



# The Government of the New Nation

## Teacher Guide

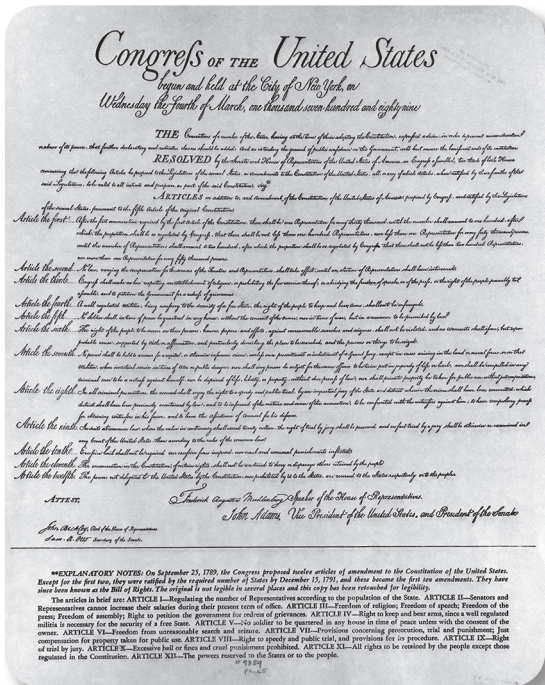
Judicial review



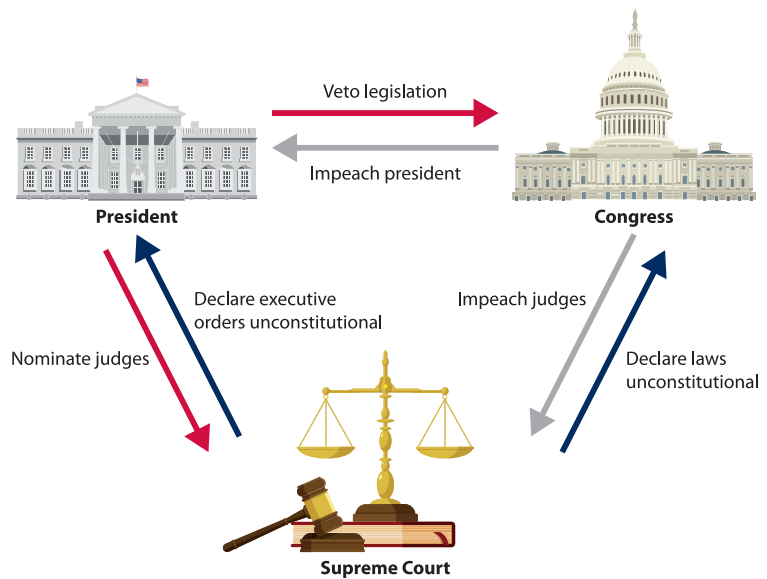
Patrick Henry



Bill of Rights



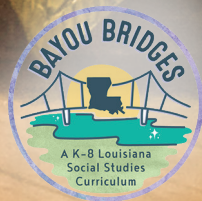
Checks and balances





# The Government of the New Nation

## Teacher Guide



Copyright © 2024 the Louisiana Department of Education  
for the additions to CKHG and the Core Knowledge  
Foundation for its predecessor work CKHG.

**[www.coreknowledge.org](http://www.coreknowledge.org)**

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core  
Knowledge History and Geography™, and CKSci™ are trademarks  
of the Core Knowledge Foundation. Bayou Bridges is a trademark of  
the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for  
illustrative and educational purposes and are the property of their  
respective owners. References herein should not be regarded as  
affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-194-1



# The Government of the New Nation

## Table of Contents

Introduction .....	1
<i>The Government of the New Nation</i> Sample Pacing Guide .....	12
Chapter 1 <b>TOPIC: Federalists, Anti-Federalists, and the Bill of Rights</b> .....	16
Chapter 2 <b>TOPIC: Structures, Powers, and Functions of the U.S. Government</b> .....	25
Teacher Resources .....	38

**The Government of the New Nation**  
**Teacher Guide**  
Bayou Bridges Louisiana Social Studies, Grade 6

## UNIT 6

# Introduction

## ABOUT THIS UNIT

### The Big Idea

The Constitution and its Bill of Rights shape the U.S. government.

After the Constitutional Convention approved a draft of the Constitution, the document went to the states for their review and ratification votes. During this process, a debate between the Federalists (who favored the Constitution as it was written) and the Anti-Federalists (who opposed the Constitution as it was written) led to the addition of the Bill of Rights after ratification. The new government created by the Constitution was organized according to the principles of popular sovereignty, limited government, federalism, separation of powers, and checks and balances—a governmental system that continues today.

# What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- early exploration of the Americas by the Spanish, French, British, Portuguese, and Dutch
- establishment of the first colonies in North America
- development of the transatlantic slave trade, including:
  - reasons for the slave trade
  - experiences of enslaved people on the Middle Passage
  - experiences of enslaved people in the American colonies
- details of the British colonies in the Americas, including agriculture, industry, geography, economy, and government, as grouped by region (New England, Middle, and Southern colonies)
- interactions between colonists of the Americas and Native Americans
- how the Louisiana Territory was first explored by Europeans
- how the Louisiana colony was claimed for France
- who established the first settlements in the Louisiana colony and where they were
- how the early government of the Louisiana colony functioned
- how and why slavery was implemented in the Louisiana colony
- how people of color, including free people of color, and Native Americans were treated in the Louisiana colony
- specific ethnic groups that immigrated to the Louisiana colony, including when and why they arrived and the influence they had on the colony
- how and why the Louisiana colony was transferred from French to Spanish rule
- how the government changed under Spanish rule
- how the economy grew under Spanish rule
- how and why the Louisiana colony was transferred back to French rule and then subsequently sold to the United States
- the French and Indian War, the North American phase of the Seven Years' War and part of an ongoing struggle between Britain and France for control of colonies, as background to the American Revolution, including:
  - alliances with Native Americans
  - British victory that gained territory but left Britain financially weakened
  - role of Louisiana and New Orleans and Acadian migrations from Canada
- causes and provocations of the American Revolution, including:
  - British taxes, "no taxation without representation"

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1787 to 1791.

1787	Delegates to the Constitutional Convention write a new plan of government for the United States.
1787–90	Federalists and Anti-Federalists debate the new Constitution.
1790	The Constitution becomes law after it is ratified by nine states.
1791	The Bill of Rights is added to the Constitution.
2023	The Constitution includes a process for amending it. As of 2023, twenty-seven amendments have been added to the Constitution.



- Boston Massacre and Crispus Attucks
- Tea Act and the Boston Tea Party
- The Intolerable Acts
- First Continental Congress protests
- the American Revolution, including:
  - rides of Paul Revere and William Dawes
  - fighting at Lexington and Concord
  - Bunker Hill
  - Second Continental Congress and the appointment of George Washington as head of the Continental Army
  - Thomas Paine's *Common Sense*
  - drafting, adoption, and significance of the Declaration of Independence
  - important women in the American Revolution: Deborah Sampson, Phillis Wheatley, Molly Pitcher
  - Loyalists and Patriots
  - victory at Saratoga and the alliance with France
  - representative European allies: Marquis de Lafayette, Bernardo de Gálvez, Baron Frederick von Steuben
  - winter at Valley Forge
  - Benedict Arnold
  - naval battles and John Paul Jones
  - espionage and Nathan Hale
  - Cornwallis's surrender at Yorktown
- creation of state constitutions
- effects of early abolitionists on the development of state governments
- successes and failures of the Articles of Confederation, America's first national government
- causes and effects of Shays's Rebellion
- debates and compromises that occurred during the Constitutional Convention of 1787:
  - federal system
  - Great Compromise
  - Three-Fifths Compromise
- ideas of key figures of the Constitutional Convention, including John Adams, Benjamin Franklin, Alexander Hamilton, James Madison, William Paterson, Roger Sherman, George Washington, and James Wilson
- key principles and political ideals contained in the U.S. Constitution
  - Commerce Clause

## What Students Need to Learn

- debate between the Federalists and Anti-Federalists regarding the U.S. Constitution
- ratification of the Constitution
- addition and contents of the Bill of Rights
- structure of the United States government:
  - checks and balances in the U.S. government
  - responsibilities of each branch of the U.S. government
  - how a bill becomes a law
  - process for electing the president
  - process for amending the Constitution

## AT A GLANCE

The most important ideas in Unit 6 are:

- The Federalists wanted a strong central government, while the Anti-Federalists worried that too much power would lead to tyranny.
- The two sides reached a compromise with the addition of the Bill of Rights to the U.S. Constitution.
- The U.S. Constitution established a government structured according to the principles of limited government, rule of law, federalism, popular sovereignty, separation of powers, and checks and balances.
- The legislative branch is primarily concerned with making laws, the executive branch is primarily concerned with implementing and enforcing laws, and the judicial branch is primarily concerned with interpreting laws.

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Student Component

---

*The Government of the New Nation* Student Reader—two chapters

### Teacher Components

---

*The Government of the New Nation* Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of *The Government of the New Nation* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, primary source analysis, literature connections, and virtual field trips, designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 38.

- The Chapter Assessments test knowledge of each chapter 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.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*The Government of the New Nation* Timeline Card Slide Deck—eight individual images depicting significant events, individuals, and concepts related to the United States government and how it came to be. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1787



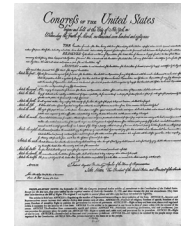
Chapter 1

1790



Chapter 1

1791



Chapter 1

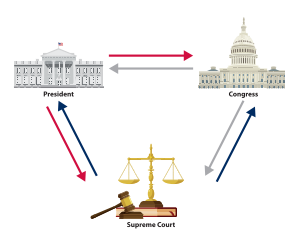
1787-90



Chapter 1



Chapter 2

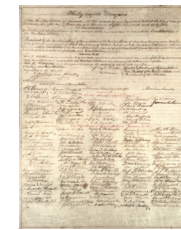


Chapter 2



Chapter 2

2023



Chapter 2

### The Timeline in Relation to Content in the Student Reader

The Unit 6 Timeline Cards are a mix of chronological events and political concepts. For this reason, the Chapter 1 Timeline Cards include dates and illustrate a chronology of events. The cards for Chapter 2, however, identify key concepts in American government. These concepts are essentially timeless, so there is no chronology to assign.

### Understanding References to Time in *The Government of the New Nation Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the Constitution was debated from 1787 to 1790, but the Bill of Rights was added in 1791.

### Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)

5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

---

*The Government of the New Nation* unit is one of six history and geography units in the Grade 6 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty-five days has been allocated to *The Government of the New Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 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

---

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. 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.


### Building Reading Endurance and Comprehension

---

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach

by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 6 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter.

A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for you to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

## Picture This

---

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

---

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, 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. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Primary Sources

---

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis handouts from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

## Framing Questions

---

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

Chapter	The Framing Question
1	How did the debate between the Federalists and the Anti-Federalists lead to the Bill of Rights?
2	What is the structure of the U.S. government, and how does it function?

## 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	ratify, nonpartisan, probable cause, judicial review
2	popular sovereignty, rule of law, federalism, checks and balances, appropriation, budget, levy, oversight, executive order, appeal, original jurisdiction, popular vote, enumerated powers, reserved powers, concurrent powers

## Activity Pages

---


The following Activity Pages can be found in Teacher Resources, pages 51–61. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Chapter 2—Claims and Evidence (AP 1.3)
- Chapter 1—*Federalist* No. 1 (AP 1.4)
- Chapter 1—*Federalist* No. 10 (AP 1.5)
- Chapter 1—*Federalist* No. 51 (AP 1.6)
- Chapter 2—Three Branches of Government (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)

## 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, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



### A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” 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 the U.S. government.



## Books

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

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

Creek, P. J., and Jamie Creek. *We the People and the President*. New York: Macmillan Children's Publishing, 2021.

David, Alex. *Examining the Federalist and Anti-Federalist Debate*. American Debates and Speeches. Berkeley Heights, NJ: Enslow Publishing, 2020.

Foster, Jeff. *For Which We Stand: How Our Government Works and Why It Matters*. Illustrated by Julie McLaughlin. New York: Scholastic, 2020.

Levinson, Cynthia, and Sanford Levinson. *Fault Lines in the Constitution: The Framers, Their Fights, and the Flaws That Affect Us Today*. Atlanta, GA: Peachtree Publishers, 2019.

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.

