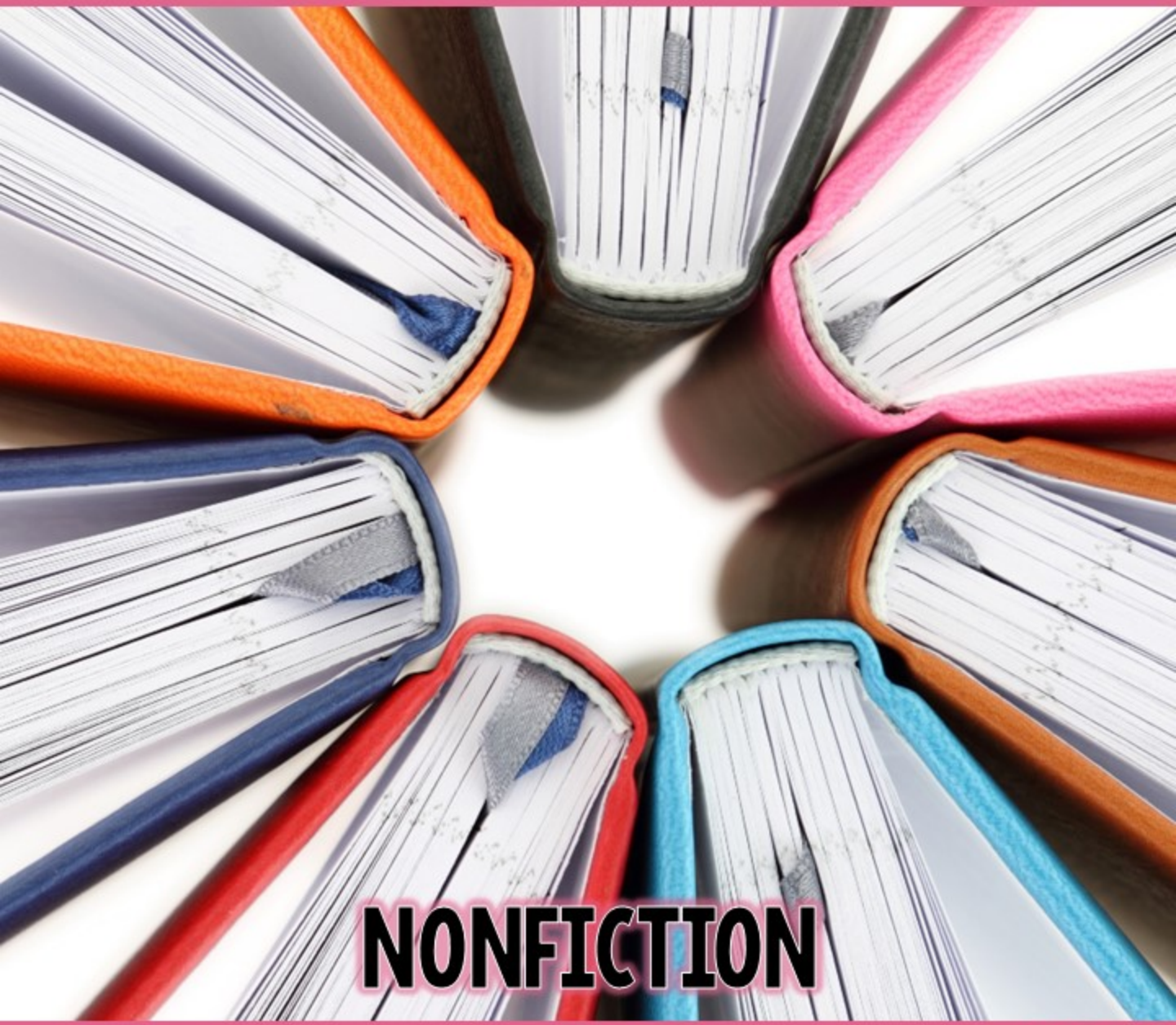
INTEGRATION OF IDEAS ASSESSMENTS



DIFFERENTIATED FOR GRADES 3-5

ideas by jivey

HOW TO USE THESE ASSESSMENTS

This pack includes tests that assess standards covering **integration of knowledge and ideas**. I have aligned them with Common Core, but because reading comprehension skills are assessed similarly across the board, you can easily use these even if you don't use Common Core.

In the bottom left-hand corner of each page, there is a symbol. These denote the grade level of the passage and questions.

