

Grade 4 Reading & Writing

Unit 7: The United States Constitution

11 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60–90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: Chapters 1–2: “The Idea of Self-Rule” and “New Constitutions for the States”	PDF pages 8–25	AP 1.1, AP 1.3, AP 1.4, SR 1
☐	Lesson 2: Chapter 3, “The Articles of Confederation”	PDF pages 26–33	AP 2.2, AP 2.3
☐	Lesson 3: Chapters 4–5: “Planning a New Constitution” and “Waiting in Philadelphia”	PDF pages 34–49	AP 3.2, AP 3.4
☐	Lesson 4: Chapter 5, “Waiting in Philadelphia”	PDF pages 42–49	AP 4.2, AP 4.4, AP 4.5
☐	Lesson 5: Chapter 6, “Some Major Decisions”	PDF pages 50–55	—
☐	Lesson 6: Chapter 7, “Checks, Balances, and Compromises”	PDF pages 56–65	AP 6.2, AP 6.3, AP 6.5, AP 6.6
☐	Lesson 7: Chapter 8, “The Convention Completes Its Work”	PDF pages 66–73	AP 7.1
☐	Lesson 8: Chapters 9–10: “The States Ratify” and “Our Constitution Today”	PDF pages 74–91	AP 8.1
☐	Lesson 9: Chapter 10, “Our Constitution Today”	PDF pages 84–91	AP 9.1, AP 9.3
☐	Lesson 10: Spelling	—	AP 10.1, AP 10.2, AP 10.3
☐	Pausing Point: Review, extra practice and answer keys	—	—
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: Chapters 1-2: “The Idea of Self-Rule” and “New Constitutions for the States”

THE BIG QUESTION

in self-government got its start What does selfmore than two hundred years ago government mean, during a time when colonists in the and why was it such a revolutionary idea?

Words to know

- **self-determination** — the ability of the people in a country to decide their own government
- **liberty** — freedom
- **right** — a legal promise
- **unalienable** — unable to be taken away or denied
- **consent** — approval or agreement
- **deliberate** — to think about and discuss issues before reaching a decision

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 25–36: the steps, materials and timing for this lesson.

Read

Read Chapters 1–2: “The Idea of Self-Rule” and “New Constitutions for the States”: PDF pages 8–25. Look at the pictures and maps together.

Talk it over

1. How does self-determination relate to self-rule and self-government?
2. What are some examples of liberties, or freedoms, that we have in the United States?
3. What did Thomas Jefferson mean in the Declaration of Independence when he wrote that “all men are created equal”?
4. When Thomas Jefferson wrote this, were all people treated as if they were equal?
5. What is meant by the term “limited government”?
6. What are some synonyms for the verb deliberate?
7. Based on the way it is used in this paragraph, what is a fundamental law?
8. What kinds of information can be found in a constitution?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: Thirteen Colonies Map — Activity Book, PDF pages 5–6

- Activity Page 1.3: Vocabulary for Chapter 2 “New Constitutions for the States” — Activity Book, PDF pages 7–8
- Activity Page 1.4: continued — Activity Book, PDF pages 9–10
- Student Resource 1: continued — Activity Book, PDF pages 49–54

Check for understanding

- Answer the Big Question in a sentence or two: in self-government got its start What does selfmore than two hundred years ago government mean, during a time when colonists in the and why was it such a revolutionary idea?
- Use one of today’s words in a sentence of your own.

Lesson 2: Chapter 3, “The Articles of Confederation”

THE BIG QUESTION

Continental Congress was the meeting Why did the lack of a of delegates from all the colonies. It central government prove to be a problem?

Words to know

- **delegate** — representative
- **confederation** — a group of states joined together by a formal agreement
- **treaty** — a formal agreement between two or more groups, especially countries
- **alliance** — a partnership of different countries, organizations, or people who agree to work together

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 37–46: the steps, materials and timing for this lesson.

Read

Read Chapter 3, “The Articles of Confederation”: PDF pages 26–33. Look at the pictures and maps together.

Talk it over

1. What was the name of the first plan of government created by the Continental Congress?
2. — Why were larger states, such as Virginia, frustrated by the Articles of Confederation?
3. What other weaknesses did the Articles have?
4. After six years of the Articles of Confederation, what did many people realize?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 2.2: Grammar: Subject-Action Verb Agreement — Activity Book, PDF pages 11–12
- Activity Page 2.3: continued — Activity Book, PDF pages 13–14

Check for understanding

- Answer the Big Question in a sentence or two: Continental Congress was the meeting Why did the lack of a of delegates from all the colonies. It central government prove to be a problem?