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

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: Scholastic, 2011.

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

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

Travis, Cathy. *Constitution Translated for Kids*. 5th ed. Washington, D.C.: CT Bookshelf, 2016.

# THE GOVERNMENT OF THE NEW NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;  
NFE—Nonfiction Excerpt

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *The Government of the New Nation*

<p>"Federalists, Anti-Federalists, and the Bill of Rights" Core Lesson (TG &amp; SR, Chapter 1)</p>	<p>"Federalists, Anti-Federalists, and the Bill of Rights" Core Lesson (TG &amp; SR, Chapter 1)</p>	<p>"Primary Source: Excerpt from <i>Federalist</i> Number 84 (1788) by Alexander Hamilton" (TG &amp; SR, Chapter 1, AP 1.2) and "Primary Source: From the Bill of Rights" (TG &amp; SR, Chapter 1, AP 1.2)</p>	<p>🔗 "PRIMARY SOURCE ACTIVITY: <i>The Federalist Papers</i>" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.4, AP 1.5, AP 1.6)</p>	<p>🔗 "PRIMARY SOURCE ACTIVITY: <i>The Federalist Papers</i>" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.4, AP 1.5, AP 1.6)</p>
---	---	--	--	--

## Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *The Government of the New Nation*

<p>🔗 "PRIMARY SOURCE ACTIVITY: <i>The Federalist Papers</i>" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.4, AP 1.5, AP 1.6)</p>	<p>"PRIMARY SOURCE ACTIVITY: The Anti-Federalists" (TG, Chapter 1 Additional Activities)</p>	<p>"Primary Source Activity: The Anti-Federalists" (TG, Chapter 1 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: The Anti-Federalists" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>
--	--	--	--	-----------------------------

## Week 3

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *The Government of the New Nation*

<p>"Structures, Powers, and Functions of the U.S. Government" Core Lesson (TG &amp; SR, Chapter 2)</p>	<p>"Structures, Powers, and Functions of the U.S. Government" Core Lesson (TG &amp; SR, Chapter 2)</p> <p>Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p>"Primary Source: From Article I of the U.S. Constitution" (TG &amp; SR, Chapter 2, AP 1.2) and "Primary Source: From Article II of the U.S. Constitution" (TG &amp; SR, Chapter 2, AP 1.2)</p>	<p>🔗 "We the People" (TG, Chapter 2 Additional Activities)</p>	<p>🔗 "The Constitution of the United States (1787)" (TG, Chapter 2 Additional Activities)</p>
--	---	---	--	---

**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***The Government of the New Nation***

🔗 "The Constitution of the United States (1787)" (TG, Chapter 2 Additional Activities)	"Separation of Powers Game" (TG, Chapter 2 Additional Activities)	"Can They Do That?" (TG, Chapter 2 Additional Activities)	"Amending the Constitution" (TG, Chapter 2 Additional Activities)	"Electing the President" (TG, Chapter 2 Additional Activities)
--	---	---	---	--

**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***The Government of the New Nation***

"TALK IT OVER: Should the Electoral College Be Abolished?" (TG, Chapter 2 Additional Activities, AP 1.3)	"The Role of Government in Daily Life" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 6 Performance Task Assessment	Unit 6 Performance Task Assessment
--	--	----------------------	------------------------------------	------------------------------------

# THE GOVERNMENT OF THE NEW NATION PACING GUIDE

\_\_\_\_\_ 's Class

(A total of twenty-five days has been allocated to *The Government of the New Nation* unit in order to complete all Grade 6 history and geography units in the Bayou Bridges Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*The Government of the New Nation*

--	--	--	--	--

## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*The Government of the New Nation*

--	--	--	--	--

## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*The Government of the New Nation*

--	--	--	--	--

**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***The Government of the New Nation***

--	--	--	--	--

**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***The Government of the New Nation***

--	--	--	--	--

## CHAPTER 1

# TOPIC: Federalists, Anti-Federalists, and the Bill of Rights

**The Framing Question:** How did the debate between the Federalists and the Anti-Federalists lead to the Bill of Rights?

### Primary Focus Objectives

- ✓ Analyze the debate between the Federalists and the Anti-Federalists, including identifying people on each side. (6.12.e, 6.12.h)
- ✓ Explain the purpose and contents of the Bill of Rights. (6.12.i)
- ✓ Understand the meaning of the following domain-specific vocabulary: *ratify*, *nonpartisan*, *probable cause*, and *judicial review*.

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Federalists, Anti-Federalists, and the Bill of Rights”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

Activity Pages



AP 1.1  
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- Gilder Lehrman Institute infographic “Differences Between Federalists and Anti-Federalists”
- individual student copies of National Archives’ Analyze a Cartoon worksheet (optional)

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the infographic and worksheet may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

---

**ratify, v.** to approve (4)

*Example:* The states had to ratify the Constitution for it to become law.

*Variations:* ratifies, ratifying, ratified, ratification (n.)

**nonpartisan, adj.** not affiliated with any political party (9)

*Example:* George Washington was a nonpartisan president.

**probable cause, n.** reason to believe a person is guilty of a crime (10)

*Example:* The police need probable cause before they can search a suspect's car.

**judicial review, n.** the ability of the Supreme Court to have the final say in whether laws adhere to the Constitution (12)

*Example:* When courts look at a law, they are practicing judicial review to ensure it is following the Constitution.

### THE CORE LESSON 35 MIN

## Introduce *The Government of the New Nation* Student Reader

5 MIN

Distribute copies of *The Government of the New Nation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the 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; record this information in a list on the board or chart paper. Students will likely mention the diagrams and maps showing ratification and the table listing the Bill of Rights.

## Introduce “Federalists, Anti-Federalists, and the Bill of Rights”

5 MIN

Review what students read in Unit 5 about the Articles of Confederation, its weaknesses, and the decision to replace it with a new plan of government: the Constitution. Review the compromises that shaped the new plan of government, and explain that once written, the Constitution was presented to the states for approval. That's where this chapter picks up the story.

Call students' attention to the Framing Question. Tell students to pay attention to the points made by both the Federalists and the Anti-Federalists about what government should and should not be able to do and how this debate was resolved.

## Guided Reading Supports for “Federalists, Anti-Federalists, and the Bill of Rights”

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.

### “Learning to Compromise,” pages 2–4

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 2–4 aloud.**

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

**SUPPORT**—Point out the diagram on page 4. Use it to review the ratification process: (1) the Constitutional Convention sent the final draft of the Constitution to the states; (2) each state held a ratifying convention, where state delegates debated and then voted whether to ratify, or approve, the Constitution; (3) once nine states voted to ratify, the Constitution became the official law of the land.

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

**LITERAL**—How many states were required to ratify the Constitution for it to become law? **(6.12)**

» Nine states were required to ratify the Constitution for it to become law.

**EVALUATIVE**—Why didn’t the Constitutional Convention require that all states ratify the Constitution before it became law? **(6.12, 6.12.a)**

» The Constitutional Convention did not require all states to ratify the Constitution because having all states ratify the Articles of Confederation had taken years, and they did not want to wait that long.

### “The Federalists and the Anti-Federalists,” pages 4–9

**Scaffold understanding as follows:**

**Have students read the first four paragraphs of the section on pages 4–6 with a partner.**


**SUPPORT**—Explain that *commerce* means trade, as in buying and selling goods and services.

**SUPPORT**—Help students remember the difference between the Federalists and the Anti-Federalists by reminding them that the prefix *anti-* means against. The Federalists were in favor of ratifying the Constitution, whereas the Anti-Federalists were against ratification.



**Have students read the remainder of the section on pages 6–9 with a partner.**

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


 **SUPPORT**—Explain that nonpartisan is not the same as bipartisan. *Nonpartisan* means not involving any political party. *Bipartisan* means involving members of both major political parties.

**SUPPORT**—Display the Gilder Lehrman Institute infographic “Differences Between Federalists and Antifederalists,” and use it review the differences between the two groups.

**SUPPORT**—Draw students’ attention to the chart on page 7. Ask students how *The Federalist Papers* explain that the American government would not end up run by a single bad leader like the British government they had just broken away from. (*Federalist Number 51 argues that the separation of powers and checks and balances in the Constitution prevent any one part of the government from becoming too powerful.*) (6.12.h, 6.12.j)

**SUPPORT**—Display the Timeline Card about the Federalist and Anti-Federalist debate. Point out the cartoon on the card. Ask students what the columns represent. (*the states*) Explain that this cartoon is from June 1788. Have students refer to the map on page 8, and explain what the states in the standing columns have in common. (*They have voted to ratify the Constitution.*) What is the cartoon suggesting about Virginia and New Hampshire? (They will not ratify the Constitution.) What does this mean for the country? (*It will fall apart.*)

**Note:** You may wish to have students complete a National Archives’ Analyze a Cartoon worksheet about the image.

 **SUPPORT**—Draw students’ attention to the map on page 8. Name the first nine states that voted in favor of ratification—Delaware, Pennsylvania, New Jersey, Connecticut, Massachusetts, Georgia, Maryland, South Carolina, and New Hampshire—and have students point to them on the map. Which state was the first to ratify? (*Delaware*) Which was the last? (*Rhode Island*) (6.4, 6.5, 6.12)

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

**LITERAL**—What were *The Federalist Papers*? (6.12.e, 6.12.h)

- » *The Federalist Papers* were essays meant to convince people to vote in favor of ratifying the Constitution.

**EVALUATIVE**—Why were Virginia and Massachusetts important to the ratification process? (6.12.h, 6.12.i)

- » Virginia and Massachusetts were important to the ratification process because they were states with large populations. If they voted to ratify the Constitution, then it was likely that other states would follow suit.

**EVALUATIVE**—Why were leading Virginians wary of the Constitution? (6.12.e, 6.12.f, 6.12.h)

- » Virginians were wary of the Constitution because it did not include a bill of rights, and they did not want a powerful government without powerful protections for individuals.

**EVALUATIVE**—Why did Federalists such as James Wilson argue that the preamble to the Constitution made it clear that individual liberties would be protected under the government it outlined? (6.12.e, 6.12.f, 6.12.h)

- » The ideals included in the preamble—justice, tranquility, welfare, and liberty—are hallmarks of a society in which individual freedoms are protected and the power of government comes from the people, not from the states.


## “The Bill of Rights,” pages 9–11

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 9–11 aloud.**

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


**SUPPORT**—Explain that the Enlightenment was a movement that began in Europe in the eighteenth century and spread to other places. It emphasized logic and reason as a means to analyze politics, religion, philosophy, science, and art.

 **SUPPORT**—Point out the Third Amendment in the Bill of Rights chart. Explain that it is a direct response to colonists having to house British soldiers before the Revolution.

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

 **LITERAL**—How many amendments make up the Bill of Rights? (6.12.i)

- » Ten amendments make up the Bill of Rights.

 **LITERAL**—Aside from individuals, whose rights are protected in the Bill of Rights? (6.12.i)

- » States’ rights are protected in the Bill of Rights.

 **LITERAL**—What rights are protected by the First Amendment? (6.12.i)

- » The First Amendment protects freedoms of religion, speech, press, assembly, and petition.



**LITERAL**—How many amendments guarantee protection for people accused of a crime? (6.12.i)

- » Four out of the ten amendments guarantee protection for people accused of a crime.

### “The Commerce Clause and Native Americans,” pages 11–12

**Scaffold understanding as follows:**

**Have students read the section on pages 11–12 independently.**

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

**SUPPORT**—Review the wording of the Commerce Clause on page 5: “Congress shall have the power . . . to regulate commerce with foreign Nations, and among the several States, and with the Indian Tribes.”

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

**EVALUATIVE**—Why was the wording of the Commerce Clause important as it related to Native Americans? (6.12.g)

- » It ensured that the federal government alone, not the states, had the authority to trade with Native American nations.

**LITERAL**—What was the outcome of the Supreme Court decisions *Johnson v. McIntosh*, *Cherokee Nation v. Georgia*, and *Worcester v. Georgia*? (6.6, 6.6.a, 6.6.b)

- » These Supreme Court decisions stated that Native American nations were to be recognized as distinct nations that could rule themselves without interference, but the federal government later ignored these decisions.

### Primary Source Feature: “Excerpt From *Federalist* Number 84 (1788) by Alexander Hamilton,” page 13

**Scaffold understanding as follows:**

**Direct students to the first Primary Source Feature on page 13.**

**Introduce the source by reminding students what they read about *The Federalist Papers*.** Explain that this is one of the eighty-five essays that became part of *The Federalist Papers*.

