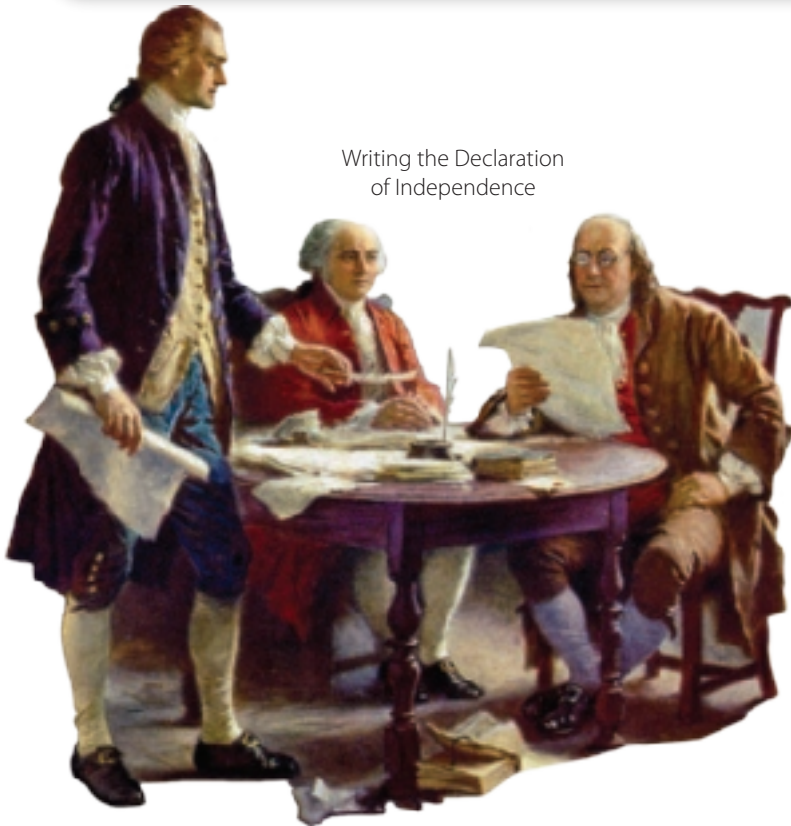




Understanding Civics

Teacher Guide

Writing the Declaration of Independence



Statue of Liberty



Government services



Voting



Understanding Civics

Teacher Guide



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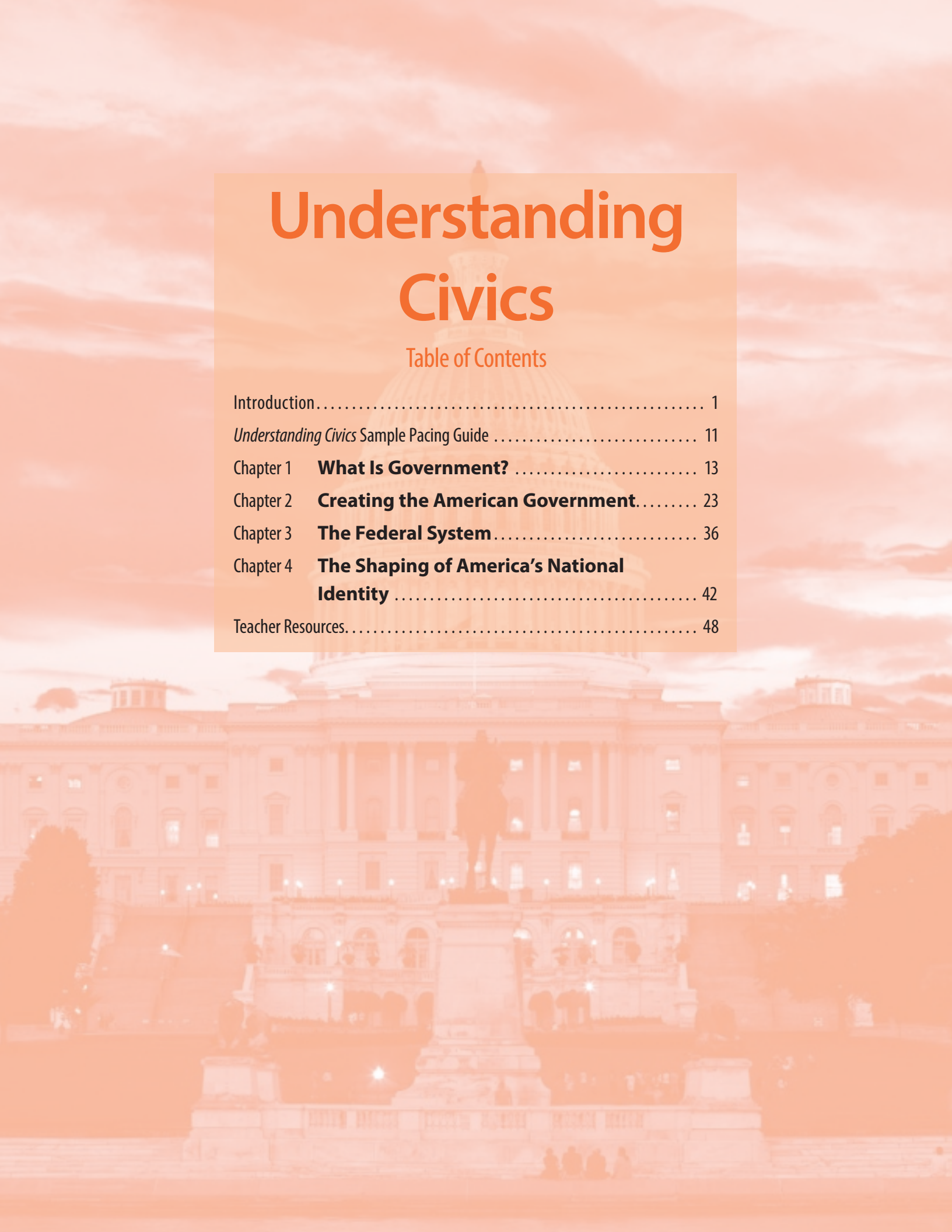
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Understanding Civics

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Understanding Civics

Teacher Guide

Core Knowledge History and Geography™ 4

Introduction

ABOUT THIS UNIT

The Big Idea

An understanding of civics and government is an essential part of being an informed and engaged member of society.

Civics is the study of the role of government and the rights and duties of citizenship. Why do we have the government that we do? What do we expect of our government? What does our government expect of us? How is power distributed? Civics pursues answers to all of these questions and more. It explores who we are as a nation and how our government reflects that identity.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Kindergarten

- July 4, Independence Day, including democracy and slavery in early America
- American symbols, such as Mount Rushmore, the White House, the American flag, and the Statue of Liberty

Grade 1

- from colonies to independence, including Thomas Jefferson and the Declaration of Independence
- the legend of Betsy Ross and the American flag

Grade 2

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

Grade 3

- founding and characteristics of the thirteen English colonies

What Students Need to Learn

- different types of government
- purposes of government
- examples of governments that preceded the United States
- influences on early American government
- formation of the U.S. government, including principles embodied in the Declaration of Independence and U.S. Constitution
- the U.S. federal system, including the roles of state and local governments
- the formation of an American national identity

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property to be bought and sold and are often treated with brutality and violence. Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

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

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

AT A GLANCE

The most important ideas in *Understanding Civics* are:

- Governments can take different forms, but they generally serve the same purposes.
- Disagreements with the British government about rights and self-government led to the fight for American independence.
- The Founders incorporated structures, traditions, and ideas from other peoples, places, and time periods when they created the U.S. government.
- The U.S. government is organized into branches and levels, with power distributed and shared among the different parts.
- The United States has a unique American identity based on its system of government and the many different groups within its population. This identity is reflected in symbols, stories, and songs.

WHAT TEACHERS NEED TO KNOW

The What Teachers Need to Know document provides background information related to the unit content. The background information summarizes unit content and provides some additional details or explanation. This document

is not meant to be a complete history; rather, it is a memory refresher to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To access the What Teachers Need to Know for this unit, download the CKHG Online Resource “About Understanding Civics”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Understanding Civics Student Reader—four chapters

Teacher Components

Understanding Civics Teacher Guide—four chapters. The guide includes lessons aligned to each chapter of the *Understanding Civics* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and primary source analysis, designed to reinforce the chapter content. A Unit Assessment, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 48.

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

Understanding Civics Question Cards—twenty-five individual cards depicting significant themes and ideas related to civics and American government. In addition to an image, each card contains a chapter number and a driving question that outlines the focus of the chapter, discussion, or activity. The  icon is used throughout the lessons and activities to indicate a corresponding Question Card. In addition, a Question Card prompt is included at the end of each chapter. The cards will be a powerful learning tool, enabling you and your students to explore important themes and ideas in their study of civics.

Question Cards

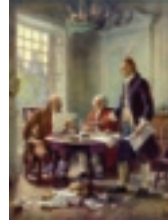
Some advance preparation will be necessary prior to starting the *Understanding Civics* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Question Cards over the course of the unit. The cards may be organized either vertically 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!



Chapter 1



Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



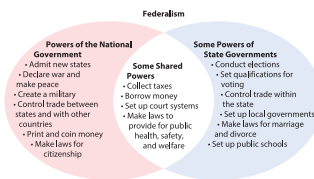
Chapter 2



Chapter 2



Chapter 2



Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 3



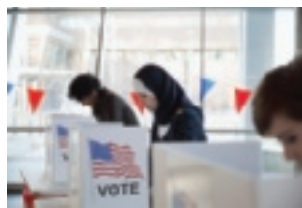
Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 4



Chapter 4



Chapter 4



Chapter 4



Chapter 4



Chapter 4



Chapter 4

Pacing Guide

The *Understanding Civics* unit is an optional addition to the ten history and geography units in the Grade 4 *Core Knowledge Curriculum Series™*. A total of ten days has been allocated to the *Understanding Civics* unit. You may choose to implement this unit in a ten-day block or spread the content throughout the year, as time allows. However, we recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

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

Reading Aloud

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

Turn and Talk

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

Big Questions

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

Chapter	Big Question
---------	--------------

1	Why do societies have governments?
---	------------------------------------

2	How does the American government embody a social contract?
---	--

3	How does the United States distribute decision-making powers at the local, state, and national levels?
4	What does it mean to be “a people”?