- Use one of today's words in a sentence of your own.

Lesson 3: Chapters 4-5: “Planning a New Constitution” and “Waiting in Philadelphia”

THE BIG QUESTION

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

Words to know

- **ordinance** — a law or government rule
- **politics** — the activities of leaders running a government

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 47–52: the steps, materials and timing for this lesson.

Read

Read Chapters 4–5: “Planning a New Constitution” and “Waiting in Philadelphia”: PDF pages 34–49. Look at the pictures and maps together.

Talk it over

1. What is an ordinance?
2. What physical features formed the boundaries of the Northwest Territory?
3. Who was James Madison?
4. Who was Alexander Hamilton?
5. —According to Madison and Hamilton, what was the real purpose of the special convention?
6. Why did James Madison and Alexander Hamilton think a stronger central government was needed?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 3.2: Plan an Opinion Essay — Activity Book, PDF pages 15–16
- Activity Page 3.4: Vocabulary — Activity Book, PDF pages 17–18

Check for understanding

- Answer the Big Question in a sentence or two: Why did James Madison and Alexander Hamilton think a stronger central government was needed?
- Use one of today’s words in a sentence of your own.

Lesson 4: Chapter 5, “Waiting in Philadelphia”

THE BIG QUESTION

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

Words to know

- **ambassador** — a person who is an official representative of his or her government in another country
- **delegate** — representative

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 53–60: the steps, materials and timing for this lesson.

Read

Read Chapter 5, “Waiting in Philadelphia”: PDF pages 42–49. Look at the pictures and maps together.

Talk it over

1. Who was the first delegate from outside of Pennsylvania to arrive, and how did he spend his time?
2. Why do you think the presence of George Washington encouraged hope and optimism about the convention?
3. What was Ben Franklin famous for?
4. Which colonial leaders did not attend the convention?
5. What other groups of people were not at the Constitutional Convention?
6. Patrick Henry did not attend, saying, “I smelt a rat.” What does this statement tell you about his reasons for not attending?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 4.2: Who was in Philadelphia? — Activity Book, PDF pages 19–20
- Activity Page 4.4: Morphology: Practice Suffixes -able and -ible — Activity Book, PDF pages 21–22
- Activity Page 4.5: Writing an Introduction to an Opinion Essay — Activity Book, PDF pages 23–24

Check for understanding

- Answer the Big Question in a sentence or two: What does the author mean by “they had come to try to give that young nation a more secure future”?

- Use one of today's words in a sentence of your own.

Lesson 5: Chapter 6, “Some Major Decisions”

THE BIG QUESTION

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

Words to know

- **confederation** — a group of states joined together by a formal agreement
- **delegate** — representative
- **right** — a legal promise

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 61–64: the steps, materials and timing for this lesson.

Read

Read Chapter 6, “Some Major Decisions”: PDF pages 50–55. Look at the pictures and maps together.

Talk it over

1. What were the first two decisions made at the convention?
2. Why might Washington have been everyone’s first choice for chairman of the convention?
3. How have we learned about the secret discussions that were held?
4. Where do the ideas on this scroll come from?
5. What does the word supreme in this line mean?
6. Under the Articles of Confederation, who had supreme power?
7. How did the Virginia Plan propose to change government power?
8. What was the smaller states’ response to the Virginia Plan?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the Virginia Plan, and why might some delegates have objected to it?
- Use one of today’s words in a sentence of your own.

Lesson 6: Chapter 7, “Checks, Balances, and Compromises”

THE BIG QUESTION

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

Words to know

- **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
- **legislative** — having the power to make laws
- **executive** — having the power to carry out and enforce laws
- **judicial** — having the power to decide questions of law
- **compromise** — when each side in a disagreement gives up some of what they want to reach an agreement

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 65–75: the steps, materials and timing for this lesson.

Read

Read Chapter 7, “Checks, Balances, and Compromises”: PDF pages 56–65. Look at the pictures and maps together.

Talk it over

1. What is the aim of a federal system of government?
2. What two balances did the delegates have to keep in mind as they wrote a new constitution?
3. What were some of the liberties that people had that needed to be protected?
4. How does the Constitution separate the powers of the government?
5. How does the Constitution make sure no one branch of government becomes too powerful?
6. Look at the diagram on page 53. Where on that diagram do the House of Representatives and the Senate go?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.2: The Three Branches of Government — Activity Book, PDF pages 25–26

- Activity Page 6.3: Grammar: Subject-to be Verb Agreement — Activity Book, PDF pages 27–28
- Activity Page 6.5: Constitutional Government Match-Up — Activity Book, PDF pages 29–30
- Activity Page 6.6: Checks and Balances — Activity Book, PDF pages 31–32

Check for understanding

- Answer the Big Question in a sentence or two: What were the main challenges that had to be overcome in order to create a new constitution?
- Use one of today's words in a sentence of your own.

