



Investigation Activities

The Constitution Song

Compiled 2-26-16



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Constitution Song Text Short and Long Versions

There are two versions. The “short version” is the one that I used for karaoke and dance moves. The “long” version is the one that is in the line-by-line book.

There are no karaoke videos or dance moves for the long version because the short version dance moves are plenty and you wouldn't need karaoke if you could handle the long version.

You will get all versions in audio.

The Constitution Song

(Long version small text stuffed onto one page)

by Jon Schwartz www.rockademix.org

Allow me to present the story of a paper and summarize some facts about its famous shapers
From Barrow in Alaska to El Paso's Rio Grande the work they did in Philly's still the law of the land
In order to form a more perfect union the founding fathers created the U.S. Constitution

In the 18th century the year of '87, in the shadow of the war and Shay's rebellion
With their newfound freedom needing rules to guide it the leaders of the 13 states decided
In order to form a more perfect union, they'd hold a Grand Convention and draft The Constitution

Chorus

Disputes and lack of money's no way to run a nation
The future in the balance ain't no time for a vacation
The founding fathers stepped up, like Madison and Franklin
They separated powers and balanced all the branches

A House and a Senate elected by the people, establishing the court to handle matters legal
Instead of birthright bosses, they'll choose a president whose powers intertwine with congressional consent
They wrote it down and signed it to minimize confusion, it's the story of the writing of the U.S. Constitution

The legislative branch (the House and Senate) submits a bill for law, the same goes for amendments
The VP gets doesn't vote till senate is divided, before a bill is ratified, the president must sign it
In order to form a more perfect union, the Founding Fathers stepped up and wrote the Constitution

The proof is in the pudding, they hit it on the nose, and several centuries later, the paper's power grows
And time and time again, our nations' problems solved by sticking to the script from Independence Hall
In order to form a more perfect union, the Founding Fathers stepped up and wrote the Constitution

The Constitution Song Long Version p.1

by Jon Schwartz www.rockademix.org

Allow me to present the story of a paper
And summarize some facts about its famous shapers
From Barrow in Alaska to El Paso's Rio Grande
The work they did in Philly's still the law of the land
In order to form a more perfect union
The Founding Fathers created the U.S. Constitution

In the 18th century the year of '87
In the shadow of the war and Shays' rebellion
With their newfound freedom needing rules to guide it
The leaders of the 13 states decided
In order to form a more perfect union
They'd hold a Grand Convention and draft the Constitution

Disputes and lack of money's no way to run a nation!
The future in the balance ain't no time for a vacation
The Founding Fathers stepped up, like Madison and Franklin
They separated powers and balanced all the branches

The Constitution Song Long version p.2

A House and a Senate elected by the people
Establishing the court to handle matters legal
Instead of birthright bosses they'll choose a president
Whose powers intertwine with congressional consent
They wrote it down and signed it to minimize confusion
It's the story of the writing of the US Constitution

The legislative branch (the House and Senate)
Submits a bill for law the same goes for amendments
The VP gets doesn't vote till senate is divided
Before a bill is ratified the president must sign it
In order to form a more perfect union
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The proof is in the pudding, they hit it on the nose
And several centuries later, the paper's power grows
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By sticking to the script from Independence Hall
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The Constitution Song Short Version p.1

by Jon Schwartz www.rockademix.org

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From Barrow in Alaska to El Paso's Rio Grande
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In order to form a more perfect union
The Founding Fathers created the U.S. Constitution

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Disputes and lack of money's no way to run a nation!
The future in the balance ain't no time for a vacation
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The Constitution Song Short version p.2

The proof is in the pudding, they hit it on the nose
And several centuries later, the paper's power grows
And time and time again, our nations' problems solved
By sticking to the script from Independence Hall
In order to form a more perfect union
The Founding Fathers stepped up and wrote the Constitution

Name _____



Date _____

Reading Comprehension #1

Let's use the *Learn About The Constitution* Graphic Novel to Practice finding answers from the text.

Cite the text where you found the answer

1. What is a constitution?

On page _____ I found the answer when it said, " _____

2. When was the U.S. Constitution written?

On page _____ I found the answer when it said, " _____

3. Why was the U.S. Constitution needed?

On page _____ I found the answer when it said, " _____

4. Why did the Framers meet in Independence Hall?

On page _____ I found the answer when it said, " _____

5. What writing materials did the Framers use?

On page _____ I found the answer when it said, " _____

6. What is the purpose of a compass rose?

On page _____ I found the answer when it said, " _____

7. Who were the Colonists?

On page _____ I found the answer when it said, " _____

Name _____



Date _____

Reading Comprehension #2

Let's use the *Learn About The Constitution* Graphic Novel to Practice finding answers from the text.

Cite the text where you found the answer

1. Why were the Colonists unhappy with British control?

On page _____ I found the answer when it said, " _____

2. What was the Tea Act of 1773?

On page _____ I found the answer when it said, " _____

3. Who fought in the American Revolutionary War?

On page _____ I found the answer when it said, " _____

4. Who was the commander of the colonists' Continental Army?

On page _____ I found the answer when it said, " _____

5. What was the Continental Congress?

On page _____ I found the answer when it said, " _____

6. Name 5 members of the Continental Congress.

On page _____ I found the answer when it said, " _____

7. What happened on July 4, 1776?

On page _____ I found the answer when it said, " _____

Name _____



Date _____

Reading Comprehension #3

Let's use the *Learn About The Constitution* Graphic Novel to Practice finding answers from the text.

Cite the text where you found the answer

1. Who was Daniel Shays?

On page _____ I found the answer when it said, " _____

2. Why didn't George Washington retire after the Revolutionary War was over?

On page _____ I found the answer when it said, " _____

3. Name the 3 branches of the U.S. government.

On page _____ I found the answer when it said, " _____

4. What word comes from the Latin word for "praesidentum"?

On page _____ I found the answer when it said, " _____

5. What are the two parts of the Legislative Branch?

On page _____ I found the answer when it said, " _____

6. Why is the Supreme Court important?

On page _____ I found the answer when it said, " _____

7. What does the President's cabinet do?

On page _____ I found the answer when it said, " _____

Name _____



Date _____

Reading Comprehension LA.02.RL.1: [LA.03.RL.1](#): LA.05.RI.1:

Let's use *The Constitution Song's* Graphic Novel to Practice finding answers from the text.

Cite the text where you found the answer

1. What was the name of group of men that wrote The Constitution?

On page _____ I found the answer when it said, " _____

2. On what kind of paper is the U.S. Constitution written?

On page _____ I found the answer when it said, " _____

3. How did the King of England become king?

On page _____ I found the answer when it said, " _____

4. In 1763 how many colonies were there?

On page _____ I found the answer when it said, " _____

5. Name two taxes that the British forced the colonists to pay

On page _____ I found the answer when it said, " _____

6. What are the dates that mark the start and end of the American Revolutionary War?

On page _____ I found the answer when it said, " _____

7. What happened on July 4, 1776?

On page _____ I found the answer when it said, " _____

Name _____



Date _____

Reading Comprehension LA.02.RL.1: LA.03.RL.1: LA.05.RI.1:

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Name _____



Date _____

Reading Comprehension: Making Comparisons LA.03.RI.8:

Let's use *The Constitution Song's* Graphic Novel to make comparisons.