**Read the text aloud while students follow along.**

**SUPPORT**—Point out the word *provisions* in the first paragraph. Explain that a provision is a requirement.



**SUPPORT**—Explain that Anti-Federalists wanted a bill of rights to be included in the Constitution because they were concerned that the powerful central government that the Federalists supported would limit the rights of citizens. Federalists such as Alexander Hamilton believed the Constitution did not need a bill of rights to protect citizens’ liberties.

**Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.**

**After students have completed the Activity Page, ask the following questions:**

**LITERAL**—What are two of the responses mentioned by Hamilton to those who criticized the lack of a bill of rights? (6.6, 6.6.a, 6.6.b, 6.12.e, 6.12.i)

- » Many states lacked a bill of rights, and the proposed Constitution already contained provisions that protected individual liberties.

**EVALUATIVE**—Why did Hamilton believe a bill of rights could be dangerous? (6.6, 6.6.a, 6.6.b, 6.12.e, 6.12.i)

- » He was concerned that a bill of rights would suggest the government has more powers than actually granted and be used to justify claims that more rights were granted.

**EVALUATIVE**—How did Hamilton argue that there were already bills of rights? (6.6, 6.6.a, 6.6.b, 6.12.e, 6.12.i)

- » He said the proposed Constitution was itself a bill of rights and the constitutions of each state were bills of rights.

### Primary Source Feature: “From the Bill of Rights,” page 13

**Scaffold understanding as follows:**

**Direct students to the second Primary Source Feature on page 13.**

**Introduce the source by reminding students what they read about the Bill of Rights.** Explain that these are the first and last amendments in the Bill of Rights.

**Invite a volunteer to read the First Amendment aloud.**

**SUPPORT**—Explain the meaning of the following terms when they are encountered in the text:


**abridging, v.** limiting

**redress, n.** remedy or rectification



**SUPPORT**—Point out the two parts of the freedom of religion provision: the establishment clause and the free exercise clause. Explain that the establishment clause means that the government is not allowed to

support or endorse any religion. The free exercise clause means that the government is not allowed to interfere with a person's practice of their religion—or their choice to not practice any religion at all.

 **SUPPORT**—Explain that freedom of speech is not absolute. It has limits. Give examples of those limits, such as the following: the government can prohibit people from using speech that directly harms another person, such as encouraging others to commit violence or printing lies about someone (libel).

### Invite volunteers to read the Ninth and Tenth Amendments aloud.

**SUPPORT**—Explain the meanings of the following terms when they are encountered in the text:

**enumeration, n.** the act of specifically establishing a certain number of things

**construed, v.** interpreted

**disparage, v.** to claim that something has little value


### Have students paraphrase each amendment.

### Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.


After students have completed the Activity Page, ask the following questions:

 **LITERAL**—What does the First Amendment address? (6.6, 6.6.a, 6.6.b, 6.12.i)

- » The First Amendment addresses freedoms of speech, religion, press, assembly, and petition.

 **EVALUATIVE**—A city council bans people in its community from attending church. Is this a violation of the First Amendment? Why or why not? (6.12.i)

- » Yes, this violates the First Amendment. The government cannot ban people from practicing their religion.

 **LITERAL**—Which powers does the Constitution grant to the states? (6.6, 6.6.a, 6.6.b, 6.12.i)

- » The Constitution grants to the states all powers not specifically granted to the federal government.

Activity Page



AP 1.2

## Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.

- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(6.1, 6.2, 6.3)**
- Review and discuss the Framing Question: “How did the debate between the Federalists and the Anti-Federalists lead to the Bill of Rights?”



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Framing Question: “How did the debate between the Federalists and the Anti-Federalists lead to the Bill of Rights?”
  - » Key points students should include: the Federalists wanted a government strong enough to handle problems and commerce between the states and pay debts; the Anti-Federalists were worried the Constitution gave the federal government too much power, and it would trample individual rights; the Bill of Rights was proposed as a compromise because it would guarantee individual rights and limit federal powers to only those outlined in the Constitution.
- Choose one of the Core Vocabulary terms (*ratify, nonpartisan, probable cause, or judicial review*), and write a sentence using the term.

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

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

Activity Page



AP 1.1

## Additional Activities

---

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

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## CHAPTER 2

# TOPIC: Structures, Powers, and Functions of the U.S. Government

**The Framing Question:** What is the structure of the U.S. government, and how does it function?

### Primary Focus Objectives

- ✓ Explain the structure and function of the United States government as described in the U.S. Constitution. **(6.12.l)**
- ✓ Describe the processes of government, such as how a bill becomes a law and how the Constitution is amended. **(6.12.k)**
- ✓ Identify the principles of government outlined in the United States Constitution. **(6.12.j)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *popular sovereignty, rule of law, federalism, checks and balances, appropriation, budget, levy, oversight, executive order, appeal, original jurisdiction, popular vote, enumerated powers, reserved powers, and concurrent powers.*

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Structures, Powers, and Functions of the U.S. Government”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- diagram from the Internet of judicial federalism
- diagram from the Internet of state and federal powers

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the diagrams may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

---

**popular sovereignty, n.** the idea that the government's authority depends on the people agreeing to respect and abide by that authority (16)

*Example:* Elections are a major factor in the principle of popular sovereignty that guides the U.S. government.

**rule of law, n.** the principle that everyone, including government leaders, is subject to the same laws (16)

*Example:* The rule of law means that even the president can be tried and found guilty of crimes.

**federalism, n.** a system of government in which the national government shares power with other levels of government, such as the states (17)

*Example:* Federalism means that states and the national government share certain powers, such as collecting taxes.

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

**checks and balances, n.** the division of power in the American government by which each branch prevents the others from becoming too powerful (17)

*Example:* The power of the president to veto a bill passed by Congress is an example of the checks and balances in the Constitution.

**appropriation, n.** money devoted to a particular purpose, such as a function of government (19)

*Example:* Bills for appropriation are required to pay for government actions such as funding social welfare programs.

*Variations:* appropriations, appropriate (v.)

**budget, n.** an amount of money available for spending based on a plan for how it will be spent (19)

*Example:* The U.S. government sets a budget every year.

*Variations:* budgets, budget (v.), budgetary (adj.)

**levy, v.** to impose (19)

*Example:* The federal government is authorized to levy taxes on businesses.

*Variations:* levies, levying, levied, levy (n.)

**oversight, n.** the action of watching over something (20)

*Example:* Congressional oversight helps ensure that parts of the government are working as they are supposed to.

*Variations:* oversee (v.)

**executive order, n.** a decision made by an executive head of government, such as a president, that has the force of law (20)

*Example:* An executive order can be used to provide relief services in an emergency.

*Variations:* executive orders



**appeal, n.** the process of bringing a legal case in front of a higher court to review the decision of a lower court (22)

*Example:* Many people who lose their case in court file an appeal.

*Variations:* appeals, appeal (v.), appellate (adj.)

**original jurisdiction, n.** the power to review a legal case and apply the law (22)

*Example:* The Supreme Court has original jurisdiction in matters that involve multiple states.

**popular vote, n.** the results of an election based on individual ballots cast by citizens (22)

*Example:* The popular vote does not determine the results of a presidential election.

**enumerated powers, n.** powers of the federal government that are specifically listed in the Constitution (24)

*Example:* The ability to raise armies and a navy is one of the enumerated powers stated in the Constitution.

**reserved powers, n.** powers in the U.S. system of government that belong to the states rather than the federal government (25)

*Example:* The establishment of school standards is one of the states' reserved powers.

**concurrent powers, n.** powers in the U.S. system of government that are shared by the state and federal governments (25)

*Example:* Collecting taxes is one of the concurrent powers of government in the United States.

## THE CORE LESSON 35 MIN

### Introduce “Structures, Powers, and Functions of the U.S. Government”

5 MIN

Review what students read in Chapter 1 about the ratification debate between the Federalists and Anti-Federalists and the creation of the Bill of Rights. Explain that in this chapter, they will read about the government created by the Constitution.

Call students' attention to the Framing Question. Tell students to pay attention to the three branches of the United States government and how they work together.

### Guided Reading Supports for “Structures, Powers, and Functions of the U.S. 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.


## “Still Going Strong,” pages 14–17


### Scaffold understanding as follows:

#### Invite volunteers to read the section on pages 14–17 aloud.


**CORE VOCABULARY**—Point out the vocabulary terms *popular sovereignty*, *rule of law*, *federalism*, and *checks and balances*, and explain their meanings.

 **SUPPORT**—Direct students back to the preamble to the Constitution on page 6 in Chapter 1. Point out the first three words—“We the People”—and explain that this reflects the idea of popular sovereignty. Make sure students understand that it is up to the American people to ensure that their government respects and abides by the Constitution.

 **SUPPORT**—Point out the word *federal* in the third paragraph. Explain that the word is sometimes used to refer to the national government.

 **SUPPORT**—Point out the checks and balances diagram on page 17, and ask the following questions: Which branch has the power to nominate judges? (*the executive branch*) Which branch has the power to impeach the president? (*the legislative branch*) Which branch has the power to declare laws unconstitutional? (*the judicial branch*)


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

 **LITERAL**—What are the four strong guiding principles on which the Constitution is based? (6.12.j)

- » The four guiding principles of the Constitution are (1) governments get their power from the consent of the people (popular sovereignty), (2) limited government, (3) separation of powers, and (4) federalism.

**INFERENTIAL**—How does the Bill of Rights relate to the principle of limited government? (6.12.i, 6.12.j)

- » The Bill of Rights guarantees many individual rights that the government cannot take away.

 **LITERAL**—What are the three branches of government? (6.12.k)

- » The three branches of government are the legislative branch, the executive branch, and the judicial branch.

 **LITERAL**—What are checks and balances? (6.12.j)

- » Checks and balances are a division of power that lets each branch of the government stop the others from becoming too powerful.


## “The Legislative Branch,” pages 18–20

### Scaffold understanding as follows:

Have students read the section on pages 18–20 with a partner.


**CORE VOCABULARY**—Point out the vocabulary terms *appropriation*, *budget*, *levy*, and *oversight*, and explain their meanings.


**SUPPORT**—Explain that the “People’s House” is also a reference to the fact that in its beginnings, the House of Representatives was the only house of Congress directly elected by the people.

 **SUPPORT**—Explain that Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the Northern Mariana Islands are U.S. territories. Explain what this means politically. (*People in these regions do not have voting representation in Congress and are unable to participate in the general vote for the president.*)

**SUPPORT**—Explain that the presiding officer is the person who conducts meetings.

**SUPPORT**—Explain that only three presidents have ever been impeached (Andrew Johnson, Bill Clinton, Donald Trump), but none have ever been convicted by the Senate.


 **SUPPORT**—Have students look up who their congressional representative and U.S. senators are.

 **SUPPORT**—Draw students’ attention to the diagram on page 19. Have students explain what happens to a bill once it passes the vote in the chamber where it began. (*It is sent to the other chamber for debate, modification, and a vote. Then, if approved, it is sent to the president to be signed into law or vetoed.*) **(6.12.k)**

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

 **LITERAL**—What are four powers of the legislative branch? **(6.12.l)**

- » Four powers of the legislative branch are the power to make laws, to declare war, to regulate commerce, and to borrow money.

 **EVALUATIVE**—How is representation different in the House of Representatives and the Senate? **(6.12.l)**


- » The House of Representatives has members based on the population of each state. The Senate has two members from each state.


## “The Executive Branch,” pages 20–21

### Scaffold understanding as follows:

Read the section on pages 20–21 aloud.


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

 **SUPPORT**—Explain that the president does not usually negotiate treaties in person. Instead, other members of the executive branch, usually from the State Department, negotiate on behalf of the president.


 **SUPPORT**—Explain that treaties signed by the president are not final until they are approved by the Senate; Senate approval authorizes the executive branch to exchange the treaty with the foreign power. This is one example of a check on the power of the executive branch held by the legislature. Throughout U.S. history, the Senate has approved most treaties. One exception is the Treaty of Versailles that ended World War I. President Woodrow Wilson and leaders in the Senate disagreed over the terms of the treaty, causing the Senate not to ratify it. In modern history, presidents have often formed international agreements called “executive agreements” that do not require the consent of the Senate but are still legally binding.