Lesson 7: Chapter 8, “The Convention Completes Its Work”

THE BIG QUESTION

compromises, the convention moved What steps were put steadily forward to complete its in place to ratify the Constitution?

Words to know

- **confederation** — a group of states joined together by a formal agreement
- **liberty** — freedom
- **posterity** — descendants, or future generations
- **right** — a legal promise
- **term** — the length of time for which an such as states; it can also refer to national elected official serves; government

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 76–81: the steps, materials and timing for this lesson.

Read

Read Chapter 8, “The Convention Completes Its Work”: PDF pages 66–73. Look at the pictures and maps together.

Talk it over

1. How long is the term of office for someone elected to each branch of Congress?
2. How long is the president’s term of office?
3. What needs to happen for an amendment to become part of the Constitution?
4. How does the amendment process for the Constitution differ from that of the Articles of Confederation? Why did the delegates change the process?
5. How was the ratification process an example of social contract theory?
6. What does it mean that the Constitution is “the supreme law of the land”?
7. What is meant by a “bill of rights”?
8. What did the delegates at the Constitutional Convention in Philadelphia in 1787 decide to do about a bill of rights?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 7.1: Vocabulary for Chapter 8 “The Convention Completes Its Work” — Activity Book, PDF pages 33–34

Check for understanding

- Answer the Big Question in a sentence or two: compromises, the convention moved
What steps were put steadily forward to complete its in place to ratify the
Constitution?
- Use one of today's words in a sentence of your own.

Lesson 8: Chapters 9-10: “The States Ratify” and “Our Constitution Today”

THE BIG QUESTION

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

Words to know

- **compromise** — when each side in a disagreement gives up some of what they want to reach an agreement
- **confederation** — a group of states joined together by a formal agreement
- **consent** — approval or agreement
- **delegate** — representative
- **executive** — having the power to carry out and enforce laws
- **federal** — relating to a system of government in which the national government shares power with other levels of government,
- **immigration** — the act of moving from one country to another country to live; “trial by jury,” (phrase) a case of law decided by a group of one’s fellow citizens
- **impeach** — to bring formal charges against a government official
- **judicial** — having the power to decide questions of law
- **legislative** — having the power to make laws

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 82–86: the steps, materials and timing for this lesson.

Read

Read Chapters 9–10: “The States Ratify” and “Our Constitution Today”: PDF pages 74–91. Look at the pictures and maps together.

Talk it over

1. What three main arguments against the Constitution did the AntiFederalists make?
2. How did Anti-Federalists try to delay ratification?
3. What are the Federalist Papers?
4. What is the Bill of Rights?
5. What are some of the rights listed in the Bill of Rights?
6. Which of these rights do you think is the most important, and why?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 8.1: Why was it important to add a Bill of Rights to the — Activity Book, PDF pages 35–36

Check for understanding

- Answer the Big Question in a sentence or two: Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?
- Use one of today's words in a sentence of your own.

Lesson 9: Chapter 10, “Our Constitution Today”

THE BIG QUESTION

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

Words to know

- **consent** — approval or agreement
- **executive** — having the power to carry out and enforce laws
- **federal** — relating to a system of government in which the national government shares power with other levels of government,
- **immigration** — the act of moving from one country to another country to live; “trial by jury,” (phrase) a case of law decided by a group of one’s fellow citizens
- **impeach** — to bring formal charges against a government official
- **judicial** — having the power to decide questions of law
- **legislative** — having the power to make laws
- **right** — a legal promise

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 87–92: the steps, materials and timing for this lesson.

Read

Read Chapter 10, “Our Constitution Today”: PDF pages 84–91. Look at the pictures and maps together.

Talk it over

1. According to the text, how is life in the United States today similar to life in the 1780s?
2. According to the text, why has the Constitution lasted as long as it has?
3. How many times has the Constitution been amended since the Bill of Rights was amended?
4. What principle from the Declaration of Independence is the first of the guiding principles of the Constitution?
5. What are two additional guiding principles of the Constitution?
6. What is one way the Constitution limits the federal government?
7. How does the separation of powers help provide for limited government?
8. What is the fourth guiding principle of the Constitution, and what does it mean?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.1: Vocabulary for Chapter 10 “Our Constitution Today” — Activity Book, PDF pages 37–38
- Activity Page 9.3: Practice Spelling Words — Activity Book, PDF pages 39–40

Check for understanding

- Answer the Big Question in a sentence or two: What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?
- Use one of today’s words in a sentence of your own.