1. Name two ways that life during colonial times was different than today.

Source pages: _____ Answer _____

2. How did people travel back then, and how do they travel today?

Source pages: _____ Answer _____

3. How do people make books then, and how do they make them today?

Source pages: _____ Answer _____

4. Compare doctors from colonial times and today?

Source pages: _____ Answer _____

5. How many states existed in 1787 and how many exist today?

Source pages: _____ Answer _____

6. Compare how money was made during the Articles of Confederation, and then with the Constitution?

Source pages: _____ Answer _____

7. What are some differences between a president and a king?

Source pages: _____ Answer _____

Song Vocabulary: Constitution Song

1. summarize _____

2. union _____

3. century _____

4. "Shadow of the War" _____

5. newfound _____

6. convention _____

7. constitution _____

8. draft _____

9. dispute _____

10. "The future's in the balance" _____

Song Vocabulary: Constitution Song

11. "Balance the branches" _____

12. birthright _____

13. intertwine _____

14. consent _____

15. "Proof is in the pudding" _____

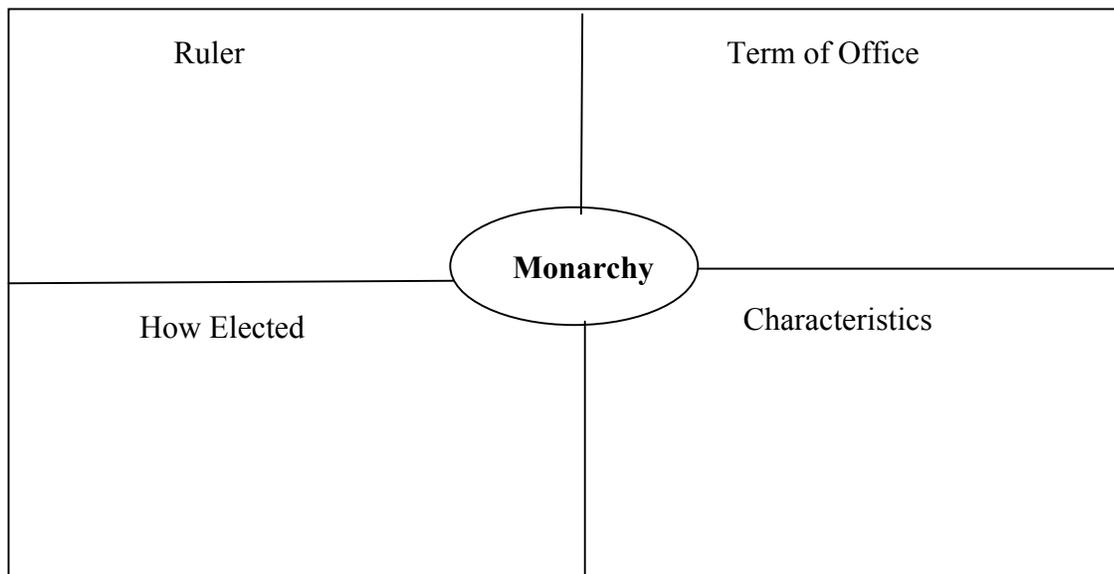
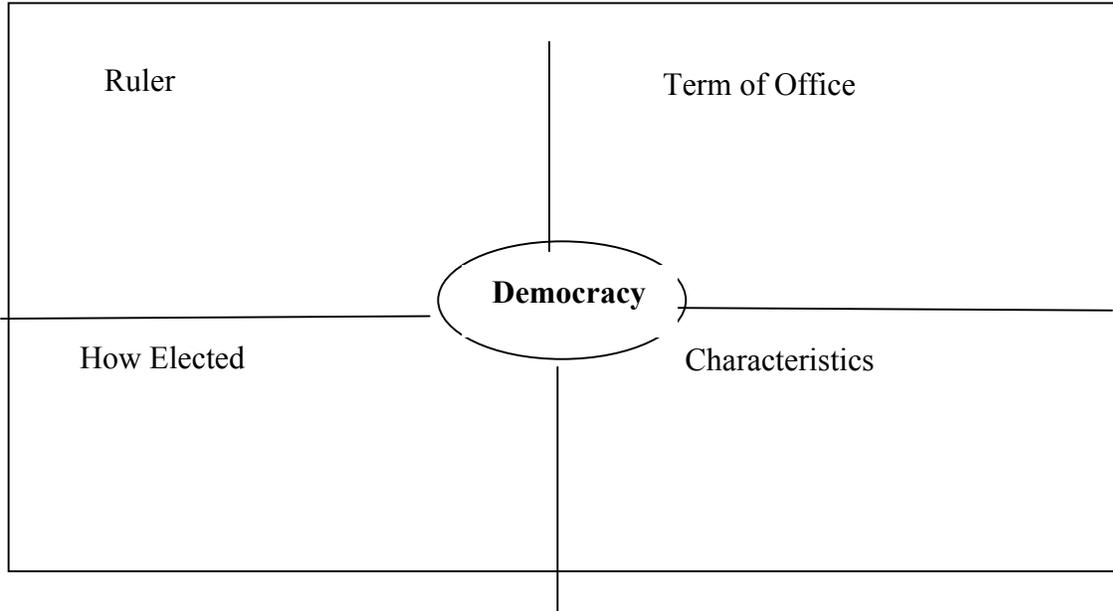
16. "They hit in on the nose" _____

17. "Sticking to the script" _____

18. Independence Hall, Philly _____

Compare and Contrast – Democracy and Monarchy

Directions: Fill in the charts with information to describe the two types of government – Democracy and Monarchy. Then explain the likenesses and differences below in complete sentences.



Written Expression – Compare and Contrast

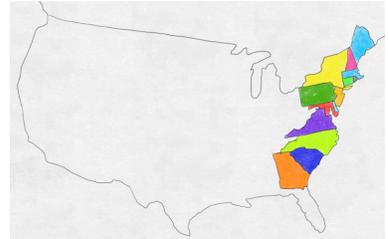
1. In a complete sentence(s), explain the likenesses between a democracy and a monarchy. Use the chart (see above) to help you.

2. In a complete sentence(s), explain the differences between a democracy and a monarchy. Use the chart (see above) to help you.