⬢ 2nd grade ▲ 3rd grade ● 4th grade ■ 5th grade

I have written four levels of each nonfiction passage, as well as three levels of questions for each standard. This is to allow for differentiation for your learners. For instance, if a student is reading on a 3rd grade level in 5th grade, you might still give him the 5th grade questions, but give the 3rd grade passage. This will truly assess if he can perform the skill, not if he can read the passage given.

I created questions for each standard for each passage. The questions are not numbered so that you can mix and match them to create a longer test covering the skills you desire, or use them independently. I included the short passages with their grade level appropriate questions on one page*, but also on two separate pages so that you may still mix and match the passage levels and questions if you'd like.

Use these for whole group mini-lessons to model a think-aloud, independent practice, small group remediation, homework, or progress monitoring.

Enjoy!

~Jivey ideasbyjivey@gmail.com

*second grade passages do not have questions

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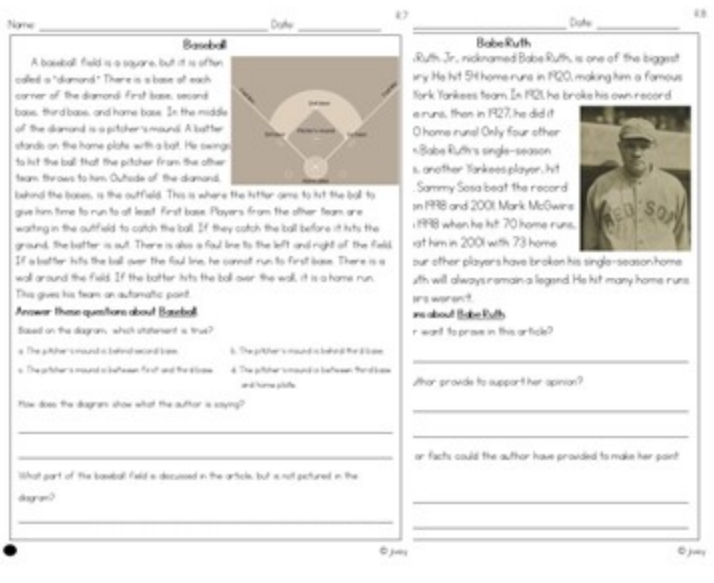
HOW TO USE THESE ASSESSMENTS

The ways to combine the texts and standards are ENDLESS,
but these next pages offer several suggestions.
There is no limit to the number of tests that can be made with this pack!

~MIX AND MATCH POSSIBILITIES~

assess for ONE standard:

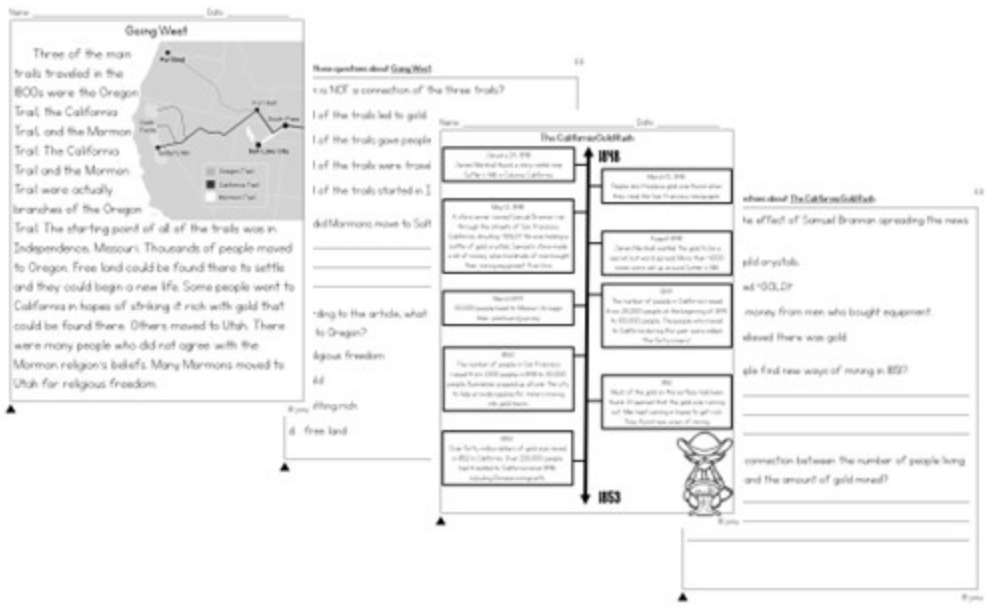


HOW TO USE THESE ASSESSMENTS

~MIX AND MATCH POSSIBILITIES~

assess MULTIPLE standards:

example- questions for all standards with two passages



example- questions for one standard with two passages

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HOW TO USE THESE ASSESSMENTS

~MIX AND MATCH POSSIBILITIES~

assess grade level skills with a lower grade level text:

Name: _____ Date: _____

The California Gold Rush

1848

January 24, 1848
James Marshall found a shiny metal near Sutter's Mill in Coloma, California.

