

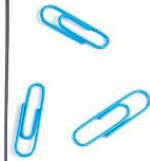
# CIVICS & GOVERNMENT

## UNIT 7

### Supremacy



### Authority



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

### Quiz

Fill in the blanks with the words from the word bank. Some words may be used more than once.

government    Constitution    branches    Bill of Rights

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

### KWL: The Constitution

Before beginning this unit, discuss what you already know about this topic. What do you hope to learn? At the end of the unit, fill in what you learned. Was your prior knowledge correct?

K.

What do you know about the Constitution?

The Constitution represents basic rights and laws.

It is a document that is museum piece.

W.

L.

important documents in this which includes the first ten is grant citizens certain as the structure of the main branches. The laws. The Executive Branch Branch is responsible for

### Painting Spotlight

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

Below is the oil-on-canvas painting by artist Howard Chandler Christy. The scene is of the signing of the Constitution of the United States in the year 1787. The painting was completed in the year 1940 and is 20 feet tall by 30 feet wide!

Observe the painting for a few minutes.

What do you notice? What are the people doing? How does it make you feel?



### Vocabulary Sort

Match the vocabulary words to the definitions.



A document that explains how a government works and the rights of the people

Having more authority than all the others

A court's ability to review whether a law or government action is legal

The power of one person or group over other people

Write a paragraph summarizing this unit. Use each of the vocabulary words.