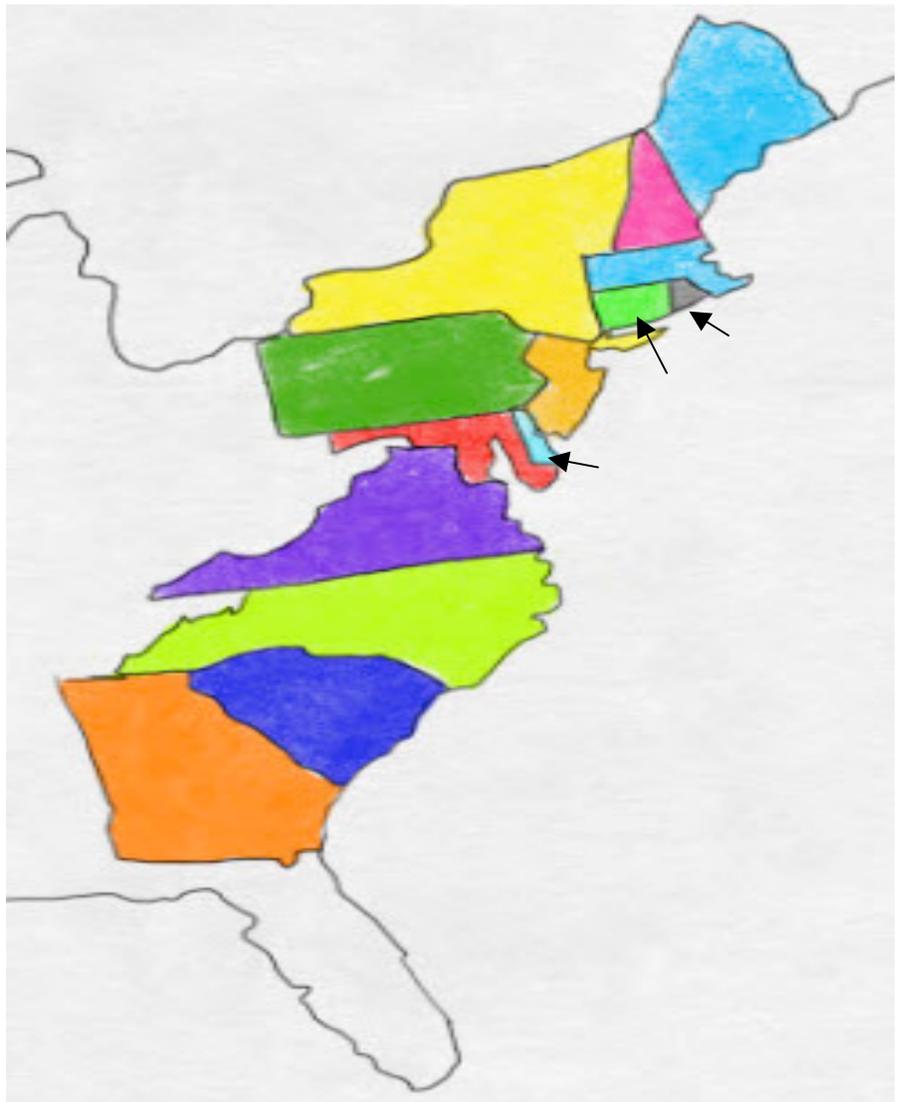
Name _____

Map of Original 13 Colonies

Directions: Write the number of the colony on the map.



- 1. Massachusetts
- 2. Virginia
- 3. Georgia
- 4. South Carolina
- 5. North Carolina
- 6. New Jersey
- 7. New York
- 8. Delaware
- 9. Rhode Island
- 10. Maryland
- 11. New Hampshire
- 12. Connecticut
- 13. Pennsylvania

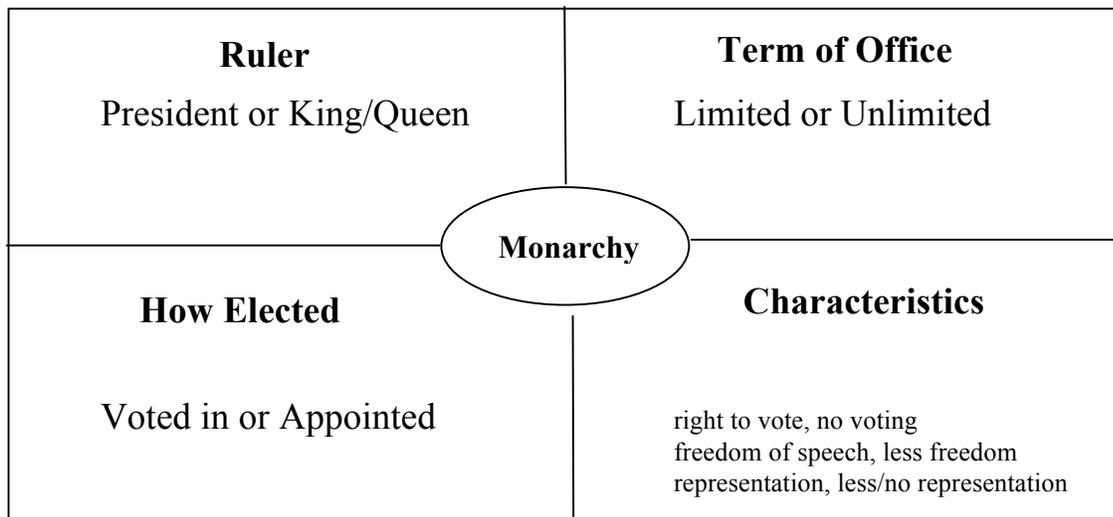
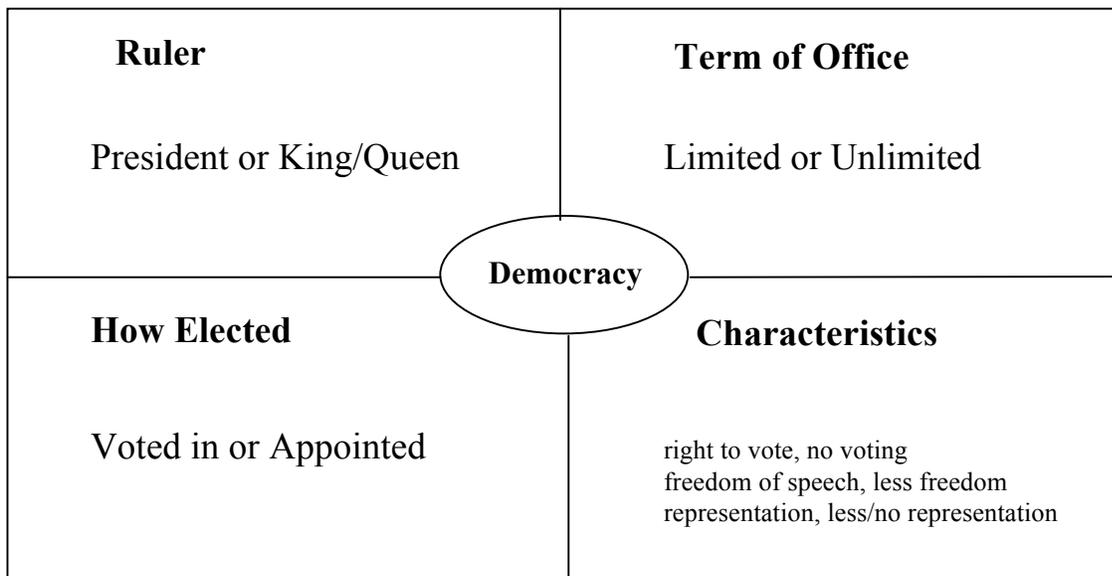




Name _____

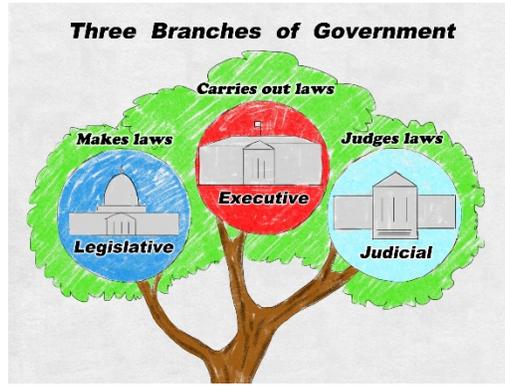
Compare and Contrast – Democracy and Monarchy

Directions: **Circle** the information to describe the two types of government: Democracy and Monarchy. There is one answer in each box; three answers in the “Characteristics”.



Branches of Government

Directions: Fill in the blanks. Use words from the Word Bank.



Word Bank: work, three

Introduction

There are _____ branches in our government. They
_____ together for the country.

Word Bank: make, Congress

The Legislative Branch

The _____ is the head of the Legislative
Branch. They _____ laws.

Word Bank: President, laws

The Executive Branch

The _____ is the head of the Executive Branch. He carries out the _____.

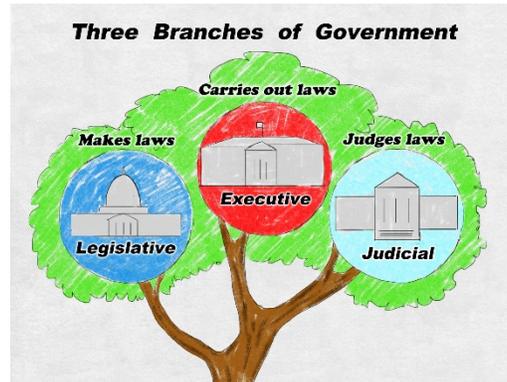
Word Bank: study, Supreme Court

The Judicial Branch

The _____ is the head of the Judicial Branch. The judges _____ the laws to find the best answer.

Branches of Government

Directions: Fill in the blanks with the correct words and phrases about the branches of government. Use words from the Word Bank.