March 15, 1848
People don't believe gold was found when they read the San Francisco newspaper.

May 12, 1848
A store owner named Samuel Brannan ran through the streets of San Francisco, California, shouting "GOLD!" He was holding a bottle of gold crystals. Samuel's store made a lot of money when hundreds of men bought their mining equipment from him.

August 1848
James Marshall
secret, but word
mines were set

March 1849
30,000 people head to Missouri to begin their westward journey.

The number of p
from 20,000 peop
to 100,000 peopl
to California dur
"the

1850
The number of people in San Francisco raised from 1,000 people in 1848 to 30,000 people. Businesses popped up all over the city to help provide supplies for miners moving into gold towns.

Much of the gold
found. It seemed
out. Men kept co
They found

1852
Over forty million dollars of gold was mined in 1852 in California. Over 220,000 people had traveled to California since 1848, including Chinese immigrants.

1853

R.7

Answer these questions about The California Gold Rush.

What does the timeline provide information about?

_____

Why do you think the author chose to present the information in a timeline rather than in paragraphs?

_____

_____

_____

Who would you research if you wanted to find out more information about the man who first found gold in California?

_____

Where could you find out how many pounds of gold were mined in 1852? Name at least two resources:

_____

_____

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▲ 3rd grade level text

■ 5th grade level questions

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HOW TO USE THESE ASSESSMENTS

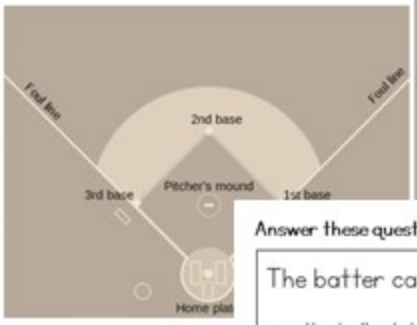
~MIX AND MATCH POSSIBILITIES~

assess <u>grade level skills</u> with a higher grade level text:

Name: _____ Date: _____

Baseball

A baseball field is a square, but it is often called a "diamond." There is a base at each corner of the diamond: first base, second base, third base, and home base. In the middle of the diamond is a pitcher's mound. A batter sto home plate with a bat. He swings to hit the ba pitcher from the other team throws to him. O diamond, behind the bases, is the outfield. This hitter aims to hit the ball to give him time to r first base. Players from the other team are w outfield to catch the ball. If they catch the bo the ground, the batter is out. There is also a f left and right of the field. If a batter hits the foul line, he cannot run to first base. There is the field. If the batter hits the ball over the w run. This gives his team an automatic point.



RB

Answer these questions about <u>Baseball</u>.

The batter cannot run to first base when _____.

a. the ball is hit into the outfield

b. the ball is hit over a foul line

c. the ball is hit over the wall

Why does the batter want the ball to go to the outfield?

_____

_____

_____

According to the article, how can a player from the other team prevent the hitter from scoring?

_____

_____

_____

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4th grade level text

3rd grade level questions

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PRINTABLE PASSAGES	▲ 3rd grade	● 4th grade	■ 5th grade
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GOING WEST	p. 32-38	p. 75-81	p. 117-123
THE CALIFORNIA GOLD RUSH	p. 39-45	p. 82-88	p. 124-130
CREATING A GOVERNMENT	p. 46-50	p. 89-93	p. 131-135
FOUNDATION OF GOVERNMENT DOCUMENTS	p. 51-57	p. 94-100	p. 136-142

⬢ 2nd grade passages: p. 143

INTEGRATION OF KNOWLEDGE AND IDEAS

R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Make sure you are logged in to the Google Drive you will use to share these files before clicking on the links below.