### Constitution



My most authority

### Judicial Review



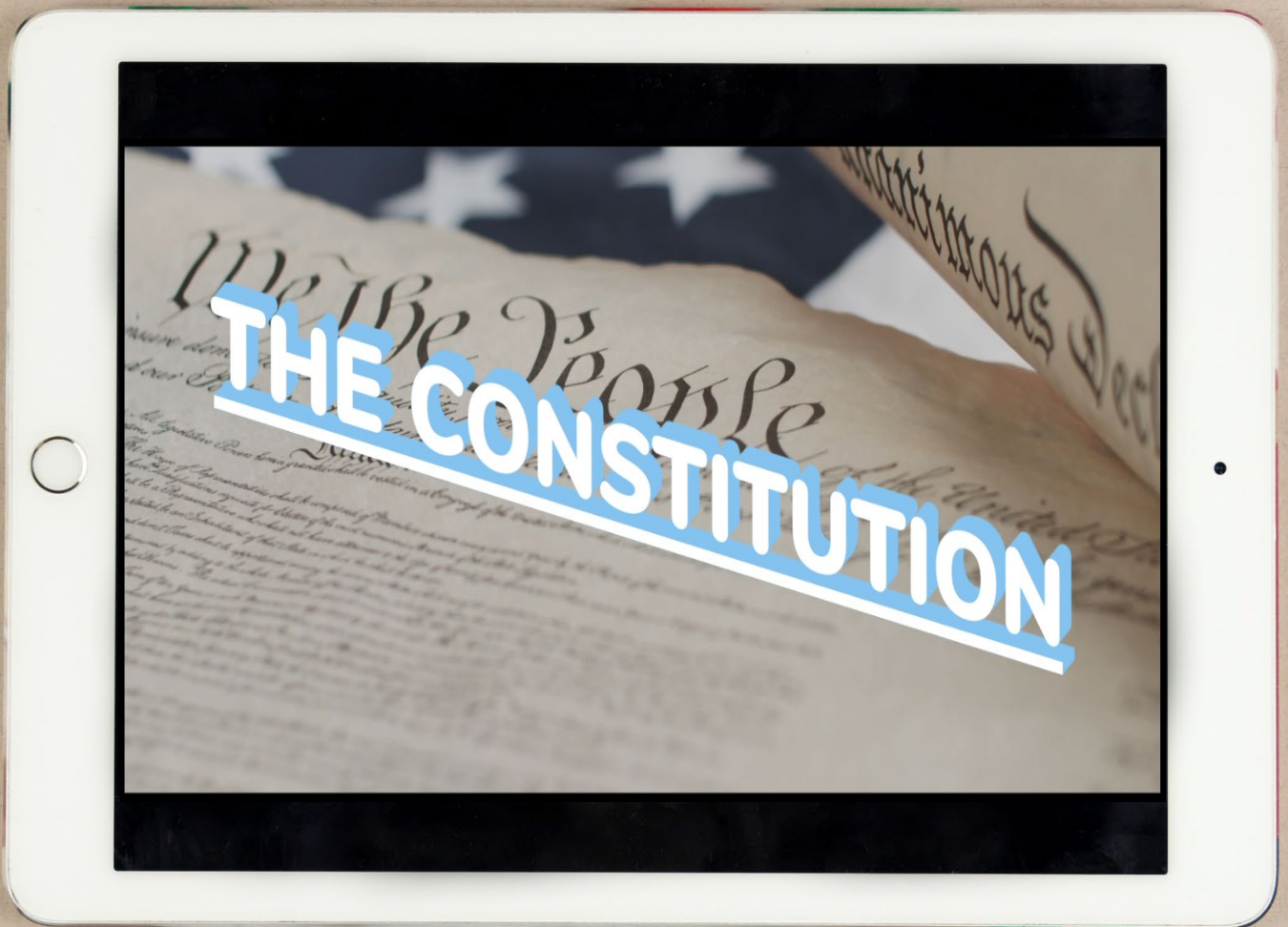
# THE CONSTITUTION



Videos, Lessons & Worksheets



Original Videos to introduce  
and reinforce topics.



### Symbols: Objects



The 50 stars on the American flag represent the 50 states. The 13 stripes represent the original 13 colonies.



The bald eagle is the national bird of the United States. It represents strength and freedom.

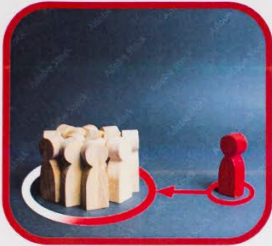
### The Supreme Court



The Supreme Court has nine justices. The leader is called the "Chief justice." They are appointed by the President, confirmed by the state, and serve for a life term.



## Authority



## KWL: The Constitution

Date: \_\_\_\_\_

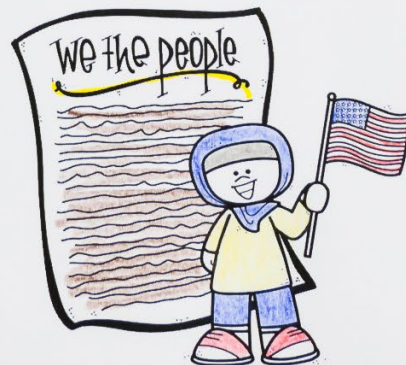
Before beginning this unit, discuss what you already know about this topic. What do you hope to learn? At the end of the unit, fill in what you learned. Was your prior knowledge correct?

| K.   | W.  | L.  |
|--|---|---|
| What do you know about the Constitution?   | What do you want to learn about the Constitution?         | What did you learn about the Constitution?                        |
| <p>The Constitution represents basic rights and laws.</p> <p>It is a document that is museum</p> | <p>I want to learn about the history of Constitution.</p> | <p>Constitution gives citizens basic rights. Also, it defines</p> |

## Supremacy



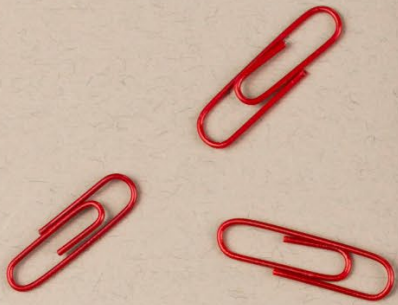
## The Constitution



By: \_\_\_\_\_



# Google Slides Presentation to present information.



## Constitution



confirmed by the Senate. They serve for a life term.