Core Vocabulary

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

Chapter	Core Vocabulary
1	legislature, enforce, citizen, economy, democracy, representative democracy, constitution, confederation, monarchy, prime minister, dictatorship, oligarchy, theocracy, immigration, taxes, domestic policy, foreign policy, diplomatic, humanitarian, assembly, rule of law, sovereign
2	charter, sedition, town meeting, autonomy, jury, delegate, militia, natural rights, unalienable, social contract, tyrannical, rebel, currency, revise, ratification, amendment, interpretation, federalism
3	reserved, implement, executive order, duties, municipal, civic, constituent
4	vibrant, tradition, heritage, identity, diversity, minority, beacon, naturalization, creed, patriotism, encompass

Activity Pages

Activity Pages



AP 1.1

AP 2.1

AP 4.1

The following Activity Pages can be found in Teacher Resources, pages 56–61. They are to be used with the chapter specified either for additional classwork or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.1)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.1)
- Chapters 3–4—Domain Vocabulary: Chapters 3–4 (AP 4.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students’ interests and needs. Many of the activities include website links; you should check the links thoroughly prior to assigning them or using them in class.



A SPECIAL NOTE ABOUT EDUCATING FOR AMERICAN DEMOCRACY

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

In 2021, the Educating for American Democracy (EAD) consortium released a Roadmap for American Democracy. The Roadmap is an effort to encourage and bolster history and civics instruction in K–12 education. It is organized around seven themes that were developed by a team of educators, historians, and civics professionals. Each theme contains a series of history and civics driving questions meant to spark deeper examination of social studies topics.

We have therefore included in this *Understanding Civics* unit content related to EAD’s Roadmap for American Democracy and the Roadmap’s driving questions for this grade. This content is readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of American government and society.

A link to the Roadmap can be found in the CKHG Online Resources for this unit:

www.coreknowledge.org/ckhg-online-resources

Books

Burgan, Michael. *The U.S. Constitution* (Cornerstones of Freedom). New York, NY: Scholastic, 2011.

Cheney, Lynne, and Greg Harlin. *We the People: The Story of Our Constitution*. New York, NY: Simon & Schuster Books for Young Readers, 2012.

Dreams of Freedom: In Words and Pictures. London, U.K.: Frances Lincoln Children’s Books, 2015.

Lewis, Aura, and Evan Sargent. *We the People: The United States Constitution Explored and Explained*. Illustrated by Aura Lewis. London, U.K.: Wide Eyed Editions, 2020.

Lyon, George Ella. *Voices of Justice: Poems About People Working for a Better World*. Illustrated by Jennifer M. Potter. New York, NY: Henry Holt and Co., 2020.

McLaughlin, Danielle. *That’s Not Fair! Getting to Know Your Rights and Freedoms* (CitizenKid). Toronto, ON: Kids Can Press, 2016.

Metcalf, Lindsay H., Keila V. Dawson, and Jeanette Bradley (eds.). *No Voice Too Small: Fourteen Young Americans Making History*. Illustrated by Jeanette Bradley. Watertown, MA: Charlesbridge, 2020.

Miles, David. *The Interactive Constitution: Explore the Constitution with Flaps, Wheels, Color-Changing Words, and More!* Illustrated by Albert Pinilla. Fresno, CA: Bushel & Peck Books, 2020.

Raatma, Lucia. *The Bill of Rights* (Cornerstones of Freedom). New York, NY: Scholastic, 2011.

Schubert, Leda. *Listen: How Pete Seeger Got America Singing*. Illustrated by Raúl Colón. New York, NY: Roaring Brook Press, 2017.

Sobel, Syl. *The U.S. Constitution and You*. New York, NY: Barron's Educational Series, 2012.

Sonneborn, Liz. *The United States Constitution* (Documenting U.S. History). Chicago: Heinemann Library, 2013.

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

Thomas, William Davis. *What Are the Parts of Government?* Pleasantville: Gareth Stevens Publishing, 2008.

Travis, Cathy. *Constitution: Translated for Kids*. Travis Books, 2012.

True Peters, Stephanie. *Groundbreaking Guys: 40 Men Who Became Great by Doing Good*. Illustrated by Shamel Washington. New York, NY: Little, Brown Books for Young Readers, 2019.

UNDERSTANDING CIVICS SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

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

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding Civics

"What Is Government?" Core Lesson (TG & SR, Chapter 1)	"What Is Government?" Core Lesson (TG & SR, Chapter 1) "Domain Vocabulary: Chapter 1" (TG, Additional Activities, Chapter 1, AP 1.1)	"Creating the American Government" Core Lesson (TG & SR, Chapter 2)	"Creating the American Government" Core Lesson (TG & SR, Chapter 2) "Domain Vocabulary: Chapter 2" (TG, Additional Activities, Chapter 2, AP 2.1)	"People of the Revolution" (TG, Additional Activities, Chapter 2)
---	--	--	---	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding Civics

"The Federal System" Core Lesson (TG & SR, Chapter 3)	"Effecting Change" (TG, Additional Activities, Chapter 3)	"The Shaping of America's National Identity" Core Lesson (TG & SR, Chapter 4) "Domain Vocabulary: Chapters 3–4" (TG, Additional Activities, Chapter 4, AP 4.1)	"The Little Rock Nine" (TG, Additional Activities, Chapter 4)	Unit Assessment
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UNDERSTANDING CIVICS PACING GUIDE

_____’s Class

(A total of ten days has been allocated to the *Understanding Civics* unit in order to complete all Grade 4 history and geography units in the *Core Knowledge Curriculum Series™*. You may wish to complete the unit in a ten-day block, as shown, or spread the content throughout the year, as time allows.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Understanding Civics

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Understanding Civics

--	--	--	--	--

What Is Government?



The Big Question: Why do societies have governments?

Primary Focus Objectives

- ✓ Explain the purposes of government. (RI.4.2)
- ✓ Identify different types of historical and contemporary governments. (RI.4.1)
- ✓ Identify historical influences on American government. (RI.4.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *legislature, enforce, economy, citizen, democracy, representative democracy, constitution, confederation, monarchy, prime minister, dictatorship, oligarchy, theocracy, immigration, taxes, domestic policy, foreign policy, diplomatic, humanitarian, assembly, rule of law, and sovereign.* (RI.4.4, L.4.4)

Core Vocabulary (Student Reader page numbers listed below)

legislature, n. the part of the government responsible for making laws (6)

Example: The legislature passed a law banning the sale of fireworks.

Variations: legislatures, legislator

enforce, v. to make sure people do what is required of them (6)

Example: The president's job is to enforce the laws passed by Congress.

Variations: enforces, enforcing, enforced

economy, n. the way a country manages its money and resources to produce, buy, and sell goods and services (6)

Example: Small businesses are an important part of the U.S. economy.

Variations: economies, economics, economic (adj.)

citizen, n. a person who belongs to a country and has protections under that country's laws (6)

Example: Every U.S. citizen aged eighteen or older has the right to vote.

Variations: citizens, citizenship

democracy, n. a form of government in which people choose their leaders; a country with this form of government (6)

Example: In a democracy, the people elect government leaders.

Variations: democracies, democratic (adj.)

representative democracy, n. a form of government in which people vote for leaders to make governing decisions on their behalf (6)

Example: Congress is the feature that makes the United States a representative democracy.

Variations: representative democracies

constitution, n. a set of rules that defines the power of government in a country (7)

Example: One way a constitution protects the rights of citizens is by establishing the rule of law.

Variations: constitutions, constitutional (adj.)

confederation, n. a group of states joined together by a formal agreement (7)

Example: The first government of the United States was a confederation of states that were reluctant to give up their independence.

Variations: confederations, confederal (adj.)

monarchy, n. a government led by a king or queen (8)

Example: In a monarchy, when the ruler dies, control of the government typically passes to their eldest child.

Variations: monarchies, monarch

prime minister, n. the head of the government in some countries (8)

Example: In many governments, the prime minister chooses the heads of government agencies and is held responsible for all government actions.

Variations: prime ministers

dictatorship, n. a government in which all power is held by an individual or small group (8)

Example: In a dictatorship, the people have no say in the government.

Variations: dictatorships, dictator

oligarchy, n. a government in which all power is held by a small group of wealthy or powerful people (8)

Example: In an oligarchy, the people who run the government generally use their power to gain more wealth for themselves.

Variations: oligarchies, oligarch

theocracy, n. a form of government in which those in power are also religious leaders or are closely tied to a religion (8)

Example: In a theocracy, laws are made based on religious beliefs.

Variations: theocracies, theocrat, theocratic (adj.)

immigration, n. the act of moving to another country to live (10)

Example: Because of immigration, the United States is home to people from many different backgrounds.

Variations: immigrate (v.), immigrant

taxes, n. money collected from citizens by the government (11)

Example: Taxes enable governments to pay for services such as libraries and schools.

Variations: tax, tax (v.), taxation

domestic policy, n. decisions and laws that a government makes to impact the lives of its country's citizens (12)

Example: Preserving America's forests is an important domestic policy of the U.S. government.

Variations: domestic policies

foreign policy, n. decisions and laws that are related to a government's relationships with other countries (12)

Example: Sending help to other countries in need is an important part of U.S. foreign policy.

Variations: foreign policies

diplomatic, adj. related to the managing of relations between the governments of different countries (13)

Example: The United States has friendly diplomatic relations with its neighbor Canada, but diplomatic relations with Mexico are often strained.

Variations: diplomat (n.), diplomacy (n.)

humanitarian, adj. related to efforts to make other people's lives better (13)

Example: The United States regularly sends humanitarian aid such as food and medical assistance to other countries hit by disasters.

assembly, n. a group of representatives who gather to make laws (13)

Example: In ancient Rome, members of the assembly voted to make laws on issues affecting the people.

Variations: assemblies

rule of law, n. the principle that no one is above the law, not even the highest lawmakers (14)

Example: According to the rule of law, everyone can be punished for illegal actions, including government leaders.

sovereign, adj. having supreme power and authority over a nation and its people (15)

Example: In a democracy like the United States, the people are sovereign, not the government leaders.

Variations: sovereignty (n.), sovereign (n.)

Introduce *Understanding Civics* Student Reader

5 MIN

Distribute copies of the *Understanding Civics* Student Reader. Explain that *civics* is the study of government. 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 illustrations. As they do, record this information in a list on the board or chart paper. Students will likely mention *government*, *Great Britain*, photos and illustrations of historical figures and government buildings, and the U.S. Constitution. Ask students if they recognized anything from earlier units they have studied.