Word Bank: approving, bill, ceremonial, Congress (2), Constitution, defense, federal, foreign policy, House, Houses, House of Representatives, impeaching, law, laws, makes, new, passes, President, Senate, spending (2), states', Supreme Court, thousands, Vice, 500.

Introduction

A _____ is introduced when a member of _____ decides to create a new _____. Member of the _____ can introduce bills dealing with taxes or _____. Both _____ must pass the bill. The Speaker of the House and the _____ president must sign it. _____ of bills come before the Congress every 2-year session. Less than _____ become law.

The Executive Branch

This branch is headed by the _____ of the U.S. The President carries out _____ laws and recommends _____ ones. He directs national _____ and _____ and performs _____ duties.

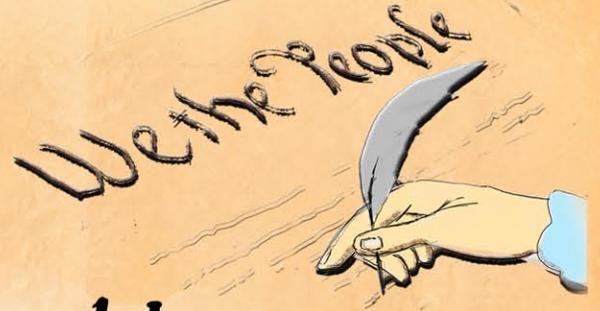
The Legislative Branch

This branch is headed by _____ which includes the _____ and the _____

_____. It _____ laws and _____ laws. The House deals with _____ Bills. The Senate handles _____ officials and _____ treaties.

The Judicial Branch

This branch is headed by the _____. It interprets the _____, reviews the _____, and decides cases involving _____ rights.



The Preamble of The United States Constitution

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

Name _____



Date _____

The Constitution Song: Affixes (Suffixes) [LA.03.RF.3](#)

An affix is added to the root word to change its meaning. A suffix is an affix that is added to the end of a root word.

***Directions:** Be a detective to find words from the The Constitution Song with these suffixes. Write one word in each box, the root word the word comes from, and the meaning of the word. The first one has been done for you.*

s/es facts – fact something that happens	ed	ing
er/ers	al	sion/tion
ive	ent	ment/ments
ence	ize	ous

The Constitution Song: Affixes (Suffixes)

Only the words and the roots words these words come from are listed. The student needs to also write a meaning of the word (see first example).

<p>s/es facts – fact something that happens</p>	<p>ed created – create decided – decide stepped – step separated – separate balanced – balance elected – elect signed – sign divided – divide ratified – ratify stepped – step solved – solve</p>	<p>ing founding – found needing – need establishing – establish writing – write sticking – stick</p>
<p>er/ers shapers – shape later – late</p>	<p>le/al handle – hand congressional –congress</p>	<p>ion/sion/tion rebellion – rebel convention – convene Constitution – constitute vacation – vacate confusion – confuse</p>
<p>ive legislative – legislate</p>	<p>ent president – preside</p>	<p>ment/ments Amendments – amend</p>
<p>ence Independence – depend; independent</p>	<p>ize summarize – sum; summary minimize – minimal</p>	<p>ous famous – fame</p>

Name _____

Date _____

The Constitution Song: Figurative Language [LA.05.L.5](#) [LA.06.L.5](#) [LA.07.L.5](#) [LA.08.L.5](#)

You are using figurative language any time you make comparisons or descriptions. Students discuss different types of figurative language: **imagery, simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and idiom.** They share examples from the song or create examples about the song. They can also share examples from other types of text. Students can read the definitions of the types of figurative language below to help with overall understanding.

Directions: Put the number of the example (on the blank) under the correct figure of speech. See the example for “**Imagery**”. Use each example and each figure of speech only once.

- | | | |
|---|-------|-----|
| Imagery – Definition: appeals to the senses | ----- | (5) |
| Simile – Definition: compares using “like or as” | ----- | () |
| Metaphor – Definition: compares using “is” or “are” | ----- | () |
| Alliteration – Definition: uses repetition of sound | ----- | () |
| Idiom – Definition: describes in a nonliteral way | ----- | () |
| Personification – Definition: gives human qualities to something that is not real | ----- | () |
| Hyperbole – Definition: uses exaggeration | ----- | () |
| Onomatopoeia – mimics sound | ----- | () |

Examples of figurative language based on The Constitution Song

- The anger in Shays’ Rebellion was as loud as a hornet protecting its nest.
- There were millions of ideas discussed before the Constitution was written.
- The Shapers chewed on ideas well into the night.
- The Constitution is a gift to all Americans.
- The slender, feather pin dipped in jet black ink graced the stiff parchment paper.
- “Hooray! The bill is ratified,” a Congressman screamed.
- The Constitution smiled as it was created.
- The founding fathers; birthright bosses

Bonus: Write your own example of figurative language based on the Constitution Song. Pick a favorite type and write one phrase or sentence. Tell the type of figurative language you created.

The Constitution Song: Figurative Language

Examples of figurative language based on The Constitution Song

1. The anger in Shays' Rebellion was as loud as a hornet protecting its nest. (simile)
2. There were millions of ideas discussed before the Constitution was written. (hyperbole)
3. The Shapers chewed on ideas well into the night. (idiom)
4. The Constitution is a gift to all Americans. (metaphor)
5. The slender, feather pin dipped in jet black ink graced the stiff parchment paper. (imagery)
6. "Hooray! The bill is ratified," a Congressman screamed. (onomatopoeia)
7. The Constitution smiled as it was created. (personification)
8. The founding fathers; birthright bosses (alliteration)



Name _____

Date _____

The Constitution Song: Vocabulary (Verbs) [LA.01.L.1](#) [LA.02.RI.4](#)

Vocabulary words are words used in speaking and writing English. There are many vocabulary words in the English language. Talk about these vocabulary words and their meanings in the song: **allow, form, needing, hold, stepped up, elected, wrote, signed, vote, hit, grows.** Can the students find additional verbs?

Directions: Find these 5 words from the Constitution Song in the Word Search.

Words to find: **allow, form, needing, hold, elected, wrote, signed, vote, grows.**

g	h	o	l	d	d	a
r	n	l	q	e	m	l
o	m	i	n	t	r	l
w	v	g	d	c	o	o
s	i	o	g	e	f	w
s	b	l	t	l	e	e
w	r	o	t	e	c	n

Bonus: Find the other 4 words in the Word Search.

Name _____

Date _____

The Constitution Song: Vocabulary (Verbs) [LA.04.L.6](#) [LA.05.L.6](#) [LA.06.L.6](#)

Vocabulary words are words that we use when we speak and write English. There are many vocabulary words in the English language. The words you use are called your vocabulary. Talk about these vocabulary words and their meanings in the song: **summarize, created, draft, stepped up, separated, balanced, elected, establishing, intertwine, minimize, submits, ratified.**

Directions: Find these **10** vocabulary words from the Constitution Song in the Word Search: **summarize, created, separated, balanced, elected, establishing, intertwine, minimize, submits, ratified.**

Bonus: Write the meaning of ___ vocabulary words.

c	p	s	j	q	s	v	z	k	d	b	e
z	s	n	u	a	u	r	z	f	e	s	n
j	s	e	u	b	m	j	l	e	t	v	i
z	j	g	p	b	m	i	y	a	c	r	w
o	q	m	m	a	a	i	b	u	e	a	t
o	n	i	k	l	r	l	t	l	l	t	r
l	a	n	o	k	i	a	a	s	e	i	e
r	e	i	v	s	z	q	t	n	o	f	t
g	m	m	h	e	e	n	t	e	c	i	n
k	q	i	v	f	d	j	b	n	d	e	i
i	n	z	n	n	j	i	e	a	w	d	d
g	d	e	t	a	e	r	c	b	k	x	n



Name _____

Date _____

The Constitution Song: Vocabulary (Synonyms) [LA.01.L.5](#) [LA.02.L.5](#)

A synonym is a word that means the same or nearly the same as another word. Knowing the meaning of words increases our vocabulary. It helps us understand what the text says. It helps us understand what an author wants to say. By knowing synonyms for words, it makes us better readers, writers, and speakers. Have students give examples of synonyms.

