branch is headed by the
1. _____	_____	_____
2. House of _____	7. The executive branch	9. The judicial branch
_____	_____	_____
3. The legislative branch		

4. Each state has two		

5. Representation in the House is based on		

10. The powers of each branch are limited by a system of _____		

NAME: _____

DATE: _____

Grammar: Subject-to be Verb Agreement

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

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

1. _____

2. _____

3. _____

NAME: _____

DATE: _____

Practice Spelling Words

liberty deliberate republic conscience delegate
confederation federal compromise immigration impeach

List the spelling words in alphabetical order:

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

NAME: _____

DATE: _____

Constitutional Government Match-Up (Use with Chapter 7)

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

legislative	liberty	Supreme	two	Madison	
equal	amendments	Jefferson	three	republican	Washington

1. number of houses that make up Congress

2. leader who served as president of the Constitutional Convention

_____ _____

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

_____ _____

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

_____ _____

5. number of branches in the federal government

_____ _____

6. leader who drafted the Declaration of Independence

_____ _____

NAME: _____

DATE: _____

7. leader known as the Father of the Constitution

8. the judicial branch's top level

_____ Court

9. an unalienable right

_____ _____

10. law-making branch of the federal government

11. "All men are created _____."

Mystery Phrase:

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

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?

NAME: _____

DATE: _____

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

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

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

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

NAME: _____

DATE: _____

Vocabulary for Chapter 8 “The Convention Completes Its Work”

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

NAME: _____

DATE: _____

Peer Review Checklist

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

Author's name: _____

Reviewer's name: _____

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

What I liked in your essay:

What I suggest you change in your essay:

NAME: _____

DATE: _____

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

Federalists	Anti-Federalists

NAME: _____

DATE: _____

Editing Checklist

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

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

NAME: _____

DATE: _____

Vocabulary for Chapter 10 “Our Constitution Today”

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

NAME: _____

DATE: _____

Grammar: Review to be Verbs and Modal Auxiliary Verbs

Directions: Write the correct verb to complete each sentence.

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

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

NAME: _____

DATE: _____

Practice Spelling Words

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

liberty deliberate republic conscience delegate
confederation federal compromise immigration impeach

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

DATE: _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Unit Assessment

A: Circle the letter of the best answer.

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

NAME: _____

DATE: _____

6. The delegates at 1787 Philadelphia convention decided instead to replace the Articles of Confederation and write a new constitution. The new Constitution proposed that the new national government be divided into what three branches?
 - a) The legislative (Congress), executive (President) and judicial (Supreme Court) branches
 - b) The national, state, and local governments
 - c) The Virginia Plan, The New Jersey Plan, and the Connecticut Plan

7. The Preamble or beginning of the Constitution starts with the following words...
 - a) We, the delegates from the States of America...
 - b) We, the People of the states of Virginia, New Jersey, Connecticut, and Pennsylvania...
 - c) We, the People of the United States...
 - d) We, the Federalists...

8. Which statement most accurately described the proposed 1787 Constitution?
 - a) It provides very detailed rules and regulations for every aspect of government.
 - b) It provides a general framework for government.
 - c) It does not allow for any changes or amendments to the Constitution in the future.
 - d) It says that all people are created equal.

9. Which statement is true?
 - a) All states immediately ratified and approved the 1787 Constitution.
 - b) The Anti-Federalists were in favor of ratifying and approving the 1787 Constitution as quickly as possible.
 - c) The nine states that were needed, plus the states Virginia and New York, finally ratified and approved the 1787 Constitution.
 - d) The 1787 Constitution was not ratified and approved.

10. The Bill of Rights, which was added to the Constitution after it had been ratified, ...
 - a) is made up of ten amendments that protect the liberties of individual Americans
 - b) was put together by James Madison
 - c) includes protection for freedom of the press
 - d) all of the above

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

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

NAME: _____

DATE: _____

Performance Task Assessment

Theme	Notes
Reasons for Convention	
Conduct of Convention	
Important Principles	

NAME: _____

DATE: _____

Theme	Notes
Major Proposals	
Compromises	
Outcomes	

NAME: _____

DATE: _____

Theme	Notes
Next Steps	
Unfinished Business	

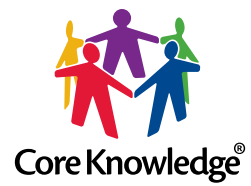
Glossary for The United States Constitution

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

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DATE: _____

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



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