	▲ 3rd grade	● 4th grade	■ 5th grade
BASEBALL	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ
BABE RUTH	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ
GOING WEST	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ
THE CALIFORNIA GOLD RUSH	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ
CREATING A GOVERNMENT	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ
FOUNDATION OF GOVERNMENT DOCUMENTS	R.7 QUIZ	R.7 QUIZ	R.7 QUIZ

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INTEGRATION OF KNOWLEDGE AND IDEAS

R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Make sure you are logged in to the Google Drive you will use to share these files before clicking on the links below.

	▲ 3rd grade	● 4th grade	■ 5th grade
BASEBALL	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ
BABE RUTH	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ
GOING WEST	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ
THE CALIFORNIA GOLD RUSH	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ
CREATING A GOVERNMENT	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ
FOUNDATION OF GOVERNMENT DOCUMENTS	R.8 QUIZ	R.8 QUIZ	R.8 QUIZ

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INTEGRATION OF KNOWLEDGE AND IDEAS

R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Make sure you are logged in to the Google Drive you will use to share these files before clicking on the links below.

▲ 3rd grade ● 4th grade ■ 5th grade

BASEBALL	R.9 QUIZ	R.9 QUIZ	R.9 QUIZ
BABE RUTH			
GOING WEST	R.9 QUIZ	R.9 QUIZ	R.9 QUIZ
THE CALIFORNIA GOLD RUSH			
CREATING A GOVERNMENT	R.9 QUIZ	R.9 QUIZ	R.9 QUIZ
FOUNDATION OF GOVERNMENT DOCUMENTS			

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3RD GRADE

© jivey

Name: _____ Date: _____

Creating a Government

In 1775, the Revolutionary War began. The war was between the thirteen American colonies and England. The colonies wanted to be free [illegible] England's r[illegible] 1776, the [illegible] Independence was signed. It [illegible] America wants ov[illegible] country. All of the colonies became independent states. These states formed the United States of America.

The Continental Congress was made of representatives from each state. They understood a government was important to keep peace within the country. The Congress signed the Articles of Confederation in 1781. This document was a set of laws. These laws allowed the states to have most of the power. There was not a President of the United States. Congress was afraid a President would have too much power, like the king they [illegible] The [illegible] also [illegible] federal court system. [illegible] federal **currency**[1]. [illegible] Articles of Confederation [illegible] a weak government [illegible] very hard [illegible] anything about the laws because the Articles of Confederation required all states to be in agreement. In 1787, it was clear that the Articles needed to be rewritten. There was a need for a stronger government, but the Articles limited this. A new document was written by members of the Constitutional Convention.

[illegible] George W[illegible] Presi[illegible] the Constitutional Convention. He kept the meetings orderly.

[1] **currency: form of money**

PREVIEW PREVIEW PREVIEW

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Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

Based on the painting, which statement is true?

a. Many men were involved in rewriting the Articles of Confederation.

b. No one was in charge of the Constitutional Convention.

c. No one spoke at the Constitutional Convention.

d. T[illegible] or[illegible] a [illegible] it[illegible] no w[illegible]d

Why did th[illegible] tho[illegible] include [illegible] pain[illegible] na w[illegible]th the [illegible]e?

PREVIEW

PREVIEW

PREVIEW

© jivey

Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

Women were not allowed in the Constitutional Convention. People wore

differ[illegible] loth[illegible] the [illegible] (Ac[illegible]pt o[illegible] [illegible]ab[illegible] [illegible]er[illegible])

Based on the painting, which statement is true?

a. Many men were involved in rewriting the Articles of Confederation.

b. No one was in charge of the Constitutional Convention.

c. No one spoke at the Constitutional Convention.

d. T[illegible] [illegible]or[illegible] [illegible]a [illegible] [illegible]it[illegible] [illegible]no w[illegible]d[illegible]

Why did th[illegible] [illegible]tho[illegible] include [illegible] pain[illegible] [illegible]a w[illegible]th the [illegible]e?

It provides information about the time period and shows the atmosphere of

the room where the Constitution was written.

PREVIEW

PREVIEW

PREVIEW

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Answer these questions about Creating a Government.

What was the effect of the Articles of Confederation?

a. The Declaration of Independence was signed.

b. The Revolutionary War began.

c. A government was important.

d. The government was weak.

Why didn't Americans think they wanted a President?

What does the author prove in this passage?

a. The Revolutionary War began.

b. The Articles of Confederation were not a good set of laws.

c. It wasn't important to have a set of laws.

d. States agreed on everything.

PREVIEW

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Answer these questions about Creating a Government.