Directions: Look at the first line in the Constitution song. Can you think of other words that mean the same as these words from the song? Write the words after the words from the song.

Allow me to present the story of a paper and summarize some facts about its famous shapers.

allow - let

present

story

paper

summarize

some

facts

famous

shapers



Name _____

Date _____

The Constitution Song: Vocabulary (Synonyms) [LA.03.L.5](#) [LA.04.L.5](#) [LA.05.L.5](#)

A synonym is a word that means the same or nearly the same as another word. Knowing the meaning of words increases our vocabulary. It helps us understand what the text says. It helps us understand what an author wants to say. By knowing synonyms for words, it makes us better readers, writers, and speakers. Have students give examples of synonyms.

Directions: *Look at the first stanza in the Constitution song. Can you think of other words that mean the same as these words from the song? Write the synonyms after the words.*

Allow me to present the story of a paper and summarize some facts about its famous shapers

From Barrow to Alaska to El Paso's Rio Grande the work they did in Philly still the law of the land

In order to form a more perfect union the founding fathers created the US Constitution

allow – let, permit	present
story	paper
summarize	some
facts	famous
shapers	work
did	still
law	in order
form	perfect
created	

Name _____



Date _____

The Constitution Song: Vocabulary (Synonyms) [LA.06.L.5](#) [LA.07.L.5](#) [LA.08.L.5](#)

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Directions: Choose one of the stanzas or the chorus in the song. Rewrite it by changing at least **10** words. Use synonyms for these words. Write the stanza or chorus over below. Circle the synonyms you used to replace the original song lyrics.



Name _____

Date _____

The Constitution Song: Vocabulary (Antonyms) [LA.01.L.5](#) [LA.02.L.5](#)

An antonym is a word that means the opposite of another word. Knowing the meaning of these words increases our vocabulary. It helps us understand what the text says. It helps us understand what an author wants to say. By knowing antonyms, it makes better readers, writers and speakers. Have students give examples of antonyms.

Directions: Read the sentence about the Constitution. Then for each word that is underlined, write an antonym, or a word that means the opposite.

The writing of the Constitution was hard work.
The men worked long hours. They worked
together to finish the law.

hard – easy

work –

men –

long –

together –

finish –



Name _____

Date _____

The Constitution Song: Vocabulary (Antonyms) [LA.03.L.5](#) [LA.04.L.5](#) [LA.05.L.5](#)

An antonym is a word that means the opposite of another word. Knowing the meaning of these words increases our vocabulary. It helps us understand what the text says. It helps us understand what an author wants to say. By knowing antonyms, it makes better readers, writers and speakers. Have students give examples of antonyms.

Directions: Find these words in the song and then write at least 2 antonyms for each word. Remember, antonyms are words that mean the opposite of each other. Use a dictionary or thesaurus, if needed.

famous

disputes

lack

created

perfect

stepped up



Name _____

Date _____

The Constitution Song: Vocabulary (Antonyms) [LA.06.L.5](#) [LA.07.L.5](#) [LA.08.L.5](#)

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Name _____

Date _____

The Constitution Song: Etymology [LA.02.L.4](#)

Etymology is a big word that means to study where words have come from. Who used the word? How did they say the word? What did the word mean?

Talk to the students about how some of the Spanish words in the song.

“El Paso” is made up of “el”, the Spanish word for “the”, while “paso” means “pass” in Spanish. The city was named for “The Pass” as it is in a mountain pass on the Rio Grande River.

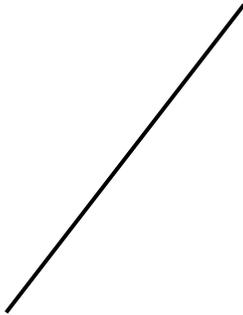
Spanish word “Rio Grande” means “rio” for “river” and “grande” for “great”. The word then means “great river”.

The students can discuss other words.

Directions: Draw lines from the word to its meaning.

Matching

El Paso	great river
El	pass
Paso	great
Rio Grande	river
Rio	the
Grande	The Pass



Name _____

Date _____

The Constitution Song: Etymology [LA.03.L.4](#) [LA.04.L.4](#) [LA.05.L.4](#)

Etymology is the study of the origin of words and the way in which their meanings have changed throughout history. Etymology also involves looking at how words move from one language to another.

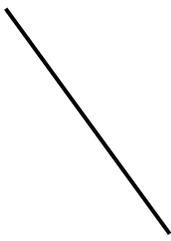
Talk to the students about how some of the Spanish words in the song: “El Paso” is made up of “el”, the Spanish word for “the”, while “paso” means “pass” in Spanish. The city was originally called “The Pass” in the Spanish language as it is located in a mountain pass on the Rio Grande. Another Spanish word “Rio Grande” gets its meaning from “rio” for “river” and “grande” for “great”. Thus the word means “great river”. Our English word “grand” comes from the same root as “grande”, the Latin word “grandis”.

Students can explore various words from the song by using online resources:

1. <http://www.etymonline.com/>
2. <http://dictionary.reference.com/browse/webster>
3. or by searching “etymology of _____” (type in the word)

Directions: Match the vocabulary word to the origin and meaning of the word in *The Constitution Song*. Use online resources listed above to help you.

Matching

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Philly 2. Father 3. Story 4. Rule 5. Fact | <ol style="list-style-type: none"> a. Latin “factum” meaning “a thing acted or performed b. Greek “philos” meaning love and “adelphos” meaning brother c. Latin root “regere” and “regula” to mean guide of conduct d. Latin root “historia” meaning history e. Latin word “pater”, Old German “fater” and Old Saxon “fader” |
|--|---|
- 



Name _____

Date _____

The Constitution Song: Etymology [LA.05.L.4](#) [LA.06.L.4](#) [LA.07.L.4](#) [LA.08.L.4](#)

Etymology is the study of the origin of words and the way in which their meanings have changed throughout history. Etymology also involves looking at how words move from one language to another. Talk to the students about how some of the Spanish words in the song: “El Paso” is made up of “el”, the Spanish word for “the”, while “paso” means “pass” in Spanish. The city was originally called “The Pass” in the Spanish language as it is located in a mountain pass on the Rio Grande. Another Spanish word “Rio Grande” gets its meaning from “rio” for “river” and “grande” for “great”. Thus the word means “great river”. Our English word “grand” comes from the same root as “grande”, the Latin word “grandis”.

Students can explore various words from the song by using online resources:

1. <http://www.etymonline.com/>
2. <http://dictionary.reference.com/browse/webster>
3. or by searching “etymology of _____” (type in the word)

Directions: Research the various words listed on the chart. Write the origin and meaning of the words. Include how the word is used in *The Constitution Song*. See the first example in the chart.

Word	Origin and Meanings	How Used in Song
father	From Latin <i>pater</i> meaning “father”; passed through Old German as “fater”, then Old Saxon, “fader”	Name given to political leaders who led the 13 colonies in No. America. They helped “found” the United States of America

story		
rules		
fact		
Philly		



Name _____

Date _____

The Constitution Song: Root and Base Words [LA.02.L.4](#)

A root word is the base part of a word that tells the basic meaning of the word.

So if you take a word like “**facts**” in the song, you will see that the base word is “fact”. You can add prefixes (letters before a word to change the meaning of a word) and suffixes (letters after a word to change the meaning of a word). In the word “facts”, you can see that the letter “s” was added to make the plural word “facts”. Discuss other base words.