Introduce “What Is Government?”

5 MIN

Ask students to define the term *government* (*the system of people, laws, and officials that defines and controls a country*). Have them give examples of types of government they remember from previous units. Explain that all countries have some type of leadership. However, different countries have different ways of choosing leaders, deciding who makes the rules, and determining how much freedom people have.

Call students’ attention to the Big Question. Tell students to look for details that explain why we have governments.

Guided Reading Supports for “What Is Government?”

25 MIN

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

“A Need for Government,” pages 4–6

Scaffold understanding as follows:

Have students read the section on pages 4–6 independently.

SUPPORT—Explain to students that government serves four basic functions: (1) keeping order, (2) providing security, (3) providing services, and (4) guiding the community. Discuss with students what each of the four concepts means to them—*order*, *security*, *services*, and *guidance*. Then ask students to brainstorm how Sumer’s government fulfilled these functions by creating an irrigation system. (*Possible answers: Passing laws so farmers would not fight over the water is an example of keeping order and security. Creating a water distribution system is an example of providing services. Deciding where to dig irrigation ditches is an example of guiding the community.*) Tell students they will learn more about the functions of government in this chapter.

CORE VOCABULARY—Point out the vocabulary term *legislature*, and explain its meaning.

SUPPORT—Tell students that the national legislature in the United States is called *Congress*. State and local governments also have legislatures.

SUPPORT—Call attention to the picture of the U.S. Capitol on page 5. Explain that the Capitol is where Congress meets to write the laws of our nation. If students have completed the CKHG Grade 4 unit *The United States Constitution*, ask them to name the two chambers of the U.S. Congress. (*House of Representatives and Senate*)

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

LITERAL—Why did the people of Sumer need to create a government?

- » The people of Sumer created a government to provide order, security, and services. The government helped guide the people.

LITERAL—What three parts do modern governments typically have?

- » Modern governments typically have a leader, a legislature, and a court system.

“Types of Government,” pages 6–9

Scaffold understanding as follows:

Read aloud the first paragraph of the section on page 6.

CORE VOCABULARY—Point out the vocabulary terms *enforce*, *economy*, and *citizen*, and explain their meanings.

Invite volunteers to read aloud the next three paragraphs of the section on pages 6–7.

CORE VOCABULARY—Point out the vocabulary terms *democracy*, *representative democracy*, and *constitution*, and explain their meanings.

SUPPORT—Stress to students that a representative democracy is also known as a *republic*. You may want to reemphasize the main difference between a direct democracy and a representative democracy. In a direct democracy, the people govern directly, with every person voting on every proposed law. In a representative democracy, or republic, people elect representatives to govern for them.

Invite volunteers to read aloud the rest of the section on pages 7–9.

CORE VOCABULARY—Point out the vocabulary term *confederation*, and explain its meaning.

SUPPORT—Stop to discuss the term *confederation* when it is encountered in the text. Make sure that students understand that members of a confederation come together for a common purpose but retain their independence, or self-rule.

Note: The name *Haudenosaunee* is pronounced (ho*deh*no*shaw*nee).

SUPPORT—Tell students that the Haudenosaunee were given the name *Iroquois* by the French. The Haudenosaunee Confederacy consisted of the Mohawk, Oneida, Onondaga, Cayuga, and Seneca nations, who united to ensure peace. Each nation maintained its independence with its own council and leaders, but issues concerning multiple nations were decided by a Grand Council that included members from all groups.

CORE VOCABULARY—Point out the vocabulary terms *monarchy*, *prime minister*, *dictatorship*, *oligarchy*, and *theocracy*, and explain their meanings.

SUPPORT—Make sure that students understand that while some monarchs today are dictators, others—such as the monarch of the United Kingdom—hold only ceremonial power. In addition, some monarchies are also democracies, where power is held completely by or shared with an elected legislature.

SUPPORT—Explain to students that a prime minister and a president are both governmental leaders, but there are important differences. You may wish to draw a T-chart on the board or chart paper to illustrate these differences. For example, presidents are generally elected by the people, while prime ministers are members of a legislature that chooses them to become leader. Presidents are also often both the head of state—or chief public representative—and the head of government, while prime ministers are generally only the head of government. In a monarchy, including a constitutional monarchy like the United Kingdom, the monarch is normally the head of state.

SUPPORT—Call attention to the photo of Iranian leader Ayatollah Ali Khamenei on page 9, and explain that Iran is a theocracy. Ask students to brainstorm ideas about some ways the government of Iran might operate differently from the government of the United States.

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

LITERAL—Which society was likely the very first direct democracy?

- » The ancient city-state of Athens is believed to have been the first direct democracy.

EVALUATIVE—What do a direct democracy and a republic have in common? How do they differ?

- » In both a republic and a direct democracy, citizens make the decisions about how the government runs. The main difference is that in a republic, voters elect leaders to decide issues and run the government, while in a direct democracy, the citizens themselves decide on issues.

LITERAL—Which kind of government was first established for the United States? Which kind of government does the United States have now?

- » The first government of the United States was a confederation. Today's government is a constitutional republic.

LITERAL—What does a constitution do?

- » A constitution defines the powers of the government. It sets out the government's responsibilities, and it sets limits on the government's powers.

INFERENTIAL—Sometimes dictatorships and oligarchies hold elections. Do you think these elections are free and fair? Why or why not?

- » The elections are probably neither free nor fair. The leaders in these kinds of governments hold unlimited power. The people have no meaningful say in the government. The governments are usually unjust and oppressive.

"Purposes of Government," pages 9–13

Scaffold understanding as follows:

SUPPORT—Read aloud the section title, "Purposes of Government." Remind students that they have already read about some of the reasons people form governments. Invite volunteers to share some of those reasons. Tell students that in this section, they will learn more about the purposes of government.

Have students read the section on pages 9–13 independently.

CORE VOCABULARY—Point out the vocabulary terms *immigration* and *taxes*, and explain their meanings.

SUPPORT—Point out to students the three different levels of government mentioned in the text—federal, or national; state; and local. Tell students that the United States divides powers among these three levels of government. This system of government is called *federalism*. Students will learn more about federalism in Chapters 2 and 3. Students who completed the CKHG Grade 4 unit *The United States Constitution* may also recall learning about federalism and the three levels of government.

SUPPORT—Point out to students some differences among the three levels of government mentioned in the text. Also point out some similarities among the three different levels—for example, federal, state, and local governments all collect taxes and pass laws, and citizens elect representatives for all three levels of government.

SUPPORT—Call attention to the word *preamble* in the last paragraph on page 11. Tell students that a preamble is a preliminary or introductory statement. The preamble to the U.S. Constitution communicates the intentions of the Framers and the purposes of the document. Consider reading the preamble to students or displaying it in class. The text reads:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the

common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

CORE VOCABULARY—Point out the vocabulary words *domestic policy*, *foreign policy*, *diplomatic*, and *humanitarian*, and explain their meanings.

SUPPORT—Point out that the word *diplomatic* is related to the word *diplomat*. Tell students that a diplomat is a government official. Based on the definition of *diplomatic*, ask students to speculate on the duties of a diplomat. (Possible answer: A diplomat conducts negotiations and maintains political, economic, and social relations with other countries.)

SUPPORT—Explain to students that the United States has four basic foreign policy goals: (1) promoting democracy and human rights, (2) preserving national security, (3) promoting international trade, and (4) maintaining and promoting world peace. Call attention to the photo of the soldiers distributing humanitarian aid in Haiti on page 12. Ask students to speculate about which foreign policy goal(s) the United States hoped to achieve by helping Haiti.

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

LITERAL—Who creates laws in the United States?

- » Elected representatives at all three levels of government—federal (national), state, and local—create laws.

EVALUATIVE—Why do governments collect taxes?

- » Governments collect taxes because they need the tax money to pay for programs and services.

LITERAL—What is the difference between domestic policy and foreign policy?

- » Domestic policy relates to decisions that affect the people within the United States. Foreign policy relates to decisions about the United States’ relationships with other countries.

EVALUATIVE—Suppose the government decides to build a new highway in your town. Is that an example of domestic or foreign policy? Why?

- » It is an example of domestic policy. It affects people within the United States.



EVALUATIVE—How does the U.S. government work with and against other governments?

- » Answers will vary, but students may say that the U.S. government works with other governments when it offers humanitarian aid and tries to find diplomatic solutions to conflicts. It works against other governments when their actions conflict with Americans’ interests or violate values that the United States supports.

“Early Governments That Influenced Americans,” pages 13–15

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section on pages 13–14.

CORE VOCABULARY—Point out the vocabulary term *assembly*, and explain its meaning.

SUPPORT—Ask students how an assembly is similar to a legislature. (*In both, people gather to make laws.*) Call attention to the illustration of the Roman Republic on page 14. Ask students which system of government was more like the system we have in the United States, the Greek or the Roman system. (*The Roman system was closer because, like the United States, it was a representative republic. Roman citizens elected leaders to serve in the legislature, just as U.S. citizens do.*)

Have students read the rest of the section on pages 14–15 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *rule of law* and *sovereign*, and explain their meanings.

SUPPORT—Emphasize that early monarchs in England had absolute power. That means they had total control. They could do what they wanted and had no limits on their power.

SUPPORT—Point out the phrase “limited government” on page 14. Explain that limited government means that the government cannot do whatever it wants. There are restrictions, or limits, on its power.

SUPPORT—Explain to students that the constitution that the Cherokee wrote was part of Cherokee efforts to avoid conquest and maintain their independence, or sovereignty, from the U.S. government, which was trying to take their land.

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

EVALUATIVE—How did citizenship in ancient Greece differ from citizenship today?

- » The ancient Greeks permitted only wealthy men to be citizens. Today, we consider citizenship a right of all adults.

EVALUATIVE—How was government in ancient Rome different from that in ancient Greece? Were there any similarities?

- » Ancient Greeks practiced direct democracy. Ancient Romans elected representatives to make laws. In ancient Greece, only wealthy men could be citizens. In ancient Rome, both men and women could be citizens, but only upper-class men could vote. In both, citizens could participate in government.

LITERAL—What was the name of the document that placed limits on the power of English kings?

- » The Magna Carta placed limits on the power of English kings.

EVALUATIVE—How did the idea of rule of law contrast with the idea that monarchs should have absolute power?

- » Rule of law meant that no one, not even the monarch, was above the law. Everyone had to obey the law. This limited the monarch's power. Absolute monarchs could do whatever they wanted and were not subject to the rule of law. They had no limits on their power.