What was the effect of the Articles of Confederation?

a. The Declaration of Independence was signed.

b. The Revolutionary War began.

c. A government was important.

(d.) The government was weak.

Why didn't Americans think they wanted a President?

They didn't want someone who would rule like a king, since they had just left the king

What does the author prove in this passage?

a. The Revolutionary War began.

(b.) The Articles of Confederation were not a good set of laws.

c. It wasn't important to have a set of laws.

d. States agreed on everything

PREVIEW PREVIEW PREVIEW

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Name: _____ Date: _____

Foundation of Government Documents

	Articles of Confederation	United States Constitution
year it was written	1777	
year it was approved	1781	1788
Who wrote it?	John Dickinson	James Madison
Did it provide for a judiciary?	no	yes
President of the United States	no	yes
changes to the document	all 13 states had to agree to changes	2/3 of the Congress must agree
state representation	1 vote per state, no matter the	2 votes per state (Senate) and based on population (House)
passing laws	9/13 had to agree	50% of Congress agrees, plus President

PREVIEW PREVIEW PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart provide information about?

_____

Which document took longest to approve?

_____

Based on the chart, which statement is true?

a. John Dickinson wrote the Constitution.

b. Both documents provided a court system.

c. The Constitution was written 10 years after the Articles of Confederation.

d. Changes cannot be made to any of the documents.

Based on the chart, which statement is NOT true?

a. The Articles of Confederation was written first.

b. 2/3 must agree to change the Articles of Confederation.

c. James Madison wrote the Constitution.

d. The Constitution provided a court system.

PREVIEW PREVIEW PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart provide information about?

The two documents- Articles of Confederation and Constitution

Which document took longest to approve?

Articles of Confederation

Based on the chart, which statement is true?

a. John Dickinson wrote the Constitution.

b. Both documents provided a court system.

c. The Articles was written 13 years after the Articles of Confederation.

d. Changes cannot be made to any of the documents.

Based on the chart, which statement is NOT true?

a. The Articles of Confederation was written first.

b. 2/3 must agree to change the Articles of Confederation.

c. James Madison wrote the Constitution.

d. The Constitution provided a court system.

PREVIEW PREVIEW PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. [illegible] ver m[illegible] go[illegible]nt do[illegible]ment

c. [illegible] ere w[illegible] mo[illegible] differ[illegible]ces b[illegible]ee[illegible] the Ar[illegible] of Confederation and the United States Constitution.

d. It took a long time to approve a government document.

How did providing a President in the Constitution also affect how [illegible]?

How are the two documents connected?

PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. Changes were never made to government documents.

c. There were many differences between the Articles of Confederation and the United States Constitution.

d. It took a long time to approve a government document.

How did providing a President in the Constitution also affect how laws were passed?

The President had to sign to pass a law.

How are the two documents connected?

Both documents explained how the government is/was set up.

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Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. There was not a federal court system with the Articles.

c. The President was not provided by the Articles.

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

_____

Which information found in the chart that is not found in the article?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. There was not a federal court system with the Articles.

d. The Articles were approved in 1781.

PREVIEW

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Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. [illegible] with [illegible]cles.

c. [illegible]

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

1787

[illegible] in the article?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. [illegible]cles.

d. [illegible]

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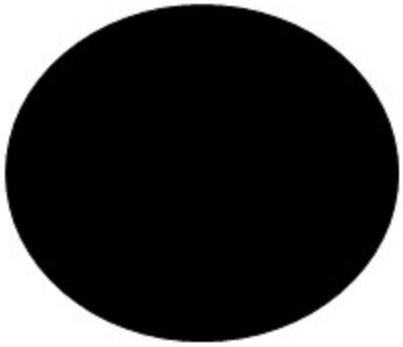

4TH GRADE

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Name: _____ Date: _____

Creating a Government

In 1775, the Revolutionary War began between the thirteen American colonies and England. The colonies wanted to be free from England's rule. In 1776, the Declaration of Independence was signed. It declared that America was its own country. All of the colonies became independent states, and these states formed the United States of America.

The Continental Congress was made of representatives from each state. They realized a government was necessary to maintain order in the country. The Congress signed the Articles of Confederation in 1781. This document was a set of laws that allowed the states to have most of the power. There was not a President of the United States. Congress was afraid a President would create someone with too much power, like the king they had left. The document also [illegible] federal court system. There was [illegible] federal **currency**[1]. The Articles of Confederation created a weak government. It was difficult to change anything about the laws because the Articles of Confederation required all states to be in agreement. In 1787, it was clear that the Articles needed to be rewritten. There was a need for a stronger government, but the Articles limited this. A new document was written by members of the Constitutional Convention.