Lesson 10: Spelling

Words to know

- **compromise** — when each side in a disagreement gives up some of what they want to reach an agreement
- **confederation** — a group of states joined together by a formal agreement
- **conscience** — a sense or belief a person has that a certain action is right or wrong
- **consent** — approval or agreement
- **delegate** — representative
- **deliberate** — to think about and discuss issues before reaching a decision
- **executive** — having the power to carry out and enforce laws
- **federal** — relating to a system of government in which the national government shares power with other levels of government,
- **immigration** — the act of moving from one country to another country to live; “trial by jury,” (phrase) a case of law decided by a group of one’s fellow citizens
- **impeach** — to bring formal charges against a government official

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 93–96: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 10.1: Directions: Write the spelling words as your teacher calls them out. — Activity Book, PDF pages 41–42
- Activity Page 10.2: continued — Activity Book, PDF pages 43–44
- Activity Page 10.3: Performance Task Assessment — Activity Book, PDF pages 45–48

Check for understanding

- Use one of today’s words in a sentence of your own.

LESSON 11 OF 11

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 97–107: the steps, materials and timing for this lesson.

Check for understanding

WORDS QUIZ

The United States Constitution

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “to think about and discuss issues before reaching a decision”?
 - a) deliberate
 - b) posterity
 - c) conscience
 - d) delegate
2. Which word means “relating to a system of government in which the national government shares power with other levels of government,”?
 - a) term
 - b) delegate
 - c) deliberate
 - d) federal
3. Which word means “having the power to carry out and enforce laws”?
 - a) executive
 - b) term
 - c) immigration
 - d) provision
4. Which word means “having the power to decide questions of law”?
 - a) judicial
 - b) liberty
 - c) politics
 - d) immigration
5. Which word means “the ability of the people in a country to decide their own government”?
 - a) compromise
 - b) impeach
 - c) self-determination
 - d) consent
6. Which word means “freedom”?
 - a) politics
 - b) liberty
 - c) alliance
 - d) executive

7. Which word means “approval or agreement”?

- a) compromise
- b) assemble
- c) consent
- d) self-determination

8. Which word means “a formal agreement between two or more groups, especially countries”?

- a) treaty
- b) consent
- c) ordinance
- d) politics

9. Which word means “the length of time for which an such as states; it can also refer to national elected official serves; government”?

- a) self-determination
- b) executive
- c) term
- d) liberty

10. Which word means “representative”?

- a) delegate
- b) alliance
- c) executive
- d) provision

11. Which word means “a legal promise”?

- a) consent
- b) assemble
- c) confederation
- d) right

12. Which word means “when each side in a disagreement gives up some of what they want to reach an agreement”?

- a) self-determination
- b) posterity
- c) compromise
- d) republic

Answers

Lesson 1: Chapters 1-2: “The Idea of Self-Rule” and “New Constitutions for the States”

1. **How does self-determination relate to self-rule and self-government?**

[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.

2. **What are some examples of liberties, or freedoms, that we have in the United States?**

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.

3. **What did Thomas Jefferson mean in the Declaration of Independence when he wrote that “all men are created equal”?**

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

4. **When Thomas Jefferson wrote this, were all people treated as if they were equal?**

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.

5. **What is meant by the term “limited government”?**

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

6. **What are some synonyms for the verb deliberate?**

debate, exchange ideas, consider, discuss

7. **Based on the way it is used in this paragraph, what is a fundamental law?**

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.

8. **What kinds of information can be found in a constitution?**

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

Lesson 2: Chapter 3, “The Articles of Confederation”

1. **What was the name of the first plan of government created by the Continental Congress?**

the Articles of Confederation

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

They had the same number of votes—one—as smaller states, even though they had many more people. Page 24, Lines 15-18, Page 25, Lines 1-20: Literal— Why was Congress always broke? Congress could not collect taxes, even though it needed to pay back money that it had borrowed. Congress could only ask states to contribute a certain amount of money. The states never paid the full amounts they were asked to, and Congress had no way of forcing them to pay more than they did.

