



GRADE 2 LOUISIANA SOCIAL STUDIES

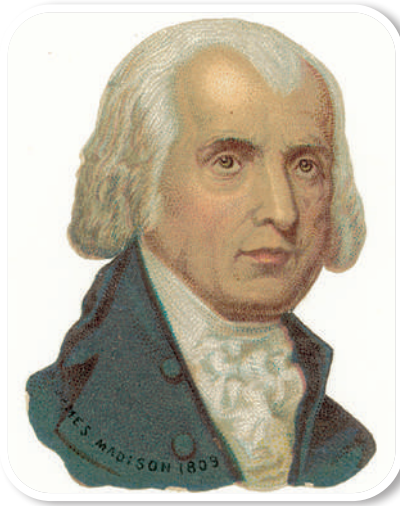
Checks and balances

Making the United States of America



Teacher Guide

James Madison



John Jay



Alexander Hamilton

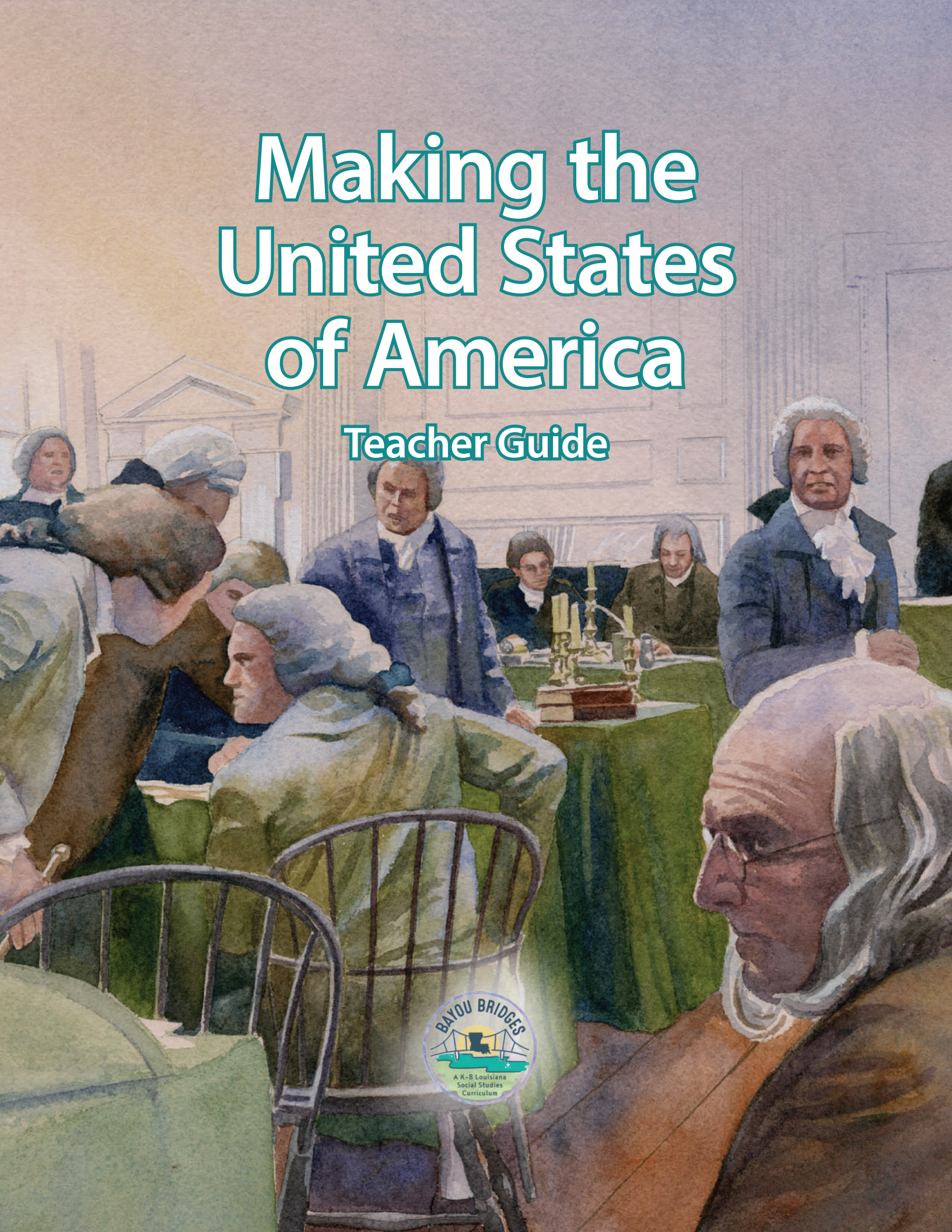


Young Americans



Making the United States of America

Teacher Guide



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Making the United States of America

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**Making the United States of America
Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 2

Introduction

ABOUT THIS UNIT

The Big Idea

The U.S. Constitution establishes the framework for American government and democracy.

After the American Revolution, the United States was at risk of falling apart. It lacked a strong central government that could unify the states. This crisis spurred American leaders to create a new government that divided power between the national, or federal, government and the states. It was a difficult task. Some people, called Anti-Federalists, opposed the creation of a new constitution and a stronger national government. They feared that a national government with more power than individual states could bully citizens as much as the British king and Parliament had. Ultimately, those in favor of a strong federal government—the Federalists—won over the majority of the voters. The constitution that they wrote still provides the structure for the government of the United States today. Through good citizenship, people demonstrate and promote the principles enshrined in the Constitution.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

- what maps and globes represent and how they are used
- features of a map: key (or legend), symbols, scale, compass rose
- cardinal directions (north, south, east, west) and relative location
- locations of the four hemispheres
- locations of the equator and prime meridian
- monuments and landmarks—natural and human-made—in the United States
- geographic features and physical characteristics of the United States, Canada, and Mexico
- economic activities and ways people use land in urban, suburban, and rural regions
- natural disasters common in North America and their effects
- various Native American groups residing in North America prior to and after the establishment of the United States, including their cultural practices and celebrations
- beginnings of the United States as thirteen English colonies
- role of enslaved Africans in the thirteen colonies
- causes of the War for Independence
- key events of the War of Independence, including the U.S. victory
- significance of the Declaration of Independence
- George Washington’s role in the War of Independence and the establishment of Washington, D.C., as the capital city of the United States
- key symbols and figures of the United States, including the American flag, the bald eagle, the national anthem, Uncle Sam, and the Pledge of Allegiance

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 1788.

May 1787	Political leaders meet in Philadelphia, Pennsylvania, for the Constitutional Convention.
September 1787	Leaders finish drafting the Constitution of the United States.
1787–88	The thirteen states vote to ratify the Constitution. The Constitution becomes law after nine states vote “yes.”

What Students Need to Learn

- notable Founders, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, and James Madison
- basic principles and significance of the U.S. Constitution, including equality under the law and fair treatment for all
- differences between democracy and monarchy
- three branches of government and their roles
- purpose of rules and laws in the United States
- basic principles of the U.S. Constitution, including checks and balances and separation of powers
- powers given to the national and state governments under federalism
- roles and responsibilities of local, state, and national elected officials
- what it means to be a good citizen
- ways to demonstrate civic virtue in the community, including voting, running for office, serving on committees, and volunteering

AT A GLANCE

The most important ideas in Unit 3 are:

- The U.S. Constitution was written in 1787 and established the government of the United States that exists today.
- The Constitution is based on different ideas, called principles, that influence how the government is organized and how citizens are treated under the government.
- The Constitution divides the government into three branches, each with its own roles and responsibilities.
- The Constitution divides power between the national government and the states.
- Citizens have many responsibilities.
- People can show good citizenship through civic virtues, including following rules and laws, voting in elections, improving their communities, volunteering, serving on committees, and running for office.

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

Teacher Components

Making the United States of America Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes Support notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 62. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Making the United States of America Timeline Card Slide Deck—seventeen individual images related to making the United States of America. 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, chapter by chapter, 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 from the unit.

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 gallery 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 gallery 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 cards can be attached with clothespins!

May 1787



Chapter 1

September 1787

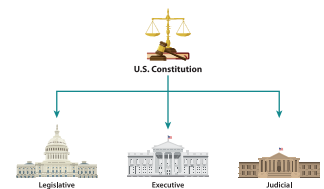


Chapter 1

1787–88



Chapter 1



Chapter 2



Chapter 2



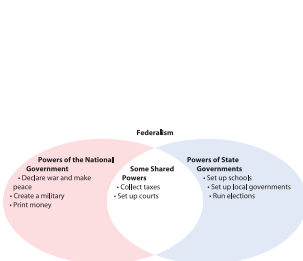
Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 3



Chapter 3

Student Component

The *Making the United States of America* Student Book includes three chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students' understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students' listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves.

Pacing

The *Making the United States of America* unit is one of four social studies units in the Grade 2 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of forty days has been allocated to the *Making the United States of America* 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 2 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

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each 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 as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Making the Constitution	How did the Constitution come to be?	government, structure, convention, represent, national, rights, monarch, election, monarchy, “law of the land,” equality
Chapter 2: The Three Branches of Government	How does the U.S. government work?	territory, legislature, economies
Chapter 3: Citizenship	How can we be good citizens?	prevent, disagreements, voting, “run for office”

Activity Pages

Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 79–80. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—The Original Thirteen States (AP 1.2)

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.

Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Somerville, MA: Candlewick Press, 2019.

Becker, Helaine. *An Equal Shot: How the Law Title IX Changed America*. Illustrated by Dow Phumiruk. New York: Macmillan Children's Publishing Group, 2022.

Catrow, David. *We the Kids: The Preamble to the Constitution of the United States*. New York: Puffin Books, 2005.

Diesen, Deborah. *Equality's Call: The Story of Voting Rights in America*. Illustrated by Magdalena Mora. San Diego: Beach Lane Books, 2021.

Eggers, Dave. *What Can a Citizen Do?* Illustrated by Shawn Harris. San Francisco: Chronicle Books, 2018.

Ludwig, Trudy. *The Power of One: Every Act of Kindness Counts*. Illustrated by Mike Curato. New York: Random House Children's Books, 2021.

Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution*. Illustrated by Giulio Maestro. New York: HarperCollins, 2008.

Messner, Kate and Adam Rex. *The Next President: The Unexpected Beginnings and Unwritten Future of America's Presidents*. San Francisco: Chronicle Books, 2021.

Mullen, Diana C. *One Little Lot: The 1-2-3s of an Urban Garden*. Illustrated by Oriol Vidal. Watertown, MA: Charlesbridge, 2021.

Paul, Miranda. *Little Libraries, Big Heroes*. Illustrated by John Parra. New York: Houghton Mifflin Harcourt, 2019.

Pearl, Norman. *The U.S. Constitution (American Symbols)*. Mankato, MN: Picture Windows Books, 2006.

Pimentel, Annette Bay. *All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything*. Illustrated by Nabi H. Ali. Naperville, IL: Sourcebooks Explore, 2021.

Reynolds, Emma. *Amara and the Bats*. New York: Simon & Schuster, 2022.

Robbins, Dean. *Miss Paul and the President*. Illustrated by Nancy Zhang. New York: Knopf Books for Young Readers, 2016.

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

Wheeler, Lisa. *Someone Builds the Dream*. Illustrated by Loren Long. New York: Penguin Young Readers, 2022.

MAKING THE UNITED STATES OF AMERICA SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum
 TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Making the United States of America

<p>"Making the Constitution" Core Lesson (TG & SB, Chapter 1, pages 2–6)</p>	<p>"James Madison, Father of the Constitution" (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>"Visiting Independence Hall" (TG, Chapter 1 Additional Activities)</p>	<p>"The Signing of the Constitution" (TG, Chapter 1 Additional Activities)</p>	<p>"Making the Constitution" Core Lesson (TG & SB, Chapter 1, pages 7–12)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Making the United States of America

<p>"Making the Constitution" Core Lesson (TG & SB, Chapter 1, pages 13–16)</p>	<p>"PRIMARY SOURCE ANALYSIS: The Constitution" (TG, Chapter 1 Additional Activities)</p>	<p>"A Classroom Constitution" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>	<p>"The Three Branches of Government" Core Lesson (TG & SB, Chapter 2, pages 17–20)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Making the United States of America

<p>"Three Branches of Government" (TG, Chapter 2 Additional Activities)</p>	<p>"Three Branches of Government" (TG, Chapter 2 Additional Activities)</p>	<p>"Get to Know Congress" (TG, Chapter 2 Additional Activities)</p>	<p>"Get to Know Congress" (TG, Chapter 2 Additional Activities)</p>	<p>"The Three Branches of Government" Core Lesson (TG & SB, Chapter 2, pages 21–26)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Making the United States of America

"Who Is in Charge?" (TG, Chapter 2 Additional Activities)	"Representatives" (TG, Chapter 2 Additional Activities)	"Representatives" (TG, Chapter 2 Additional Activities)	"Representatives" (TG, Chapter 2 Additional Activities)	"The Three Branches of Government" Core Lesson (TG & SB, Chapter 2, pages 27–29)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Making the United States of America

Chapter 2 Assessment	"Citizenship" Core Lesson (TG & SB, Chapter 3, pages 30–32)	"Do We Have to Have Rules?" (TG, Chapter 3 Additional Activities)	"Do We Have to Have Rules?" (TG, Chapter 3 Additional Activities)	"Do We Have to Have Rules?" (TG, Chapter 3 Additional Activities)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Making the United States of America

"Do We Have to Have Rules?" (TG, Chapter 3 Additional Activities)	"Do We Have to Have Rules?" (TG, Chapter 3 Additional Activities)	"Citizenship" Core Lesson (TG & SB, Chapter 3, pages 33–37)	"Helping Our Community" (TG, Chapter 3 Additional Activities)	"Get Out the Vote" (TG, Chapter 3 Additional Activities)
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Making the United States of America

"Get Out the Vote" (TG, Chapter 3 Additional Activities)	"Volunteering" (TG, Chapter 3 Additional Activities)	"Then and Now" (TG & SB, Chapter 3, p. 38)	"Exploring Community Responsibility" (TG, Chapter 3 Additional Activities)	"Exploring Community Responsibility" (TG, Chapter 3 Additional Activities)
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

Making the United States of America

Chapter 3 Assessment	Culminating Activity: "Review: Making the Constitution"	Culminating Activity: "Classroom Mural"	Unit 3 Performance Task	Unit 3 Performance Task
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MAKING THE UNITED STATES OF AMERICA PACING GUIDE

_____’s Class

(A total of forty days has been allocated to the *Making the United States of America* unit in order to complete all Grade 2 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Making the United States of America

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Making the United States of America

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Making the United States of America

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Making the United States of America

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Making the United States of America

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Making the United States of America

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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Making the United States of America

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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

Making the United States of America

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CHAPTER 1

TOPIC: Making the Constitution

Primary Focus Objectives

- ✓ Describe the founding of the United States. (2.6)
- ✓ Identify Founders who helped write the U.S. Constitution. (2.7, 2.7.a)
- ✓ Describe basic principles of the U.S. Constitution. (2.10.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *government, structure, convention, represent, national, rights, monarch, election, monarchy, “law of the land,”* and *equality*.