LITERAL—How did the Haudenosaunee Confederacy influence the Founders?

- » The goals of peace and unity that the members of the Haudenosaunee Confederacy valued are reflected in American political institutions. The two-house structure of the U.S. Congress is also similar to the structure of the Grand Council of the confederacy.

Question Card

- Show students the Chapter 1 Big Question Card. Read the caption, then review and discuss the Big Question.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: "Why do societies have governments?"
 - » Key points students should cite include: Societies have governments to keep order, provide security, provide services, and guide the community. Governments make laws to keep people safe, defend the country, and run the economy. These functions are carried out in different ways, depending on which form of government a country uses.
- Choose one of the Core Vocabulary terms (*legislature, enforce, economy, citizen, democracy, representative democracy, constitution, confederation, monarchy, prime minister, dictatorship, oligarchy, theocracy, immigration, taxes, domestic policy, foreign policy, diplomatic, humanitarian, assembly, rule of law, or sovereign*), and write a sentence using the word.

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

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

Creating the American Government



The Big Question: How does the American government embody a social contract?

Primary Focus Objectives

- ✓ Describe the governments of the original thirteen colonies. **(RI.4.2)**
- ✓ Explain why American colonists wanted independence from Britain. **(RI.4.2, RI.4.3)**
- ✓ Identify the principles embodied in the Declaration of Independence. **(RI.4.1)**
- ✓ Describe the Articles of Confederation. **(RI.4.2)**
- ✓ Explain the structure and principles of the U.S. Constitution. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *charter, sedition, town meeting, autonomy, jury, delegate, militia, natural rights, unalienable, social contract, tyrannical, rebel, currency, revise, ratification, amendment, interpretation, and federalism.* **(RI.4.4, L.4.4)**

Core Vocabulary (Student Reader page numbers listed below)

charter, n. a document given by a ruler to a group of people that allows them to elect their own government officials **(16)**

Example: Each English colony in North America was established by a charter granted by the king.

Variations: charters, charter (v.)

sedition, n. the crime of saying or doing something that encourages people to disobey their government **(18)**

Example: Puritan leaders charged Anne Hutchinson with sedition when she challenged the strict laws imposed by the church.

Variations: seditious (adj.)

town meeting, n. a gathering of town residents to discuss community issues and vote **(18)**

Example: In colonial New England, town meetings were a form of direct democracy.

Variations: town meetings

autonomy, n. the state of existing and acting separately from others (18)

Example: English colonists had some autonomy in their communities, but they were still under the authority of the British monarchy.

Variations: autonomous (adj.)

jury, n. a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent (19)

Example: The right to a trial by jury enables people accused of crimes to be judged by their peers.

Variations: juries, juror

delegate, n. a representative (21)

Example: Each delegate at the First Continental Congress talked about how British laws unfairly affected his colony.

Variations: delegates, delegate (v.)

militia, n. a group of armed citizens prepared for military service at any time (21)

Example: Colonial militias fought the British army at the beginning of the American Revolution.

Variations: militias

natural rights, n. rights that all people are born with and that cannot be taken away by the government (22)

Example: The Declaration of Independence says that all people have the natural rights of life, liberty, and the pursuit of happiness.

Variations: natural right

unalienable, adj. unable to be taken away (22)

Example: Religious freedom is an unalienable right of all U.S. citizens.

Variation: inalienable

social contract, n. an agreement by members of a society to establish and be ruled by a government (22)

Example: When people live under a social contract, they agree to follow certain rules of behavior as long as the government protects their rights and freedoms.

tyrannical, adj. using power over people in a way that is cruel and unfair (23)

Example: American colonists wanted independence because they believed the British king's strict rule was tyrannical.

Variations: tyrant (n.), tyranny (n.)

rebel, v. to oppose or fight against (23)

Example: Colonial leaders thought Americans had the right to rebel against the British king.

Variations: rebels, rebelling, rebelled, rebellion (n.), rebel (n.)

currency, n. a system of money (24)

Example: The dollar is the official currency of the United States.

Variations: currencies

revise, v. to change (26)

Example: The Articles of Confederation were not fulfilling their purposes; they needed to be either revised and improved or replaced.

Variations: revises, revising, revised, revision (n.)

ratification, n. a formal approval process (26)

Example: The U.S. Constitution took effect after ratification by the specified number of states.

Variations: ratify (v.)

amendment, n. an addition or change to the words or meaning of a law or document (28)

Example: The U.S. Constitution required an amendment to give women the right to vote.

Variations: amendments, amend (v.)

interpretation, n. the way someone explains or understands something (29)

Example: Each judge had a different interpretation of the law.

Variations: interpretations, interpret (v.)

federalism, n. the system of dividing government powers between the state and federal governments (30)

Example: Under the principles of federalism, the national government and the state governments each have their own powers.

Variations: federalist, federal (adj.), federalist (adj.)

THE CORE LESSON 35 MIN

Introduce “Creating the American Government”

5 MIN

Remind students that in the previous chapter, they learned why societies form governments and what the purposes of government are (to keep order, provide security, provide services, and guide the community). Ask students to name some of the various kinds of governments, such as republics and dictatorships, and point out that these carry out the functions of government in different ways.

Explain that when governments are formed, decisions are made about who will carry out these functions and how. Tell students that in this chapter, they will learn about how the American government was created.

Next, call students' attention to the Big Question. Explain that a *social contract* is an agreement by members of a society to establish a government and be subject to it. Tell students that as they read the text, they should look for information that explains how the American government embodies a social contract.

Guided Reading Supports for “Creating the American Government” 30 MIN

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

“A New Start” and “The Search for Religious Freedom,” pages 16–19

Scaffold understanding as follows:

Read the section “A New Start” on pages 16–19 aloud.

CORE VOCABULARY—Point out the vocabulary terms *charter*, *town meeting*, and *autonomy*, and explain their meanings.

SUPPORT—Remind students that an assembly is a group of representatives who gather to make laws, much like the U.S. Congress. Tell students that a *burgess* is a member of a governing body such as a legislature or assembly. Today we use terms such as *representative* or *lawmaker*.

SUPPORT—Call attention to the term *self-government* in the second paragraph. Ask students what they think the term *self-government* means. Explain that the opportunity for self-government means that colonists could choose their own leaders to pass laws.

SUPPORT—Call attention to the image on page 17. Tell students that the colony of Carolina was founded in 1663. The northern and southern parts of Carolina developed differently, and conflicts grew between the two regions. The regions had separate assemblies and deputy governors. John Archdale was the British colonial governor of North Carolina from 1683 to 1686 and governor of both parts of Carolina in 1695 and 1696. As Carolina governor, Archdale helped resolve disputes between the northern and southern provinces. In 1712, Carolina was formally divided into two separate colonies.

SUPPORT—Explain that elected assemblies like the House of Burgesses and town meetings provided colonists with a certain amount of independence.

SUPPORT—Remind students what they learned about the Haudenosaunee Confederacy in Chapter 1.

Invite a volunteer to read aloud the sidebar “The Search for Religious Freedom” on page 18.

CORE VOCABULARY—Point out the vocabulary term *sedition*, and explain its meaning.

Note: For more about Anne Hutchinson, see the CKHG Free Resource Library biography about her.

After the volunteer has read the text, ask the following questions:

LITERAL—What was the Virginia House of Burgesses?

- » The House of Burgesses was an assembly of elected leaders who helped govern the colony of Virginia.

EVALUATIVE—How were members of colonial assemblies elected? How did people become governors? How is this system different from the way people become lawmakers and governors today?

- » Members of colonial assemblies were elected by men who owned property. The British monarch appointed the governor of each colony. Today, all citizens over the age of eighteen can vote for both lawmakers and governors.

EVALUATIVE—How were town meetings an example of colonial self-government?

- » In town meetings, townspeople gathered together to discuss local issues and then voted on what to do. They were making decisions for themselves instead of waiting for the king or Parliament to tell them what to do.

INFERENTIAL—Why do you think the form of government of the Haudenosaunee Confederacy appealed to the Founders?

- » The Haudenosaunee Confederacy featured self-rule through a unified representative government. The colonists had become accustomed to doing many things their own way. They liked the idea of managing their own affairs.

“English Traditions of Government” and “Conflict with the Crown,” pages 19–21

Scaffold understanding as follows:

Invite volunteers to read aloud the section “English Traditions of Government” on pages 19–20.

CORE VOCABULARY—Point out the vocabulary term *jury*, and explain its meaning.

SUPPORT—Note the reference at the end of the section to Britain’s war with France. Students who completed the CKHG Grade 4 unit *The American Revolution* may recall learning about this war, called the French and Indian War or the Seven Years’ War.

Invite volunteers to read aloud the section “Conflict with the Crown” on pages 20–21.

SUPPORT—Explain that in response to Britain’s strict enforcement of trade laws, colonists began smuggling goods into the colonies to avoid paying taxes on them.

SUPPORT—Call attention to the phrase “no taxation without representation” at the end of the first paragraph of the section. Reread the last several sentences of this paragraph, starting with the sentence “Also, colonists did not have the right to vote for members of Parliament.” Ask students to try to determine the meaning of the phrase “no taxation without representation” by breaking it into its components.

SUPPORT—Note the reference to the Boston Tea Party in the third paragraph of the section. Students who completed the CKHG Grade 4 unit *The American Revolution* may recall learning about the Boston Tea Party. The “Tea Party” was a protest against the Tea Act of 1773, which lowered the price of tea sold in the colonies but kept the tax on tea and made it illegal for colonists to buy tea from any source other than the British East India Company. In protest, colonists dressed as Native Americans secretly boarded tea ships in Boston Harbor and threw more than three hundred chests of tea overboard.

CORE VOCABULARY—Point out the vocabulary terms *delegate* and *militia*, and explain their meanings.

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

LITERAL—What aspects of English government did the American colonists admire?

- » American colonists admired that the government could not take away the property of citizens. The government also could not search people’s homes without getting permission from a judge. People had the right to practice their religion, and people accused of crimes had the right to a trial by jury. People could ask the government to change unfair laws and to make new laws.

INFERENTIAL—Why do you think the colonists reacted negatively to the Quartering Act and increased taxes?

- » In addition to not wanting to pay for soldiers’ upkeep and not wanting to pay higher taxes, colonists believed that these laws violated their rights as British citizens.

LITERAL—What was the First Continental Congress?