Chief Justice  
John Roberts



John Jay was the first Chief Justice. He served from 1789 to 1795. John Roberts is the current Chief Justice.

Chief Justice  
John Jay



## Judicial Review

Marbury v. Madison is a legal case from 1803. It was written by Chief Justice John Marshall. It was the first time the court ruled that a law was unconstitutional. The decision secured the power of Judicial Review for the court.

Chief Justice  
John Marshall



Judicial review is a process where laws can be reviewed by judges. Judges can rule that laws are invalid based on the Constitution. This also means that judges can interpret what the Constitution means whenever it is unclear.

## Judicial Opinions

Supreme Court justices do not always agree on the outcomes of a case. They decide cases based on a majority. This means that more justices agree than disagree. They give written opinions. The opinion is their decision about the case.

### Court Opinions are Law

When the Supreme Court decides a case, their opinion becomes a part

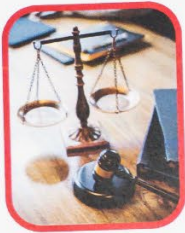
### Sharing Disagreements

Many times, justices who disagree will share their own opinion. This is





## Judicial Review



## Constitution



## Authority



## Quiz

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

Fill in the blanks with the words from the word bank. Some words may be used more than once.

government    Constitution

## Vocabulary Sort

Match the vocabulary words to the definitions.

Authority



Supremacy



Judicial Review



A document that explains how a government works and the rights of the people

Having more authority than all the others

A court's ability to review whether a law or government action is legal

The power of one person or group over other people

Summarizing this unit. Use each of the vocabulary words.

Supremacy is having more authority than the others.



## Painting Spotlight

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

1. What part of the painting stands out to you the most, and why?

## Painting Spotlight

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

Below is the oil-on-canvas painting by artist Howard Chandler Christy. The scene is of the signing of the Constitution of the United States in the year 1787. The painting was completed in the year 1940 and is 20 feet tall by 30 feet wide!

Observe the painting for a few minutes.

What do you notice? What are the people doing? How does it make you feel?

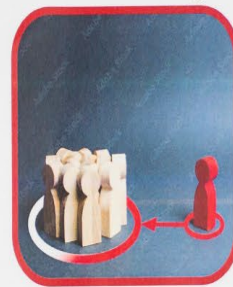




emacy



## Authority



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

## Quiz

Fill in the blanks with the words from the word bank. Some words may be used more than once.

government

Constitution

branches

Bill of Rights

Name: \_\_\_\_\_

## Vocabulary

Match the vocabulary words to the definitions.

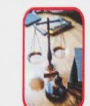
Authority



Supremacy



Judicial Review



Constitution



Write a paragraph summarizing this unit.

## Constitution



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

## KWL: The Constitution

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Observe the painting for a few minutes.

What do you notice? What are the people doing? How does it make you feel?



al Review



# Unit Instructions

## Time Commitment

This unit includes 10 days of lessons. It should take about thirty minutes for each social studies lesson.

This resource includes a Google Slides presentation. The presentation can easily be converted to PowerPoint. This presentation is meant to be used as a whole-class presentation, rather than a student activity.



Click here to access  
the Google Slides  
Presentation.  
Please Note: This  
presentation should  
be used in "Present"  
mode.



# Unit 7: The Constitution

## Preparation:

- Print the vocabulary cards, student books, and worksheets before beginning. Each student will need their own copy of the book and worksheets.
- Picture Book or Read-Aloud: *When the Schools Shut Down* by Tamara Pizzoli and Yolanda Gladden.
- Prepare your technology to present the PowerPoint presentation and view the videos.

## Day 1:

Tell students that this unit is about the Constitution of the United States of America. We will be learning about what the Constitution is and how it affects the people of the United States. Show students the vocabulary cards to introduce key vocabulary words. Distribute the K.W.L. chart. Have students share what they know about the Constitution. Discuss what students are wondering or want to know. Tell students that at the end of this lesson, they will fill in what they learned.