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of *Making the United States of America* Student Book
- individual student copies of Letter to Family (AP 1.1)
- display and/or individual student copies of The Original Thirteen States (AP 1.2)
- world map or globe

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Making the Constitution”:

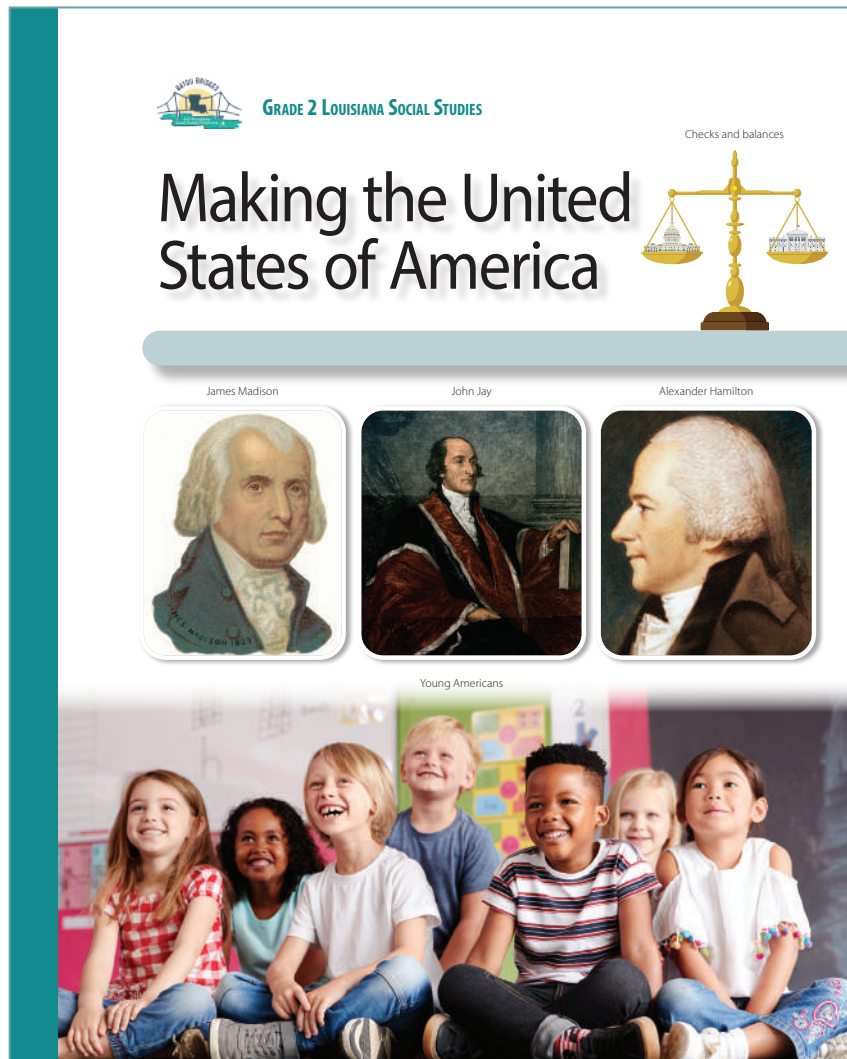
<https://www.coreknowledge.org/bayou-bridges-online-resources/>

THE CORE LESSON

Introduce *Making the United States of America* and Chapter 1: “Making the Constitution”

Review what students heard in Unit 2, *The Beginnings of America*, about how the United States started as British colonies that eventually won their independence. Once they became independent, they were the country of the United States of America, and they needed to decide what kind of country they were going to be. They needed to decide what kind of leaders to have, and they needed a system to choose those leaders. They needed to decide what rules the leaders and everyone else would have to follow. In this chapter, students will hear about how these decisions were made.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that you are going to pretend that you have a special time machine so that you can all travel back in time to visit Philadelphia, Pennsylvania, in 1787.

Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to 1787!” and then ask students to open their eyes.

Framing Question

How did the Constitution come to be?

Core Vocabulary

government structure convention represent national rights
monarch election monarchy “law of the land” equality


Chapter 1: “Making the Constitution”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Making the Constitution.”

CHAPTER
1

Making the Constitution

After the Americans won their freedom from Great Britain, they needed to make a government for the United States. The first American government did not work very well. Some leaders wanted to make it better. One leader, a man named James Madison from Virginia, wanted to completely change the way the government worked and create a new structure for the government.



CORE VOCABULARY—Explain that a **government** is the group of people who make decisions for a city, state, or country. Students may recall learning the word *government* in Unit 1, *North America: Geography and Environment*.

CORE VOCABULARY—Explain that **structure** means how something is put together or organized. It can be an idea or concept as well as a physical object, like a play structure.



SUPPORT—Remind students that Great Britain is in Europe. Use a world map or globe to remind students where Great Britain (the United Kingdom or U.K.) is.

Activity Page



SUPPORT—Explain that Virginia was one of the original thirteen states in the United States. Display or distribute The Original Thirteen States (AP 1.2), and guide students to find Virginia on the map. (2.20, 2.21)



AP 1.2

SUPPORT—Call attention to the building with the bell tower and tall steeple in the middle of the image on page 2. Tell students that this is Independence Hall, where American leaders met to discuss and sign the Declaration of Independence. Ask: What holiday celebrates this event in American history? (*Independence Day, or July 4*) Tell students that July 4 is like celebrating the birthday of the United States. (2.7.c)

SUPPORT—Have students look at the image on the page. Ask: Is that a picture of long ago or now? How do you know? (*Possible answer: The image is from the past. I know because people are traveling by horse and buggy. Their clothing is also very different from today.*) How is the image similar to life today? (*Possible answer: The picture shows buildings that are still standing today. It also shows people walking from place to place, which people do today.*) How is it different? (*Possible answer: The picture shows people traveling by horse. Today, people use other kinds of transportation, like cars, buses, motorcycles, and bicycles.*) (2.2, 2.2.a, 2.2.b, 2.3, 2.4, 2.5)

Ask students the following questions:

LITERAL—What important work did Americans have to do after winning their independence from Great Britain? (2.6)

- » Americans had to make a government for the new country after winning their independence from Great Britain.

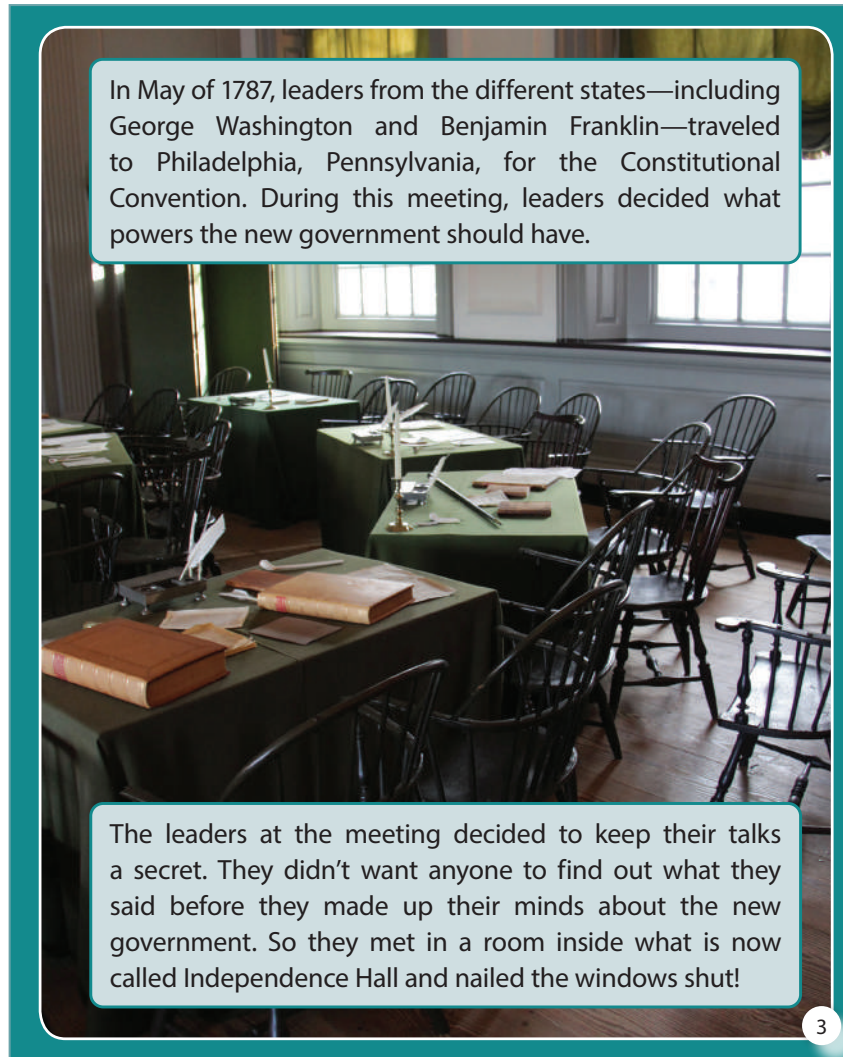
EVALUATIVE—Why did some leaders want to change the first American government? (2.6)

- » Some leaders wanted to change the American government because the government did not work very well.

LITERAL—Who was James Madison? (2.7, 2.7.a)

- » James Madison was a leader from Virginia. He wanted to create a new structure for the government.

Now ask students to look at the image on page 3 as you read aloud.



CORE VOCABULARY—Explain that a **convention** is a meeting. The Constitutional Convention was a meeting, held in Philadelphia, to figure out how to create a new American government.

Activity Page



SUPPORT—Have students look at the image on the page. Explain that this room is inside Independence Hall in Philadelphia, Pennsylvania. Have students find Pennsylvania on The Original Thirteen States (AP 1.2). Today, people visit Independence Hall to see where the leaders met to make a new government for our country. **(2.20, 2.21)**

AP 1.2

SUPPORT—Discuss with the students why leaders at the Constitutional Convention kept their talks a secret. Explain that the leaders felt they needed to be able to talk openly and to change their minds without having anyone overhearing and questioning what they said. Explain that even in the past, some citizens did not like the idea that a small group of men were making very big decisions about the nation's future in secret. Ask: Do you think it was fair for people to be upset about the Constitutional Convention being secret? *(Possible answer: Perhaps it was fair to be upset, but on the other hand, remember that the leaders present in Philadelphia, such as George Washington, were highly respected and trusted leaders during the American Revolution.)* **(2.6)**

Ask students the following questions:

LITERAL—Who were some of the leaders that traveled to meet in Philadelphia, Pennsylvania? (2.7, 2.7.a)

- » Some of the leaders who traveled to meet in Philadelphia were George Washington and Benjamin Franklin.

EVALUATIVE—Why were the leaders traveling to meet one another? (2.6, 2.7.d)

- » They were traveling to figure out how to make the American government work better and what powers it should have.

LITERAL—What was the meeting of American leaders called? (2.6, 2.7.d)

- » The meeting of American leaders was called the Constitutional Convention.

Now ask students to look at the image on page 4 as you read aloud.

That summer was very hot. The leaders inside didn't always agree with one another and sometimes got angry. Someone said that it was hard to tell if the men were sweating because they were hot or because they were angry.



4

SUPPORT—Have students study the image on the page. Ask: What details in the image show that some leaders got angry? (*Possible answer: Some leaders are making angry faces. They are leaning toward each other and arguing.*) (2.3)

Ask students the following question:

LITERAL—What was it like inside Independence Hall? (2.6)

- » Independence Hall was hot inside because it was summertime. The leaders were hot and sometimes got angry with one another and disagreed.

Now ask students to look at the image on page 5 as you read aloud.

Some of the men at the convention did not want to give one person—the president—too much power. During that long, hot summer, each leader had to compromise. This meant that they all had to accept that they would not get everything they wanted.



Finally, on September 17, 1787, the state leaders finished their work and signed what they called the Constitution of the United States. It was a plan for a new system of government. The United States would be a democracy—a government system in which people choose leaders to represent them and make laws for the country.

5

CORE VOCABULARY—Explain that to **represent** means to act in someone else’s place. Americans choose people to represent them, or act for them, in the government.

SUPPORT—Have students look at the image on the page. Point out George Washington (on the right, standing behind the desk). Remind students that George Washington was the general, or highest ranking officer, of the American army during the American Revolution. Point out Benjamin Franklin (in gray, seated in the middle), and tell students that he was eighty-one years old, the oldest delegate at the Convention; also explain that he was an important leader, writer, and inventor. Students may recall hearing about Washington and Franklin in Unit 2, *The Beginnings of America*. (2.7, 2.7.a)

Ask students the following questions:

LITERAL—What did the leaders at the convention have differences of opinion about? (2.6)

- » The men at the convention argued about how much power to give the president.