**SUPPORT**—Inform students that the Constitution created an executive branch headed by a president with the power to appoint executive department heads, but it did not describe any departments. It was left to the first president to create departments and offices within the executive branch to enable it to do its work. President George Washington proposed and Congress approved four officials: a secretary of state, a secretary of the treasury, a secretary of war, and an attorney general. Washington used his appointees as advisers and delegated to them the responsibilities of creating and running agencies. Over time, more departments were created. Today, there are fifteen departments represented in the president’s cabinet.


**After reading the text, ask the following questions:**

 **LITERAL**—What roles does the president have in addition to chief executive? (6.12.k, 6.12.l)

- » The president is head of state, commander in chief of the military, and head of government.

 **LITERAL**—What executive power allows the president to check the power of the legislative branch? (6.12.j, 6.12.l)

- » The president may check the power of the legislative branch by vetoing bills.

 **EVALUATIVE**—How do executive orders differ from legislation? (6.12.k, 6.12.l)


- » While executive orders have the effect of laws, they do not require the approval of Congress. Instead, executive orders are a way for the president to shape public policy by circumventing the power of Congress.


## “The Judicial Branch,” pages 21–22

### Scaffold understanding as follows:

#### Invite volunteers to read the section on pages 21–22 aloud.

**CORE VOCABULARY**—Point out the vocabulary terms *appeal* and *original jurisdiction*, and explain their meanings.


 **SUPPORT**—Display the judicial federalism diagram. Explain that this diagram illustrates the judicial pyramid mentioned in the second paragraph of the section. Talk students through the diagram, emphasizing the position of the Supreme Court at the top of the system.

 **SUPPORT**—Remind students that members of the federal judiciary are not elected; they are appointed by the president and confirmed by the Senate.


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

 **LITERAL**—What powers does Congress have over the judicial branch? (6.12.j, 6.12.l)

- » Congress has the power to create or abolish courts, to add to or subtract from the number of judges in the federal court system, and to determine the jurisdiction of the courts.

 **LITERAL**—What is the role of the Supreme Court in government? (6.12.j, 6.12.l)

- » The Supreme Court hears appeals from lower courts, hears cases that involve conflict between states, and has the final say on whether or not a law adheres to the Constitution.

 **LITERAL**—What does the chief justice do? (6.12.l)

- » The chief justice serves as the head of the Supreme Court and presides when the court is in session. The chief justice also determines which justice should write the opinion when a ruling has been made on a case.

## “Elections and Offices,” pages 22–24

### Scaffold understanding as follows:

#### Have students read the section on pages 22–24 independently.

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


**SUPPORT**—Explain to students that Nebraska and Maine are the only states that do not use a “winner takes all” approach to the Electoral College. Instead, they use a system of proportional representation. In these states, two electoral votes (corresponding to the state’s two Senate

seats) are allotted based on the winner of the overall state popular vote. Additionally, the winner of the popular vote in each congressional district gets one electoral vote.


**SUPPORT**—Draw students’ attention to the chart on page 23. Point out the first qualification for president. Explain that the “natural-born citizen” requirement means that an immigrant—even one that has naturalized and become a U.S. citizen—cannot be president.

**SUPPORT**—Draw students’ attention to the map on page 24. Have students count the number of states (including Washington, D.C.) for each candidate. (*twenty-seven for Obama and twenty-four for Romney*). Have them compare the number of states each candidate won to the number of electoral votes each candidate won. (*Romney won nearly as many states, but Obama won many more electoral votes.*) **(6.12.I)**

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

 **LITERAL**—What are the qualifications for a person to become president? **(6.12.I)**

- » In order to become president, a person must be a natural-born citizen, be at least thirty-five years old, and have lived in the United States for at least fourteen years.

 **EVALUATIVE**—How are the qualifications for the House of Representatives and the Senate alike and different? **(6.12.I)**

- » Both chambers of Congress require that their members live in the state they represent at the time of the election. The chambers have different age requirements—twenty-five for the House and thirty for the Senate. The Senate requires that its members have lived in the United States at least nine years, whereas the House requires that its members have lived in the United States for at least seven years.


## “Federalism,” pages 24–25

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 24–25 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *enumerated powers*, *reserved powers*, and *concurrent powers*, and explain their meanings.

**SUPPORT**—Remind students of the debate about ratification of the Constitution. Americans were not just worried that the federal government would infringe on their personal freedoms; they were also worried that it would infringe on the power of the states.

 **SUPPORT**—Display the Venn diagram of federal and state powers, and point out the enumerated, reserved, and concurrent powers. Ask

the following questions: Who has more specified powers, the federal government or state governments? (*the federal government*) Who is allowed to levy and collect taxes? (*both the federal and state governments*) Who can maintain a militia? (*the state governments*) (6.4, 6.6, 6.6.a, 6.6.b, 6.6.c, 6.7.b, 6.7.c)

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

**LITERAL**—Why did the Framers of the Constitution deny the federal government certain powers? (6.12.i, 6.12.j)

- » The Framers of the Constitution denied the federal government certain powers because they feared it would become too powerful.

**EVALUATIVE**—Why is the Tenth Amendment significant? (6.12.i, 6.12.j)

- » The Tenth Amendment is significant because it directly limits the federal government’s power.


## “Amending the Constitution,” pages 25–26

**Scaffold understanding as follows:**


**Read the section on pages 25–26 aloud.**

**SUPPORT**—Inform students that the Constitution has been amended twenty-seven times, including the Bill of Rights. The most recent amendment was ratified in 1992.

**SUPPORT**—Explain that the Third Amendment (“No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law”) has never been tried at the level of the Supreme Court because it is very rarely contested, unlike many of the other amendments.

 **SUPPORT**—Draw students’ attention to the chart on pages 25 and 26. Have students identify the amendment that abolished slavery. (*Thirteenth Amendment*) Have students discuss the ways these amendments expanded the rights of Americans. (*Answers will vary, but students should note that the Thirteenth Amendment said that all people must be free; the Fourteenth Amendment said that all people born in the United States should be citizens and have the rights of citizenship, including due process; the Nineteenth Amendment gave women the right to vote; and the Twenty-Fourth Amendment outlawed poll taxes that made it hard for some people to vote.*)

**After reading the text, ask the following questions:**

 **LITERAL**—How many states have to ratify an amendment before it becomes part of the Constitution? (6.12.k)

- » Three-fourths of states have to ratify an amendment before it becomes part of the Constitution.


**LITERAL**—Who has upheld the rights guaranteed within the Bill of Rights throughout the nation’s history? (6.12.i)

- » The Supreme Court has upheld the rights guaranteed within the Bill of Rights throughout the nation’s history.

### “The Final Factor,” page 27

**Scaffold understanding as follows:**

**Have students read the section on page 27 with a partner.**

 **SUPPORT**—Point out the quotation from Benjamin Franklin (“A republic, if you can keep it”). Students may have heard people say that the United States is a republic, not a democracy. Make sure students understand that a republic is a type of democracy. It is a representative democracy, meaning that Americans vote for people to represent, or speak for, them in government. Typically, when people say the United States isn’t a democracy, they mean it is not a *direct* democracy, in which citizens themselves vote on specific issues rather than elect representatives.

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

**EVALUATIVE**—What is one major reason for the success of the Constitution? Why? (6.7, 6.7.a, 6.12.i, 6.12.j)

- » One major reason for the success of the Constitution is the American people. They have respected the Constitution and have taken care to preserve it.

**INFERENTIAL**—Why do you think Benjamin Franklin specified “if you can keep it” when talking about the new United States government? (6.12.j)

- » Benjamin Franklin knew that it was up to the American people to protect the Constitution and participate in the government it created and that if people did not do those things, those hungry for power might abuse the system to get rid of the protections it afforded.

### Primary Source Feature: “From Article I of the U.S. Constitution,” page 28

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 28.**

**Introduce the source by reviewing with students the three branches of government created by the Constitution and the main responsibilities of each.**

**Invite volunteers to read the excerpt aloud.**




**SUPPORT**—Point out that this excerpt is from Article I of the Constitution. Ask: What does Article I of the Constitution do? (*It describes the legislative branch, or Congress.*) What is this excerpt describing? (*It lists the powers of Congress and describes how a bill becomes law.*)

**SUPPORT**—Explain that when the president does not return a bill before Congress adjourns, it is called a pocket veto.


**Have students compare Section 7 with the diagram on page 19.** Ask: What is the same? What is different? (*Both versions have bills sent to the president for signing. In the excerpt, if the president doesn't sign it, the bill is returned to Congress with objections, and Congress can reconsider it. In the diagram, the president can veto the bill, in which case it can go back to Congress to be reconsidered.*)

**Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.**


**After students have completed the Activity Page, ask the following questions:**

 **LITERAL**—What is required for an impeached official to be convicted? (6.12.i)

» To be convicted, two-thirds of the Senate must vote to convict.

 **LITERAL**—How many days does the president have to sign or veto a bill before it becomes a law? (6.12.k)

» The president has ten days to sign or veto a bill before it becomes a law.

 **LITERAL**—What can Congress do if the president vetoes a bill? (6.12.k)

» Congress can reconsider the bill and overturn the veto with a two-thirds vote.

**EVALUATIVE**—Why do you think the names of the people who vote for and against a bill are recorded? (6.12.k)

» The names of the people who vote for and against a bill are recorded so that voters know how the members of Congress who represent them voted on bills. If their senators and representatives do not vote in alignment with their views, voters might not reelect them.

**INFERENCE**—Why do you think the Framers included the president in the process of a bill becoming a law? (6.12.j, 6.12.k)

» The Framers included the president because, as part of the executive branch, the president provides checks and balances on the legislative branch.

**EVALUATIVE**—Why did the Framers specify in Section 8 that Congress has the power to collect taxes and pay debts? (6.2, 6.12.c, 6.12.l)

Activity Page



AP 1.2

- » The Framers specified that Congress has the power to collect taxes and pay debts because collecting taxes and paying debts were problems under the Articles of Confederation. Under the Articles, states were expected to voluntarily contribute taxes and debt payments, but they didn't and Congress had no power to force them.

**Primary Source Feature: "From Article II of the U.S. Constitution," page 29**

**Scaffold understanding as follows:**

**Direct students to the Primary Source Feature on page 29.**

**Introduce the source to students by saying that they just read an excerpt from the Constitution that describes the legislative branch. Now they're going to learn about what the Constitution says about the executive branch.**


**Invite volunteers to read the source aloud.**

**SUPPORT**—Explain that the executive of any organization, including the government, is in charge of running its operations. The president is most responsible for ensuring that the different parts of the government are carrying out the laws of the United States.

**TURN AND TALK**—Ask students to work with a partner to list different treaties they have learned about. As time allows, ask pairs to share their lists.

**Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.**

**After students have completed the Activity Page, ask the following questions:**

 **LITERAL**—What portion of the Senate needs to vote in favor of a treaty for it to go into effect? **(6.12.I)**

- » Two-thirds of the Senate needs to vote in favor of a treaty for it to go into effect.

 **LITERAL**—Who does the president have the power to nominate? **(6.12.I)**

- » The president has the power to nominate ambassadors, judges of the Supreme Court, and all other officers of the United States.

**INFERENTIAL**—Why do you think the Constitution indicates that the president must receive the advice and consent of the Senate to make treaties and nominate officers? **(6.12.I)**

- » The Framers of the Constitution did not want the president to have the power to act alone. By requiring the advice and consent of the Senate, the Framers ensured that more than one person would be involved in important decisions.

Activity Page



AP 1.2



**Have students work with a partner to complete Three Branches of Government (AP 2.1), filling in the chart with details from the chapter.**

## Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(6.1, 6.2, 6.3)**
- Review and discuss the Framing Question: “What is the structure of the U.S. government, and how does it function?”



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Framing Question: “What is the structure of the U.S. government, and how does it function?”
  - » Key points students should cite include: the U.S. government is divided into three branches—legislative, executive, and judicial; the legislative branch primarily makes laws, the executive branch primarily determines how laws are carried out, and the judicial branch primarily interprets laws; checks and balances such as veto, impeachment, and declaring laws unconstitutional help ensure that no one branch becomes too powerful; the Constitution gives some powers to the federal government, and all other powers are given to the states; the Constitution can be amended with congressional approval and ratification by the states.
- Choose one of the Core Vocabulary terms (*popular sovereignty, rule of law, federalism, checks and balances, appropriation, budget, levy, oversight, executive order, appeal, original jurisdiction, popular vote, enumerated powers, reserved powers, or concurrent powers*), and write a sentence using the term.