- » The First Continental Congress was a group of representatives from most of the thirteen colonies who met in Philadelphia in 1774 to discuss a course of action for dealing with Britain.

EVALUATIVE—How did Britain’s governing of the colonies change after 1763? Did the changes give colonists more or less self-government? How did this make colonists feel?

- » Britain began imposing laws on the colonists without their input. Colonists had less self-government. This angered colonists, who wanted the freedom to make their own laws.

“The Declaration of Independence,” pages 21–24

Scaffold understanding as follows:

Have students read the section on pages 21–24 independently.

CORE VOCABULARY—Point out the vocabulary terms *natural rights*, *unalienable*, *social contract*, *tyrannical*, and *rebel*, and explain their meanings.

SUPPORT—Point out the phrase “all men are created equal” in the third paragraph of the section. Explain to students that the Founders did not mean “all people.” For example, they did not believe that women or Black Americans were equal. Since then, ideas about whose rights should be protected have progressed. The United Nations’ Universal Declaration of Human Rights states, “All human beings are born free and equal in dignity and rights.”

SUPPORT—Help students see the connection between the Declaration’s language as described in the fourth paragraph of the section and the idea of a social contract. According to the Declaration, the people agree to obey the government as long as that government protects their rights. When the government stops or fails to protect the people’s rights, it has broken the social contract, and as a result, the people have the right or the responsibility to change or replace that government.

SUPPORT—Remind students that July 4 is the day Americans celebrate Independence Day because it was the date the Declaration of Independence was adopted by Congress.

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

LITERAL—What are some examples of natural rights?

- » Some examples of natural rights are those listed in the Declaration of Independence: life, liberty, and the pursuit of happiness.

LITERAL—According to the Declaration of Independence, where do governments get their power?

- » The Declaration says that governments get their power from the people.

LITERAL—According to the Declaration of Independence, what should happen when a government violates people's rights?

- » According to the Declaration, when a government violates people's rights, the people have the power to change or replace that government.

INFERENTIAL—Do you think the Declaration of Independence truly addressed the issue of equality for all people? Explain your answer.

- » Some students will argue that the document did not truly address the issue of equality for all people because the issues of enslavement and women's rights were not addressed. Other students may argue that the document did address the issue because over time, Americans have used its words to fight for equality for everyone.

"The Nation's First Government," pages 24–25

Scaffold understanding as follows:

Read aloud the section on pages 24–25.

CORE VOCABULARY—Point out the vocabulary term *currency*, and explain its meaning.

SUPPORT—Point out the word *confederation* in the first paragraph of the section. Remind students that they learned the meaning of the word in Chapter 1. Emphasize that members of a confederation come together for a common purpose but retain their independence, or self-rule.

SUPPORT—Call students' attention to the illustration of Shays's Rebellion on page 25. Explain that the rebels were mostly Massachusetts farmers who had fought in the Revolutionary War. They had been paid little for their participation in the war, and a postwar depression made it hard for them to pay their bills. This led officials to seize their lands and jail them. Angered by this treatment, the farmers staged a revolt. Led by former soldier Daniel Shays, they forced Massachusetts courts to close in 1786 to stop judges from taking farmers' lands. In January 1787, Shays led more than a thousand supporters toward the federal arsenal in Springfield to seize guns and ammunition. The state militia halted the rebellion, killing two farmers and wounding twenty in the conflict. Shays and his followers fled, but the rebellion exposed great weaknesses in the Articles of Confederation.

After reading the text, ask the following questions:

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

- » The Articles of Confederation were the first plan of government created by the Continental Congress.

LITERAL—How was the national government created by the Articles of Confederation structured? What powers did the government have?

- » Under the Articles, each state governed itself. The national government had very limited powers: to declare war, make peace, and borrow money.

LITERAL—What were some major weaknesses of the Articles of Confederation?

- » The national government could not enforce the laws it passed. It also could not tax the states. The Articles allowed each state to print its own currency, create its own armies, and make independent agreements with foreign nations.

INFERENTIAL—Why do you think Americans wanted a national government like the one created by the Articles of Confederation?

- » Possible answer: Americans had just fought a war to rid themselves of a tyrannical king. They did not want to create a strong national government that could take away their rights as the British government had done. Therefore, they created a weak national government with the Articles.

EVALUATIVE—How did Shays's Rebellion convince many Americans about the weaknesses of the Articles of Confederation?

- » Shays's Rebellion showed that the national government did not have the power to defend the nation in case of attack.

"The United States Constitution" and "Native Americans and the Constitution," pages 26–28

Scaffold understanding as follows:

Invite volunteers to read aloud the section "The United States Constitution" on pages 26–27.

CORE VOCABULARY—Point out the vocabulary terms *revise* and *ratification*, and explain their meanings.

SUPPORT—When reading the first paragraph of the section, take time to discuss the difference between power (the ability to influence others) and

authority (the right to influence others). After explaining the difference, share some examples. Teachers have power and authority—they have the right to make rules for their classrooms and the power to enforce them. A bully has power but no authority. Bullies can pressure someone into doing something, but they do not have the right to do so. Because crossing guards have recognized authority to direct traffic, they also have the power to do so. Explain that under the Articles of Confederation, the national government had little power and no authority. The challenge at the Constitutional Convention was to create a government that had power and authority in the right measure.

SUPPORT—Point out the phrase “We the People” in the second paragraph of the section. Help students connect the phrase with the ideas in the Declaration of Independence, specifically the idea that government receives its “just powers from the consent of the governed.”

SUPPORT—Draw attention to the phrase “checks and balances” in the last paragraph of the section. Explain that part of the reason for having separate branches of government is not just to give them different jobs to do but to give them jobs that check, or limit, the power of the other branches so that no branch gains too much power. Just as the federal system balances power among levels (i.e., the national government and the state governments), the separation of powers balances power among branches. These two ideas, separation of powers and checks and balances, work together to prevent the government from becoming so strong that it might threaten state power and citizens’ liberties.



TURN AND TALK—Ask students to think about how the United States’ particular form of government supports freedom and equality. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partners.

Invite volunteers to read aloud the section “Native Americans and the Constitution” on pages 27–28.

SUPPORT—Remind students of the impact that Native Americans, such as the Haudenosaunee, had on the principles embodied in the Constitution. Review with students the definition of the term *sovereign*, and explain how the idea of sovereignty influenced the Constitution’s treatment of Indigenous peoples.

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

LITERAL— Which kind of government was created by the Constitution?

» The Constitution created a constitutional republic.

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

» The Constitution separates the powers among three branches—legislative, executive, and judicial.

LITERAL— Which groups and officials make up the three branches of the national government? What does each branch do?

- » The legislative branch is Congress, which makes laws. The president leads the executive branch, which carries out and enforces the laws. The judicial branch is the court system, headed by the Supreme Court, which applies the laws and decides if the laws follow the Constitution.

INFERENTIAL— Did the U.S. Constitution create a stronger or weaker national government than the government created by the Articles of Confederation?

- » The U.S. Constitution created a stronger national government.

“Structure of the Constitution,” pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29 independently.

CORE VOCABULARY— Point out the vocabulary term *amendment*, and explain its meaning.

SUPPORT— Mention to students that the state convention method of amending the Constitution has never been used.

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

LITERAL— Briefly describe Articles I through V of the U.S. Constitution.

- » Articles I through III establish the three branches of the federal government and describe their powers. Article IV explains the relationship among the states and the relationship between the federal government and the states. Article V explains how to amend the Constitution.

EVALUATIVE— Why did the Framers make it difficult to amend the Constitution?

- » The Framers made it difficult to amend the Constitution to ensure that changes are not constantly being made.

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

- » A bill of rights is a list of citizens’ rights that the government must protect and may not interfere with.

EVALUATIVE— Why did some states support the inclusion of a bill of rights in the Constitution?

- » Some states supported a bill of rights because they thought the Constitution did not do enough to protect rights.

"Government Under the Constitution," pages 29–31

Scaffold understanding as follows:

Read the section "Government Under the Constitution" on pages 29–31 aloud.

CORE VOCABULARY—Point out the vocabulary terms *interpretation* and *federalism*, and explain their meanings.

SUPPORT—On the board or chart paper, create a web diagram with five spokes. Label the center of the diagram "Guiding Principles of the Constitution." Read the section to the class, and as each of the five guiding principles is mentioned, pause your reading, and add the principle to the end of a spoke: consent of the governed, separation of powers, limited government, federalism, and the rule of law. Work with students to build out the web with details from the text.

SUPPORT—When reading the fourth paragraph of the section, pause to remind students that they learned about rule of law in Chapter 1, when they read about the Magna Carta and how it placed limits on the absolute rule of the English monarch.



TURN AND TALK—Ask students to think about how people governed by a constitution make decisions. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

After reading the text, ask the following questions:

LITERAL—What are the five guiding principles of the Constitution?

- » The five guiding principles of the Constitution are consent of the governed, separation of powers, limited government, federalism, and the rule of law.

LITERAL—What are some important ways the Constitution limits the federal government?

- » Separation of powers and the system of checks and balances limit the power of each part of the federal government. The government also cannot limit a person's freedom without a legal reason to do so. Government cannot take away citizens' rights.

LITERAL—What is federalism?

- » Federalism is the system of dividing powers between the national government and the states.

LITERAL—Briefly explain the rule of law.

- » The rule of law means that every person is subject to the same laws and to the same consequences for breaking the law, no matter how important that person is.

INFERENTIAL—How is the U.S. Constitution part of the social contract of the United States?

- » Possible answer: Americans agree to be governed according to the obligations and responsibilities outlined in the Constitution. In turn, the government is obligated to carry out certain duties and responsibilities toward citizens, such as protecting their rights.

Question Card

- Show students the Chapter 2 Big Question Card. Read the caption, then review and discuss the Big Question.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How does the American government embody a social contract?”
 - » Key points students should cite include: The Declaration of Independence includes the idea that government gets its “powers from the consent of the governed,” which means that the people agree to form a government and give it its power to rule. In addition, the Declaration mentions the existence of natural rights, or those that belong to all humans. Finally, students should discuss the five guiding principles of the Constitution—consent of the governed, separation of powers, limited government, federalism, and the rule of law. The Constitution specifies the government’s powers and its obligations to citizens.
- Choose one of the Core Vocabulary terms (*charter, sedition, town meeting, autonomy, jury, delegate, militia, natural rights, unalienable, social contract, tyrannical, rebel, currency, revise, ratification, amendment, interpretation, or federalism*), and write a sentence using the word.