LITERAL—What did the leaders decide to do? (2.6)

- » The leaders decided to compromise, which meant they all had to accept that they would not get exactly what they wanted.

EVALUATIVE—Why was the making of the Constitution important? (2.6)

- » The creation of the Constitution was important because it meant the country now had a plan for a new system for the American government.

Now ask students to look at the image on page 6 as you read aloud.

The Constitution is thought to be one of the most important documents ever written. James Madison is known as the Father of the Constitution, a title he earned for working hard to make sure that the Constitutional Convention happened.



The leaders who helped make the United States a country are known as our Founders.

To “found” something means to establish or create something new.

6

SUPPORT—Explain that the Founders were American leaders who united the original thirteen colonies, declared America’s independence from Great Britain, and led them in the American Revolution. Tell students that they may hear the term “Founding Fathers.” This describes men like George Washington, Benjamin Franklin, Alexander Hamilton, John Adams, James Madison, and

Thomas Jefferson. Many American women, while not invited to the Constitutional Convention, also played important roles in the creation of the United States. Ask: What women Founders can you think of? (Possible answers: Abigail Adams, Betsy Ross, Phillis Wheatley) (2.7.b)

SUPPORT—Have students point to the leader shown in the image. Explain that this person is James Madison. (2.7, 2.7.a)

Ask students the following questions:

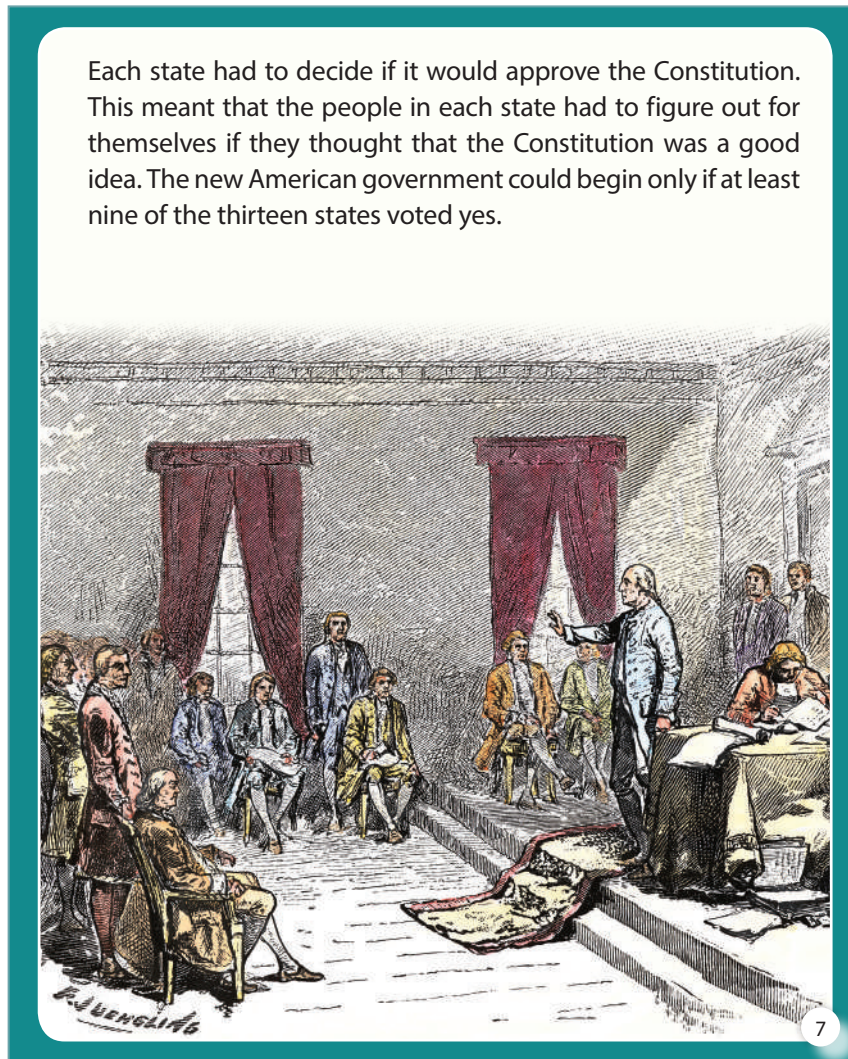
LITERAL—Who is known as the Father of the Constitution? (2.7, 2.7.a)

» James Madison is known as the Father of the Constitution.

LITERAL—What did the Founders establish or create? (2.6, 2.7, 2.7.d)

» The Founders created the country of the United States.

Now ask students to look at the image on page 7 as you read aloud.



Ask students the following questions:

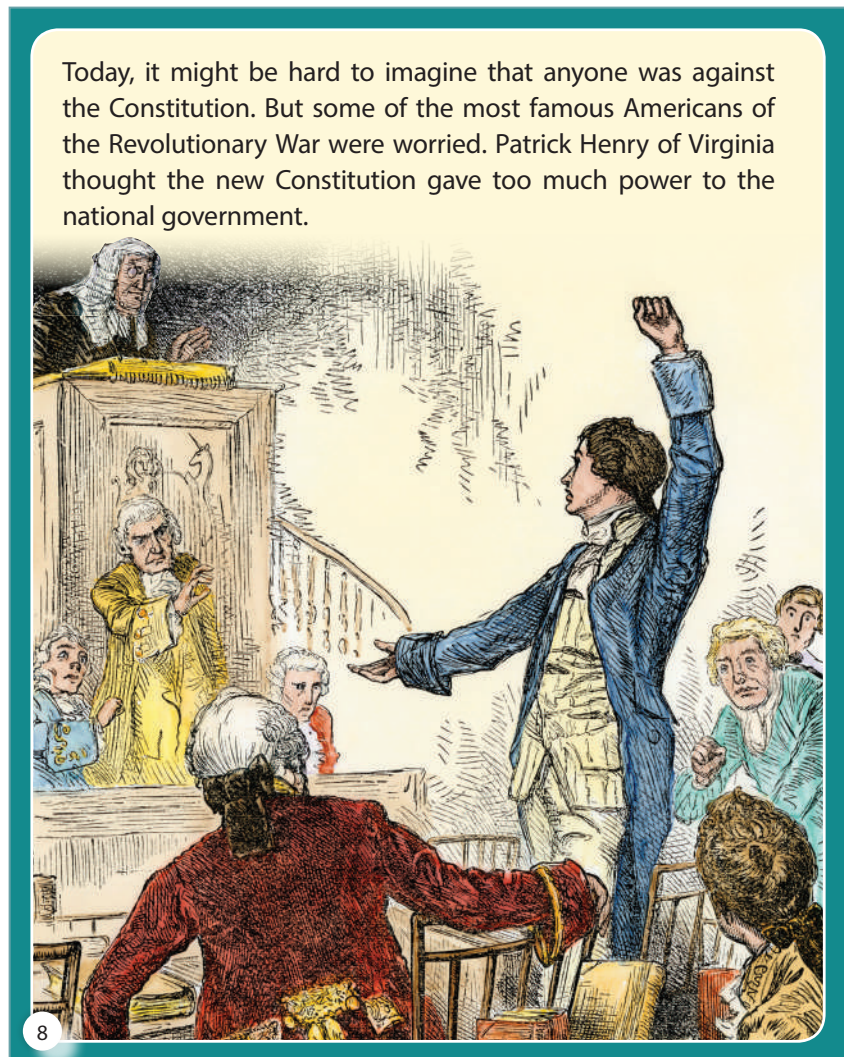
LITERAL—What did each state have to decide? (2.6)

» Each state had to decide if it would approve the Constitution.

LITERAL—What was needed for the Constitution to be approved so that the new American government could begin? (2.6)

- » At least nine of the thirteen states had to vote yes to approve the Constitution.

Now ask students to look at the image on page 8 as you read aloud.



CORE VOCABULARY—Explain that **national** means for the whole country. The national government is a government for the whole country.

SUPPORT—Explain that Revolutionary War is another name for the American Revolution.

SUPPORT—Remind students that Patrick Henry was a revolutionary leader they learned about in Unit 2, *The Beginnings of America*. Ask: What was Patrick Henry famous for saying? (“Give me liberty, or give me death!”) (2.7, 2.7.a)

Ask students the following question:

EVALUATIVE—Why were some Americans against the Constitution? (2.6)

- » Some Americans were worried that the new Constitution gave too much power to the national government.

Now ask students to look at the image on page 9 as you read aloud.

One big worry was that the Constitution did not list the rights and freedoms that all Americans should have. Some people wanted the Constitution to have a bill of rights that protected their rights and freedoms. A bill of rights is a list of rights that all people should have.



They wanted Americans to know they had freedom of religion and freedom of speech. It was also important that newspapers had the freedom they needed to share news and information with readers. A bill of rights would list other freedoms, too.

9

CORE VOCABULARY—Explain that **rights** are freedoms that are protected by the law.

SUPPORT—Explain that a bill of rights is a list of rights. (Students might be familiar with *bill* as something you pay.)

SUPPORT—Explain that “formal declaration” means “official statement.”

SUPPORT—Explain that freedom of religion is the freedom to worship in any way that you want—or to not worship at all. Help students understand the meaning of religious freedom. Freedom of religion means you can worship or choose not to worship, according to your own beliefs without being afraid that you will be punished by the government. It does not mean that you can force other people to believe or worship the way you do.

SUPPORT—Explain that the freedom of speech is the freedom to say what you think or believe without being punished or jailed. Help students understand the limits of free speech. It does not mean that people have to agree with you or that there aren’t consequences for the things you say.

CHALLENGE—Ask: Why should newspapers be able to choose which stories to report, or write about? Why was this important during the time of the Constitutional Convention? (*Possible answer: It is important for newspapers to be able to choose which stories to write about so that people can learn*

what is happening in their communities and in the world. When the Constitution was being debated, reading a newspaper was often the only way that people would hear some important news because television, telephones, and radio did not exist. One of the only ways people might know about things that were happening that they themselves had not seen or heard would be by reading about it in newspapers.) (2.5)

Ask students the following questions:

LITERAL—What was one worry about the Constitution? (2.6)

- » One worry about the Constitution was that it did not list the rights and freedoms that all Americans should have.

LITERAL—What did some people want to add to the Constitution? (2.6)


- » Some people wanted to add a bill of rights to the Constitution that guaranteed freedoms such as freedom of religion, freedom of speech, and freedom of the press.

Now ask students to look at the image on page 10 as you read aloud.

The people who supported the Constitution were sure that it would make life better for Americans. They believed that if the United States remained thirteen separate states, the states could be destroyed by other countries in war or by disagreements with one another. Only by acting together—as one United States under the Constitution—could the country last.



10

 **SUPPORT**—Help students recognize that the map on the page is a map of the original thirteen states. It was made long ago. That is why it looks different from the Activity Page. Ask: Do you think this map is a primary source or a secondary source? How do you know? (*Possible answer: It is a primary source because it was made in the past. It also shows what the country looked like in the past.*) (2.2, 2.2.a, 2.2.b, 2.3, 2.4)

Ask students the following questions:

LITERAL—According to the people who supported the Constitution, what would happen if the Constitution were not approved? (2.6)


- » If the Constitution were not approved, the states would likely be destroyed—either by wars with other countries or by disagreements with one another.

EVALUATIVE—Why was it important for the states to act together? (2.6, 2.7.d)


- » It was important for the states to act together so they would last as one United States under the Constitution.

Now ask students to look at the images on page 11 as you read aloud.


James Madison and two other men—John Jay and Alexander Hamilton—wanted Americans to understand how the Constitution worked. They hoped Americans would realize that the Constitution was a good idea and would support it.



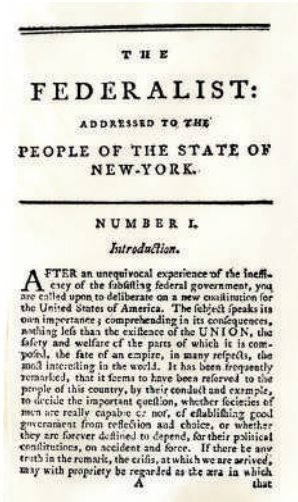
James Madison



John Jay



Alexander Hamilton



THE
FEDERALIST:
ADDRESSED TO THE
PEOPLE OF THE STATE OF
NEW-YORK.
NUMBER I.
Introduction.
AFTER an unequivocal experience of the inefficiency of the feeble 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

James Madison, John Jay, and Alexander Hamilton taught people about the Constitution in a series of newspaper articles. They wrote more than eighty articles. These articles were soon made into a book called *The Federalist*.

11

SUPPORT—Explain that *federal* refers to the national government. The Federalists supported a strong national government, rather than a government controlled by separate states.

SUPPORT—Explain that today, when leaders want people to understand something, they go on television, send an email, or post something on social media. When the Constitution was written, though, those technologies did not exist. The fastest way for leaders to get information to the greatest number of people was through newspapers.

