



# Papers and Places



Bald eagle

## Student Workbook

The White House



Rocky Mountain National Park



The Constitution

*We the People* of the United States, in order to form a more perfect Union, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

*Article I*

*Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.*

*Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.*

*Section 3. The Senate shall be composed of two Senators from each State, chosen by the Electors in each State for a Term of Years, the Number of which shall be determined by the Legislature in each State.*

*Section 4. The Times, Places and Manner of holding the Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law alter the Times, Places and Manner of holding such Elections, provided they make no alteration in the Times, Places and Manner of holding the Elections for Senators and Representatives.*

*Section 5. The Congress shall have the Power to regulate the Election and Term of Service of the Electors in each State.*

*Section 6. The Congress shall have the Power to regulate the Election and Term of Service of the Electors in each State.*

*Section 7. The Congress shall have the Power to regulate the Election and Term of Service of the Electors in each State.*

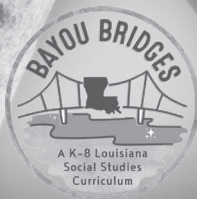






# Papers and Places

## Student Workbook



## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



### You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

### Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 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: 979-8-88970-386-0

# Papers and Places

## Chapter 1: How the United States Government Works

### Student Reading Notes 1

#### Primary Sources

- Primary Source A: Excerpt from President Reagan's Radio Address to the Nation on Voter Participation 3
- Primary Source Analysis (AP 1.2) 4
- Primary Source B: Excerpt from President Obama's Farewell Address 5
- Primary Source Analysis (AP 1.2) 6

### Check for Understanding 7

#### Activity Pages

- The Three Branches of Government (AP 1.4) 8
- Checks and Balances (AP 1.5) 9
- How a Bill Becomes a Law: Flowchart (AP 1.6) 11

## Chapter 2: Geography and Symbols of the United States

### Student Reading Notes 12

#### Primary Sources

- Primary Source Analysis (AP 1.2) for Finding American Symbols 16

### Check for Understanding 17

#### Activity Pages

- World Map (AP 2.1) 18
- Regions of the United States Map (AP 2.2) 19
- Meet My Region (AP 2.3) 20
- Domain Vocabulary: Chapters 1–2 (AP 2.4) 21

**Performance Task**

- Performance Task Activity 22
- Claims and Evidence (AP 1.3) 23

# Chapter 1: How the United States Government Works

---

**Framing Question:** How does the Constitution set up the U.S. government?

**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Framework for Government	
Parts of the Constitution	
The Branches of Government	

<b>Checks and Balances</b>	
<b>Federalism</b>	
<b>Civic Virtues</b>	
<b>Becoming a Citizen</b>	



## Primary Sources

### PRIMARY SOURCE A: EXCERPT FROM PRESIDENT REAGAN'S RADIO ADDRESS TO THE NATION ON VOTER PARTICIPATION

*Many presidents have used examples from America's history to encourage people to vote and to get involved in politics. President Reagan gave this speech over the radio on October 18, 1986.*

Every time we vote we're grabbing a hold of a lifeline that's three thousand miles [4,828 km] long and more than two centuries old and, with millions of others, helping to pull America forward into the future. Yes, every time we vote we're standing up, side by side, with the Founding Fathers, with the men of Valley Forge, with patriots and pioneers throughout our history, with all those who dedicated their lives to making this a nation of the people, by the people, and for the people. Every time we vote we help to make America stronger.

I'm sure you've heard friends say, "Oh, my vote won't matter." Well, the next time someone says that to you, I hope you'll remember that time and again, over the years, elections have turned on a handful of ballots. . . .

Voting is a precious right that for two centuries Americans have fought and died to protect. Let's all honor that sacrifice this election day. Whether you're Republican, Democrat, or independent, circle November 4 on your calendar and then show that you care about America's future and get out and vote.

**Source:** Radio Address to the Nation on Voter Participation, October 18, 1986.

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:**

## Primary Sources

### PRIMARY SOURCE B: EXCERPT FROM PRESIDENT OBAMA'S FAREWELL ADDRESS

*A farewell address is the last speech that a president gives while they are still in office. Farewell addresses may look back at the president's time in office. They may also give advice to the incoming president or the American people. President Obama gave this speech on January 10, 2017.*

... I learned that change only happens when ordinary people get involved and they get engaged [interested], and they come together to demand it.

After eight years as your president, I still believe that. And it's not just my belief. It's the beating heart of our American idea—our bold experiment in self-government. It's the conviction [strong belief] that we are all created equal, endowed [given] by our Creator with certain unalienable rights, among them life, liberty, and the pursuit of happiness. It's the insistence that these rights, while self-evident, have never been self-executing; that We, the People, through the instrument of our democracy, can form a more perfect union.