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

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The Federal System

The Big Question: How does the United States distribute decision-making powers at the local, state, and national levels?

Primary Focus Objectives

- ✓ Explain the federal system. (RI.4.1, RI.4.3)
- ✓ Describe how state governments work. (RI.4.1, RI.4.3)
- ✓ Identify types and responsibilities of local government. (RI.4.1, RI.4.2)
- ✓ List ways that people can participate in government. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *reserved, implement, executive order, duties, municipal, civic, and constituent*. (RI.4.4, L.4.4)

Core Vocabulary (Student Reader page numbers listed below)

reserved, adj. kept for use only by a particular person or group (34)

Example: The government of the United States has no power to make traffic laws; that power is reserved for state governments.

Variations: reserve (v.)

implement, v. to put into effect (35)

Example: Government agencies often must make new rules to implement the laws passed by Congress.

Variations: implements, implementing, implemented, implement (n.)

executive order, n. a rule created by an executive head of government, such as a president, that has the force of law (35)

Example: The president did not wait for Congress to act; he issued an executive order to send food and water to areas hit by the hurricane.

Variations: executive orders

duties, n. taxes on goods that are being brought into a country (37)

Example: The duties on imported cars make them more expensive to purchase.

Variations: duty

municipal, adj. related to a city or town (37)

Example: The city is planning on building a municipal library.

Variations: municipality (n.)

civic, adj. relating to the duties of the people who live in a community (38)

Example: Citizens have a civic responsibility to vote in local, state, and national elections.

Variations: civics (n.)

constituent, n. a person who lives and votes in an area (39)

Example: The mayor received an email from a constituent who wants the city to build a new park.

Variations: constituents, constituency

THE CORE LESSON 35 MIN

Introduce “The Federal System”

5 MIN

Briefly review what students read in the previous chapter. Colonists in America enjoyed a certain amount of freedom from the British government, but after a war with France left Britain in debt, Parliament began to tighten its control. Colonial leaders eventually rebelled against British control and declared independence. After winning independence from Britain, the United States established a government under the Articles of Confederation. However, many people were concerned about the weaknesses of the Articles of Confederation. To address the weaknesses, Congress called a special convention to revise the Articles. Instead, delegates wrote an entirely new document, the U.S. Constitution, which established the principles of consent of the governed, separation of powers, the rule of law, limited government, and federalism.

Explain that in this chapter, students will learn more about federalism. Call students’ attention to the Big Question. Tell students to look for details about how federalism distributes power among national, state, and local governments.

Guided Reading Supports for “The Federal System”

30 MIN

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

“The Division of Power,” pages 32–34

Scaffold understanding as follows:

Read the first two paragraphs of the section on page 32 aloud.

SUPPORT—Remind students that they learned about federalism in Chapter 2. Ask a student volunteer to recall the meaning of *federalism*. (*the system of dividing government powers between the state and federal governments*) Help students understand this analogy between the U.S. government and their school: the principal and vice principal are like the federal government, while individual teachers are like state governments.

Read the remaining paragraphs of the section on page 34 aloud.

CORE VOCABULARY—Point out the vocabulary term *reserved*, and explain its meaning.

SUPPORT—Draw students' attention to the Venn diagram on page 34, and review with them the powers that national and state governments have. Reiterate that powers saved for the states are called "reserved powers." Ask students which color in the diagram identifies reserved powers. (*blue*) Those granted to the federal government are called "delegated powers" and are stated in Article I, Section 8, of the Constitution. Ask students which color on the diagram includes the delegated powers. (*pink*) Also, point out that federal and state governments share several powers, shown in white in the diagram.

After reading the text, ask the following questions:

LITERAL—What does federalism do?

- » Federalism divides power between the national and state governments.

LITERAL—What are reserved powers? Give two examples.

- » Reserved powers are powers that the states have that are denied to the federal government. Examples include conducting elections, setting qualifications for voting, and making laws about marriage or driving.

INFERENTIAL—How is federalism related to the idea of limited government?

- » By dividing power among the different levels of government, federalism prevents any one level of government from becoming too powerful.

"State Government," pages 34–37

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on pages 34–35.

SUPPORT—Stress to students that although each state has its own constitution, the provisions in state constitutions cannot violate those in the U.S. Constitution. Article VI, Paragraph 2, of the U.S. Constitution, called the supremacy clause, establishes that the federal Constitution (and federal law) takes precedence over state laws and constitutions. State constitutions can include provisions not covered in the U.S. Constitution as long as they do not go against it. For example, the constitutions of Ohio and Oklahoma discuss health care, and the constitutions of Georgia and New York contain provisions about lotteries and bingo. These are not mentioned in the U.S. Constitution.

Invite a volunteer to read the next paragraph of the section on page 35.

CORE VOCABULARY—Point out the vocabulary terms *implement* and *executive order*, and explain their meanings.

SUPPORT—Tell students that executive orders are not laws, but federal agencies must follow and enforce them, and there can be consequences for violating them. This is what is meant by saying executive orders have the “force of law.”

Invite volunteers to read the next four paragraphs of the section on pages 35–37.

SUPPORT—Call attention to the map on page 36 showing the different counties of Texas. Tell students that every state is divided into smaller geographic and political units. In all but two states, these subdivisions are called *counties*. In Louisiana, however, they are called *parishes*. In Alaska, they are called *boroughs*. Also explain to students that just as each state has its own government, so too does each county have a system of government. County government is a type of local government, which students will learn about in the next section.

Invite a volunteer to read the final paragraph of the section on page 37.

CORE VOCABULARY—Point out the vocabulary term *duties*, and explain its meaning.

SUPPORT—Note that the word *duties* is a homonym that can also mean moral or legal responsibilities. Make sure students understand that the word is used here to refer to taxes, not to expected behavior.

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

LITERAL—What does a state constitution do?

- » A state constitution establishes the basic principles and structure of the state government.

INFERENTIAL—May a state print its own money? Explain.

- » No, a state may not print its own money. The U.S. Constitution gives the power to print money to the federal government, and state laws may not go against the Constitution.

EVALUATIVE—How is a state governor like a president?

- » A governor is head of a state’s executive branch, much like the president heads the executive branch of the federal government. Each has the responsibility to implement laws passed by the legislature. Each can also issue executive orders to help carry out laws. Governors and presidents have advisors and agency heads as well.

LITERAL—What is the role of a state legislature?

- » The role of a state legislature is to make laws for the state.

LITERAL—What are some limits on state power?

- » Limits on state power include: States cannot form alliances with other countries, declare war, coin money, or impose taxes or duties on imports from other countries or from other states. Also, state laws may not conflict with federal laws.

“Local Government,” pages 37–39

Scaffold understanding as follows:

Have students read the section on pages 37–39 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *municipal*, *civic*, and *constituent*, and explain their meanings.



TURN AND TALK—Ask students to think about how people can become involved in different kinds or levels of government. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partners.

SUPPORT—Explain to students that just as citizens have certain rights, they also have certain obligations and responsibilities. An obligation is something citizens *must* do. Paying taxes is one example. A responsibility is something people *should* do. Voting is a responsibility. Citizens should vote, but they are not punished if they choose not to vote.



TALK IT OVER: In the next chapter, students will explore the idea of being “a people.” Introduce the idea here by explaining that a country’s government helps shape the culture and collective identity of the people who live there. Now that students have learned about the different levels of government in the United States, guide a whole class discussion around the question “How does sharing a government contribute to forming a people (i.e., a culture or collective identity) at the local, state, and national levels?”

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

LITERAL—From where do local governments get their powers?

- » Local governments get their powers from the state.

EVALUATIVE—Which level of government is closest to the day-to-day lives of citizens: federal, state, or local? Explain your answer.

- » Local government is closest to the day-to-day lives of citizens. Local governments are in charge of things that impact citizens every day, such as schools, local roads, parks, trash collection, and so forth.

EVALUATIVE—Why is it important for citizens to vote?

- » It is important for citizens to vote because voting gives citizens a chance for their voices to be heard.



INFERENTIAL—Why might you question decisions that are made for/in your community?

- » Possible answer: You might question a decision made for your community if it is made at the state or national level without consulting people from your community. Or you might think that a decision unfairly favors one group over another, or that it is insensitive to local needs.

Question Card

- Show students the Chapter 3 Big Question Card. Read the caption, then review and discuss the Big Question.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How does the United States distribute decision-making powers at the local, state, and national levels?”
 - » Key points students should cite include: The U.S. Constitution includes the principle of federalism, which is the division of powers between the national and state governments. Local governments receive their powers from state governments. Issues that affect the country at a high level are addressed by the national government. Issues that affect citizens on an everyday basis are addressed by state governments. The state and national governments also share some powers, such as the power to collect taxes.
- Choose one of the Core Vocabulary terms (*reserved, implement, executive order, duties, municipal, civic, or constituent*), and write a sentence using the word.

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

Additional Activities

Download the CKHG Online Resources for this unit, where the Additional Activities for this chapter may be found:

www.coreknowledge.org/ckhg-online-resources

The Shaping of America's National Identity



The Big Question: What does it mean to be “a people”?

Primary Focus Objectives

- ✓ Explain the role of diversity in shaping America's national identity. (RI.4.2)
- ✓ Describe the two ways to become an American citizen. (RI.4.1, RI.4.3)
- ✓ Identify symbols and ideas that represent the United States. (RI.4.1, RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *vibrant, tradition, heritage, identity, diversity, minority, beacon, naturalization, creed, patriotism, and encompass*. (RI.4.4, L.4.4)

Core Vocabulary (Student Reader page numbers listed below)

vibrant, adj. showing great life and energy (40)

Example: The population of the United States is a vibrant mix of people and cultures.

tradition, n. a way of thinking or doing something that has been used by the people in a particular group or family for a long time (42)

Example: My family has a tradition of watching football on TV every Sunday afternoon.

Variations: traditions, traditional (adj.)

heritage, n. something that is inherited by one person or group from an older person or group (42)

Example: A belief in representative democracy is part of a heritage of government ideals passed from one generation of Americans to the next.

Variations: heritages

identity, n. all of the things for which something is known (42)

Example: The identity of the United States is defined in part by its citizens' belief in the principles of the U.S. Constitution.

Variations: identities

diversity, n. the state of having people of different races, cultures, religions, etc. in one group (42)

Example: The immigrants who have come to the United States from all around the world have made the United States a nation of great diversity.