George Washington [illegible] President [illegible] the Constitutional Convention. He kept the meetings orderly.

[1] **currency: form of money**

PREVIEW PREVIEW PREVIEW

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Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

Based on the painting, which statement is true?

a. Many men were involved in rewriting the Articles of Confederation.

b. No one was in charge of the Constitutional Convention.

c. No one spoke at the Constitutional Convention.

d. T[illegible] or[illegible] a [illegible] it[illegible] no w[illegible]d

Why did th[illegible] tho[illegible] include [illegible] pain[illegible] na w[illegible]th the [illegible]e?

PREVIEW

PREVIEW

PREVIEW

© jivey

Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

Women were not allowed in the Constitutional Convention. People wore

differ[illegible] loth[illegible] the [illegible] (Ac[illegible]pt o[illegible] [illegible]ab[illegible] [illegible]er[illegible])

Based on the painting, which statement is true?

a. Many men were involved in rewriting the Articles of Confederation.

b. No one was in charge of the Constitutional Convention.

c. No one spoke at the Constitutional Convention.

d. T[illegible] [illegible]or[illegible] [illegible]a [illegible] [illegible]it[illegible] [illegible]no w[illegible]d[illegible]

Why did th[illegible] [illegible]tho[illegible] include [illegible] pain[illegible] [illegible]a w[illegible]th the [illegible]e?

It provides information about the time period and shows the atmosphere of

the room where the Constitution was written.

PREVIEW

PREVIEW

PREVIEW

© jivey

Answer these questions about Creating a Government.

What reason was the Articles of Confederation rewritten?

a. The Declaration of Independence was signed.

b. The Revolutionary War began.

c. A government was important.

d. The government was weak.

What reason is given to support why Americans didn't want a President?

What does the author prove in this passage?

a. The Revolutionary War began.

b. The Articles of Confederation were not a good set of laws.

c. I[illegible]n' [illegible]or[illegible] to [illegible]ve [illegible]se[illegible] a[illegible]

d. S[illegible]tes [illegible]ed [illegible] everyt[illegible]

PREVIEW

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Answer these questions about Creating a Government.

What reason was the Articles of Confederation rewritten?

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c. A government was important.

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They didn't want someone who would rule like a king, since they had just left the king

What does the author prove in this passage?

a. The Revolutionary War began.

(b.) The Articles of Confederation were not a good set of laws.

c. I

d. S

PREVIEW

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Name: _____ Date: _____

Foundation of Government Documents

	Articles of Confederation	United States Constitution
year it was written	1777	
year it was approved	1781	1788
Who wrote it?	John Dickinson	James Madison
Did it provide a leader/executive?	no	yes
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changes to the document	all 13 states had to agree to changes	2/3 of the Congress must agree
state representation	1 vote per state, no matter the	2 votes per state (Senate) and based on population (House)
passing laws	9/13 had to agree	50% Congress agrees, plus President

PREVIEW PREVIEW PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart compare?

_____

Which document took longer to approve?

_____

Based on the chart, which statement is true?

a. John Dickinson wrote the Constitution.

b. Both documents provided a court system.

c. The Constitution was written few years after the Articles of Confederation.

d. Changes cannot be made to any of the documents.

Based on the chart, which statement is NOT true?

a. The Articles of Confederation was written first.

b. 2/3 must agree to change the Articles of Confederation.

c. [illegible] Constitution.

d. The Constitution provided a court system.

PREVIEW
PREVIEW
PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart compare?

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a. The Articles of Confederation was written first.

b. 2/3 must agree to change the Articles of Confederation.

c. [illegible] Constitution.

d. The Constitution provided a court system.

PREVIEW
PREVIEW
PREVIEW

© jivey

Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. [illegible]

c. [illegible] Confederation and the United States Constitution.

d. It took a long time to approve a government document.

What evidence is shown on the chart that supports the point that [illegible]?

Why did the author create a chart instead of writing paragraphs?

PREVIEW

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Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. Changes were never made to government documents.

c. There were many differences between the Articles of Confederation and the United States Constitution.

d. It took a long time to approve a government document.