## Day 2:

Distribute *The Constitution* book. Tell students that you will be going through a presentation together, and along the way, they will find clues to fill in their books.

Begin the presentation. Review the key vocabulary, and review through slide 5 (The Three Branches of Government). While you go through the presentation, students should fill in their books. Give them time to color the pictures, as well.

**Day 3:** Review the vocabulary. Complete presentation slides 6-9 (Federalism & Supremacy).

**Day 4:** Review the vocabulary. Complete presentation slides 10-13 (Judicial Opinions).

**Day 5:** Review the vocabulary. Complete presentation slides 14-18 (Constitution).

**Day 6:** Complete vocabulary review sheet. Allow students time to complete their books.

**Day 7-8:** Read aloud the book *When the Schools Shut Down* by Tamara Pizzoli and Yolanda Gladden. Have the students complete the compare and contrast graphic organizer and complete the questions provided after the read-aloud.

**Day 9:** Have students observe the "Painting Spotlight." Discuss their observations and allow them to ponder the painting. Then, have students complete the reflection questions.

**Day 10:** Give students the lesson quiz. Finally, work as a class to fill in the "L" portion of the K.W.L. Be sure to discuss any misconceptions students had about the Constitution.

# Vocabulary

## Constitution



## Supremacy



## Judicial Review



## Authority





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

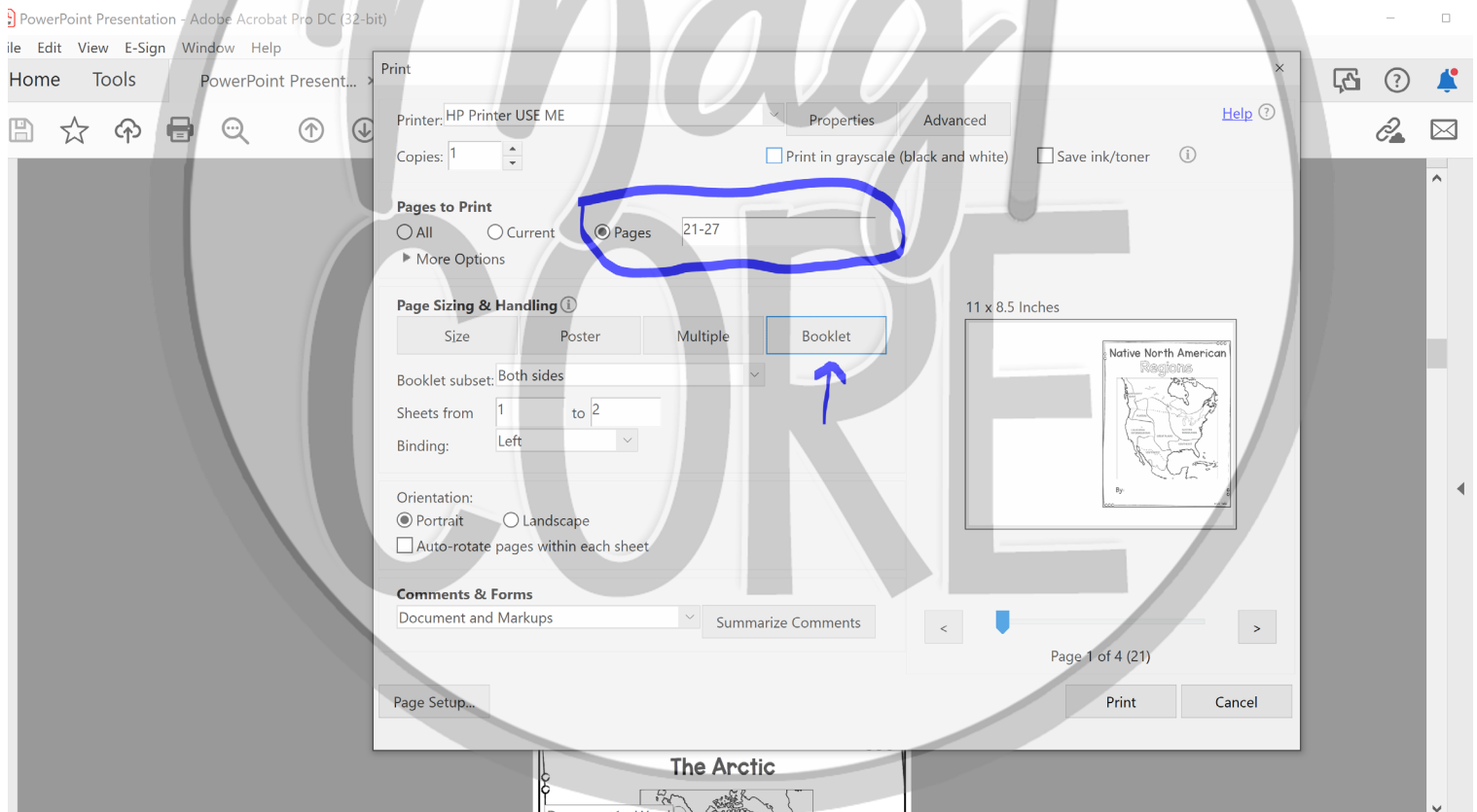
# KWL: The Constitution

Before beginning this unit, discuss what you already know about this topic. What do you hope to learn? At the end of the unit, fill in what you learned. Was your prior knowledge correct?