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

## Additional Activities

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

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## UNIT 6

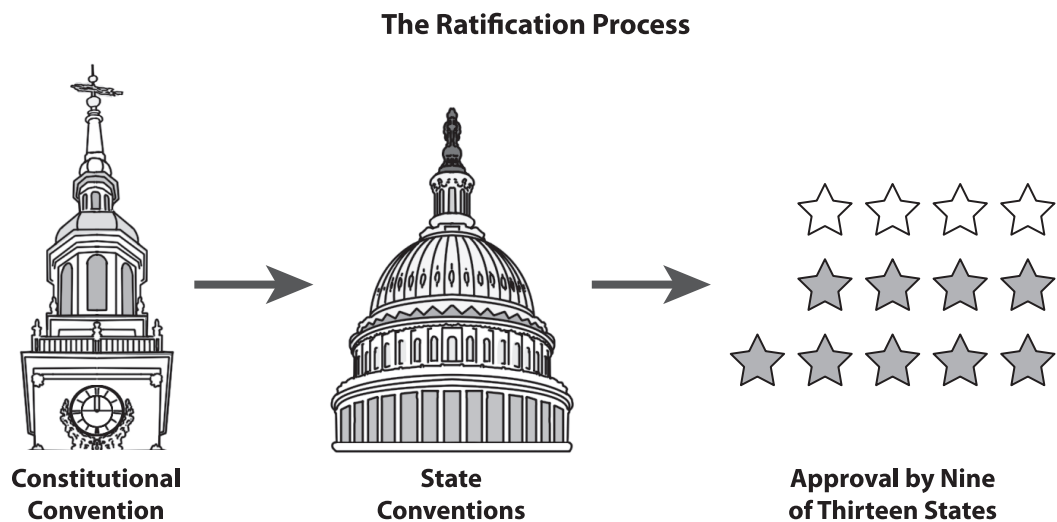
# Teacher Resources

<b>Chapter Assessments: <i>The Government of the New Nation</i></b>	<b>39</b>
• Chapter 1: Federalists, Anti-Federalists, and the Bill of Rights	<b>39</b>
• Chapter 2: Structures, Powers, and Functions of the U.S. Government	<b>43</b>
<b>Performance Task: <i>The Government of the New Nation</i></b>	<b>47</b>
• Performance Task Scoring Rubric	<b>48</b>
• Performance Task Activity: <i>The Government of the New Nation</i>	<b>50</b>
<b>Activity Pages</b>	<b>51</b>
• Letter to Family (AP 1.1)	<b>51</b>
• Primary Source Analysis (AP 1.2)	<b>52</b>
• Claims and Evidence (AP 1.3)	<b>53</b>
• <i>Federalist</i> No. 1 (AP 1.4)	<b>54</b>
• <i>Federalist</i> No. 10 (AP 1.5)	<b>56</b>
• <i>Federalist</i> No. 51 (AP 1.6)	<b>58</b>
• Three Branches of Government (AP 2.1)	<b>60</b>
• Domain Vocabulary: Chapters 1–2 (AP 2.2)	<b>61</b>
<b>2022 Louisiana Student Standards for Social Studies: Grade 6</b>	<b>62</b>
<b>Answer Key: <i>The Government of the New Nation</i>—Chapter Assessments and Activity Pages</b>	<b>66</b>

## Assessment: Chapter 1—Federalists, Anti-Federalists, and the Bill of Rights

A. On your own paper, write the letter(s) that provides the best answer.

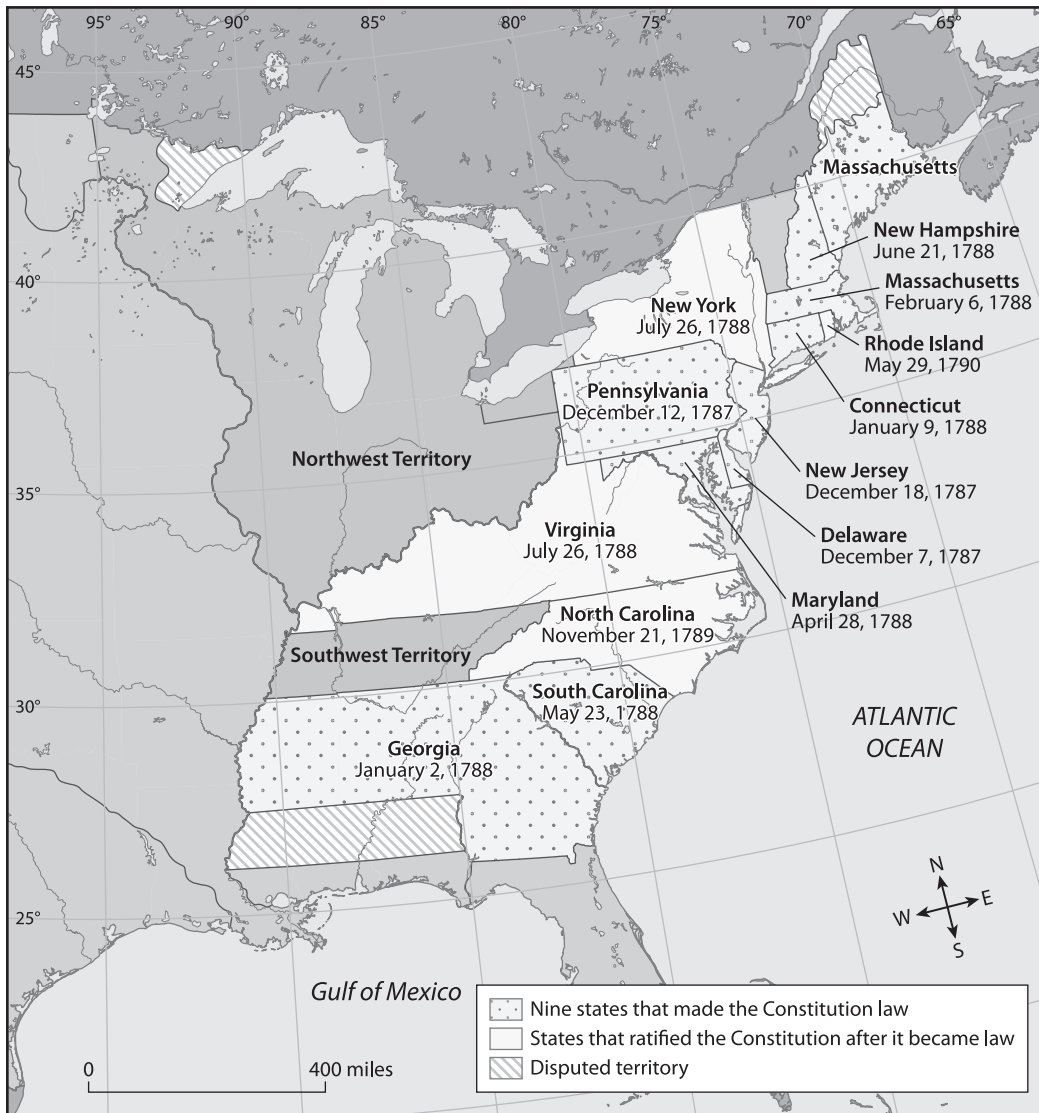
1. Use the diagram to answer the question.



Why did the Constitutional Convention settle on this process for ratifying the Constitution? Select the **two** correct answers. (6.2, 6.3, 6.12.a)

- a) The state conventions allowed each state to make modifications before voting for ratification.
- b) The Articles of Confederation had taken years to ratify, and the Framers didn't want to wait that long.
- c) People from each state could attend their state convention and have a direct say in ratification.
- d) The Framers needed all states to ratify it before they could begin adding new states to the nation.
- e) The Framers knew that eventually all the states would ratify it, so they put it into effect as soon as most of them did.

2. Use the map to answer the question.



What state was the last to ratify the Constitution? (6.4)

- a) Maryland
- b) Connecticut
- c) Rhode Island
- d) New Hampshire

Which state was the first to ratify the Constitution? (6.4)

- a) Pennsylvania
- b) New Jersey
- c) Delaware
- d) Georgia

3. Use the excerpt to answer the question.

Article I, Section 8 of the Constitution reads:

“Congress shall have the power . . . to regulate commerce with foreign Nations, and among the several States, and with the Indian Tribes.”

What effect did this clause have? (6.12.g)

- a) It caused the national government to go into debt.
  - b) It established Native American tribes as sovereign nations.
  - c) It closed all banks run by the states and replaced them with federal ones.
  - d) It split the Constitutional Convention into the Federalists and Anti-Federalists.
4. What was *The Federalist Papers*? (6.12.e, 6.12.h)
- a) a series of essays on the Articles of Confederation
  - b) a name given to the rough draft of the Constitution before it was ratified
  - c) a list of the names of the Federalists and personal information about each of them
  - d) a series of newspaper articles written to educate people about the Constitution and get them to vote in favor of it
5. Why was Patrick Henry worried about the wording of the preamble to the Constitution? Select the **two** correct answers. (6.12.e, 6.12.f, 6.12.h)
- a) He thought it took power from the states.
  - b) He worried it gave the states too much power.
  - c) He thought it was too similar to the Articles of Confederation.
  - d) He worried the government would overreach in forming “a more perfect union.”
  - e) He thought it represented the majority and would not protect minority rights.
6. How did John Hancock and James Madison convince Anti-Federalists to vote for ratification of the Constitution? (6.12.e, 6.12.h, 6.12.i)
- a) They wrote flyers that they passed out in states that were against ratification.
  - b) They led meetings in every state explaining the need for the Constitution.
  - c) They promised to add a bill of rights protecting individual freedoms after ratification.
  - d) They explained that the preamble to the Constitution guaranteed individual freedom.
7. Four of the ten amendments in the Bill of Rights specifically protect whom? (6.12.i)
- a) people who owe money
  - b) people accused of a crime
  - c) people serving in public office
  - d) people born in the United States

8. Which concept in the Bill of Rights comes from the Enlightenment? (6.12.i)
- a) limits on quartering soldiers
  - b) freedom from search and seizure
  - c) ban on cruel and unusual punishment
  - d) separation of religion and government

Use the excerpts from the Bill of Rights to answer questions 9 and 10.

### Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

### Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

### Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

9. Under the First Amendment, which of the following can a person do? (6.12.i)
- a) convince someone else to commit violence
  - b) start a political party based on their church
  - c) write a newspaper article telling lies about another person
  - d) post on social media why they think the president is doing a bad job
10. What do the Ninth and Tenth Amendments do? (6.12.i)
- a) limit the powers of the federal government
  - b) specify the number of rights people should have
  - c) cancel parts of the Constitution that were already written
  - d) explain the difference between federal and state constitutions

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did the addition of the Bill of Rights to the Constitution convince Anti-Federalists to ratify it? Explain your answer. (6.7.a, 6.7.b, 6.7.d, 6.12.h, 6.12.i)

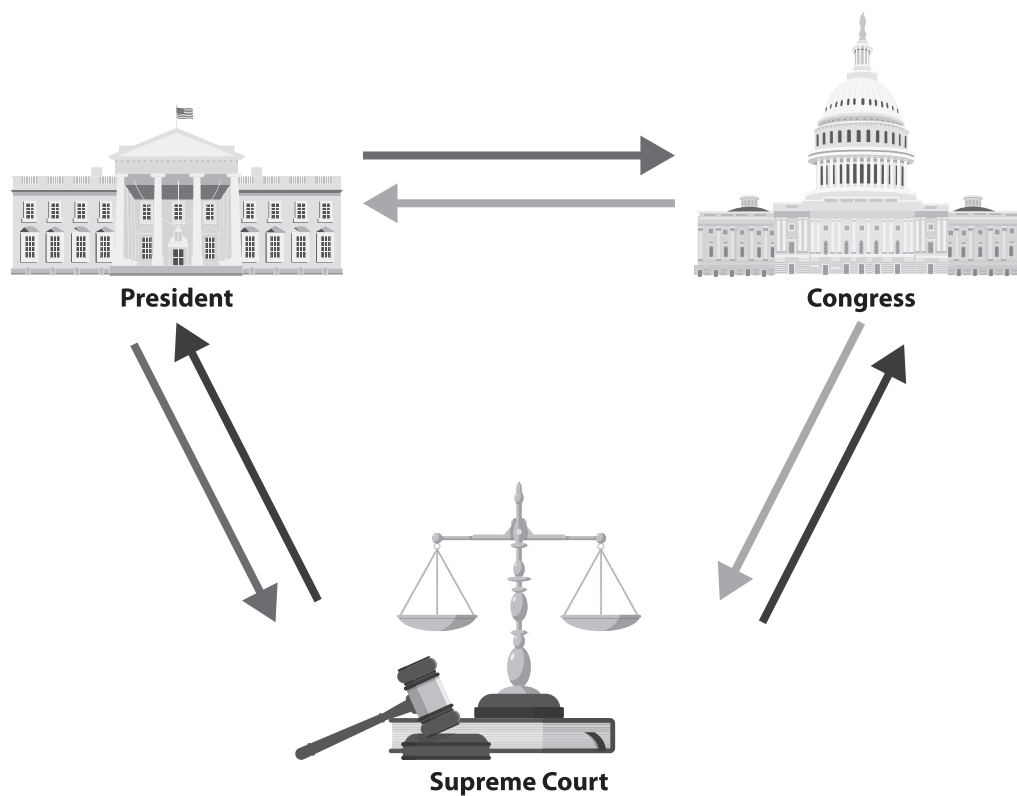


## Assessment: Chapter 2—Structures, Powers, and Functions of the U.S. Government

**A. On your own paper, write the letter(s) that provides the best answer.**

1. Which principle is reflected in the first words of the Constitution, “We the People”? (6.12.j)
  - a) rule of law
  - b) judicial review
  - c) popular sovereignty
  - d) enumerated powers

Use the diagram to answer questions 2 and 3.