SUPPORT—Have students point to the images of James Madison, John Jay, and Alexander Hamilton as you read the captions aloud. **(2.7, 2.7.a)**

Ask students the following questions:

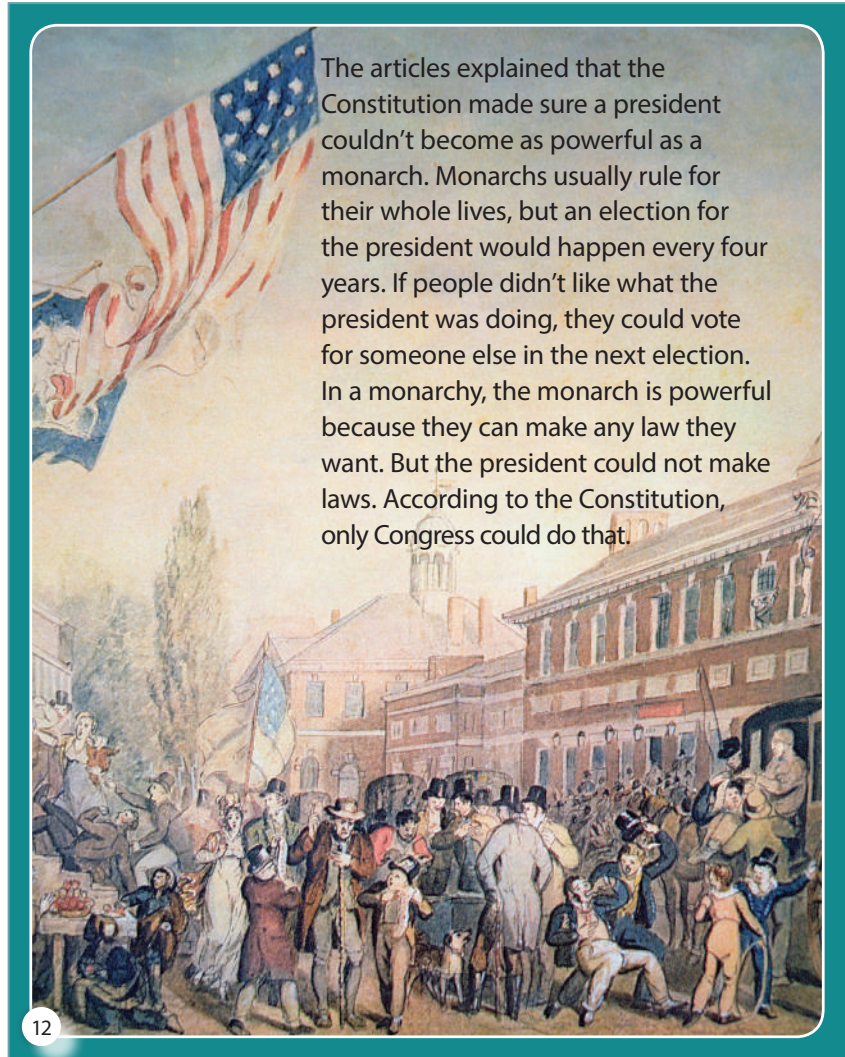
LITERAL—What did James Madison, John Jay, and Alexander Hamilton want to explain to Americans? Why? **(2.6, 2.7, 2.7.a, 2.7.d)**

- » James Madison, John Jay, and Alexander Hamilton wanted to explain to Americans what the Constitution was supposed to do and how it worked. They believed that if people understood the Constitution, they would think it was good and would vote for it.

LITERAL—How did these leaders decide to teach people about the Constitution? **(2.6, 2.7, 2.7.a, 2.7.d)**

- » They decided to teach people about the Constitution by writing a series of newspaper articles, which were later made into a book called *The Federalist*.

Now ask students to look at the image on page 12 as you read aloud.



CORE VOCABULARY—Explain that a **monarch** is a king or queen.

CORE VOCABULARY—Explain that an **election** is the process of choosing someone to hold public office by voting.

CORE VOCABULARY—Explain that a **monarchy** is a government led by a king or queen. Note that *monarch* is the root of *monarchy*.

SUPPORT—Ask students to think back to what they learned about the American colonies and American Revolution in the last unit. Was Great Britain a monarchy? (yes) How do you know? (*It had a king.*) (2.3)

Note: Students will learn more about what Congress and the president can do in the next chapter.

Ask students the following questions:

LITERAL—What did the articles written by James Madison, John Jay, and Alexander Hamilton explain to readers? (2.6, 2.12)

- » The articles explained that the president of the United States could never become as powerful as a king.

EVALUATIVE—Based on the Constitution, what is a difference between how American presidents and monarchs, like kings, rule? (2.12)

- » A president would be elected every four years, while a king can rule for his whole life. Kings can make laws, but presidents would not be able to make laws.

LITERAL—According to the Constitution, who could make the laws in the United States? (2.11)

- » Only Congress could make the laws.

Now ask students to look at the image on page 13 as you read aloud.

The thirteen states voted on the new Constitution. Nine states voted yes, and the Constitution became the law of the land. Later, the other four states also voted yes. New elections were held following the new Constitution, and George Washington became the first president of the United States of America.



13

CORE VOCABULARY—Explain that “**law of the land**” refers to the set of rules that exists in a certain place. In the United States, the Constitution is the most important set of rules for the country.

SUPPORT—Tell students that the thirteen states voted on the new Constitution during the years 1787 and 1788.

SUPPORT—Have students find George Washington in the image. Invite volunteers to share what else they know about Washington and how we remember him. (*Possible answers: He was an important leader during the American Revolution. He was the first president of the United States. We remember him on Washington’s Birthday, or Presidents’ Day, each year.*) (2.7, 2.7.a, 2.7.c)

Ask students the following questions:

LITERAL—In the end, what did the states decide to do? (2.6, 2.7, 2.7.d)

- » In the end, the states voted to make the Constitution the law of the land.

LITERAL—Who became the first president of the United States of America? (2.7, 2.7.a)

- » George Washington became the first president of the United States of America.

Now ask students to look at the image on page 14 as you read aloud.

The first three words of the Constitution are the biggest on the page: “We the People. . . .” This means that our government gets its power to make laws from the people—not from a king or a president. “We the People” also means that we decide what the laws should be. This is an important part of having a democracy.



14

SUPPORT—Help students to read the opening words in the image, “We the People.” Ask: Who do you think “We the People” are? Why might the writers of the Constitution have chosen to begin the document with these words? (*Possible answer: “We the people” refers to the people who live in the United States. The writers might have chosen those words because they believed the people were more important than any single leader.*) (2.6, 2.10.b)

Ask students the following questions:

LITERAL—What are the biggest words on the first page of the Constitution? (2.7.d)

- » The biggest words on the first page of the Constitution are “We the people.”

LITERAL—What does “We the people” mean? (2.7.d, 2.10.b)

- » “We the people” means that our government gets its powers to make laws from the people, not the president or king. It also means that we decided what the laws should be.

Now ask students to look at the image on page 15 as you read aloud.

The Constitution is based on many important ideas, called principles. One principle is equality under the law. Everyone must follow the law, including our leaders. No one can break the law just because they are in charge. Another important principle in the Constitution is fair treatment for all. This means that all people should be treated the same, regardless of what they believe, where they come from, or what they look like.



15

CORE VOCABULARY—Explain that **equality** means that everyone is treated the same.

SUPPORT—Ask students if they have ever heard the saying “No one is above the law.” Explain that the saying means that even leaders need to obey the law. They cannot break the law just because they are in charge.

Ask students the following questions:

LITERAL—What is a principle? (2.10.b)

- » A principle is an important idea.

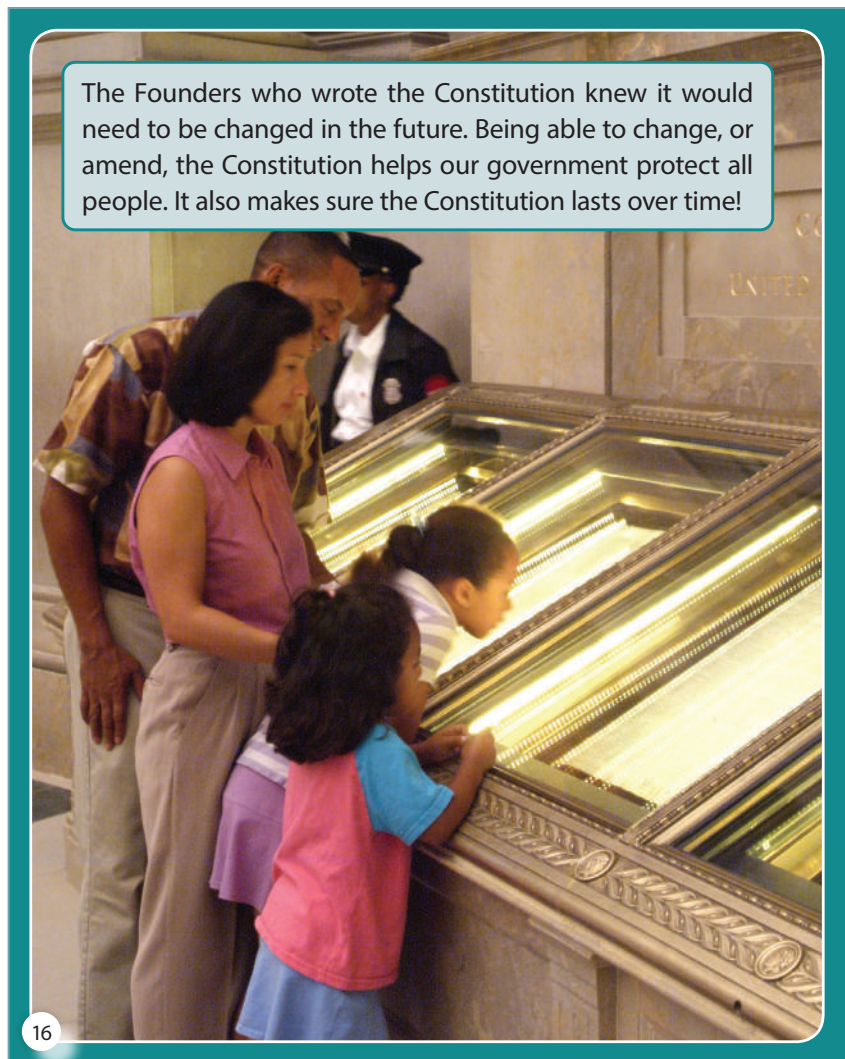
LITERAL—What is equality under the law? (2.10.b, 2.11)

- » Equality under the law means that everyone must follow the law, including our leaders. No one can break the law just because they are in charge. No one is above the law.

LITERAL—What is another principle in the U.S. Constitution? (2.10.b)

- » Another principle in the Constitution is fair treatment for all. All people should be treated the same, regardless of what they believe, where they come from, or what they look like.

Now ask students to look at the image on page 16 as you read aloud.



SUPPORT—Emphasize that the Constitution that was written in 1787 is the same Constitution we use today, with only a few, but important, changes. In its entire history, the Constitution has only been amended, or changed, twenty-seven times.

Ask students the following question:

EVALUATIVE—Why is being able to amend, or change, the Constitution important?
(2.6, 2.7.d, 2.10.b)

- » It helps the government protect all people and makes sure the Constitution lasts over time.

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 share what they remember about the events on the cards.
- Work with students to put cards with dates in chronological order. (2.1)
- Review and discuss the Framing Question: “How did the Constitution come to be?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How did the Constitution come to be?

- » After the American Revolution, American leaders made a new government for the country. It did not work very well, so leaders decided to meet at the Constitutional Convention to make a new plan for the government. They debated, argued, and compromised to make the U.S. Constitution. For the Constitution to become the new government, nine out of thirteen states needed to vote yes. Some people worried the Constitution gave too much power to the national government. They also thought the Constitution should list the rights of Americans. James Madison, John Jay, and Alexander Hamilton wrote articles, later called *The Federalist*, that helped people understand how the new Constitution worked. They explained that the national government and the president could never be as powerful as a monarch. The Constitution became the structure for the American government when nine states voted for it. Later, the other four states also voted yes.

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



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: The Three Branches of Government

Primary Focus Objectives

- ✓ Describe the three branches of government and their responsibilities. (2.9)
- ✓ Describe basic principles of the U.S. Constitution. (2.10.b)
- ✓ Explain the importance of following rules and laws. (2.11)
- ✓ Compare local, state, and national leaders and their responsibilities. (2.15)
- ✓ Understand the meaning of the following domain-specific vocabulary: *territory*, *legislature*, and *economies*.

Materials Needed

Activity Page



AP 1.2

- individual student copies of *Making the United States of America* Student Book
- display and/or individual student copies of The Original Thirteen States (AP 1.2)
- map of the United States from the Internet

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

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

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Three Branches of Government”:

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

THE CORE LESSON

Introduce “The Three Branches of Government”

Review what students heard in Chapter 1 about how the Constitution was made and what principles, or ideas, it contains. Remind students that the Constitution is a plan of government. It explains how government is structured and what jobs it does. In this chapter, students will learn about that structure and the government’s jobs.

Framing Question

How does the U.S. government work?

Core Vocabulary

territory legislature economies

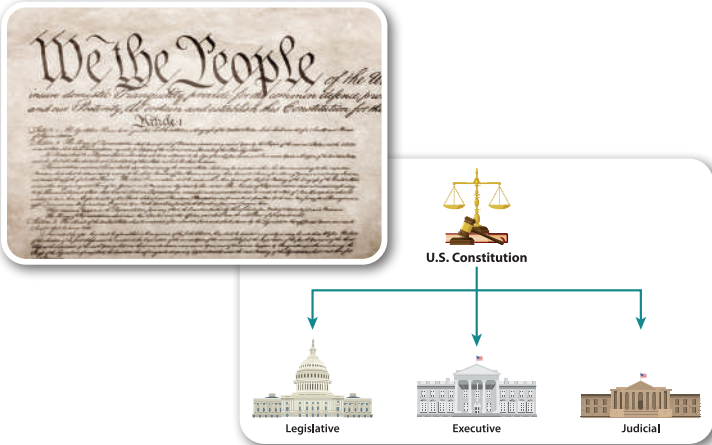
Chapter 2: “The Three Branches of Government”

Distribute copies of the Student Book. Ask students to turn to page 17 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “The Three Branches of Government.”

CHAPTER 2

The Three Branches of Government

The Constitution includes many important ideas—like equality under the law and fair treatment for all—that protect people in our country. It also has ideas that shape our government. One idea is limited government. This means that people should have the right to stop the government from having too much power. How does the Constitution do this?



One way is by dividing the national government into three parts. Each part has its own jobs and responsibilities. This is called separation of powers. The three branches of government are the legislative branch, the executive branch, and the judicial branch.