Variations: diverse (adj.)

minority, n. a group that is the smaller part of a larger group (42)

Example: In the United States, everyone in the minority has the same rights as those in the majority.

Variations: minorities

beacon, n. something that guides or gives hope to others (43)

Example: Because it promises freedom and economic opportunity, the United States is a beacon of hope to people around the world.

Variations: beacons

naturalization, n. the process of becoming a citizen if born outside the United States (43)

Example: When my grandfather came to the United States, he went through the naturalization process to become a citizen.

Variations: naturalize (v.), naturalized (adj.)

creed, n. a statement of basic beliefs (45)

Example: A requirement for membership in our group is to act according to the group's creed and demonstrate belief in its ideas.

Variations: creeds

patriotism, n. love of one's country (45)

Example: My aunt shows her patriotism by flying the flag on the Fourth of July.

Variations: patriot, patriotic (adj.)

encompass, v. to include as a part of something (46)

Example: A lesson on citizenship should encompass both rights and responsibilities.

Variations: encompasses, encompassing, encompassed

Introduce “The Shaping of America’s National Identity”

5 MIN

Review with students the key concepts of the federal system of government. The national government alone has certain duties and responsibilities. Other powers are held by state governments. States delegate some powers to local governments. Explain that this system allows the different levels of government to more efficiently keep order, provide security, provide services, and guide the community. The nature of the U.S. system of government is one of the factors that shapes the country’s identity. In this chapter, students will explore more influences on America’s national identity.

Call students’ attention to the Big Question. Tell students to look for details in the text that help illustrate what it means to be “a people.”

Guided Reading Supports for “The Shaping of America’s National Identity”

30 MIN

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

“The Making of a Nation,” pages 40–44

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 40–42.

CORE VOCABULARY—Point out the vocabulary terms *vibrant*, *tradition*, *heritage*, and *identity*, and explain their meanings.

SUPPORT—After reading the first sentence of the second paragraph, remind students that Native Americans did not and do not have a single culture. They had and continue to have different cultures, often influenced by the geography of their ancestral lands. For example, people of the Great Plains (such as the Sioux and Crow) were once nomadic and followed herds of bison across the prairie. By contrast, groups in the Southeast (such as the Cherokee and Seminole) grew crops and lived in small villages.

SUPPORT—When introducing students to the Core Vocabulary word *tradition*, give an example of a tradition in your family or culture. Then ask students for examples of traditions they celebrate in their families or cultures, such as holidays, special meals, and so forth.

SUPPORT—Call attention to the image of immigrants arriving at New York Harbor on page 41. Point out the statue in the image. Students may recognize it from their previous CKHG studies. Invite volunteers to identify

the statue and share what they remember about it. (*Possible answers: The Statue of Liberty represents freedom. A poem was written about it.*)

SUPPORT—Make sure to remind students that not all arrivals to America were voluntary immigrants. Most Africans who came to America in the 1600s and 1700s were enslaved and brought to America against their will.

Invite volunteers to read the next two paragraphs of the section on pages 42–43.

CORE VOCABULARY—Point out the vocabulary terms *diversity* and *minority*, and explain their meanings.



SUPPORT—Tell students that immigration is driven by push and pull factors. Push factors are forces that drive people out of a place. Examples of push factors include natural disasters and political unrest. By contrast, pull factors draw people to immigrate to a place. Economic opportunity, religious freedom, and reuniting with family are examples of pull factors. After they understand the concept, ask: “How have push-pull factors changed the U.S. population over time?”

Invite volunteers to read the final three paragraphs of the section on pages 43–44.

CORE VOCABULARY—Point out the vocabulary terms *beacon* and *naturalization*, and explain their meanings.



TURN AND TALK—Help students notice that one theme of this section is the diversity of people who have made America their home. Another theme is how America has changed over time. Ask students to reflect on what they read and brainstorm with a partner about ways people have improved U.S. society over time. As time allows, invite a few students to share what they discussed with their partners.

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

EVALUATIVE—How did the United States develop its unique identity?

- » Over time, the United States developed its identity through the mix of the histories and cultures of the many groups who live here.

LITERAL—What are some principles and ideals that the United States is known for?

- » In the United States, people can freely speak their minds. People who are accused of crimes are considered innocent until proven guilty. The rights of all citizens are protected, even if they are in the minority.

EVALUATIVE—What are some reasons people from other nations want to become American citizens?

- » American citizens have many political rights, which are protected by law. Citizens can also vote and run for office.



EVALUATIVE—How has access to citizenship changed over time in the United States?

- » In the United States, access to citizenship has grown. It used to be that African Americans and Asian Americans could not be citizens. But the laws have changed, and now they are citizens.

**“The United States Takes Shape” and “The American’s Creed,”
pages 44–46**

Scaffold understanding as follows:

Have students read the first two paragraphs of the section “The United States Takes Shape” on pages 44–45 with a partner.

SUPPORT—Students in CKHG schools have learned about American symbols, songs, and places in previous grades. Help students recall examples of symbols, traditions, places, and songs that represent American ideals and express American patriotism, such as the American flag, the bald eagle, the Statue of Liberty, Fourth of July fireworks, saying the Pledge of Allegiance, the White House, the U.S. Capitol, Mount Rushmore, “Yankee Doodle,” and “This Land Is Your Land.”

Read the remaining paragraphs of the section “The United States Takes Shape” and the sidebar “The American’s Creed” on pages 45–46 aloud.

CORE VOCABULARY—Point out the vocabulary terms *creed*, *patriotism*, and *encompass*, and explain their meanings.

SUPPORT—Tell students that more than three thousand people sent submissions to the writing competition that was won by William Tyler Page and his “American’s Creed.” In 1918, a ceremony at the House of Representatives honored Page, who recited “The American’s Creed” on the steps of the U.S. Capitol. A bronze tablet of the creed was placed inside the Capitol Building. Page received \$1,000 for his winning entry (the equivalent of about \$20,000 today).



TURN AND TALK—Remind students that this chapter is about the values and history that unite the diverse peoples who live here. Ask students to think about what it means to be “a people” and how that idea has changed over time. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partners.

After reading the text, ask the following questions:

LITERAL—What are three American ideals?

- » Three American ideals are freedom, liberty, and democracy.

LITERAL—What does “The American’s Creed” ask all Americans to do?

- » The creed calls on Americans to protect the liberty of all citizens, respect the rule of law, and preserve and support the Constitution.

Question Card

- Show students the Chapter 4 Big Question Card. Read the caption, then review and discuss the Big Question.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What does it mean to be ‘a people’?”
 - » Key points students should cite include: Shared beliefs, shared national identity, and shared traditions and symbols are part of what it means to be “a people.” Even though Americans come from a wide variety of cultures and heritages, citizens share a belief in the nation’s basic ideals of freedom, liberty, and democracy. These ideals make all Americans “a people” even though, as individuals, everyone is different.
- Choose one of the Core Vocabulary words (*vibrant, tradition, heritage, identity, diversity, minority, beacon, naturalization, creed, patriotism, or encompass*), and write a sentence using the word.

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

Additional Activities

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Teacher Resources

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Unit Assessment: *Understanding Civics*

A. Circle the letter of the best answer.

1. What is one purpose of government?
 - a) to give citizens money
 - b) to keep citizens safe
 - c) to make citizens vote
 - d) to give citizens homes
2. In a _____, the people vote for leaders who make decisions about government.
 - a) monarchy
 - b) theocracy
 - c) direct democracy
 - d) representative democracy
3. Which principle of American government was also in the Magna Carta?
 - a) equality
 - b) federalism
 - c) the rule of law
 - d) the social contract
4. Why were the House of Burgesses and colonial town meetings important?
 - a) They created the concept of unalienable rights.
 - b) They gave all colonists the right to vote in elections.
 - c) They helped establish a tradition of self-government.
 - d) They outlined a plan for colonists to achieve independence.
5. Why did American colonists want independence from Britain?
 - a) They did not want to pay taxes on any products.
 - b) They wanted more control over their own affairs.
 - c) They were angry that Britain went to war with France.
 - d) They thought the British did not treat Native Americans fairly.
6. According to the Declaration of Independence, why do governments exist?
 - a) to collect taxes to pay for services
 - b) to protect the natural rights of citizens
 - c) to guarantee voting rights for all citizens
 - d) to provide a system of checks and balances

7. What made the Articles of Confederation weak?
 - a) They gave the national government too little power to be effective.
 - b) They prohibited the national government from declaring war.
 - c) They made the president and Congress much too strong.
 - d) They did not provide enough protection for states' rights.
8. Which constitutional principle divides power between the state and national governments?
 - a) separation of powers
 - b) limited government
 - c) rule of law
 - d) federalism
9. Which of the following is a power that belongs only to state governments?
 - a) printing money
 - b) collecting taxes
 - c) creating a military
 - d) conducting elections
10. The head of each state's executive branch is called a _____.
 - a) senator
 - b) governor
 - c) president
 - d) representative
11. Which level of government is usually responsible for trash collection and public transportation?
 - a) local
 - b) state
 - c) federal
 - d) national
12. What is one way that a citizen can participate in government?
 - a) obeying the laws passed by Congress
 - b) paying taxes on time every year
 - c) graduating from school
 - d) voting in elections
13. How has immigration shaped the U.S. national identity?
 - a) The United States has become a direct democracy.
 - b) The rights of minorities are no longer protected.
 - c) The United States has a very diverse society.
 - d) Most Americans now have the same beliefs.

14. People born in other countries who move to the United States can become citizens through the process of ____.
- a) sedition
 - b) patriotism
 - c) immigration
 - d) naturalization
15. Which of the following was written by Francis Scott Key as he watched American soldiers raise the flag over Fort McHenry during the War of 1812?
- a) "The Star-Spangled Banner"
 - b) the Pledge of Allegiance
 - c) "The American's Creed"
 - d) "America the Beautiful"

B. Match each vocabulary term on the left with its definition on the right. Write the correct letter on the line.

- | | |
|---------------------|---|
| 16. citizen | a) an agreement by members of a society to establish and be ruled by a government |
| 17. confederation | b) a form of government in which all power is held by a small group of wealthy or powerful people |
| 18. oligarchy | c) love of one's country |
| 19. natural rights | d) related to a city or town |
| 20. social contract | e) a person who belongs to a country and has protections under that country's laws |
| 21. amendment | f) rights that all people are born with and that may not be taken away by the government |
| 22. municipal | g) the state of having people of different races, cultures, religions, etc. in one group |
| 23. constituent | h) an addition or change to the words or meaning of a law or document |
| 24. diversity | i) a group of states joined together by a formal agreement |
| 25. patriotism | j) a person who lives and votes in an area |

Performance Task: *Understanding Civics*



Teacher Directions: Different people see the United States of America in different ways. Everyone has their own “Story of America,” shaped by their values, beliefs, and experiences. Leaders look for support by sharing their stories of what America was, is, and will be. Ordinary people have their own stories, too.