2. Which label belongs on the arrow pointing from the president to Congress? (6.12.j, 6.12.k, 6.12.l)
  - a) can veto legislation
  - b) can declare laws unconstitutional
  - c) can impeach members of Congress
  - d) can nominate members of Congress

3. Which label belongs on the arrow pointing from the Supreme Court to Congress? (6.12.j, 6.12.k, 6.12.l)

- a) can declare laws unconstitutional
- b) can impeach members of Congress
- c) can approve presidential nominations
- d) can declare executive orders unconstitutional

Use the chart to answer questions 4, 5, and 6.

Legislative Branch	Executive Branch	Judicial Branch
<ul style="list-style-type: none"> <li>• Congress (Senate and House of Representatives)</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• president, cabinet, and departments and agencies</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Supreme Court</li> <li>•</li> <li>•</li> </ul>

4. Which details belong in the Legislative Branch column? Select the **two** correct answers. (6.12.l)

- a) elected to office
- b) power to veto laws
- c) power to declare war
- d) serve four-year terms
- e) power to negotiate treaties

5. Which details belong in the Executive Branch column? Select the **two** correct answers. (6.12.l)

- a) power to impeach
- b) power to veto bills
- c) power to declare war
- d) can impeach members of Congress
- e) can appoint Supreme Court justices

6. Which details belong in the Judicial Branch column? Select the **two** correct answers. (6.12.l)

- a) serve for life
- b) can raise taxes
- c) elected to office
- d) power to interpret laws
- e) can impeach the president

7. Use the excerpt to answer the following question.

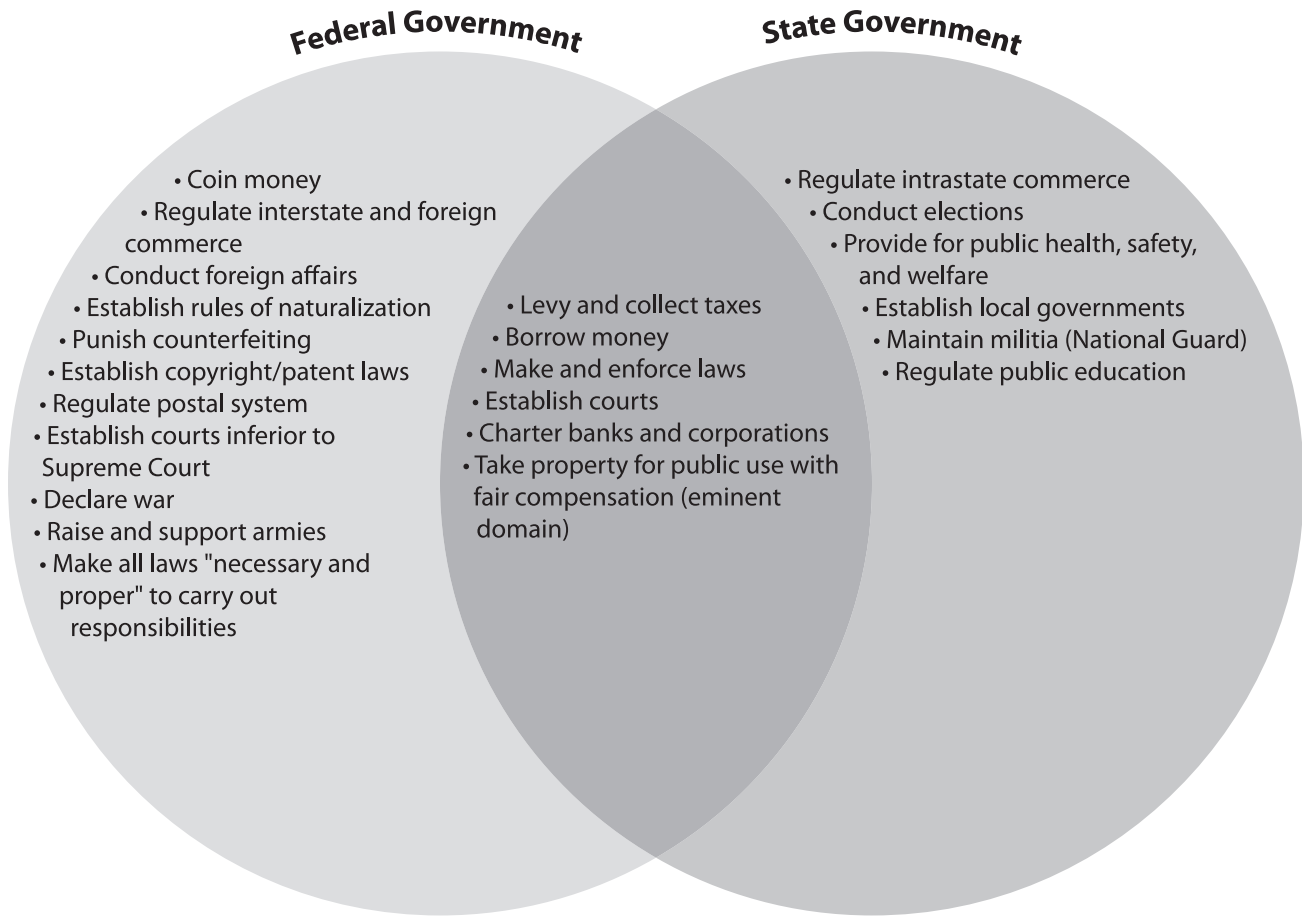
Article I, Section 7 of the Constitution reads:

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

What happens to a bill if the president does not sign it? (6.12.k)

- a) It does not become a law.
  - b) After ten days, it becomes a law.
  - c) It goes to the Supreme Court for a ruling.
  - d) It goes back to Congress for changes and a new vote.
8. How does the Electoral College work? (6.12.l)
- a) Electors serve to educate the public about candidates but do not actually vote themselves.
  - b) Electors are the only true presidential voters; the popular vote is just to see who people like best.
  - c) Electors vote for the president in a manner according to state law, usually in a “winner take all” approach.
  - d) People vote for electors rather than the president, and each elector votes for the candidate of their choice.
9. Which statement about amending the Constitution is correct? (6.12.k)
- a) The president can veto an amendment, but this can be overturned by a majority vote in Congress.
  - b) The Framers of the Constitution did not mean for it to be amended, but people have continued to do so anyway.
  - c) An amendment must pass in Congress by a two-thirds majority vote, and then three-fourths of the states must ratify it.
  - d) Amendments are approved by the Electoral College, who may or may not vote in the same way as the popular vote.

10. Use the diagram to answer the questions.



Which label should be used for the left circle? (6.12.j)

- a) Reserved Powers
- b) Concurrent Powers
- c) Enumerated Powers
- d) Checks and Balances

Which of these responsibilities belongs in the State Government circle?

- a) grant admission to the Union
- b) negotiate international treaties
- c) ratify amendments to the Constitution
- d) determine the constitutionality of laws

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How does separation of powers support checks and balances in the United States government?  
(6.12.j, 6.12.k, 6.12.l)

## Performance Task: *The Government of the New Nation*

**Teacher Directions:** Much of the history of the United States and its government has been shaped by the Constitution, a document that embodies the American people with their individual rights and freedoms.

Activity Page



AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

### Prompt:

To what extent is the U.S. government “of the people, by the people, and for the people”? (6.1, 6.2, 6.3, 6.6.a, 6.6.b, 6.6.c, 6.6.d, 6.7.a, 6.7.b, 6.7.c, 6.7.d, 6.12.f, 6.12.h, 6.12.i, 6.12.j, 6.12.k, 6.12.l)

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.

<b>Sample Claim:</b>	The U.S. government is very much “of the people, by the people, for the people.”
<b>Reason:</b>	The structure and function of the U.S. government as outlined in the Constitution include electing leaders from among the general population, allowing for changes if the government is no longer serving the needs of the country, and being designed to protect individuals against tyranny and loss of freedoms.
<b>Evidence:</b>	The Framers of the Constitution were very wary of setting up a government that could lead to the sort of tyranny they had experienced under British rule. To avoid this, the Constitution was written to have leaders elected from among the people, divide the powers of government among many different people in different branches, ensure each branch would have checks and balances on the others, and protect individual freedoms and limit the scope of the federal government. The Framers built the Constitution around the concept of popular sovereignty, the idea that leaders get their authority from the people they govern. To support this concept, elections are held regularly for the positions in the executive and legislative branches. The people can choose to keep their leaders if they like the work they are doing or replace them if they do not.
<b>Counterclaim and Answer:</b>	Some people may claim that the government is not by, of, and for the people to a high degree. They may especially point to the Electoral College as an example of this, because the candidate who wins the popular vote for president is not always the one who wins the electoral vote. However, they must keep in mind that the Constitution itself can be changed. If enough Americans feel that this practice is unjust, the Constitution can be amended to end it. The fact that this has not yet happened shows that the way the government works still serves the American people.

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

<b>3</b>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of the U.S. Constitution and its ratification process; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• The Framers of the Constitution wanted to avoid the kind of tyranny they had suffered under British rule.</li><li>• They wrote separation of powers into the Constitution to ensure this aim.</li><li>• They laid out a system of checks and balances to prevent any branch of government from becoming too powerful.</li><li>• They also protected individual freedoms with the Bill of Rights.</li><li>• All the people in the U.S. government come from the general public. No positions are inherited.</li><li>• The Constitution is built on the principle of popular sovereignty. This is upheld by having regular elections for the executive and judicial branches.</li></ul>
<b>2</b>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the U.S. Constitution and its ratification process, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates control of conventions, but some minor errors may be present.</p>

<b>1</b>	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the U.S. Constitution and its ratification process, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
<b>0</b>	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the U.S. Constitution and its ratification process. The presentation may exhibit major issues with organization and/or focus.





Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

Use with Chapter 1

### Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the U.S. Constitution and the process of ratifying it. They will learn about the debate between the Federalists and the Anti-Federalists. They will learn about the Bill of Rights. They will learn about separation of powers and checks and balances. They will also learn about the responsibilities of each of the branches of government.

In this unit, students will investigate the debate between the Federalists and Anti-Federalists and how it led to the addition of the Bill of Rights to the Constitution. They will learn about the principles embodied by the Constitution and the structure and functions of the government it created. They will learn how bills become laws and how our leaders are elected. They will also learn how the Constitution can be changed.

As part of their exploration, students will also read about the way Native Americans are recognized in the Constitution. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

**Reader**

Judicial review

Patrick Henry

Bill of Rights

Checks and balances

Veto legislation

Impeach president

President

Congress

Nominate judges

Declare executive orders unconstitutional

Impeach judges

Declare laws unconstitutional

Supreme Court

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_

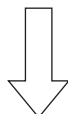
Date \_\_\_\_\_

**Activity Page 1.3**

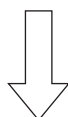
**Use with Chapter 2**

**Claims and Evidence**

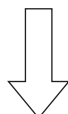
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

## Activity Page 1.4

## Use with Chapter 1

*Federalist No. 1*

Alexander Hamilton wrote this essay about the debate over the Constitution.

After an **unequivocal** experience of the inefficiency of the subsisting federal government, you are called upon to deliberate on a new Constitution for the United States of America. The subject speaks its own importance; comprehending in its consequences nothing less than the existence of the UNION, the safety and welfare of the parts of which it is composed, the fate of an empire in many respects the most interesting in the world. It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force. If there be any truth in the remark, the crisis at which we are arrived may with propriety be regarded as the era in which that decision is to be made. . . .