What a radical idea. A great gift that our Founders gave to us: the freedom to chase our individual dreams through our sweat and toil [hard work] and imagination, and the imperative [requirement] to strive together, as well, to achieve a common good, a greater good.

**Source:** President Obama's Farewell Address, January 10, 2017.

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:**

### Chapter 1 Check for Understanding: How does the Constitution set up the U.S. government?

[illegible]



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.4**

**Use with Chapter 1**

**The Three Branches of Government**

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

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

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
<p>This branch comprises Congress, which is divided into two houses:</p> <p><b>1.</b> _____</p> <p><b>2.</b> House of _____</p> <p><b>3.</b> The legislative branch _____</p> <p><b>4.</b> Each state has two _____</p> <p><b>5.</b> Representation in the House is based on _____</p>	<p><b>6.</b> This branch is headed by the _____</p> <p><b>7.</b> The executive branch _____</p>	<p><b>8.</b> This branch is headed by the _____</p> <p><b>9.</b> The judicial branch _____</p>
<p><b>10.</b> The powers of each branch are limited by a system of _____</p> <p>_____</p>		

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.5

## Use with Chapter 1

### Checks and Balances

Use the chart of checks and balances in the U.S. government to answer the questions that follow.

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

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

---



---

2. How can Congress check two foreign powers of the president?

---



---

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

---



---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (*continued*)**

**Use with Chapter 1**

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

---

---

- 5.** How can the president check the power of Congress to make laws?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6**

**Use with Chapter 1**

**How a Bill Becomes a Law: Flowchart**



## Chapter 2: Geography and Symbols of the United States

**Framing Question:** What are the major geographic features and national symbols associated with the United States?

### Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Exploring the United States	
New England	



<b>The Mid-Atlantic Region</b>	
<b>The South</b>	
<b>The Midwest</b>	

<b>The Great Plains</b>	
<b>The Rocky Mountain Region</b>	
<b>The Southwest</b>	

<b>The West Coast</b>	
<b>Alaska and Hawaii</b>	

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:**

**Chapter 2 Check for Understanding:** What are the major geographic features and national symbols associated with the United States?