What evidence is shown on the chart that supports the point that [illegible] also affects how [illegible] were passed?

The P[illegible] to [illegible] to [illegible] law.

Why did the author create a chart instead of writing paragraphs?

A chart makes it easier to compare the two documents quickly.

PREVIEW

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Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. There was not a federal court system with the Articles.

c. The President was not provided with the Articles.

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

_____

What information is found in the chart that is not found in the article?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. There was not a federal court system with the Articles.

d. The Articles were approved in 1781.

Should the [illegible] be included in the article? [illegible] or [illegible]?

_____

PREVIEW

© jivey

Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. There was not a federal court system with the Articles.

c. The President was not provided with the Articles.

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

1787 or 1788

What information is found in the chart that is not found in the articles?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. There was not a federal court system with the Articles.

d. The Articles were approved in 1781.

Should the [illegible] be included in the article? [illegible] or [illegible]?

No, because the article was mostly about the [illegible] of the federal [illegible]

PREVIEW

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5TH GRADE

© jivey

Name: _____ Date: _____

Creating a Government

In 1775, the Revolutionary War commenced between the thirteen American colonies and England. The colonies wanted to be free from England [illegible]. In 1776 the Declaration of Independence was signed. It declared that America was its own country. All of the colonies became independent states, and these states formed the United States of America.

The Continental Congress was made of representatives from each state. They recognized a government was essential to maintain order in the country. The Congress signed the Articles of Confederation in 1781. This document was a set of laws that enabled the states to have most of the power. There was not a President of the United States because Congress was afraid a President would create someone with too much power. [illegible] not provide a federal court system. [illegible] was [illegible] a federal currency.[1] The Articles of Confederation created a weak government. It was difficult to change anything about the laws because the Articles of Confederation required all states to be in agreement. In 1787, it was clear that the Articles needed to be redrafted. There was a need for a stronger government, but the Articles limited this. A new document was drafted [illegible] the Constitutional Convention.

[illegible] Presi[illegible] the Constitutional Convention. He kept the meetings orderly.

[1] currency: form of money

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Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

_____

_____

_____

PREVIEW

What is the best resource to use to find the meaning of the word, federal?

a. dictionary

b. almanac

c. [illegible]

d. [illegible]

PREVIEW

What would you type into a search engine to find out more about the document that announced America's freedom from England?

a. Articles of Confederation

b. [illegible]

c. [illegible]

d. Declaration of Independence

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Answer these questions about Creating a Government.

What information can be inferred from the painting ONLY?

Women were not allowed in the Constitutional Convention. People wore differ[illegible] the [illegible] (Accept other [illegible])

What is the best resource to use to find the meaning of the word, federal?

a. dictionary

b. almanac

c. [illegible]

d. [illegible]

What would you type into a search engine to find out more about the document that announced America's freedom from England?

a. Articles of Confederation

b. Revolutionary War

c. [illegible]

d. Declaration of Independence

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Answer these questions about Creating a Government.

What reason was the Articles of Confederation rewritten?

a. The Declaration of Independence was signed.

b. The Revolutionary War began.

c. A government was important.

d. The government was weak.

What reason is given to support why Americans didn't want a President?

What does the author prove in this passage?

a. The Revolutionary War began.

b. The Articles of Confederation were not a good set of laws.

c. [illegible]

d. States could do everything.

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Answer these questions about Creating a Government.

What reason was the Articles of Confederation rewritten?

a. The Declaration of Independence was signed.

b. The Revolutionary War began.

c. A government was important.

(d.) The government was weak.

What reason is given to support why Americans didn't want a President?

They didn't want someone who would rule like a king, since they had just left the king

What does the author prove in this passage?

a. The Revolutionary War began.

(b.) The Articles of Confederation were not a good set of laws.

c. I

d. States

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Name: _____ Date: _____

Foundation of Government Documents

	Articles of Confederation	United States Constitution
year it was written	1777	
year it was approved	1781	1788
Who wrote it?	John Dickinson	James Madison
Did it provide for a judiciary?	no	yes
Presidents of the United States	no	yes
changes to the document	all 13 states had to agree to changes	2/3 of the Congress must agree
state representation	1 vote per state, no matter the	2 votes per state (Senate) and based on population (House)
passing laws	9/13 had to agree	50% Congress agrees, plus President

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Answer these questions about Foundation of Government Documents.

What does the chart compare?