Roots are the parts of words that other words come from. For example, the root for the word “**centuries**”, another word in the song, is the Latin “cent” meaning one hundred. A century is 100 years. A cent is one penny and 100 cents is equal to \$1.00. Students discuss root words.

***Directions:** Find other words related to these words in the song. See if you can write one new word for each of the words listed. Use these words to help you: **state, need, lead, found, shape.** Write the word on the blank.*

Example: century – cent

1. Shapers _____

2. Founding _____

3. Needing _____

4. Leaders _____

5. States _____

The Constitution Song: Root and Base Words [LA.03.L.4](#) [LA.04.L.4](#) [LA.05.L.4](#)

A root word is the base part of a word that tells the basic meaning of the word.

So if you take a word like “centuries”, you will see that the base word is “century”. You can add prefixes (letters before a word to change the meaning of a word) and suffixes (letters after a word to change the meaning of a word). In the word “centuries”, the plural suffix is added. The “y” in the word “century” is changed to “i” and the letters “es” are added.

Roots are the parts of words that other words come from. For example, the root for the word “centuries” is the Latin “cent” meaning one hundred. Many other words in the English language come from the same root: “cent”, “percent”, and “centennial”. Students discuss what these words mean and how the words relate to “one hundred”.

Students talk about other common root and base words.

***Directions:** Match the word in the song to its common root and base words. Use a dictionary or thesaurus, if needed.*

Matching

Word	Common Root and Base Words
1. Summarize	Latin “vac” meaning empty – empty of work or care
2. Perfect	Latin “min” meaning less or smaller
3. Minimize	Latin “cent” meaning one hundred
4. Rebellion	Latin “belli” meaning war; prefix “re” - again
5. Establishing	Latin “putare” meaning to consider; prefix “di” - 2
6. Disputes	Latin “stabilire” meaning to make firm or stable
7. Vacation	Latin “fect” meaning to do or work; prefix per – thoroughly
8. Centuries	Latin “summa” meaning whole or total



Name _____

Date _____

The Constitution Song: Root and Base Words [LA.05.L.4](#) [LA.06.L.4](#)

[LA.07.L.4](#) [LA.08.L.4](#)

A root word is the base part of a word that tells the basic meaning of the word.

So if you take a word like “centuries”, you will see that the base word is “century”. You can add prefixes (letters before a word to change the meaning of a word) and suffixes (letters after a word to change the meaning of a word). In the word “centuries”, the plural suffix is added. The “y” in the word “century” is changed to “i” and the letters “es” are added.

Roots are the parts of words that other words come from. For example, the root for the word “centuries” is the Latin “cent” meaning one hundred. Many other words in the English language come from the same root: “cent”, “percent”, and “centennial”. Students discuss what these words mean and how the words relate to “one hundred”.

Students talk about other common root and base words.

Directions: Choose **one** of these words and fill out the chart: summarize, perfect, minimize, rebellion, establishing, disputes or vacation. Use a dictionary or thesaurus, if needed. If the word doesn't have a prefix or suffix, leave the box blank. Complete the other boxes.

Word:	Meaning in the Song:	
Use the word in your own sentence.		
What other forms of the word are there?		
Prefix & Meaning	Root & Meaning	Suffix & Meaning



Name _____

Date _____

The Constitution Song: Syllabication [LA.01.RF.2](#) [LA.02.RF.3](#)

A syllable is a single speech sound. A syllable is usually made up of at least one vowel. **For example: 1 syllable \law\; 2 syllables \shapers\; 3 syllables \rebellion\.** Syllables can also have any number of consonants.

Let's say the number of syllables in the words in the first line of The Constitution Song. You can clap the syllables as we count together: Al-low me to pre-sent the sto-ry of a pa-per and sum-mar-ize some facts a-bout it fa-mous sha-pers

There are 26 syllables!

***Directions:** Find 2 words from the song that each have 1, 2, 3 and 4 syllables. Write them under the correct number to show the number of syllables they have.*

	1	2	3	4
Word 1	_____	_____	_____	_____
	1	2	3	4
Word 2	_____	_____	_____	_____



Name _____

Date _____

The Constitution Song: Syllabication [LA.03.RF.3](#) [LA.04.RF.3](#)

A syllable is a single speech sound. A syllable is usually made up of at least one vowel. **For example: 1 syllable \law\; 2 syllables \shapers\; 3 syllables \rebellion\; 4 syllables \Constitution\.** Syllables can also have any number of consonants.

Let's say the number of syllables in the words in the first line of The Constitution Song. You can clap the syllables as we count together: Al-low me to pre-sent the sto-ry of a pa-per and sum-mar-ize some facts a-bout it fa-mous sha-pers

There are 26 syllables!

Directions: Find 3 words from the song that each have 1, 2, 3 syllables. Find 2 words that have 4 syllables. Write them under the correct number to show the number of syllables they have.

1	2	3		1	2	3		1	2	3
_____	_____	_____		_____	_____	_____		_____	_____	_____
1	2	3	4		1	2	3	4		
_____	_____	_____	_____		_____	_____	_____	_____		

Bonus: Can you find **one** word in the song that is a nickname of a longer word?
Hint: The shortened word is made up of **6** letters. But when you spell this state out, the number of letters double to make **5 syllables**.



Name _____

Date _____

The Constitution Song: Syllabication [LA.05.RF.3](#)

A syllable is a single speech sound. There must be at least one vowel in each syllable. As your students progress in their literacy understanding, they move from reading and writing single syllable words to reading and writing multi-syllabic words. Dividing words into parts or "chunks" helps speed the process of decoding. Knowing the rules for syllable division helps students read words more accurately and fluently. It can also help students learn to spell words and to hyphenate words correctly. Discuss and show examples of the general rules for dividing syllables. Students can add additional words as examples.

1. When two consonants come between two vowels in a word, divide the syllables between the consonant. **Example: trans-mit-ting**
2. When there is a consonant blend, divide the syllables keeping the blend together. **Example: tech-nique**
3. When there are two vowels together that don't represent one vowel sound, divide the syllables between the vowels. **Example: sci-ence**

***Directions:** Find at least one word from the song that is divided into syllables based on each rule. Write the word on the blank. Divide the word into syllables. Use a dash (-) to separate the syllables.*

Rule 1: two consonants between two vowels _____

Rule 2: a consonant blend _____

Rule 3: two vowels together that don't represent one sound _____



Name _____

Date _____

The Constitution Song: Figurative Language (Imagery) [LA.02.L.5](#)

You are using figurative language any time you compare and describe things, real or unreal.

Imagery is a type of figurative language that helps the reader to see, hear, smell, feel, and taste whatever the author is writing about.

Talk about the imagery in The Constitution Song. Students can share their “images” of what the song made them see, hear, smell, feel, and taste. Discuss different words in the song that built this imagery for the students. Share pictures with the students (there are several versions included with Rockademix).

***Directions:** Write words to describe things mentioned in The Constitution Song so the audience can imagine” what “is happening. Try to use lots of describing words.*

For example: the pen that the founding fathers used to sign the Constitution - a long pointed feather pen dipped in black ink from a glass jar

1. The **paper** the Constitution is written on

2. **Independence Hall** where the Constitution was written

3. The **meeting** when all of the men were together to talk things out about the Constitution

4. The **handwriting** on the paper of the Constitution



Name _____

Date _____

The Constitution Song: Figurative Language (Alliteration)

[LA.01.L.5](#) [LA.02.L.5](#)

Alliteration is a repetition of the first consonant sound in words. Tongue twisters are an example. Talk about what makes alliteration and why an author might use this in writing. Review consonants.

The students can say some tongue twisters they might know: *Peter Piper picked a peck of pickled peppers. She sells seashells by the sea shore.* Look at the song and find “founding fathers”. Talk about the letter “f” that begins both words.