Name \_\_\_\_\_

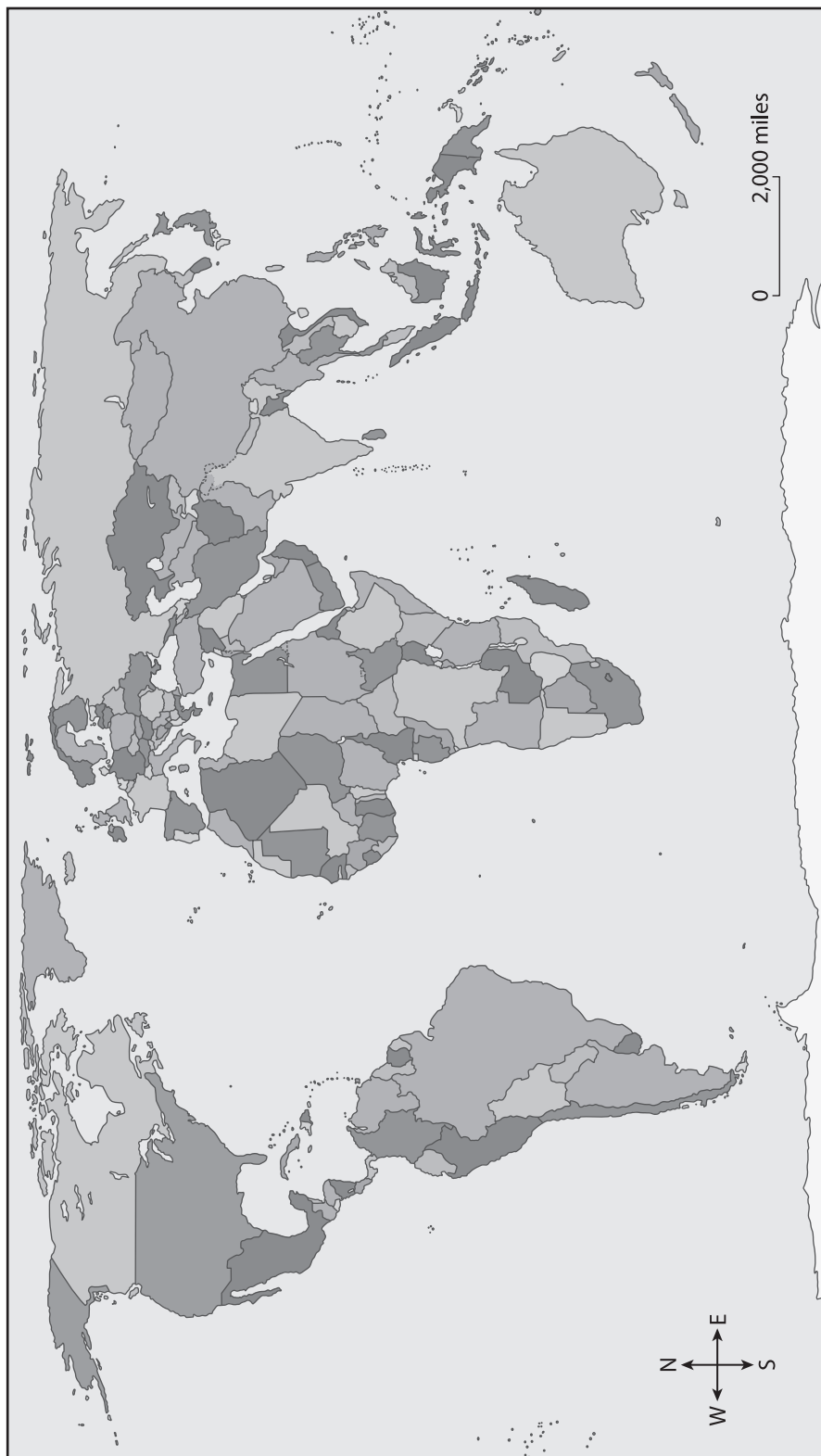
Date \_\_\_\_\_

**Activity Page 2.1**

**Use with Chapter 2**

**World Map**

**Follow your teacher's instructions to complete this map.**



Name \_\_\_\_\_

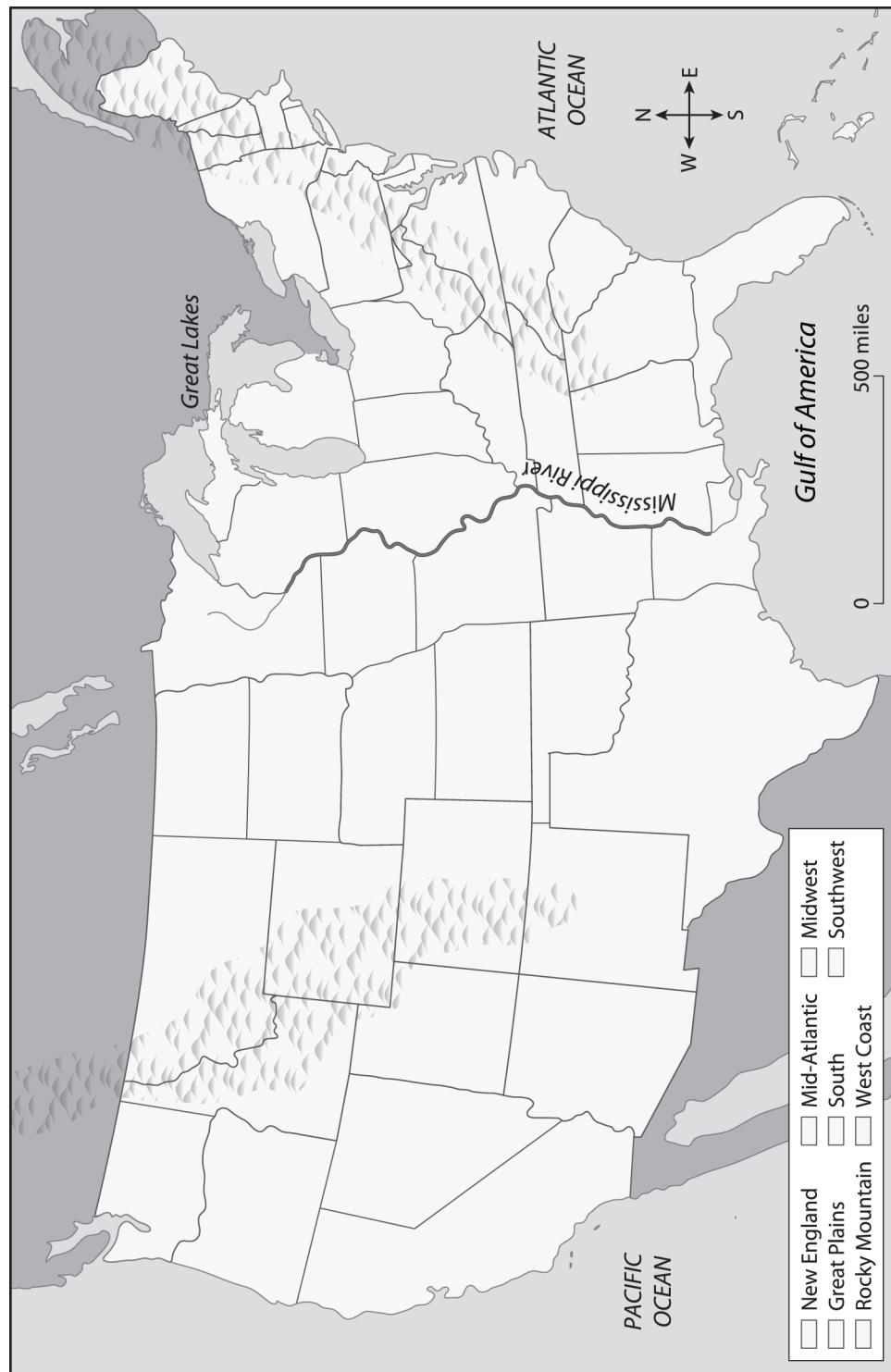
Date \_\_\_\_\_

## Activity Page 2.2

Use with Chapter 2

### Regions of the United States Map

Follow your teacher's instructions to complete this map.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.3

Use with Chapter 2

### Meet My Region

**You now know about the regions of the United States. What would you like others to know about the region in which you live? First, name your state and region.**

I live in \_\_\_\_\_. It is in the \_\_\_\_\_ of the United States.

**Next, provide the following information about your state and region.**

1. Louisiana capital \_\_\_\_\_
2. Louisiana governor \_\_\_\_\_
3. Parish \_\_\_\_\_
4. Climate \_\_\_\_\_
5. A landform \_\_\_\_\_
6. A body of water \_\_\_\_\_
7. A major city \_\_\_\_\_
8. Native American groups \_\_\_\_\_
9. Early settlers \_\_\_\_\_
10. A historic site \_\_\_\_\_
11. A place of interest \_\_\_\_\_
12. An industry \_\_\_\_\_
13. A product \_\_\_\_\_

**Describe something special about your region that you would like to share with others.**

---

---

---

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.4

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

**For each word, write the letter of the definition.**

- |           |                 |  |
|-----------|-----------------|--|
| _____ 1.  | legislative     | <b>a)</b> loyalty to a group   |
| _____ 2.  | executive       | <b>b)</b> a saying that represents the beliefs of a person, organization, or country   |
| _____ 3.  | judicial        | <b>c)</b> relating to milk or milk products  |
| _____ 4.  | propose         | <b>d)</b> a person who lives and votes in an area  |
| _____ 5.  | constituent     | <b>e)</b> relating to an area where people live outside of a city  |
| _____ 6.  | citizen         | <b>f)</b> relating to the countryside  |
| _____ 7.  | beacon          | <b>g)</b> having the power to make laws  |
| _____ 8.  | naturalization  | <b>h)</b> something that guides or provides a source of hope   |