Among the most formidable of the obstacles which the new Constitution will have to encounter may readily be distinguished the obvious interest of a certain class of men in every State to resist all changes which may hazard a **diminution** of the power, **emolument**, and consequence of the offices they hold under the State establishments. . . .

And yet, however just these sentiments will be allowed to be, we have already sufficient indications that it will happen in this as in all former cases of great national discussion. A torrent of angry and malignant passions will be let loose. . . . An enlightened zeal for the energy and efficiency of government will be stigmatized as the offspring of a temper fond of despotic power and hostile to the principles of liberty. An over-scrupulous jealousy of danger to the rights of the people, which is more commonly the fault of the head than of the heart, will be represented as mere pretense and artifice, the stale bait for popularity at the expense of the public good. It will be forgotten, on the one hand, that jealousy is the usual concomitant of love, and that the noble enthusiasm of liberty is apt to be infected with a spirit of narrow and illiberal distrust. On the other hand, it will be equally forgotten that the vigor of government is essential to the security of liberty; that, in the contemplation of a sound and well-informed judgment, their interest can never be separated. . . .

1. What does Hamilton say are the consequences of the vote regarding the Constitution?

2. What reason does Hamilton give as to why some people will resist the new Constitution?

3. What does Hamilton say about people with “an enlightened zeal for the energy and efficiency of government”?

4. What does Hamilton say is essential to the security of liberty?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.4 (continued)**

**Use with Chapter 1**

It may perhaps be thought **superfluous** to offer arguments to prove the utility of the UNION, a point, no doubt, deeply engraved on the hearts of the great body of the people in every State, and one, which it may be imagined, has no adversaries. But the fact is, that we already hear it whispered in the private circles of those who oppose the new Constitution, that the thirteen States are of too great extent for any general system, and that we must of necessity resort to separate confederacies of distinct portions of the whole. This doctrine will, in all probability, be gradually propagated, till it has **votaries** enough to countenance an open **avowal** of it. For nothing can be more evident, to those who are able to take an enlarged view of the subject, than the alternative of an adoption of the new Constitution or a dismemberment of the Union.

5. To which point made earlier in the essay does Hamilton return at the end of his argument?

**unequivocal, adj.** without any doubt; clear; unquestionable

**diminution, n.** the act of decreasing in size

**emolument, n.** compensation or other benefits of a job

**superfluous, adj.** unnecessary or extravagant

**votaries, n.** believers; advocates

**avowal, n.** an acknowledgement

## Activity Page 1.5

## Use with Chapter 1

*Federalist No. 10*

James Madison wrote this essay about the ways in which larger representative governments, as opposed to smaller representative governments, are more capable of stopping any one group from gaining too much power.

Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and **actuated** by some common impulse of passion, or of interest, adversed to the rights of other citizens, or to the permanent and **aggregate** interests of the community. . . .

From this view of the subject it may be concluded that a pure democracy, by which I mean a society consisting of a small number of citizens, who assemble and administer the government in person, can admit of no cure for the mischiefs of faction. . . .

A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking. Let us examine the points in which it varies from pure democracy, and we shall comprehend both the nature of the cure and the efficacy which it must derive from the Union.

The two great points of difference between a democracy and a republic are: first, the delegation of the government, in the latter, to a small number of citizens elected by the rest; secondly, the greater number of citizens, and greater sphere of country, over which the latter may be extended.

The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations. Under such a regulation, it may well happen that the public voice, pronounced by the representatives of the people, will be more consonant to the public good than if pronounced by the people themselves, convened for the purpose. . . . The question resulting is, whether small or extensive republics are more favorable to the election of proper guardians of the public **weal**; and it is clearly decided in favor of the latter by two obvious considerations.

1. How does Madison define a faction?
2. What distinction does Madison draw between a pure democracy and a republic?
3. What personality traits does Madison name as those the chosen body of citizens would have?

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 1.5 (continued)

### Use with Chapter 1

In the first place, it is to be remarked that, however small the republic may be, the representatives must be raised to a certain number, in order to guard against the **cabals** of a few; and that, however large it may be, they must be limited to a certain number, in order to guard against the confusion of a multitude. . . .

In the next place, as each representative will be chosen by a greater number of citizens in the large than in the small republic, it will be more difficult for unworthy candidates to practice with success the vicious arts by which elections are too often carried; and the suffrages of the people being more free, will be more likely to center in men who possess the most attractive merit and the most diffusive and established characters. . . .

The other point of difference is, the greater number of citizens and extent of territory which may be brought within the compass of republican than of democratic government; and it is this circumstance principally which renders factious combinations less to be dreaded in the former than in the latter. . . . Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. . . .

Hence, it clearly appears, that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic,—is enjoyed by the Union over the States composing it. . . .

In the extent and proper structure of the Union, therefore, we behold a republican remedy for the diseases most incident to republican government.

4. What does Madison say about the number of representatives of the republic?

5. Why does Madison argue that a union of states provides a better government than individual states?

**actuated, v.** put into motion; spurred to action

**aggregate, adj.** collective; taken together

**weal, n.** well-being

**cabals, n.** groups engaged in a secret plot, such as to overthrow a government

## Activity Page 1.6

## Use with Chapter 1

*Federalist No. 51*

Either Alexander Hamilton or James Madison—the author’s identity is unclear—wrote this essay about how to structure government to guard against abuses of power and to protect the interests of all people.

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own; and consequently should be so constituted that the members of each should have as little agency as possible in the appointment of the members of the others. . . .

It is equally evident, that the members of each department should be as little dependent as possible on those of the others. . . . But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist **encroachments** of the others. The provision for defense must in this, as in all other cases, be made commensurate to the danger of attack. Ambition must be made to counteract ambition. The interest of the man must be connected with the constitutional rights of the place. It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. . . . In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of **auxiliary** precautions. This policy of supplying, by opposite and rival interests, the defect of better motives, might be traced through the whole system of human affairs, private as well as public. We see it particularly displayed in all the subordinate distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other. . . . These inventions of **prudence** cannot be less requisite in the distribution of the supreme powers of the State. But it is not possible to give to each department an equal power of self-defense. In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is to

1. The author implies that it is human nature to do what?
  
2. What does the author say is the aim of distributions of power?



Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 1.6 (continued)

### Use with Chapter 1

divide the legislature into different branches; and to render them, by different modes of election and different principles of action, as little connected with each other as the nature of their common functions and their common dependence on the society will admit. . . .

. . . In the compound republic of America, the power surrendered by the people is first divided between two distinct governments, and then the portion allotted to each subdivided among distinct and separate departments. Hence a double security arises to the rights of the people. The different governments will control each other, at the same time that each will be controlled by itself. . . . It is of great importance in a republic not only to guard the society against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure.

There are but two methods of providing against this evil: the one by creating a will in the community independent of the majority that is, of the society itself; the other, by comprehending in the society so many separate descriptions of citizens as will render an unjust combination of a majority of the whole very improbable, if not impracticable. The first method prevails in all governments possessing an hereditary or self-appointed authority. This, at best, is but a precarious security; because a power independent of the society may as well espouse the unjust views of the major, as the rightful interests of the minor party, and may possibly be turned against both parties. The second method will be exemplified in the federal republic of the United States. Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority. . . .

. . . Justice is the end of government. It is the end of civil society. It ever has been and ever will be pursued until it be obtained, or until liberty be lost in the pursuit.

3. Why does the author say the legislature should be divided?

4. What “double security” does the author say protects the rights of the people?

5. The phrase “tyranny of the majority” refers to the tendency of the larger group of people to trample the rights of the smaller group in a democracy. Highlight or underline the part of the essay where the author addresses how the United States government will handle this problem.

**encroachments, n.** small or gradual intrusions on another’s territory or rights; advancements beyond set limits

**auxiliary, adj.** supplementary; providing help

**prudence, n.** caution

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Chapter 2**

**Three Branches of Government**

**Fill in each column with details about that branch of the government.**

<b>Legislative</b>	<b>Executive</b>	<b>Judicial</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.2

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |       |                           |   |
|-------|---------------------------|---|
| _____ | 1. ratify                 | a) the ability of the Supreme Court to have the final say in whether laws adhere to the Constitution                        |
| _____ | 2. nonpartisan            | b) the process of bringing a legal case in front of a higher court to review the decision of a lower court                  |
| _____ | 3. probable cause         | c) money devoted to a particular purpose, such as a function of government  |
| _____ | 4. judicial review        | d) powers of the federal government that are specifically listed in the Constitution  |
| _____ | 5. popular sovereignty    | e) not affiliated with any political party  |
| _____ | 6. rule of law            | f) a decision made by an executive head of government, such as a president, that has the force of law                       |
| _____ | 7. federalism             | g) the results of an election based on individual ballots cast by citizens  |
| _____ | 8. checks and balances    | h) a system of government in which the national government shares power with other levels of government, such as the states |
| _____ | 9. appropriation          | i) the action of watching over something  |
| _____ | 10. budget                | j) powers in the U.S. system of government that are shared by the state and federal governments                             |
| _____ | 11. levy                  | k) powers in the U.S. system of government that belong to the states rather than the federal government                     |
| _____ | 12. oversight             | l) to approve   |
| _____ | 13. executive order       | m) the principle that everyone, including government leaders, is subject to the same laws                                   |
| _____ | 14. appeal                | n) reason to believe a person is guilty of a crime  |
| _____ | 15. original jurisdiction | o) to impose  |
| _____ | 16. popular vote          | p) the division of power in the American government by which each branch prevents the others from becoming too powerful     |
| _____ | 17. enumerated powers     | q) the idea that the government's authority depends on the people agreeing to respect and abide by that authority           |
| _____ | 18. reserved powers       | r) the power to review a legal case and apply the law   |
| _____ | 19. concurrent powers     | s) an amount of money available for spending based on a plan for how it will be spent                                       |

# 2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

## GRADE 6

- 6.1** Explain ideas, events, and developments in the history of the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time.
- 6.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1580 to 1791.
- 6.3** Compare and contrast events and developments in U.S. history from 1580 to 1791.
- 6.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1580 to 1791, including environmental, cultural, economic, and political characteristics and changes.
- 6.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 6.6** Use a variety of primary and secondary sources to:
  - a)** Analyze social studies content.
  - b)** Evaluate claims, counterclaims, and evidence.
  - c)** Compare and contrast multiple sources and accounts.
  - d)** Explain how the availability of sources affects historical interpretations.
- 6.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
  - a)** Demonstrate an understanding of social studies content.
  - b)** Compare and contrast content and viewpoints.
  - c)** Analyze causes and effects.
  - d)** Evaluate counterclaims.
- 6.8** Analyze European exploration and colonization of North America.
  - a)** Explain the significance of the land claims made in North America by European powers after 1600, including England, France, the Netherlands, Portugal, Russia, Spain, and Sweden and their effects on Native Americans.
  - b)** Compare and contrast the motivations, challenges, and achievements related to exploration and settlement of North America by the British, Dutch, French, and Spanish, including the search for wealth, freedom, and a new life.
- 6.9** Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century.
  - a)** Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families.

- b)** Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, the leadership of William Bradford.
- c)** Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.
- d)** Explain the contributions of key individuals and groups to the foundation of the colonies, including Pilgrims, Puritans, Quakers, John Smith, Roger Williams, Anne Hutchinson, William Penn, Edward Winslow, William Bradford, John Winthrop, John Rolfe, and Pocahontas.
- e)** Identify the locations of the colonies and lands inhabited by Native Americans, and explain how location, environment, and resources affected changes and development over time.
- f)** Analyze the causes, interactions, and consequences related to triangular trade, including the forced migration of Africans through the transatlantic trade of enslaved people and experiences of the Middle Passage.
- g)** Explain the experiences and perspectives of various people groups living in colonial North America, including large landowners, farmers, artisans, women, children, indentured servants, enslaved people, and Native Americans.
- h)** Analyze cooperation, competition, and conflict among groups in North America from the late 1500s to the mid-1700s, including Dutch, English, French, Spanish, and Native Americans including the 1621 Autumn Harvest Celebration, French and Native American trade of fur, Bacon's Rebellion, and King Philip's (Metacom) War.