_____

Base[illegible] which [illegible]ment[illegible]s t[illegible]e?

a. J[illegible]nn Di[illegible] the [illegible]ons[illegible]

b. Both documents provided a court system.

c. The Constitution was written ten years after the Articles of Confederation.

d. Changes cannot be made to any of the documents.

Whe[illegible]e cou[illegible]u f[illegible]d more [illegible]orma[illegible]on [illegible]out ho[illegible]s are represented in the United States government?

a. dictionary

b. encyclopedia

c. newspaper

d. [illegible]tlo[illegible]

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Answer these questions about Foundation of Government Documents.

What does the chart compare?

The two documents- Articles of Confederation and Constitution

Base[illegible] which [illegible]ment[illegible]s t[illegible]e?

a. J[illegible]nn Di[illegible]in[illegible]n [illegible] the [illegible]ons[illegible]

b. Both documents provided a court system.

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Whe[illegible]e cou[illegible]u f[illegible]d more [illegible]orma[illegible]on [illegible]out ho[illegible]s are represented in the United States government?

a. dictionary

b. encyclopedia

c. newspaper

d. [illegible]tlo[illegible]

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Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. [illegible]

c. [illegible] Confederation and the United States Constitution.

d. It took a long time to approve a government document.

What evidence is shown on the chart that supports the claim that [illegible]?

Why did the author create a chart instead of writing paragraphs?

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Answer these questions about Foundation of Government Documents.

What does the chart NOT prove?

a. Our government has changed over the years.

b. Changes were never made to government documents.

c. There were many differences between the Articles of Confederation and the United States Constitution.

d. It took a long time to approve a government document.

What evidence is shown on the chart that supports the claim that [illegible] also affects how [illegible] were passed?

The P[illegible] to [illegible] to [illegible] law.

Why did the author create a chart instead of writing paragraphs?

A chart makes it easier to compare the two documents quickly.

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Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. There was not a federal court system with the Articles.

c. The President was not provided with the Articles.

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

_____

What information is found in the chart that is not found in the article?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. There was not a federal court system with the Articles.

d. The Articles were approved in 1781.

Should the [illegible] be included in the article? Why or why not?

_____

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Answer these questions about Creating a Government and Foundation of Government Documents.

What information is NOT found in both passages?

a. There was not a federal form of money.

b. There was not a federal court system with the Articles.

c. The President was not provided with the Articles.

d. 2/3 of Congress must agree to change the Constitution.

Using information from Foundation of Government Documents, what year was the painting in Creating a Government reflecting?

1787 or 1788

What information is found in the chart that is not found in the articles?

a. George Washington was the President of the Constitutional Convention.

b. James Madison wrote the Constitution.

c. There was not a federal court system with the Articles.

d. The Articles were approved in 1781.

Should the [illegible] be included in the article? [illegible] or [illegible]?

No, because the article was mostly about the [illegible] of the federal [illegible]

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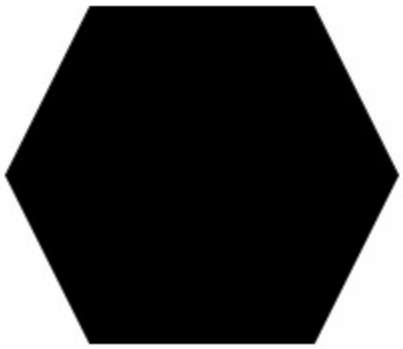

2ND GRADE

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Name: _____ Date: _____

Creating a Government

In 1775, the Revolutionary War began. The war was between the thirteen American colonies and England. The colonies wanted to be free from England. In 1776, the Declaration of Independence was signed. It declared that America was its own country. All of the colonies became states. These states formed the United States of America.

The Continental Congress was the group of representatives from each state. They knew a government was important to keep peace in the country. The Congress signed the Articles of Confederation in 1781. This document was a set of laws. These laws allowed the states to have most of the power. There was not a President of the United States. Congress was afraid a President would have too much power, like the king they had just left. The document also did not provide a federal court system. There was not a federal currency[1]. The Articles of Confederation made it hard to make any changes. It was very hard to change anything about the laws because the Articles of Confederation stated that all states had to agree. In 1787, it was clear that the Articles needed to be rewritten. There was a need for a stronger government, but the Articles limited this.

A new document was written by members of the Constitutional Convention.

George Washington was the President of the Constitutional Convention. He kept the meetings in order.

[1] currency: form of money

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Name: _____ Date: _____

Foundation of Government Documents

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