| _____ 9.  | region          | <b>i)</b> a series of government-supported efforts to explore outer space  |
| _____ 10. | industry        | <b>j)</b> to put forward or suggest  |
| _____ 11. | urban           | <b>k)</b> a group of similar or related businesses   |
| _____ 12. | motto           | <b>l)</b> the growing of crops and raising of livestock for food and other purposes  |
| _____ 13. | agriculture     | <b>m)</b> the process of becoming a citizen of a country if born outside of that country   |
| _____ 14. | dairy           | <b>n)</b> able to be replaced  |
| _____ 15. | renewable       | <b>o)</b> having the power to decide questions about laws  |
| _____ 16. | rural           | <b>p)</b> relating to a city   |
| _____ 17. | mine            | <b>q)</b> to dig into the earth in search of minerals or coal  |
| _____ 18. | oil field       | <b>r)</b> a person who belongs to a country and has protections under that country's laws  |
| _____ 19. | "space program" | <b>s)</b> an oil-rich area where equipment is set up to remove the oil from the ground   |
| _____ 20. | suburban        | <b>t)</b> a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places |
| _____ 21. | amend           | <b>u)</b> to change or add to something already established  |
| _____ 22. | allegiance      | <b>v)</b> having the power to carry out laws   |



Name \_\_\_\_\_

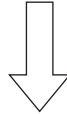
Date \_\_\_\_\_

Activity Page 1.3

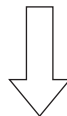
Use with Performance Task

**Claims and Evidence**

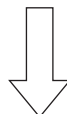
**STATE THE CLAIM** *What opinion or position are you defending?*



**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?*

## **Illustration and Photo Credits**

Ed Darack/SuperStock: Cover C

Jeremy Graham / Alamy Stock Photo: Cover D

Madeleine Jettre / Alamy Stock Photo: Cover B

REBimages / Alamy Stock Photo: Cover A, i







## **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 Founding of the United States of America**

**Papers and Places**

**A Growing Nation**

**A Changing Nation**

**A Nation of Industry and Innovation**

**Toward a More Perfect Union**

**An Ever-Advancing Nation**

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