**6.10** Analyze the growth and development of colonial Louisiana.

- a)** Explain the significance of events that influenced pre-colonial and colonial Louisiana, including the founding of Natchitoches and New Orleans, the Treaty of Fontainebleau, and the Third Treaty of San Ildefonso.
- b)** Describe the factors that influenced migration within and to Louisiana by various groups, including French, Spanish, Africans, Acadians, Germans, Canary Islanders/Islenos, and Haitians, and explain how individuals and groups interacted and contributed to the development of Louisiana.
- c)** Describe the characteristics of colonial Louisiana, including physical geography, climate, economic activities, culture and customs, and government, and analyze their importance to the growth and development of Louisiana.
- d)** Explain the influence of France and Spain on government in Louisiana, with an emphasis on the Napoleonic Code, the Code Noir, and the contributions of Jean-Baptiste Le Moyne de Bienville, John Law, King Louis XIV, and Alejandro O'Reilly.
- e)** Describe the contributions and achievements of Gens de Couleur Libres in colonial Louisiana.
- f)** Compare and contrast French and Spanish colonial Louisiana and colonial Louisiana and British colonies.

**6.11** Analyze the causes, course, and consequences of the American Revolution.

- a)** Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening.
- b)** Explain the causes and effects of the French and Indian War.

- c) Analyze the role and importance of key events and developments leading to the American Revolution, including end of Salutary Neglect by King George III, French and Indian War, Proclamation of 1763, Acts of 1764–1773 (Sugar Act, Stamp Act, Quartering Act, Townshend Acts, Tea Act), Boston Massacre and the death of Crispus Attucks, Boston Tea Party, Coercive (Intolerable) Acts, First Continental Congress, Restraining Acts, the seizure of firearms, and Second Continental Congress.
- d) Explain how key ideas expressed in historical works influenced the American Revolution, including “taxation without representation is tyranny” (John Otis), John Dickinson’s *Letters from a Farmer in Pennsylvania*, Patrick Henry’s “Give Me Liberty or Give Me Death” speech, Thomas Paine’s *Common Sense*, and the Declaration of Independence: “all men are created equal, . . . endowed by their Creator with certain unalienable rights, . . . among these are life, liberty, and the pursuit of Happiness,” and “the consent of the governed.”
- e) Explain efforts to mobilize support for the American Revolution by individuals and groups, including the Minutemen and Committees of Correspondence and Sons of Liberty (Samuel Adams, John Hancock, Paul Revere).
- f) Compare and contrast viewpoints of Loyalists and Patriots, and evaluate their arguments for and against independence from Britain.
- g) Compare and contrast the American colonies and British in the American Revolution, including leadership, military power, recruitment, alliances, population, and resources, and evaluate their strengths and weaknesses.
- h) Explain the significance and outcome of key battles and turning points during the American Revolution, including the Battles of Lexington and Concord (1775), creation of the Continental Army and appointment of George Washington as Commander in Chief (1775), Battles of Trenton and Princeton (1776–1777), Battle of Saratoga (1777), encampment at Valley Forge (1777–1778), Franco-American alliance (1778), Battle of Yorktown (1781), and the Treaty of Paris of 1783.
- i) Explain the contributions of women to the American Revolution, including those of Abigail Adams, Mercy Otis-Warren, Mary Ludwig Hays, Deborah Sampson, Phillis Wheatly, and Betsy Ross.
- j) Explain the role of Spain and Spanish colonial Louisiana during the American Revolution and effects of the conflict on the colony, including the roles of Bernardo de Galvez, Battle of Lake Pontchartrain (1779), and Battle of Baton Rouge (1779).
- k) Explain the role of espionage during the American Revolution, including the actions of spies for the colonies (Nathan Hale, Culper Spy Ring, John Clark, Enoch Crosby, Nancy Hart, and James Armistead Lafayette) and spies for Britain (Benedict Arnold).

**6.12** Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.

- a) Explain the purpose and importance of the Articles of Confederation.
- b) Describe the development of various state Constitutions, and the effects of early abolitionists on the development of state government, including Olaudah Equiano, Benjamin Banneker, and Elizabeth Freeman.
- c) Explain the ideas and events leading to the ratification of the Constitution of the United States, including inadequacies of the Articles of Confederation and Shays Rebellion.
- d) Evaluate the major issues debated at the Constitutional Convention, including the key characteristics and features of the Articles of Confederation, the division and sharing of power between the federal and state governments (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).

- e) Explain how the ideas of leading figures and Founding Fathers contributed to the Constitutional Convention and development of the U.S. government, including John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, William Patterson, Roger Sherman, George Washington, and James Wilson.
- f) Explain the importance of ideas expressed in the Preamble to the Constitution of the United States, including the purpose and responsibilities of government and the concept of self-government.
- g) Explain the significance of the Commerce Clause, including its role in establishing a constitutional relationship between Native Americans and the U.S. government.
- h) Evaluate the arguments of Federalists and Anti-Federalists on the ratification of the Constitution expressed in the Federalist Papers and the writings of the Anti-Federalists.
- i) Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the first ten amendments.
- j) Analyze the key principles of government established by the Constitution of the United States, including federalism (enumerated, reserved, and concurrent powers), individual rights, judicial review, limited government, popular sovereignty and consent of the governed, rule of law, separation of powers, and a system of checks and balances.
- k) Explain the structure and processes of the United States government as outlined in the Constitution of the United States, including the branches of government, how a bill becomes a law at the federal level, and the process for amending the United States Constitution.
- l) Explain the structure, powers, and functions of the branches of the United States federal government (legislative, executive, and judicial), and describe the qualifications, roles, and responsibilities of elected and appointed government officials.

# Answer Key: *The Government of the New Nation*

## Chapter Assessments

### Chapter 1

- A. 1. b, c 2. c, c 3. b 4. d 5. a, d 6. c 7. b 8. d  
9. d 10. a
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the Anti-Federalists wanted to protect individual liberties, which the Bill of Rights does, and they were worried about overreach of the federal government, which the Bill of Rights limits, so they were likely appeased by its addition. Answers should include explanations of how the evidence supports the claim.

### Chapter 2

- A. 1. c 2. a 3. a 4. a, c 5. b, e 6. a, d 7. b 8. c  
9. c 10. c, c
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as each branch has specific powers (e.g., Congress has the power to pass laws, the president has the power to veto laws); these different powers mean that each branch can do some things the others cannot; some of the powers of each branch provide checks on the other branches (e.g., Congress approves Supreme Court justices nominated by the president, the Supreme Court decides whether laws are constitutional). Answers should include explanations of how the evidence supports the claim.

## Activity Pages

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature, Excerpt from *Federalist Number 84*

**Describe the source.** The source is an excerpt from one of the *Federalist Papers*, Number 84.

**Connect the source to what you know.** *The Federalist Papers* were written to convince people that the Articles of Confederation needed to be replaced and the new Constitution was the best replacement.

**Understand the source. Identify its message, purpose, and/or audience.** Alexander Hamilton wrote this essay because critics of the proposed Constitution were concerned that it wouldn't protect

individual liberty. Hamilton wanted to assure people that the Constitution didn't need a bill of rights to protect people's rights.

**Draw a conclusion from or about the source.** This essay was not convincing because the Bill of Rights was later added to the Constitution.

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature, From the Bill of Rights

**Describe the source.** The source is an excerpt from the Bill of Rights.

**Connect the source to what you know.** These amendments to the U.S. Constitution were written very shortly after the Constitution itself was written.

**Understand the source. Identify its message, purpose, and/or audience.** These amendments were written as part of the compromise between the Federalists and the Anti-Federalists. They were intended to protect individual freedoms and limit the power of the federal government.

**Draw a conclusion from or about the source.** Inclusion of these amendments helped the states ratify the Constitution, and they have been upheld through Supreme Court rulings ever since. They were an important addition to the Constitution.

### Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature, From Article I of the U.S. Constitution

**Describe the source.** The source is excerpts from the article that describe the powers of Congress and how a bill becomes a law.

**Connect the source to what you know.** This source shows some of the separation of powers and checks and balances that are built into the U.S. government by the Constitution.

**Understand the source. Identify its message, purpose, and/or audience.** The purpose of this source is to explain the role of the legislative branch—what it can do and how it should work with the president to pass laws. It also shows the checks and balances of the lawmaking process.

**Draw a conclusion from or about the source.** The article is specific about the powers and processes of the legislative branch, which shows that the Framers put in a great deal of thought when crafting the Constitution.



## Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature, From Article II of the U.S. Constitution

**Describe the source.** The source is a section of the Constitution describing powers that the president has.

**Connect the source to what you know.** Whereas Article I explains the powers of the legislative branch, Article II explains the powers of another branch of government.

**Understand the source. Identify its message, purpose, and/or audience.** This section explains that the president leads the executive branch, is the commander in chief, can make treaties, and can nominate officers of the United States.

**Draw a conclusion from or about the source.** While the Framers gave the president a great deal of power in this article, they also placed checks on the office. They knew it was important to give other people in government the ability to limit the power of the president. They did not want the president to have as much control as the British monarchy.

### ***Federalist No. 1 (AP 1.4)***

1. Hamilton says the consequences of the vote regarding the Constitution are “nothing less than the existence of the Union.”
2. Hamilton says some people will resist the new Constitution because it diminishes the power they hold in state governments.
3. Hamilton says they will “be stigmatized as the offspring of a temper fond of despotic power and hostile to the principles of liberty.”
4. Hamilton says the “vigor of government” is essential to the security of liberty.
5. Hamilton returns to the consequence of voting for the Constitution and claims it will be the existence of the Union.

### ***Federalist No. 10 (AP 1.5)***

1. Madison defines a faction as “a number of citizens . . . united and actuated by some common impulse of passion, or of interest, adversed to the rights of other citizens, or . . . the community.”
2. Madison says a pure democracy is made up of a small number of citizens who all administer the government in person. A republic is a government in which representation takes place.
3. Madison names personality traits of wisdom, patriotism, and love of justice.
4. Madison says the number of representatives must be raised to a minimum and limited to a maximum.
5. Madison argues that a union provides a better government because it is a larger group of people, which is better able to elect good leaders.

### ***Federalist No. 51 (AP 1.6)***

1. The author implies that it is human nature to abuse power.
2. The author says the aim of distributions of power is to arrange offices in a way that each may be a check on the other.
3. The author says the legislature should be divided to make the different branches “as little connected with each other” as possible.
4. The author’s “double security” is a reference to the legislative power divided into two separate governments that each control themselves and the other.
5. Students should highlight “Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests, and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority.”

### Three Branches of Government (AP 2.1)

Students should fill in columns with details from the chapter, such as:

**Legislative:** House of Representatives (435 members) and Senate (100 members); makes laws; declares war; impeaches federal officials, including president; passes a budget and levies taxes; elected; serves two years (House) or six years (Senate)

**Executive:** president and cabinet; enforces laws; negotiates treaties; appoints judges; can veto bills; pardons criminals; elected; serves four years

**Judicial:** Supreme Court; hears appeals; decides in cases between states; determines whether laws are constitutional; appointed; serves for life

### Domain Vocabulary: Chapters 1–2 (AP 2.2)

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



Core Knowledge®

**CKHG™**

Core Knowledge **HISTORY AND GEOGRAPHY™**

**Editorial Directors**

Rosie McCormick

Ilene Goldman

in partnership with



## Subject Matter Expert

Dr. Kristen McCleary, PhD, Professor of History, James Madison University

## Illustration and Photo Credits

Congressional Copy of the Thirteenth Amendment Resolution, February 1 1865 (ink on vellum)/Lincoln, Abraham (1809-65) / American/Gilder Lehrman Collection, New York, USA/© Gilder Lehrman Institute of American History / Bridgeman Images: 6h

Ian Dagnall / Alamy Stock Photo: i, iii, 6a

IanDagnall Computing / Alamy Stock Photo: Cover B, 51b

lucky-photographer / Alamy Stock Photo: Cover A, 51a

Patrick Guenette / Alamy Stock Vector: 6b

Paul Brady / Alamy Stock Photo: 6g

Peregrine / Alamy Stock Photo: 6e

U.S. Bill of Rights/Bridgeman Images: Cover C, 6d, 51c

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: [coreknow@coreknowledge.org](mailto:coreknow@coreknowledge.org)





## Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

### Bayou Bridges

units at this level include:

**The Exploration and Settlement of North America**

**Colonial America**

**Colonial Louisiana**

**The Road to Independence**

**Founding a New Nation**

**The Government of the New Nation**

[www.coreknowledge.org](http://www.coreknowledge.org)

ISBN: 979-8-88970-194-1