17

SUPPORT—Have students point to *We the People* in the top image on the page. Invite volunteers to share what that phrase means. (*We the People means that our government gets its power to make laws from the people—not from a king or a president. It also means that we decide what the laws should be. This is an important part of having a democracy.*) (2.10.b, 2.12)

SUPPORT—Have students point to each branch on the diagram as you read the labels aloud. (2.9)

Ask students the following questions:

LITERAL—What is limited government? (2.10.b)

- » Limited government is the idea that people should have the right to stop the government from having too much power.

EVALUATIVE—How does the Constitution make a limited government? (2.10.b)

- » One way the Constitution makes a limited government is by dividing the national government into three parts.

LITERAL—What are the three branches of government? (2.9)

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

Now ask students to look at the images on page 18 as you read aloud.

Congress makes up the legislative branch of government. Congress has two parts: the House of Representatives and the Senate. The word *legislate* means to make laws. Members of Congress are chosen by voters to make laws for the entire country. Congress meets at the Capitol building in Washington, D.C.



SUPPORT—Point to the lower image on the page. Explain that this is the U.S. Capitol building. Point to the upper image on the page. Explain that this room is inside of the U.S. Capitol building. Members of Congress meet here to make laws.

Ask students the following questions:

LITERAL—What are the two parts of the legislative branch? (2.9)

» The two parts of the legislative branch are the House of Representatives and the Senate.

LITERAL—What is the job of members of Congress? (2.9)

» The job of members of Congress is to make laws for the entire country.

LITERAL—Who chooses members of Congress? (2.9, 2.12)

» Voters choose members of Congress.

Now ask students to look at the images on page 19 as you read aloud.



SUPPORT—Point out the president (John F. Kennedy) in the image. Explain that when the president signs a law, some of the people who helped make the law watch.

CHALLENGE—Have students identify the president of the United States today.

SUPPORT—Have students point to the inset image on the page. Explain that this building is the White House. It is where the president lives and works.

Ask students the following questions:

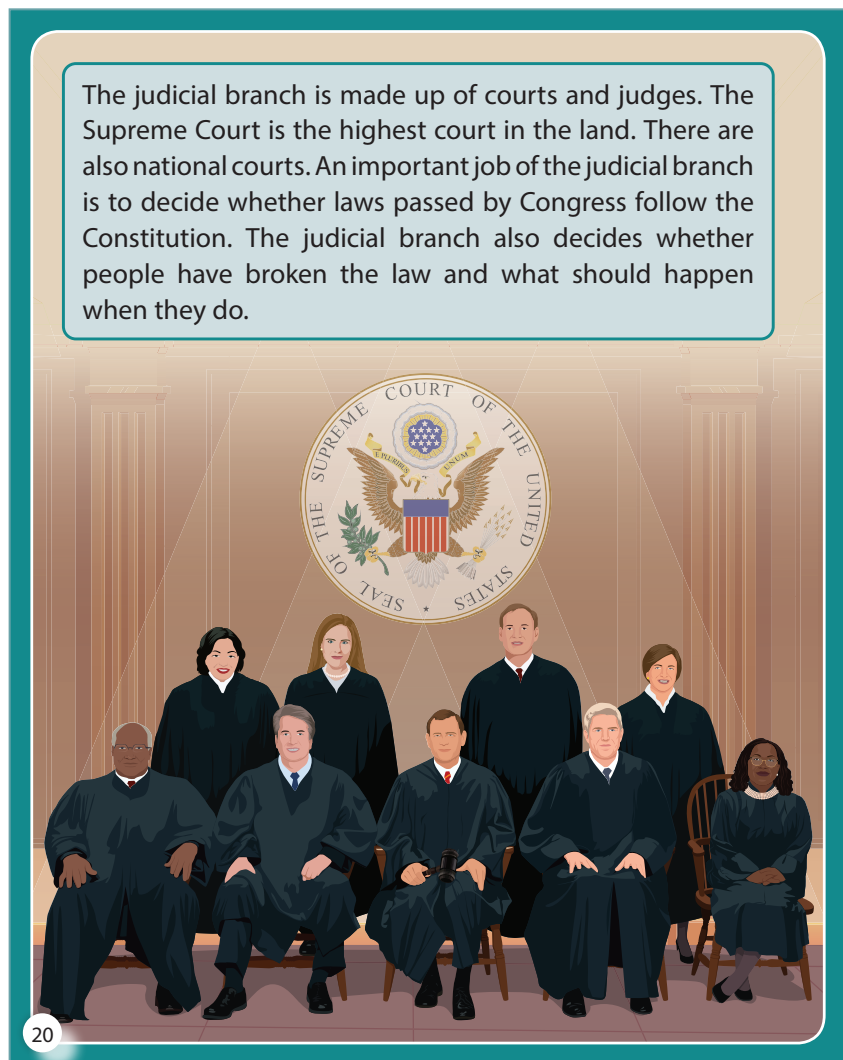
LITERAL—Who is the leader of the executive branch? (2.9)

- » The president is the leader of the executive branch.

LITERAL—What are some jobs of the executive branch? (2.9)

- » The president approves and signs laws made by Congress. Then, people who work in the executive branch make sure the laws are followed.

Now ask students to look at the image on page 20 as you read aloud.



SUPPORT—Explain that courts are places where laws are interpreted and applied. It is also a place where decisions are made about disagreements or people who have broken the law. Judges are people who listen and make decisions in court.

SUPPORT—Explain that the term *highest court* means the top court out of all the courts in the country. It has the final say on whether laws follow the Constitution, and the Supreme Court’s decisions become the law of the land.

SUPPORT—Have students count the number of justices in the image. Explain that the Supreme Court is made up of nine justices. One of these people is called the chief justice. Their job is to lead the Supreme Court.

Ask students the following questions:

LITERAL—What are important jobs of the judicial branch? (2.9)

- » An important job of the judicial branch is to decide whether laws passed by Congress follow the Constitution. Another job is to decide whether people have broken the law and what should happen when they do.

LITERAL—What is the Supreme Court? (2.9)

- » The Supreme Court is the highest court in the land.

Now ask students to look at the image on page 21 as you read aloud.

How else does the Constitution make sure there is limited government? Think about a scale. When one side weighs more than the other, the scale is no longer balanced. The Founders thought of the government as a giant scale. The Constitution makes each branch of government very powerful—but not too powerful! This is because the Founders included checks and balances.



21

SUPPORT—Ask: Who were the Founders? What did they do? (*The Founders were the people who united the thirteen colonies, declared independence from Great Britain, and helped the United States become its own country. They created the U.S. Constitution.*) (2.7, 2.7.a)

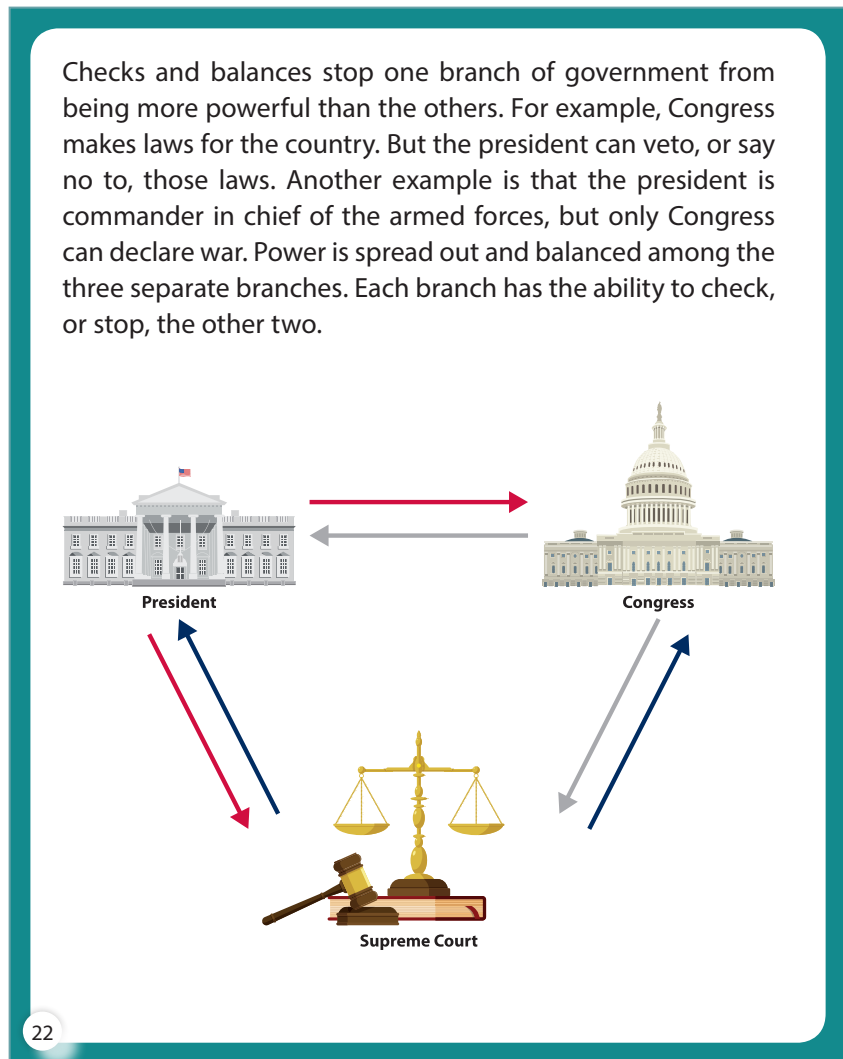
SUPPORT—Have students identify the buildings on the scale. (*the Capitol, where Congress meets; and the White House, where the president lives and works*) (2.9)

Ask students the following question:

EVALUATIVE—How is the government like a scale? (2.9, 2.10.b)

» Each branch of government is powerful but not too powerful.

Now ask students to look at the image on page 22 as you read aloud.



SUPPORT—Remind students that the Supreme Court decides whether laws follow the Constitution. That is the Supreme Court’s check on Congress.

Ask students the following questions:

LITERAL—What do checks and balances do? (2.10.b)

» Checks and balances stop one branch of government from being more powerful than the others.

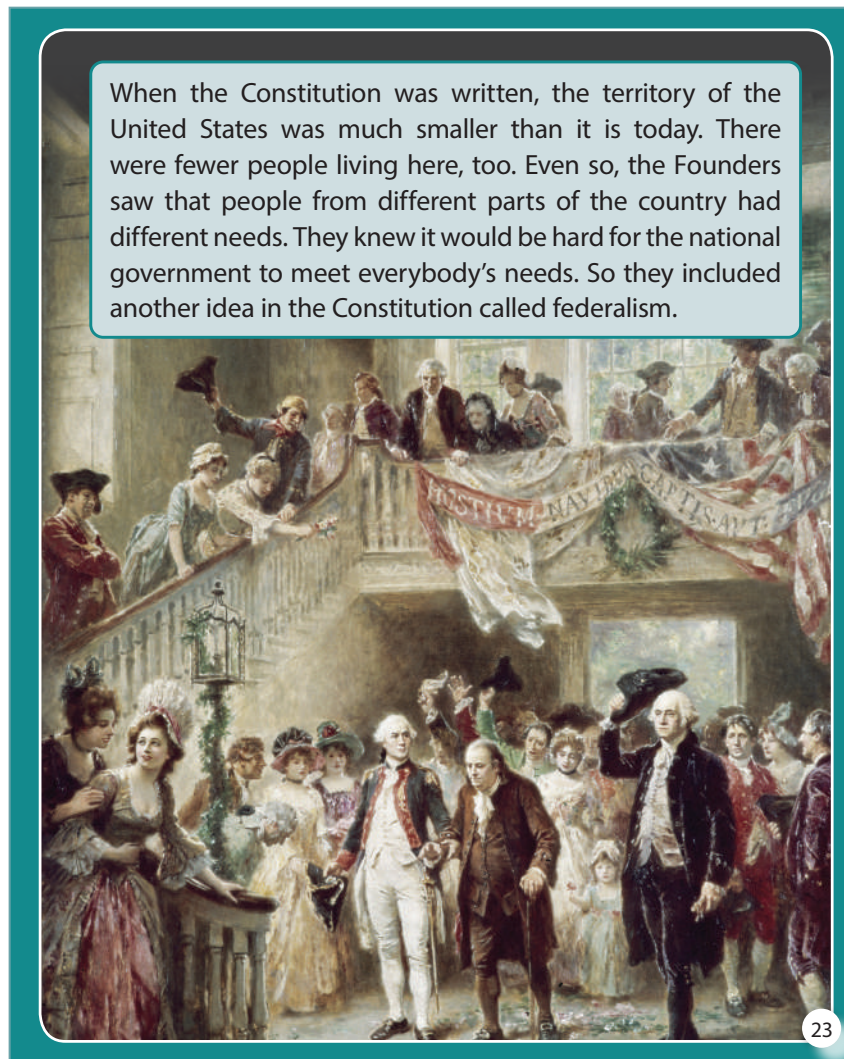
LITERAL—What is one way the president checks the power of Congress? (2.10.b)

» Congress makes laws for the country, but the president can say no to those laws.

LITERAL—What is one way Congress checks the power of the president? (2.10.b)

» The president is the commander in chief of the armed forces, but only Congress can declare war.

Now ask students to look at the image on page 23 as you read aloud.



CORE VOCABULARY—Explain that **territory** is an area of land that belongs to a government.

Activity Page



AP 1.2



SUPPORT—Display the map of the United States from the Internet. Have students compare the size of the United States on The Original Thirteen States (AP 1.2) with what they remember about the United States from Unit 1, *North America: Geography and Environment*. Ask: How has the size of the United States changed over time? (*It has become much larger over time.*) (2.5)

Ask students the following questions:

EVALUATIVE—How was the United States different in the past? (2.5)

» The United States was much smaller than it is today.

LITERAL—What did the Founders realize about the United States? (2.5)

» They realized that people in different parts of the country had different needs.

Now ask students to look at the images on page 24 as you read aloud.