| <b>K.</b><br>What do you know about the Constitution? | <b>W.</b><br>What do you want to learn about the Constitution? | <b>L.</b><br>What did you learn about the Constitution? |
|---|--|---|
|   |  |   |

# How to Print Booklet

Under the print menu, select the pages you would like to print. Check the “booklet” option. If you prefer, you can also select “Multiple” and print 4 pages per page. Select if you would like to print double or single-sided.





# The Constitution



By:

# The Constitution of the United States



The Constitution is a document that sets up the structure of the \_\_\_\_\_ It defines the \_\_\_\_\_ branches of our federal government and outlines citizens' basic \_\_\_\_\_.



# The Three Branches of Government

| Article & Branch             | Function   |
|------------------------------|--|
| Article I:<br>----- Branch   | The Legislative Branch<br>is responsible for<br>----- our<br>laws. |
| Article II:<br>----- Branch  | The Executive Branch<br>is responsible for<br>----- our<br>laws.   |
| Article III:<br>----- Branch | The Judicial Branch is<br>responsible for<br>----- our<br>laws.    |

# Judicial Opinions

Write a "T" in the box if the statement is true.  
Write an "F" in the box if the statement is false.

☐

1. The Supreme Court justices always agree on the outcomes of cases.

☐

2. "Majority" means that more justices agree than disagree.

☐

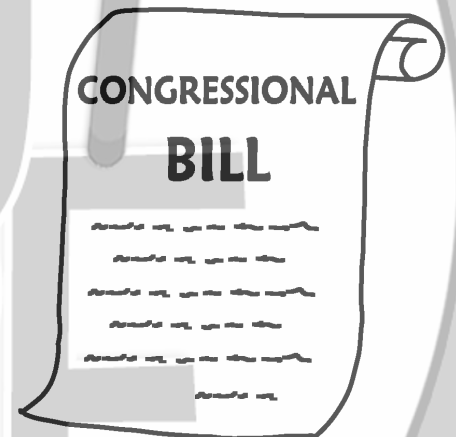
3. Justices give verbal opinions about cases.



# Bill of Rights

The Bill of Rights is the first ten  
-----, or changes, to the  
Constitution. It is a list of  
individual ----- that are  
----- by the Constitution.