Directions: Write your first name on the blank _____.

Now write down 5 words that begin with the same first letter:

1. _____

2. _____

3. _____

4. _____

5. _____

Bonus: Write a sentence that uses many of these words. Don't forget to use your name! Underline the letter that repeats. Now you have written an alliteration.



Name _____

Date _____

The Constitution Song: Figurative Language (Similes and Metaphors) [LA.02.L.5](#) [LA.03.L.5](#) [LA.04.L.5](#)

You are using figurative language any time you compare and describe things, real or unreal.

Talk about how similes and metaphors are similar (they both are examples of figurative language that are used to compare) and different (a **simile** compares using the words “like” and “as”; a **metaphor** compares by saying something “is” or some things “are”). Discuss examples. (There are no similes in the song.)

Common similes: *Busy as a bee. He was quiet like a mouse.*

Common metaphor: *Her smile is a ray of sunshine.*

Directions: Write one simile about something in the song. Write one metaphor about something in the song. (Suggestions: the paper, the shapers, the perfect union, the founding fathers, the U.S. Constitution, freedom, the Grand Convention, the branches of government, Independence Hall.)

Simile:

Metaphor:



Name _____

Date _____

The Constitution Song: Figurative Language (Idioms) [LA.02.L.5](#)

[LA.03.L.5](#) [LA.04.L.5](#)

You are using figurative language any time you compare and describe things, real or unreal. An **idiom** is a group of words that mean something completely different from the literal meaning of the words. For example, it is “*raining cats and dogs*”. This idiom means it is raining really hard. It does not mean that cats and dogs are coming down from the sky. Talk about other idioms and what they mean. Discuss why an author uses idioms.

There are hundreds of idioms in the English language. Think of **one idiom** to illustrate. You will be drawing **two pictures**. One picture will be of what the words in the idiom appear to be saying is happening (for example, cats and dogs are raining down from the sky). The other picture is what the idiom really means (for example, it is raining hard so you would show large raindrops coming down from dark clouds).

Idiom: (use the idiom in a complete sentence) _____

Picture of what it **does not** mean:

Picture of what it **does** mean:



Name _____

Date _____

The Constitution Song: Writing (Types of Sentences - Interrogative) [LA.K.W.2](#) [LA.01.W.2](#) [LA.02.W.2](#)

A sentence that asks something ends in a question mark. You can ask questions about things that The Constitution Song talks about. You can write an answer to the question.

Directions: Write a sentence that asks a question about something in the song. Begin with a capital letter. End with a question mark. Answer your question. Use a sentence with a period. Draw a picture about your sentence.

Example: Who are the shapers?

Answer: The shapers talked about how to write the Constitution.

My question: _____

My answer: _____

My picture about the question:



Name _____

Date _____

The Constitution Song: Writing (Types of Sentences - Exclamatory) [LA.K.W.2](#) [LA.01.W.2](#) [LA.02.W.2](#)

A sentence that tells something with emotion uses an exclamation point. Emotions can sound angry, surprised, or happy.

Directions: Write a sentence that tells with emotion about something in the song. Use a sentence with an exclamation point. Begin with a capital letter. Draw a picture about your sentence.

Example: I like the parade on the 4th of July!

My sentence: _____

My picture about the sentence:



Name _____

Date _____

The Constitution Song: Writing (Types of Sentences) [LA.03.W.2](#) [LA.04.W.2](#)

There are different kinds of sentences. Three sentences that are used most often include the telling sentence (derogatory), the asking sentence (interrogative), and the sentence that shows emotion (exclamatory). The Constitution Song is written without ending punctuation marks. Where would you put the punctuation marks? What punctuation marks would be used?

Directions: Answer the questions about sentences in *The Constitution Song*.

1. The Constitution Song does not have punctuation marks. Why do you think the author did not choose to use them?

2. If you were to put in punctuation marks, which mark would be used most?

3. Write one telling sentence (derogatory) from the song that tells you some new information that you did not already know. Put a period at the end.

4. Write one question (interrogatory) about the song that you would like to ask. Put a question mark at the end of the question.

5. Write one sentence (exclamatory) about the song that tells something with emotion: anger, surprise, or happiness. Use an exclamation point at the end of the sentence.



Name _____

Date _____

The Constitution Song: Writing (4 Types of Sentences) [LA.05.W.4](#) [LA.06.W.4](#) [LA.07.W.4](#)
[LA.08.W.4](#)

There are 4 different kinds of sentences: telling sentences (derogatory), the asking sentences (interrogative), sentences that show emotion (exclamatory), and the sentences that give a command (imperative).

***Directions:** You will write the different types of sentences about *The Constitution Song*. Remember to use the correct punctuation marks.*

1. Write one telling sentence (derogatory) from the song that tells you some new information that you did not already know. Put a period at the end of the telling sentence.

2. Write one question (interrogatory) about the song that you would like to ask. Put a question mark at the end of the question.

3. Write one sentence (exclamatory) about the song that tells something with emotion: anger, surprise, or happiness.

4. Write one sentence (imperative) about the song. Remember that imperative sentences give commands. They do not use a subject. The subject is implied because the person talking is saying the command to someone who is the subject. (For example: Start to write the Constitution.)



Name _____

Date _____

The Constitution Song: Writing (Proper Nouns) [LA.01.L.1](#) [LA.02.L.1](#)

Proper nouns are names of persons, places or things that need to be capitalized. Common nouns are names of persons, places or things that are not capitalized. Proper nouns are more specific. They tell us the actual name of the person, place or thing. Students can suggest additional proper nouns.

In the Constitution Song, there are many proper nouns. There are person names like Madison. There are place names like Barrow, Alaska. There are thing names like House (for House of Representatives).

Directions: Find at least **10** proper nouns in *The Constitution Song*. Make a list. After each word, write if it is a person, place or thing.

Example: Madison - person

Name _____



Date _____

The Constitution Song: Writing (Proper Nouns) [LA.03.L.1](#)

Proper nouns are names of persons, places or things that need to be capitalized. Common nouns are names of persons, places or things that are not capitalized. Proper nouns are more specific. They tell us the actual name of the person, place or thing. Students can suggest additional proper nouns.

In the Constitution Song, there are many proper nouns. There are person names like Madison. There are place names like Barrow, Alaska. There are thing names like House (for House of Representatives).

Directions: Find at least **10** proper nouns in *The Constitution Song*. Make a list. Number the proper nouns. Tell what each word means.

Example: Barrow, Alaska. Barrow, Alaska is the most northern and one of the oldest settlements in the United States. It is located 320 miles north of the Arctic Ocean and 1,300 miles south of the North Pole.

Name _____



Date _____

The Constitution Song: Writing (Abbreviations) [LA.02.L.2](#) [LA.03.L.2](#) [LA.04.L.2](#)

An abbreviation is a shortened form of a word or phrase. Students share abbreviations and tell why they are used.

Directions: *In the song, there are a few abbreviations. Can you find them and tell what they mean? Use each one in a sentence.*

Example: Jan. – January. January is the first month of the New Year.

Name _____



Date _____

The Constitution Song: Writing (Contractions & Possessives) [LA.02.L.2](#) [LA.03.L.2](#) [LA.04.L.2](#)

A contraction is a word that uses an apostrophe to take the place of a letter or more than one letter in a word. For example, “doesn’t” means does not. You can see that the apostrophe in “doesn’t” takes the place of the letter “o” in not. Students can talk about other contractions.

A possessive noun is a word that also uses an apostrophe. Possessive nouns are words that show ownerships because the word “possess” means to own. For example, the word “Paul’s” uses an apostrophe to show that something is his. There are singular possessives and plural possessives. Students can talk about other possessives.