The diagram consists of two parts. The top part shows a pink oval labeled "National Government" and a blue oval labeled "State Government" connected by two blue arrows pointing in opposite directions (up and down). The bottom part is a Venn diagram titled "Federalism" with two overlapping circles. The left circle is pink and labeled "Powers of the National Government" with a list: "• Declare war and make peace", "• Create a military", and "• Print money". The right circle is blue and labeled "Powers of State Governments" with a list: "• Set up schools", "• Set up local governments", and "• Run elections". The overlapping area in the center is white and labeled "Some Shared Powers" with a list: "• Collect taxes" and "• Set up courts". A small circle with the number "24" is in the bottom left corner of the diagram's frame.

Federalism gives powers to the national government and to the state governments. Some of these powers are shared. Some powers are just for the national government, and some powers are just for the states.

State governments are a lot like the national government. They have their own constitutions. They also have three branches of government.

SUPPORT—Explain that shared powers are things that can be done by the federal and state governments at the same time. They do not take turns using those powers.

SUPPORT—Have students point to each section of the Venn diagram at the bottom of the page as you read the text aloud.

Ask students the following questions:

LITERAL—What does federalism do? (2.10.b)

» Federalism gives powers to the national government and to the state governments.

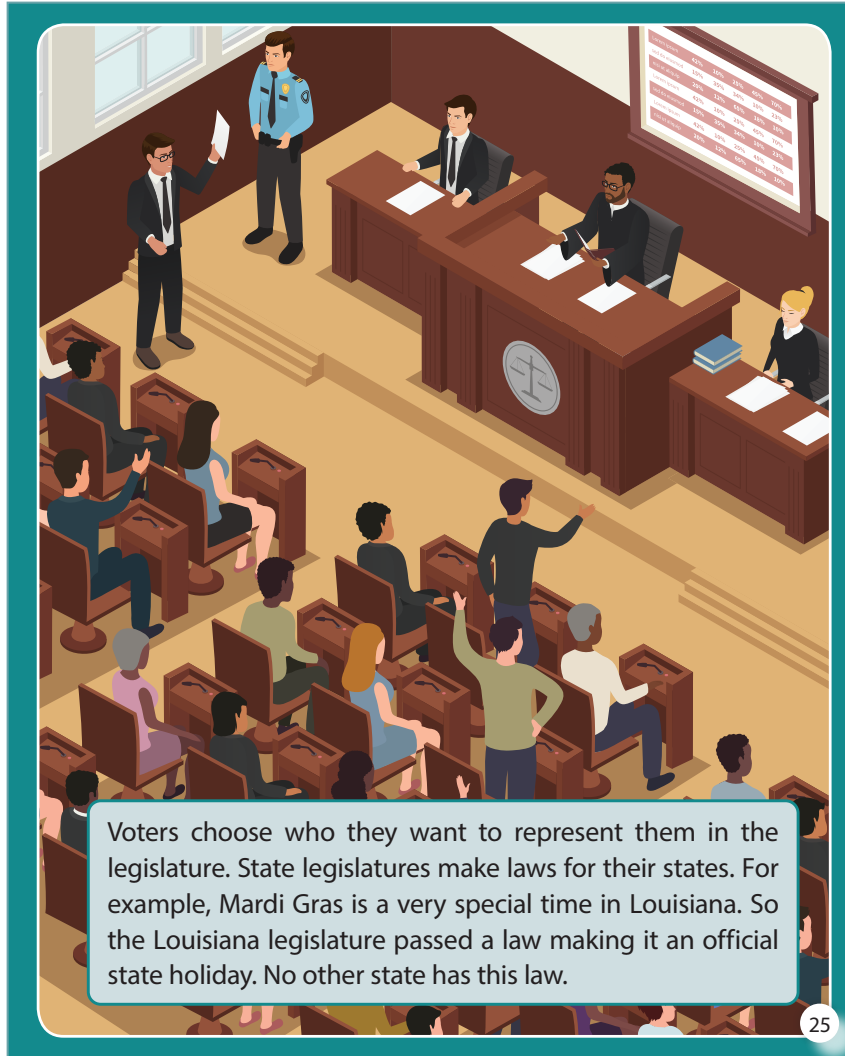
LITERAL—Which powers are shared by the national government and the state governments? (2.10.b, 2.15)

» The national government and the state governments share the power to collect taxes and set up courts.

EVALUATIVE—How are state governments like the national government? (2.15)

- » State governments have their own constitutions and three branches of government like the national government.

Now ask students to look at the image on page 25 as you read aloud.



CORE VOCABULARY—Explain that a **legislature** is the part of the government responsible for making laws. For example, Congress is a legislature. It makes laws for the United States.

SUPPORT—Remind students that the Constitution gives power to the government to make laws and that laws are rules made by the government of a country, state, or city. Give students examples of laws that affect their daily lives, such as those requiring mandatory school attendance and those mandating that we wear seat belts in a car. Challenge students to identify other laws that they encounter every day. (Possible answers: crossing the street at a crosswalk, stopping at a red light, wearing a helmet when on a bicycle, if your community has such a law) Ask: What is the purpose of these laws. (Possible answers: to keep people safe, to keep things orderly) (2.11)

Note: Students will learn more about laws in Chapter 3.

SUPPORT—Have students study the image. Ask: What branch of government is shown in the image? How do you know? (*The judicial branch is shown in the image. Details that tell this include the scales of justice and the judge in the top right corner.*) (2.3, 2.4)

Ask students the following questions:

LITERAL—What do state legislatures do? (2.15)

- » State legislatures make laws for their state.

EVALUATIVE—How are state representatives and members of Congress alike? (2.15)

- » It is their job to make laws.

LITERAL—What is one law that is only in Louisiana? (2.7.c)

- » Louisiana is the only state with a law that makes Mardi Gras a state holiday.

Now ask students to look at the image on page 26 as you read aloud.

Each state has a governor. The governor is a lot like a president. They lead the executive branch and make sure state laws are followed. Governors also suggest ways to make their states better places to live. States also have their own courts and judges. Judges hear cases about state laws.



26

SUPPORT—Have students explain what is happening in the image. (*The governor is signing a law.*) If students struggle, remind them of the image of the president on page 19. Explain that the same thing is happening here but by a governor, not a president.

Ask students the following questions:

EVALUATIVE—How are governors and presidents alike? (2.15)

- » Governors and presidents both lead the executive branch. They also make sure laws are followed.

LITERAL—What do state judges do? (2.15)

- » State judges hear cases about state laws.

Now ask students to look at the images on page 27 as you read aloud.



SUPPORT—Invite volunteers to identify the local responsibilities illustrated in each of the images.

Ask students the following questions:

LITERAL—What do local governments do? (2.15)

- » Local governments meet the needs of the people who live there.

LITERAL—What are some things that local governments are responsible for? (2.15)

- » Local governments are responsible for running police and fire departments. They are also responsible for transportation, fixing roads, and collecting trash.

Now ask students to look at the image on page 28 as you read aloud.

Louisiana is divided into different types of local governments. Some of them are called parishes. These are the same as counties in other states. Louisiana also has cities, towns, and villages. Some local leaders are chosen by voters, and others are appointed.



Some cities and towns elect a mayor as their leader. A mayor's job is like a president's or governor's job. They make suggestions about local laws and how the city should spend its money. Mayors also work to keep people in their town or city safe.

28

SUPPORT—Explain that when someone is appointed, they are chosen for a job by an official who already works for the government.

SUPPORT—Have students identify the parish and the village, town, or city that they live in.

Ask students the following questions:

LITERAL—What kinds of local governments is Louisiana divided into? (2.15)

- » Louisiana is divided into parishes. It is also divided into cities, towns, and villages.

LITERAL—What other leaders are mayors similar to? (2.15)

- » Mayors are similar to governors and presidents.

Now ask students to look at the images on page 29 as you read aloud.

Federal, state, and local governments have a lot in common. They work to stop problems from happening and find ways to fix them when they do. For example, governments at all levels take care of roads and bridges. This keeps people safe as they travel from one place to another. Roads and bridges also help local economies by connecting businesses and business areas. Governments help keep order by making laws. The national, state, and local governments also work together to improve people's lives.

Levels of Government



Federal

State


Local



29

CORE VOCABULARY—Explain that **economies** are all the ways people make, sell, trade, and buy things or services.

Note: Students will learn more about economies in Unit 4, *Choices and Costs*.

 **SUPPORT**—Using the images at the top of the page, have students identify the places represented in each map: the United States (*federal*), Louisiana (*state*), and the students' parish.

Ask students the following questions:

EVALUATIVE—What do federal, state, and local governments have in common? **(2.15)**

» They work to stop problems from happening and fix them when they do.

EVALUATIVE—Why do federal, state, and local governments make laws? **(2.11)**

» Federal, state, and local governments make laws to keep order.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “How does the U.S. government work?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How does the U.S. government work?

- » The U.S. government works in many different ways. The federal government is divided into three branches. The legislative branch makes laws for the country. The executive branch enforces the laws of the country. The judicial branch reviews the laws of the country. The Constitution includes checks and balances to keep one branch of government from becoming too powerful. The Constitution also divides power between the federal government and the state governments. State and local governments have a lot in common with the federal government. They pass laws and help solve problems to meet the needs of people who live there.

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 3

TOPIC: Citizenship

Primary Focus Objectives

- ✓ Identify basic principles of the U.S. Constitution. **(2.10.b)**
- ✓ Define democracy. **(2.12)**
- ✓ Describe the importance of civic virtues. **(2.13)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *prevent*, *disagreements*, *voting*, and *“run for office.”*

Materials Needed

- individual student copies of *Making the United States of America* Student Book

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Citizenship”:

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

THE CORE LESSON

Introduce “Citizenship”

Remind students that the Constitution created a type of government called democracy. Remind students that in a democracy, people choose leaders to represent them in the government and make laws for the country. Explain that democracy does not work unless citizens do their part. In this chapter, students will hear about what it means to be a good citizen.

Framing Question

How can we be good citizens?

Core Vocabulary

prevent **disagreements** **voting** **“run for office”**

Chapter 3: “Citizenship”

Distribute copies of the Student Book. Ask students to turn to page 30 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Citizenship.”

CHAPTER
3

Citizenship

What does it mean to be a good citizen? Being a citizen comes with many different responsibilities, or things that we should do. One responsibility of good citizens is to follow rules and laws.



Rules let us know what we can and cannot do in our community. One example of a rule is not running in the classroom. This rule keeps accidents from happening.

30

SUPPORT—Read the rules in the bottom left image aloud. Ask students to identify other classroom or school rules. (*Possible answers: use indoor voices, respect classroom toys and supplies, wash hands before eating, take turns*)

Ask students the following questions:

LITERAL—What are responsibilities? (2.11)

» Responsibilities are things we should do.

LITERAL—What is one responsibility of good citizens? (2.11)

» Following rules and laws is the responsibility of good citizens.

EVALUATIVE—Why are rules important? (2.11)

» Rules let us know what we can and cannot do in our community.

Now ask students to look at the images on page 31 as you read aloud.

Laws are rules that the government makes. The national government makes laws for all citizens in the country to follow. State governments make laws for people in their state to follow. Local governments make laws for people who live in their community. One photo explains that swimming is not allowed in this water. What law do you think the second photo shows?



31

SUPPORT—Point to the image of the “No Swimming” sign. Ask: What details tell you what this sign means? (Possible answer: The sign shows a person swimming with a red line through it. This tells us that swimming is not allowed here.) (2.3)

SUPPORT—Point to the second image on the page. Invite volunteers to share what law this sign shows. (speed limits for cars and other vehicles) What do the laws in the two images have in common? (They both keep people safe.) (2.3, 2.11)

Ask students the following questions:

LITERAL—What are laws? (2.11)

» Laws are rules that governments make.

LITERAL—Whom does the national government make laws for? (2.11)

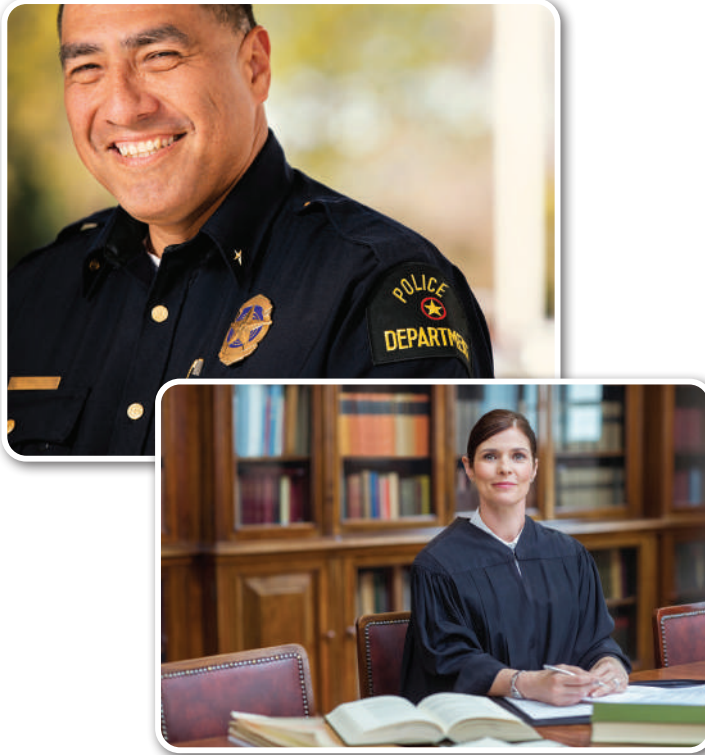
» The national government makes laws for all people in the country to follow.

LITERAL—Whom does the state government of Louisiana make laws for? (2.11)

» The Louisiana state government makes laws for people in their state to follow.

Now ask students to look at the images on page 32 as you read aloud.

We follow the law to keep ourselves and others safe. Another reason to follow the law is to prevent disagreements. Following the law helps us know what we are supposed to be doing and when. Police officers respond when someone breaks the law. Judges decide what the consequences are.



32

CORE VOCABULARY—Explain that **prevent** means to stop something from happening.