Are all of the "Rights" listed  
below accurate? Circle the Rights  
that are correct and cross out  
the ones that are incorrect!



Freedom of Popularity

Right to Due Process

Right to Trial by Jerry

Freedom of Alphabet

Freedom of Religion

Right to a Speedy Trial

# Constitution



The Constitution represents  
America's ----- and -----  
It determines the power and duties  
of the -----, and  
guarantees rights to the -----.



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

# Vocabulary Sort

Match the vocabulary words to the definitions.

Authority



Supremacy



Judicial Review



Constitution



A document that explains how a government works and the rights of the people

Having more authority than all the others

A court's ability to review whether a law or government action is legal

The power of one person or group over other people

Write a paragraph summarizing this unit. Use each of the vocabulary words.

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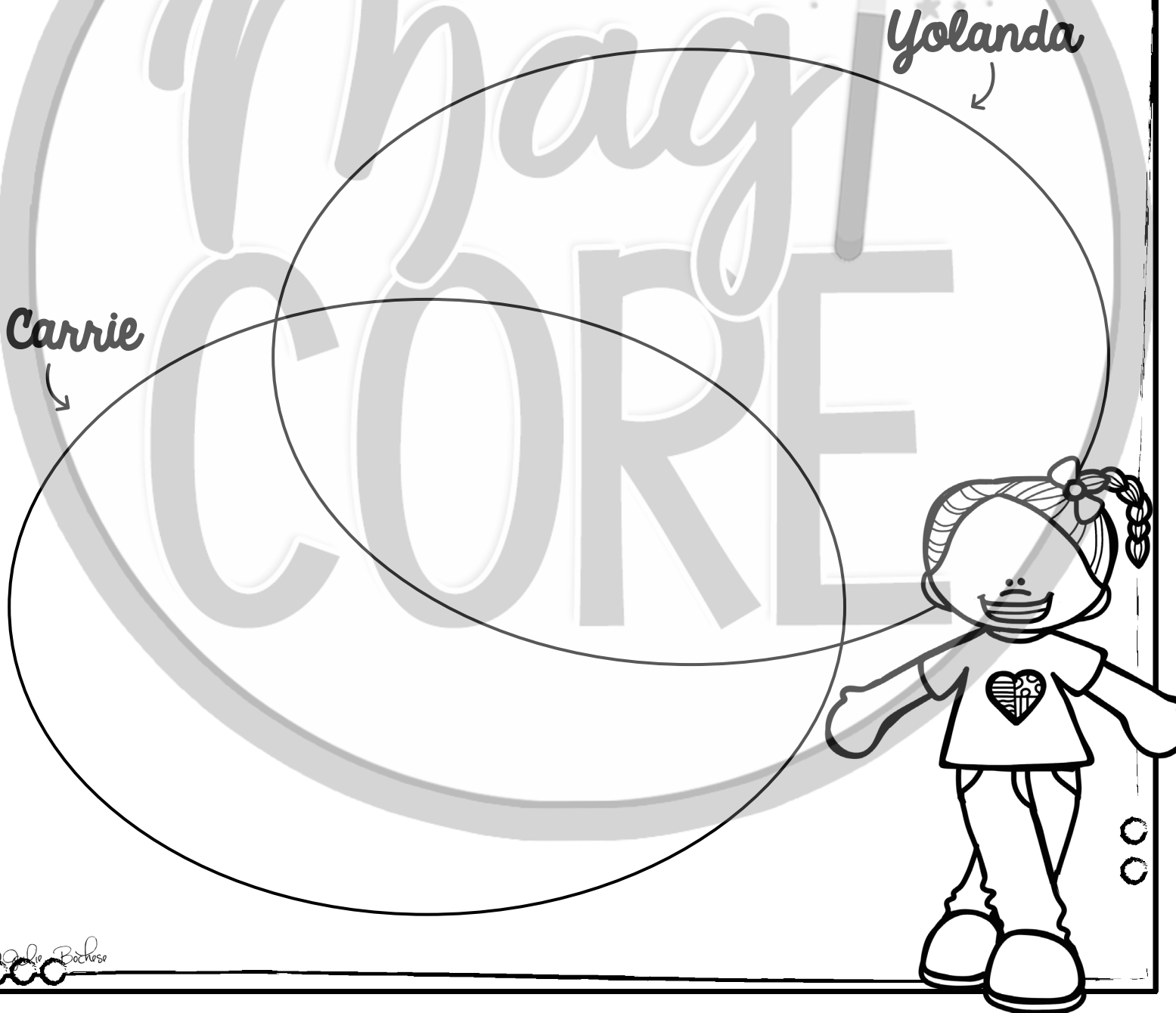
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read-Aloud: *When the Schools Shut Down*