Ask students to think about what America is and means to them. Then have them express that vision in a work of visual art, a poem, or a song. Encourage students to use details from the Student Reader and their own experiences and to 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 create notes to use as a basis for a work of visual art, a poem, or a song that embodies each student’s “Story of America.”

What I Know About the United States	What America Means to Me
• It’s a representative democracy. • Its government uses ideas from other time periods and places. • Originally, the Founders did not consider women or African Americans as citizens. • Over time, the United States developed a diverse population. • People can become citizens by birth or through naturalization. • Over time, citizenship was expanded to different groups. • Government power is divided among three branches and shared among three levels. • Citizens can participate in government by voting. • America is represented by ideals such as freedom and democracy. • America is also represented by symbols such as the flag and the bald eagle. • Songs such as “The Star-Spangled Banner” celebrate American ideals.	• Students should list personal connections to the information in the left column.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their completed visual art, poem, or song using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their responses.

Above Average	Art, poem, or song is accurate, detailed, and clearly presented. Work is engaging and demonstrates a solid understanding of American identity. An audience would gain a strong understanding of the student's values, beliefs, and experiences and how they fit into the "Story of America." One or two minor errors may be present.
Average	Art, poem, or song is neatly presented, mostly accurate, and somewhat detailed. Work demonstrates a good understanding of American identity. An audience would gain a satisfactory understanding of the student's values, beliefs, and experiences and how they fit into the "Story of America." A few minor errors may be present.
Adequate	Art, poem, or song is mostly accurate but lacks detail and may be unclear. Work demonstrates a partial understanding of American identity. An audience would have some idea about the student's values, beliefs, and experiences and how they fit into the "Story of America." Some errors may be present.
Inadequate	Art, poem, or song is incomplete or demonstrates only a minimal understanding of American identity. An audience would have little understanding of the student's values, beliefs, and experiences and how they fit into the "Story of America." The work exhibits major issues with neatness, organization, focus, and/or usage of standard English.

Performance Task Activity: *Understanding Civics*

Different people see America in different ways. Everyone has their own “Story of America,” shaped by their values, beliefs, and experiences. Leaders look for support by sharing their stories of what America was, is, and will be. Ordinary people have their own stories, too.

Think about what America is and means to you. Then create a work of visual art, a poem, or a song that expresses your own “Story of America.” Use details from your reading in *Understanding Civics* and from your own experiences.

Use the space below and the table on the next page to take notes and organize your thoughts.

Understanding Civics Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Understanding Civics* and think about what America means to you. You do not need to complete the entire table to create your “Story of America,” but you should try to have three to five examples of what you know about the United States and your personal connection to that knowledge.

What I Know About the United States	What America Means to Me
- It’s a representative democracy. - Citizens can participate in government by voting.	

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | |
|-----------------------------------|--|
| _____ 1. legislature | a) a form of government in which people choose their leaders; a country with this form of government |
| _____ 2. economy | b) a government in which all power is held by an individual or small group |
| _____ 3. democracy | c) the act of moving to another country to live |
| _____ 4. citizen | d) a form of government in which people vote for leaders to make governing decisions on their behalf |
| _____ 5. representative democracy | e) a person who belongs to a country and has protections under that country's laws |
| _____ 6. constitution | f) a government in which all power is held by a small group of wealthy or powerful people |
| _____ 7. confederation | g) decisions and laws that a government makes to impact the lives of its country's citizens |
| _____ 8. monarchy | h) a government led by a king or queen |
| _____ 9. prime minister | i) a set of rules that defines the powers of government in a country |
| _____ 10. dictatorship | j) a form of government in which those in power are also religious leaders or are closely tied to a religion |
| _____ 11. oligarchy | k) the way a country manages its money and resources to produce, buy, and sell goods and services |
| _____ 12. theocracy | l) the head of the government in some countries |
| _____ 13. immigration | m) money collected from citizens by the government |
| _____ 14. taxes | n) a group of states joined together by a formal agreement |
| _____ 15. domestic policy | o) the part of the government responsible for making laws |

Name _____

Date _____

Activity Page 1.1 (continued)

Use with Chapter 1

- | | |
|---------------------------------|--|
| _____ 16. foreign policy | p) related to efforts to make other people's lives better |
| _____ 17. diplomatic | q) decisions and laws that are related to a government's relationships with other countries |
| _____ 18. humanitarian | r) related to the managing of relations between the governments of different countries |
| _____ 19. assembly | s) a group of representatives who gather to make laws |
| _____ 20. rule of law | t) having supreme power and authority over a nation and its people |
| _____ 21. sovereign | u) the principle that no one is above the law, not even the highest lawmakers |
| _____ 22. enforce | v) to make sure people do what is required of them |

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

For each word, write the letter of the definition.

- | | |
|---------------------------|--|
| _____ 1. charter | a) the state of existing and acting separately from others |
| _____ 2. sedition | b) a gathering of town residents to discuss community issues and vote |
| _____ 3. town meeting | c) rights that all people are born with and that cannot be taken away by the government |
| _____ 4. autonomy | d) to change |
| _____ 5. jury | e) agreement by members of a society to establish and be ruled by a government |
| _____ 6. delegate | f) a representative |
| _____ 7. militia | g) a group of people who listen to information presented during a trial in court and make decisions about whether someone is guilty or innocent |
| _____ 8. natural rights | h) using power over people in a way that is cruel and unfair |
| _____ 9. unalienable | i) to oppose or fight against |
| _____ 10. social contract | j) a group of armed citizens prepared for military service at any time |
| _____ 11. tyrannical | k) the crime of saying or doing something that encourages people to disobey their government |
| _____ 12. rebel | l) a system of money |
| _____ 13. currency | m) a document given by a ruler to a group of people that allows them to elect their own government officials |
| _____ 14. revise | n) unable to be taken away |
| _____ 15. ratification | o) the system of dividing government powers between the state and federal governments |

Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

_____ **16.** amendment

p) a formal approval process

_____ **17.** interpretation

q) an addition or change to the words or meaning of a law or document

_____ **18.** federalism

r) the way someone explains or understands something

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Domain Vocabulary: Chapters 3–4

Use the words in the box to complete the sentences below and on the next page.

reserved	implement	executive order	duties	municipal	civic	
constituent	vibrant	tradition	heritage	identity	diversity	minority
beacon	naturalization	creed	patriotism	encompass		

1. It is an American _____ to have parades and fireworks on the Fourth of July.
2. A _____ government is responsible for making laws about how a city's buildings will be constructed.
3. Flying the American flag on the Fourth of July is one way to show _____.
4. Part of my Italian American family's _____ is to make homemade pasta at family parties.
5. A government sometimes places _____ on imported goods, making them more expensive.
6. Our town is full of many people who love the outdoors, which makes it a _____ place to live.
7. Addressing _____ needs is part of the responsibility of lawmakers.
8. To help _____ the new law about running red lights, the city put cameras on stoplights.
9. The Tenth Amendment to the Constitution says that powers not granted to the national government are _____ to the states or to the people.
10. The governor issued an _____ to help state agencies respond to the damage caused by a hurricane.
11. The national _____ of the United States includes symbols like the bald eagle and the American flag.
12. The Statue of Liberty was a _____ of hope for many immigrants arriving in the United States in the late 1800s.
13. Voting is one of the most important _____ responsibilities of all Americans.
14. Midori was born in Japan, but after she finished her _____ ceremony, she was a legal citizen of the United States.

Name _____

Date _____

Activity Page 4.1 (continued)

Use with Chapter 4

15. The cultural _____ of the U.S. population has resulted in some 350 different languages spoken in U.S. homes.
16. The Framers hoped to protect the rights of the _____ by giving Americans certain protections in the Constitution, including freedom of speech.
17. Part of our team's _____ is to respect and support one another on the playing field.
18. The Framers tried to _____ many different Enlightenment principles in the writing of the Constitution.

Answer Key: Understanding Civics

Unit Assessment

1. b 2. d 3. c 4. c 5. b 6. b 7. a 8. d 9. d 10. b
11. a 12. d 13. c 14. d 15. a 16. e 17. i 18. b 19. f
20. a 21. h 22. d 23. j 24. g 25. c

Activity Pages

Domain Vocabulary: Chapter 1 (AP 1.1)

- | | |
|-------|-------|
| 1. o | 12. j |
| 2. k | 13. c |
| 3. a | 14. m |
| 4. e | 15. g |
| 5. d | 16. q |
| 6. i | 17. r |
| 7. n | 18. p |
| 8. h | 19. s |
| 9. l | 20. u |
| 10. b | 21. t |
| 11. f | 22. v |

Domain Vocabulary: Chapter 2 (AP 2.1)

- | | |
|------|-------|
| 1. m | 10. e |
| 2. k | 11. h |
| 3. b | 12. i |
| 4. a | 13. l |
| 5. g | 14. d |
| 6. f | 15. p |
| 7. j | 16. q |
| 8. c | 17. r |
| 9. n | 18. o |

Domain Vocabulary: Chapters 3–4 (AP 4.1)

- | | |
|---------------------|--------------------|
| 1. tradition | 11. identity |
| 2. municipal | 12. beacon |
| 3. patriotism | 13. civic |
| 4. heritage | 14. naturalization |
| 5. duties | 15. diversity |
| 6. vibrant | 16. minority |
| 7. constituent | 17. creed |
| 8. implement | 18. encompass |
| 9. reserved | |
| 10. executive order | |



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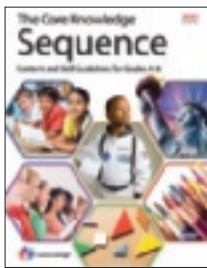
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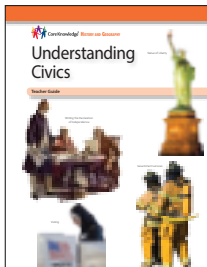
Understanding Civics

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