3. **What other weaknesses did the Articles have?**

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

4. **After six years of the Articles of Confederation, what did many people realize?**

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

Lesson 3: Chapters 4-5: “Planning a New Constitution” and “Waiting in Philadelphia”

1. **What is an ordinance?**

a law or government rule

2. **What physical features formed the boundaries of the Northwest Territory?**

the Great Lakes, the Ohio River, the Mississippi River

3. **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.

4. **Who was Alexander Hamilton?**

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

5. **—According to Madison and Hamilton, what was the real purpose of the special convention?**

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? 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.

6. **Why did James Madison and Alexander Hamilton think a stronger central government was needed?**

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.

Lesson 4: Chapter 5, “Waiting in Philadelphia”

1. **Who was the first delegate from outside of Pennsylvania to arrive, and how did he spend his time?**

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? George Washington and Ben Franklin

2. **Why do you think the presence of George Washington encouraged hope and optimism about the convention?**

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

3. **What was Ben Franklin famous for?**

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

4. **Which colonial leaders did not attend the convention?**

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

5. **What other groups of people were not at the Constitutional Convention?**

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

6. **Patrick Henry did not attend, saying, “I smelt a rat.” What does this statement tell you about his reasons for not attending?**

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

Lesson 5: Chapter 6, “Some Major Decisions”

1. **What were the first two decisions made at the convention?**

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

2. **Why might Washington have been everyone’s first choice for chairman of the convention?**

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

3. **How have we learned about the secret discussions that were held?**
Delegates, particularly James Madison, took notes on the discussions.
4. **Where do the ideas on this scroll come from?**
The items listed on the scroll are the points made by Edmund Randolph when he presented the Virginia Plan.
5. **What does the word supreme in this line mean?**
It means the highest or one that is above all others.
6. **Under the Articles of Confederation, who had supreme power?**
the states
7. **How did the Virginia Plan propose to change government power?**
It proposed giving the central government more power and making it the supreme power, instead of giving the states supreme power, as they had under the Articles of Confederation.
8. **What was the smaller states' response to the Virginia Plan?**
They proposed a plan known as the New Jersey Plan.

Lesson 6: Chapter 7, "Checks, Balances, and Compromises"

1. **What is the aim of a federal system of government?**
The aim is to give each level of government the jobs that each can do best.
2. **What two balances did the delegates have to keep in mind as they wrote a new constitution?**
They had to balance the power shared between state and national levels of government so that neither held too much or too little power. They also had to balance the power of the central government so that people's liberties were protected.
3. **What were some of the liberties that people had that needed to be protected?**
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.
4. **How does the Constitution separate the powers of the government?**
It separates the power among three branches: the legislative, executive, and judicial branches.
5. **How does the Constitution make sure no one branch of government becomes too powerful?**
It separates the powers of government and creates a system of checks and balances.
6. **Look at the diagram on page 53. Where on that diagram do the House of Representatives and the Senate go?**
They are part of the Congress.

Lesson 7: Chapter 8, “The Convention Completes Its Work”

1. 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.

2. How long is the president’s term of office?

A president’s term of office is four years.

3. 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.

4. 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.

5. How was the ratification process an example of social contract theory?

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

6. What does it mean that the Constitution is “the supreme law of the land”?

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

7. What is meant by a “bill of rights”?

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.

8. What did the delegates at the Constitutional Convention in Philadelphia in 1787 decide to do about a bill of rights?

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

Lesson 8: Chapters 9-10: “The States Ratify” and “Our Constitution Today”

1. What three main arguments against the Constitution did the AntiFederalists make?

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

2. **How did Anti-Federalists try to delay ratification?**

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

3. **What are the Federalist Papers?**

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

4. **What is the Bill of Rights?**

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

5. **What are some of the rights listed in the Bill of Rights?**

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

6. **Which of these rights do you think is the most important, and why?**

Answers will vary.

Lesson 9: Chapter 10, "Our Constitution Today"

1. **According to the text, how is life in the United States today similar to life in the 1780s?**

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

2. **According to the text, why has the Constitution lasted as long as it has?**

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

3. **How many times has the Constitution been amended since the Bill of Rights was amended?**

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

4. **What principle from the Declaration of Independence is the first of the guiding principles of the Constitution?**

Governments get "their just powers from the consent of the governed."

5. **What are two additional guiding principles of the Constitution?**

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

6. **What is one way the Constitution limits the federal government?**

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.

7. **How does the separation of powers help provide for limited government?**

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

8. **What is the fourth guiding principle of the Constitution, and what does it mean?**

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

Unit quiz key

1. a 2. d 3. a 4. a 5. c 6. b 7. c 8. a 9. c 10. a 11. d 12. c