Read the book *When the Schools Shut Down* by Tamara Pizzoli and Yolanda Gladden. The main character, Yolanda, was born during the same year that the *Brown v. Board of Education* Supreme Court case was finalized.



Throughout the story, Yolanda compares her experiences in school to her mother's. Pay attention to all the similarities and differences between their two experiences and use the diagram below to compare and contrast them.





# Painting Spotlight

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Below is the oil-on-canvas painting by artist Howard Chandler Christy. The scene is of the signing of the Constitution of the United States in the year 1787. The painting was completed in the year 1940 and is 20 feet tall by 30 feet wide!

Observe the painting for a few minutes.

What do you notice? What are the people doing? How does it make you feel?



# Painting Spotlight

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What part of the painting stands out to you the most, and why?

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2. Why do you think that this painting is so big, so well-known, and hangs in The White House?

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3. In the space to the right, create an image that represents the Constitution and what it means to you. Then, explain.



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

## Quiz

Fill in the blanks with the words from the word bank. Some words may be used more than once.

government

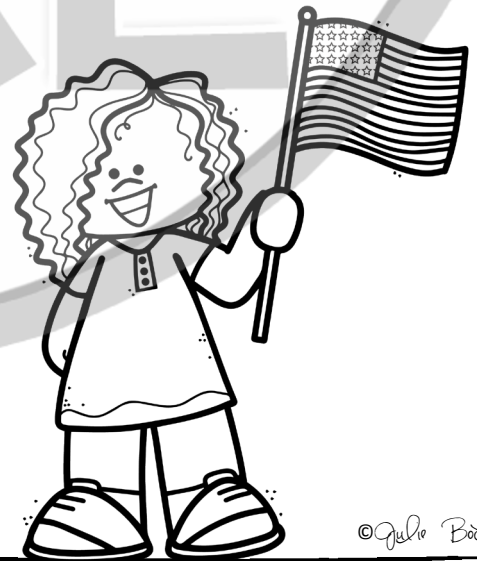
Constitution

branches

Bill of Rights

The \_\_\_\_\_ is one of the most important documents in this country. It begins with the \_\_\_\_\_ which includes the first ten amendments to the Constitution. Those amendments grant citizens certain rights and freedoms. The Constitution itself outlines the structure of the United States \_\_\_\_\_ and the three main \_\_\_\_\_. The Legislative Branch is responsible for creating our laws. The Executive Branch is responsible for enforcing our laws. The Judicial Branch is responsible for interpreting our laws.

The Constitution represents America's principles and laws, organizes our government, and grants citizens rights and freedoms. Without it, we would not be the country we are today.



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  - Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
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  - Share with others to use in another classroom.
  - Print or copy any page(s) and distribute them to other teachers or other classrooms.
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  - Publish, sell, or otherwise distribute this product to anyone in manner inconsistent with these terms of use.

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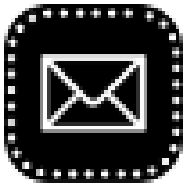
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