CORE VOCABULARY—Explain that **disagreements** are when people have different ideas or beliefs about something.

SUPPORT—Explain that rules also help prevent disagreements. Invite volunteers to share how a classroom rule might prevent a disagreement.

SUPPORT—Explain that the job of police officers is to make sure people follow the law. Ask students to identify the branch of government responsible for making sure people follow the law. (*executive*) Ask students to identify what branch of government judges belong to. (*judicial*) Remind students that equality under the law is an important principle in the Constitution. Invite a volunteer to recall what this means. (*All people must follow the rules and laws.*) Tell students that police officers and judges must follow the law just like everyone else. **(2.9, 2.10.b)**

Ask students the following questions:

EVALUATIVE—Why do we follow the law? (2.11)

- » We follow the law to keep ourselves and others safe. We also follow the law to prevent disagreements.

LITERAL—What do police officers do when someone breaks the law? (2.11)

- » Police officers respond when someone breaks the law.

LITERAL—What do judges do when someone breaks the law? (2.11)

- » Judges decide what the consequences are when someone breaks the law.

Now ask students to look at the image on page 33 as you read aloud.



SUPPORT—Have students study the image. Ask: What are the people in this image doing? How do you know? (*They are painting a community mural. The image shows people painting. The wall also has the word “community.”*) Is this image from the past or the present? How do you know? (*This image is from the present because it is a color photograph. The people in the image are wearing clothing that we wear today.*) (2.2, 2.2.a, 2.2.b, 2.3, 2.4)

Ask students the following questions:

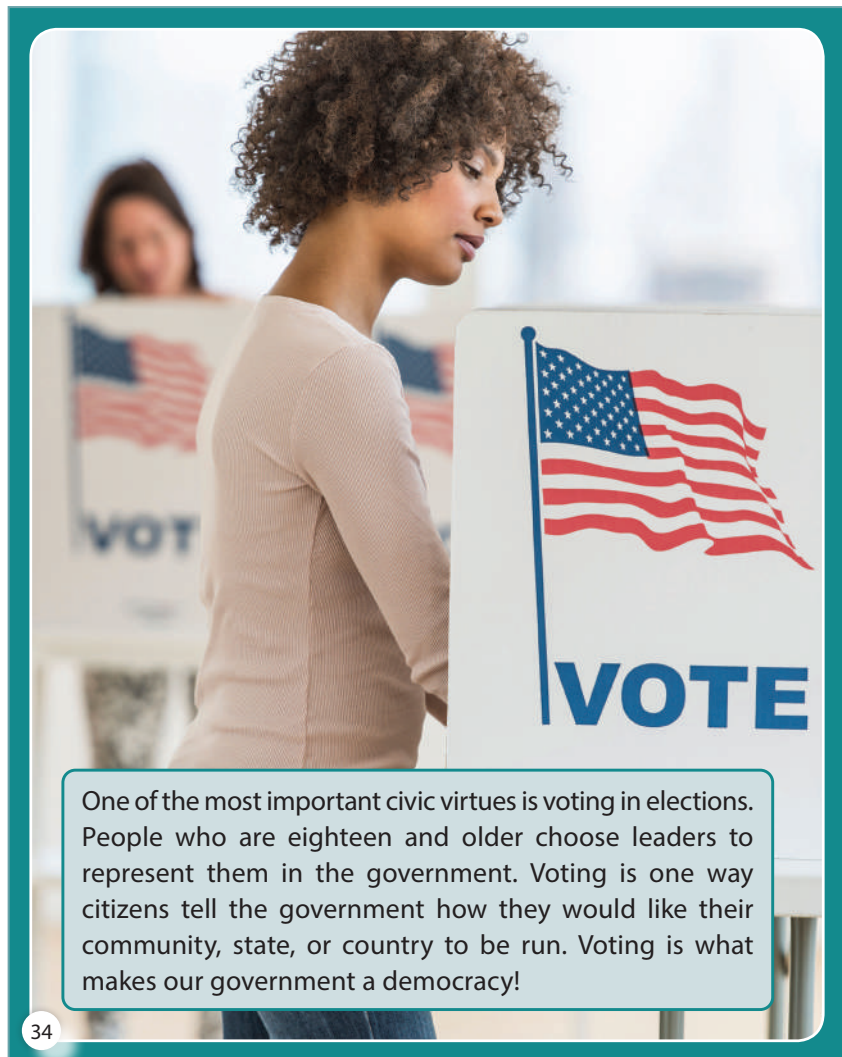
LITERAL—What are civic virtues? (2.13)

- » Civic virtues are things that we do to make our community, state, and country a better place.

LITERAL—Who can show civic virtue? (2.13)

- » People of all ages can show civic virtue.

Now ask students to look at the image on page 34 as you read aloud.



CORE VOCABULARY—Explain that **voting** means making a decision by marking choices on a piece of paper called a ballot, by raising your hand, or by saying your choices out loud. Today, people often also vote by using electronic voting machines.

Ask students the following questions:

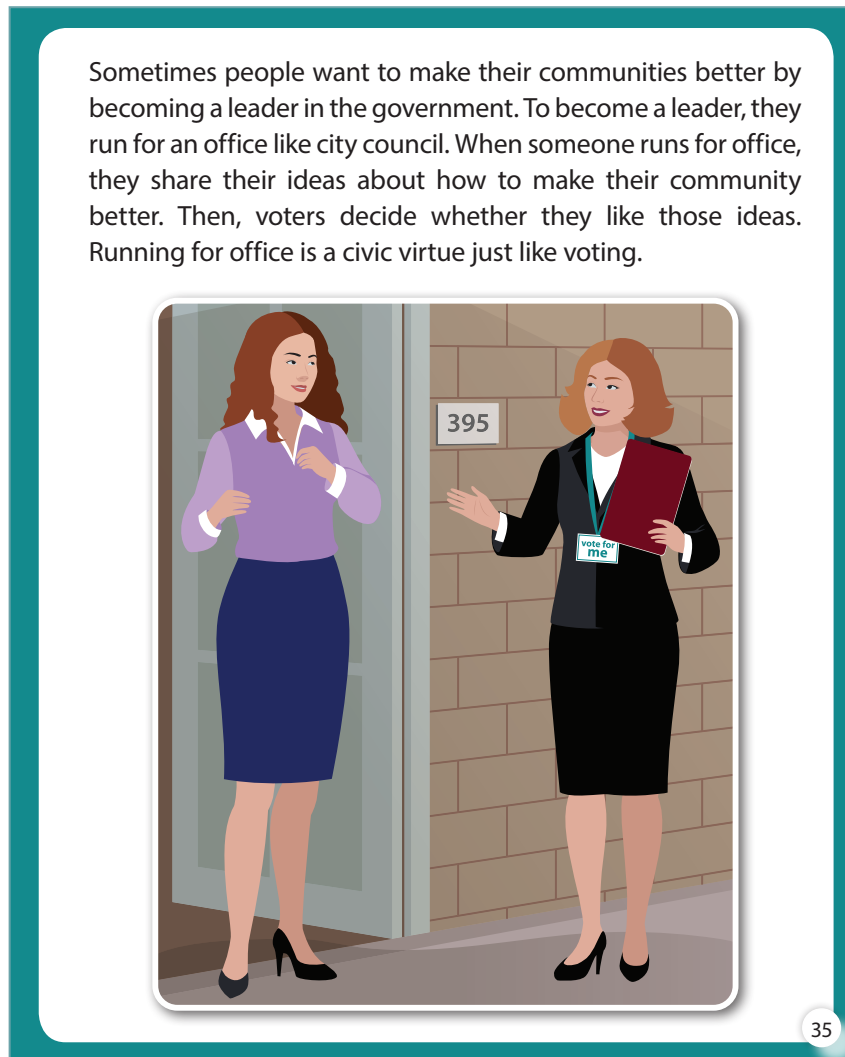
INFERENTIAL—Why is voting one of the most important civic virtues? (2.12, 2.13)

- » Voting is one way citizens tell the government how they would like their community, state, or country to be run. It is what makes our country a democracy.

LITERAL—How old do you have to be to vote in the United States? (2.12, 2.13)

- » You must be eighteen years or older to vote in the United States.

Now ask students to look at the image on page 35 as you read aloud.



CORE VOCABULARY—Explain that to **“run for office”** means to ask people to vote for you to have a job in the government.

Ask students the following questions:

EVALUATIVE—Why do people run for office? (2.13)

- » People run for office because they want to make their communities better by becoming a leader in the government.

LITERAL—What do people do when they run for office? (2.13)

- » When people run for office, they share their ideas about how to make their community better with voters.

Now ask students to look at the image on page 36 as you read aloud.

People can show civic virtue by working together on a committee. A committee is a group of people working together toward a goal. Committees come in different sizes and have many different goals. Some committees may work on local projects, like planting trees in a park.



Other committees may work on issues that affect people in a state or the whole country. For example, one committee in the Louisiana state government works on building new roads. Another works on projects to make Louisianans healthier and safer.

36

SUPPORT—Have students study the image. Ask: Do you think these people are part of a committee at the local, state, or national level? How do you know? (*Possible answer: These people might be part of a local committee because they are planting trees in a local park.*) (2.3, 2.4, 2.13)

Ask students the following questions:

LITERAL—What is a committee? (2.13)

- » A committee is a group of people working together toward a goal.

LITERAL—What do state committees work on? What are some examples of state committees in Louisiana? (2.13)

- » State committees work on issues that affect people in a state. Louisiana has committees that work on building new roads and on projects to make Louisianans healthier and safer.

Now ask students to look at the images on page 37 as you read aloud.

Volunteering is one more way to show civic virtue. When we volunteer, we give our time—even just a few minutes—to make our community better. This might mean helping an older neighbor carry something heavy. It could also mean helping at an animal shelter.



People of all ages can volunteer! Think about your community. What ways can you work to make it better?

37

TURN AND TALK—Have students brainstorm answers to the question on the bottom of the page. Invite volunteers to share their ideas with the class.

Ask students the following questions:

LITERAL—What does it mean to volunteer? (2.13)

- » Volunteering means giving our time to make our community better.

LITERAL—What are some examples of volunteering? (2.13)

- » Examples of volunteering are helping an older neighbor carry something heavy and helping at an animal shelter.

LITERAL—Who can volunteer? (2.13)

- » People of all ages can volunteer.

Then and Now, page 38

Introduce the Then and Now by reminding students that volunteering is one way that people can help make their country and community better. These images show young people volunteering in the past and today.

Ask students to look at the images on page 38.



Guide students to the Then image. Explain that the image shows children helping to create a community garden.

SUPPORT—This image is from the United Kingdom in the early twentieth century. However, it represents an idea—that children can demonstrate civic virtue—that is as true here in the United States as it is there.

Then, guide students to the Now image. Explain that this image shows kids working in a community garden today.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (2.1, 2.3, 2.4, 2.5, 2.13)

- » The Then and Now images show young people participating in their communities. The kids in both images are working in a community garden. They are also using similar tools.

EVALUATIVE—What is different in the images? (2.1, 2.3, 2.4, 2.5, 2.13)

- » The kids in the images are dressed differently. In the Then image, we can't see what is going to grow in the garden. We only see the dirt that is being prepared. In the Now image, we can see that the garden has trees and grass. Also, in the Then image, all the people look kind of alike, but in the Now image, we can see different kinds of people working together in the garden. The kids in the Now image seem happier to be working in the garden, too, than the kids in the Then image.

INFERENTIAL—What do you think is the message of these images? (2.1, 2.3, 2.4, 2.5, 2.13)

- » The message of these images is that even children can show civic virtue by volunteering to help their country and community.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: "How can we be good citizens?"



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How can we be good citizens?

- » We can be good citizens by following the rules and laws of our community, state, and country. We can also be good citizens by showing civic virtue like voting, running for office, serving on committees, and volunteering.

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/>

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Chapter 1 Assessment: Making the Constitution

Make sufficient copies of the Student Answer Sheet for each student; see pages 65–67 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. What does the Constitution do? (2.6, 2.11)
 - a) It declares American independence from Britain.
 - b) It gives the president the same powers as a king.
 - c) It sets the rules of the American government.
2. Who is called the Father of the Constitution? (2.7, 2.7.a)
 - a) James Madison
 - b) George Washington
 - c) Alexander Hamilton
3. According to the Constitution, our government gets its power from _____. (2.6, 2.10.b, 2.12)
 - a) a king
 - b) the people
 - c) the president
4. When the Constitution was written, most countries were ruled by _____. (2.6, 2.12)
 - a) presidents
 - b) kings and queens
 - c) citizens
5. Which principle, or idea, is the Constitution based on? (2.10.b)
 - a) fair treatment for all
 - b) monarchy
 - c) independence from Great Britain
6. Under the Constitution, the United States is a democracy where _____. (2.6, 2.12)
 - a) kings make laws
 - b) states have the most power
 - c) the people choose leaders

7. The Constitution was written during a meeting held in _____. **(2.7.d)**
- a) the White House
 - b) the U.S. Capitol
 - c) Independence Hall
8. After the Constitution was adopted, who became the first president of the United States? **(2.7, 2.7.a)**
- a) James Madison
 - b) George Washington
 - c) Benjamin Franklin

Chapter 1 Assessment Student Answer Sheet: Making the Constitution

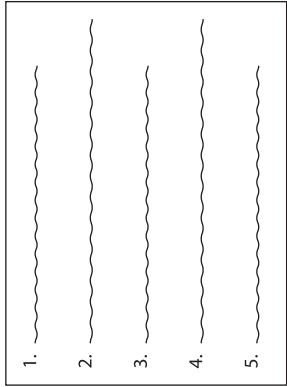
1. a.



b.



c.



2.

a.



b.



c.



3.

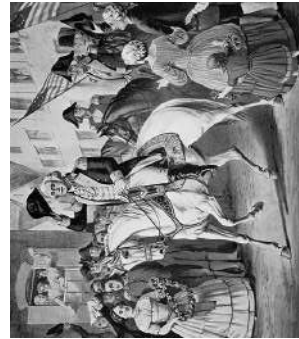
a.



b.



c.



Chapter 1 Assessment Student Answer Sheet: Making the Constitution

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Name _____

Date _____

Chapter 1 Assessment Student Answer Sheet: Making the Constitution

7.

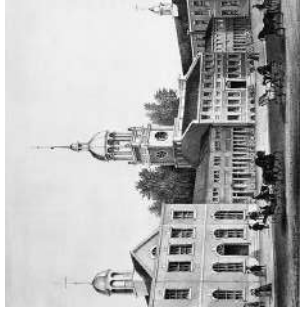
a.



b.



c.



8.

a.



b.



c.



Chapter 2 Assessment: *The Three Branches of Government*

Make sufficient copies of the Student Answer Sheet for each student; see pages 70–72 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which branch of government makes the laws for the United States? (2.9, 2.11)
 - a) legislative
 - b) judicial
 - c) executive

2. Which branch of government decides whether laws follow the Constitution? (2.9)
 - a) legislative
 - b) judicial
 - c) executive

3. The executive branch of national government is led by _____. (2.9)
 - a) members of Congress
 - b) the president
 - c) courts and judges

4. How does the Constitution create a limited government? (2.10.b)
 - a) by making local governments
 - b) by giving power to the people
 - c) by including checks and balances

5. Who chooses members of Congress? (2.12)
 - a) voters
 - b) the president
 - c) the Supreme Court

6. Federalism means that _____ share certain powers. (2.10.b)
 - a) the national and state governments
 - b) the three branches of government
 - c) local governments

7. Which state leader is like a president? **(2.15)**
- a) governor
 - b) representative
 - c) judge
8. One job of local governments is to _____. **(2.15)**
- a) hear cases about state laws
 - b) print money
 - c) fix roads

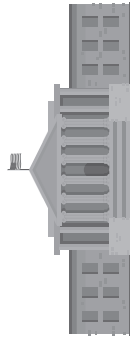
Chapter 2 Assessment Student Answer Sheet: The Three Branches of Government

1. a.



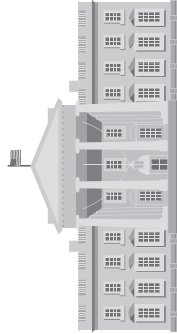
Legislative

b.



Judicial

c.



Executive

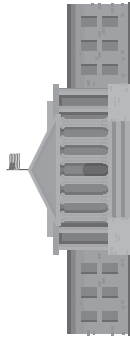
2.

a.



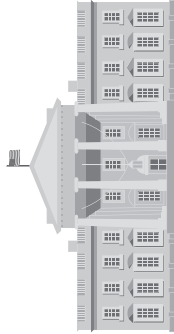
Legislative

b.



Judicial

c.



Executive

3.

a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: The Three Branches of Government

4.

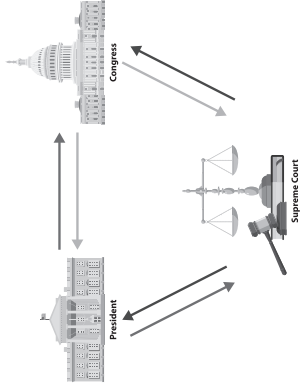
a.



b.



c.

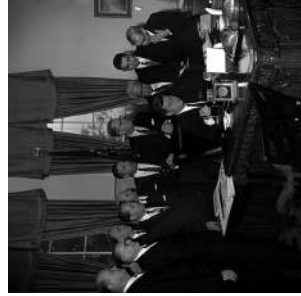


5.

a.



b.

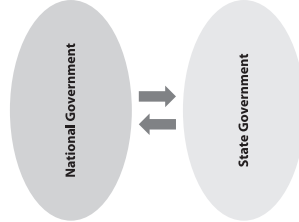


c.

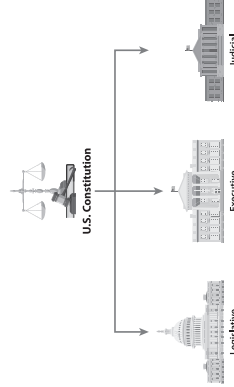


6.

a.



b.



c.



Chapter 2 Assessment Student Answer Sheet: The Three Branches of Government

7.

a.



b.



c.

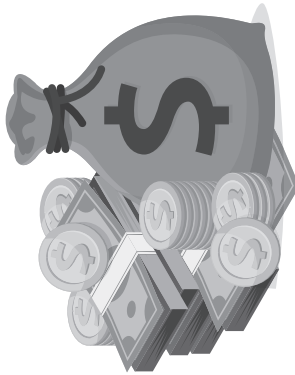


8.

a.



b.



c.



Chapter 3 Assessment: *Citizenship*

Make sufficient copies of the Student Answer Sheet for each student; see pages 74–75 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Which rule keeps students safe in the classroom? **(2.11)**
 - a) no swimming
 - b) no running
 - c) no driving too fast

2. If someone is on the city council, which government are they part of? **(2.11)**
 - a) national government
 - b) state government
 - c) local government

3. Who responds when someone breaks the law? **(2.11)**
 - a) police officer
 - b) judge
 - c) voter

4. How can citizens tell the government how they want their community to be run? **(2.10.b, 2.12, 2.13)**
 - a) serving on a committee
 - b) volunteering
 - c) voting

5. How can people become leaders in the government? **(2.13)**
 - a) running for office
 - b) painting a mural
 - c) voting in an election

6. People can volunteer in their community by _____. **(2.13)**
 - a) learning in school
 - b) helping at an animal shelter
 - c) talking to a judge

Chapter 3 Assessment Student Answer Sheet: **Citizenship**

1.



b. 



c. 



2.



National

b. 

State



c. 

Local



3.



b. 



c. 



Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: Citizenship

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.




c.



Culminating Activity: *Making the United States of America*

Review: Making the Constitution

Materials Needed: Internet access; capability to display Internet in the classroom

 **Background for Teachers:** Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the videos may be found:


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

Tell students that they will be reviewing what they know about the making of the Constitution. Before beginning, invite students to help make a mind map on the board of facts they can recall about the making of the Constitution. Then play “The Constitution for Kids” video (5:41). Pause after the first statement that “The Constitution is a very special document for the United States of America,” and ask students to explain in their own words why they think that is. Continue playing the video for students. At the end of the video, ask students what rights the Constitution protects.

Next, play the “We the People (Constitution Song)” video (6:01). Discuss with students any additional facts they learned from the song. Conclude the activity by asking students what they think “We the People” means and why it is important language in the Constitution.

Classroom Mural

Materials Needed: sufficient copies of *Making the Constitution* coloring pages; crayons, colored pencils, or markers; butcher-block paper; tape, glue, or stapler

 **Background for Teachers:** Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the coloring pages may be found:

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

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher-block paper to create a collage.

Once the collage is complete, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

Performance Task: *Making the United States of America*

Materials Needed: four blank 5" × 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *Making the United States of America* Student Book

Teacher Directions: In this unit, students learned about making the United States of America—the creation and significance of the U.S. Constitution. They learned that the Constitution divides the government into three branches and establishes a federal system with powers shared and divided between the national government and states. They learned the powers and responsibilities of different branches of government and local, state, and national leaders. They also learned about ways to be a good citizen by showing civic virtue.

Have students reflect on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are explaining the making of the United States of America to a person from another country. They will share the sights, sounds, and experiences of creating the Constitution, how it structures the American government, and what it means to be a good citizen by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about making the United States of America. Students should identify in their postcards the most important aspects of making the United States of America that they have learned about that make it an exciting place to visit and think about.

Have students draw images of making the United States of America on one side of each card and dictate a brief message about making the United States of America for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about making the United States." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of making the United States of America, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• reasons for the Constitutional Convention• arguments for and against the Constitution, including the <i>Federalist Papers</i> and the inclusion of a bill of rights• the Founders of the United States of America• principles of the U.S. Constitution, including equality under the law, fair treatment under the law, and limited government• the three branches of government and their roles and responsibilities• division of power between the federal government and state governments• the roles and responsibilities of state and local leaders, including mayors, representatives and governors• the importance of following rules and laws• ways to show civic virtue, including voting, serving on committees, running for office, and volunteering
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of making the United States of America, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of making the United States of America, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete. Student demonstrates a minimal understanding of making the United States of America, noting only one of the details listed above.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

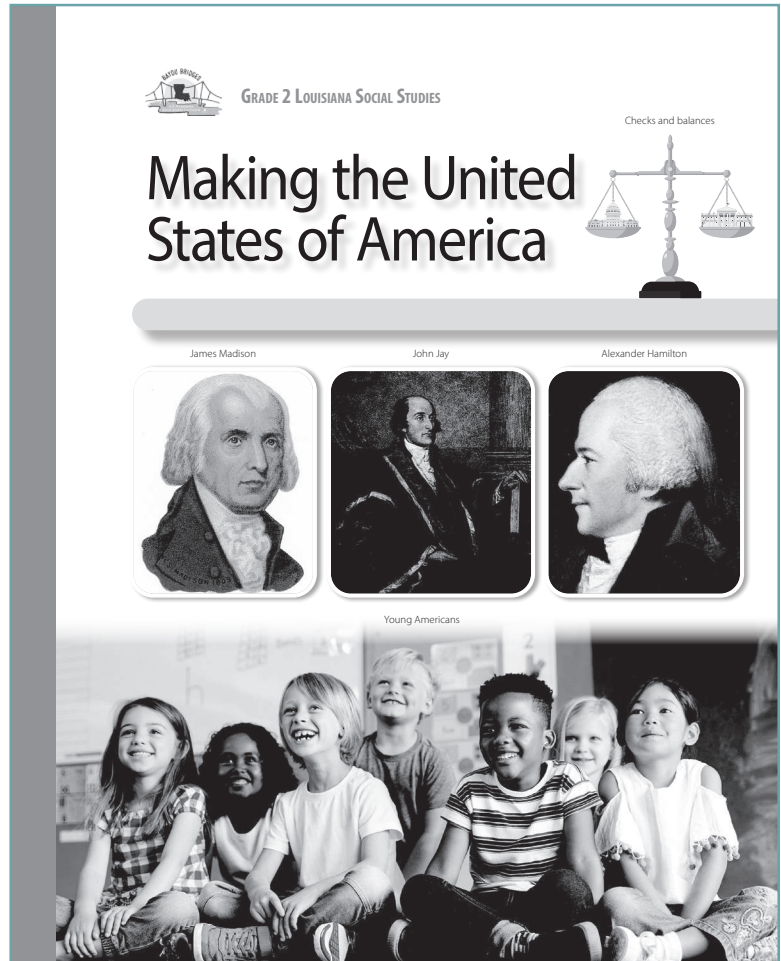
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the making of the government of the United States of America.

In this unit, students will explain the causes and effects of the Constitutional Convention, summarize important principles of the Constitution, describe the roles and responsibilities of the three branches of government, describe the roles of state and local government leaders, explain the importance of following rules and laws, and describe ways to be a good citizen through civic virtue.

As part of their exploration, students will also learn a little bit about adults in the community who enforce the law and administer consequences for breaking the law. This information is presented in a factual, age-appropriate way. The goal is to foster understanding 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.



Activity Page 1.2

Use with Chapters 1–2

The Original Thirteen States



HISTORY

- 2.1** Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2** Differentiate between primary and secondary sources. For example:
 - a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4** Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5** Compare life in the United States in the past to life today.
- 2.6** Describe the significance of the American Revolution and the founding of the United States.
- 2.7** Identify and describe national historical figures, celebrations, symbols, and places.
 - a)** Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
 - b)** Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
 - c)** Describe the significance of state and nationally designated holidays, including New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.
 - d)** Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto “In God We Trust.”
 - e)** Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - f)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
- 2.8** Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.

CIVICS

- 2.9** Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).
- 2.10** Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11** Explain the purpose of rules and laws in the United States.
- 2.12** Define governmental systems, including democracy and monarchy.
- 2.13** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 2.14** Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.
- 2.15** Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.

ECONOMICS

- 2.16** Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.
 - a)** Describe how people are both producers and consumers.
 - b)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - c)** Identify examples of an economic cost or benefit of a decision or event.
- 2.17** Explain why and how people specialize in the production of goods and services.
- 2.18** Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

GEOGRAPHY

- 2.20** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21** Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.

- 2.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23** Describe the relative location of the United States.
- 2.24** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 2.25** Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.
- 2.26** Explain how and why people, goods, and ideas move from place to place.
- 2.27** Describe how and why people from various cultures immigrate to the United States.

Answer Key: Making the United States of America

Chapter Assessments

Chapter 1

1. c 2. a 3. b 4. b 5. a 6. c 7. c 8. b

Chapter 2

1. a 2. b 3. b 4. c 5. a 6. a 7. a 8. c

Chapter 3

1. b 2. c 3. a 4. c 5. a 6. b



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Michael Ventura / Alamy Stock Photo: 34
North Wind Picture Archives / Alamy Stock Photo: 24, 25, 28d
Peter Etchells / Alamy Stock Photo: 5l, 52c, 74b
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SuperStock / DreamPictures/DreamPictures: 54a, 74g
Tetra Images / Alamy Stock Photo: 6b, 56, 71d, 74i, 75c, 75f
Tetra Images, LLC / Alamy Stock Photo: 6e, 59a, 75b
thislife pictures / Alamy Stock Photo: 60a
US House / Alamy Stock Photo: 5e, 38a, 70g, 72b
Voting in Philadelphia, 1816 (w/c on paper), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 30, 65h, 66c, 66i
WDC Photos / Alamy Stock Photo: 5b, 22, 67f
William Morgan / Alamy Stock Photo: 47b–c, 72f
World History Archive / Alamy Stock Photo: 26
Writing the Constitution, 2009 (w/c on paper), Harlin, Greg (b.1957) / Private Collection / Wood Ronsaville Harlin, Inc.USA / Bridgeman Images: 5c, 32
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