***Directions:** Find the contractions in the song. Find the possessives in the song. Write the words under the right category. Then pick one contraction and one possessive to use in separate sentences to describe something in the song.*

Contractions in the song

Possessives in the song

My sentence using a contraction from the song to tell something in the song:

My sentence using a possessive from the song to tell something in the song:

Name _____



Date _____

The Constitution Song: Writing (Research related to the Song) [LA.05.W.4](#) [LA.06.W.4](#)

[LA.07.W.5](#) [LA.08.W.5](#)

Research means to study something to learn facts and more information about it. Now that you have read through The Constitution Song, you might be interested in some of the things that are mentioned in the song. You can search for more information in reference books in the library or on-line on the Internet. Then you can write a report on what you learned. It is a good idea to make an outline before doing a first draft. After you show your draft to your teacher and discuss it, you are all set to write a final copy. Then you can share the report with your class. Discuss possible topics of a report with the class. Use the song for a guide. Examples: The Shapers, Founding Fathers, U.S. Constitution, War of Independence, Shays' Rebellion, etc.

Directions: *Follow the steps below. For each step completed, cross it off.*

1. Decide on a topic for your report.
2. Look for information in reference books or online.
3. Take notes.
4. Use an outline of some sort.
5. Write the first draft.
6. Meet with your teacher to discuss the draft.
7. Write a final copy.
8. Practice reading your report.
9. Share your report with the class.

Name _____



Date _____

The Constitution Song: Author's Purpose (to inform) [LA.K.W.2](#)
[LA.01.W.2](#) [LA.02.W.2](#)

Sometimes an author writes to tell the reader something. This means that the author *informs* the reader. The author might teach you something and share facts or information. The students can talk about the song and find facts or information the author shares. The students can talk about other familiar texts and the authors' purpose to writing to inform.

***Directions:** Listen to The Constitution Song. Think of an interesting fact or some information the author shares about the Constitution. Write a sentence to explain the fact or information. Then draw and color a picture about this.*

The Fact or Information:

My Picture:

Name _____



Date _____

The Constitution Song: Author's Purpose (to entertain)

[LA.K.W.2](#) [LA.01.W.2](#) [LA.02.W.2](#)

Sometimes an author writes to make something interesting to the reader. This is called *to entertain*. The author might use funny words to make you laugh. The author might use something suspenseful to make you surprised. The author might make you sad or even mad. The author might make you want to sing or dance along. The students can talk about how the song entertains. The students can talk about other familiar texts and the authors' purpose of writing to entertain.

***Directions:** Listen and sing *The Constitution Song*. Think of how the song entertains you. Draw and color a picture to show this.*

My Picture:

Name _____



Date _____

The Constitution Song: Author's Purpose (to persuade)

[LA.K.W.2](#) [LA.01.W.2](#) [LA.02.W.2](#)

Sometimes an author writes to make you think or to do something. This is called *to persuade*. The author might tell you about a favorite food to try. The author might tell you about how you should pick up your toys at home. The author might tell you about why you should read a book. The students can talk about the song and how the author persuades (the Constitution is important and the U.S. needs to be one nation). The students can talk about other familiar texts and the authors' purpose of writing to persuade.

***Directions:** Listen and sing The Constitution Song. Think of how the song persuades you. Draw and color a picture to show why the Constitution is important OR why the U.S. needs to be one nation. This is what the author persuades you in to thinking.*

My Picture:

Name _____



Date _____

The Constitution Song: Author's Purpose [LA.03.W.1](#) [LA.04.W.1](#) [LA.05.W.1](#)

Generally, an author writes for one of three purposes: *to inform*, *to entertain*, and *to persuade*. An author might write for two or even three of the purposes. Mostly, the Constitution Song is written *to inform*. The song explains and teaches. It gives information about an important event in history. Because it is a song, it also *entertains*. Music provides enjoyment and amusement. You can listen to music, sing along, and dance. The rhyming words in the song and the fun expressions add to the entertainment of the song. And the song *persuades*. Through the use of repetition, the author shows his views about “a more perfect union” and he persuades you to think the same. The students can give additional examples of text (a specific article, story, book, movie, etc.) and talk about the author’s purpose.

Directions: *Read or listen to the song. Think about the author’s purpose of writing the lyrics. Answer the questions about the author’s purpose. Use complete sentences.*

1. *To Inform:* List 5 facts that the author tells the reader with this song.

2. *To Entertain:* Do you feel the author entertains with this song? Why or why not? Give specific examples.

3. *To Persuade:* Do you feel the author persuades with this song? Why or why not? Give specific examples.

Name _____



Date _____

The Constitution Song: Author's Purpose [LA.06.W.1](#) [LA.07.W.1](#) [LA.08.W.1](#)

Generally, an author writes for one of three purposes: *to inform*, *to entertain*, and *to persuade*. An author might write for two or even three of the purposes. Mostly, the Constitution Song is written *to inform*. The song explains and teaches. It gives information about an important event in history. Because it is a song, it also *entertains*. Music provides enjoyment and amusement. You can listen to music, sing along, and dance. The rhyming words in the song and the fun expressions add to the entertainment of the song. And the song persuades. Through the use of repetition, the author shows his views about “a more perfect union” and he persuades you to think the same. The students can give additional examples of any text (a specific article, story, book, movie, etc.) and talk about the author’s purpose.

Directions: *Read or listen to the song. Think about the author’s main purpose of writing the lyrics. You will complete this exercise by comparing and contrasting the author’s purpose of another text to the author of The Constitution Song. Follow these steps:*

1. Find another text about the Constitution. This can be an article, story, book, poem, or a different song.
2. Draw a Venn Diagram with two circles.
3. Write the title of the text, type of text, and name of the author on top of each circle.
4. Reread each text to find similarities and differences in the facts the author included to inform.
5. In the Venn Diagram, list at least 2 similar facts that the authors both included.
6. In the Venn Diagram, list at least 3 different facts that each author included.

Bonus: Complete the Compare and Contrast activity with a focus on the author’s purpose to entertain or on the author’s purpose to persuade.

Name _____



Date _____

The Constitution Song: Homophones [LA.02.RF.3](#)

A homophone is a word that is pronounced the same as another word but differs in meaning. Homophones that are spelled the same are also called homographs and homonyms. There are several homophones in the song: *to*, *their*, *needing*, *no*, *nose*, and *our*. Students can share other homophones that they know of.

Directions: *Fill in the Blank. Write a homophone for each word in the song. (The first two have more than one homophone.)*

1. Allow me **to** present the story _____, _____
2. With **their** newfound freedom _____, _____
3. ...**needing** rules to guide it _____
4. Disputes and lack of money's **no** way to run a nation _____
5. The proof is in the pudding, they hit it on the **nose** _____
6. Time and time again, **our** nation's problems solved _____

Bonus: Write a sentence about the Constitution using a pair of homophones.

The Constitution Song: Homophones

1. Allow me **to** present the story **too, two**
2. With **their** newfound freedom **there, they're**
3. ...**needing** rules to guide it **kneading**
4. Disputes and lack of money's **no** way to run a nation **know**
5. The proof is in the pudding, they hit it on the **nose** **knows**
6. Time and time again, **our** nation's problems solved **hour**

Name _____



Date _____

The Constitution Song: Homophones [LA.03.RF.3](#) [LA.04.L.1](#)

Homophones are words that sound alike but have different spellings and different meanings. Let's look at a phrase in the song. In "With *their* newfound freedom", the word "their" is a homophone. That's because there are two other words (**there** and **they're**) that sound like the word "their" but have different spellings and different meanings. Students discuss other homophones.

Directions: Find the **6 sets** of homophones in the word search from *The Constitution Song*: **to, two, too, their, there, they're, needing, kneading, no, know, nose, knows, our, hour**. Circle the homophones.

t	a	s	w	o	n	k	t
w	k	w	e	r	o	'	h
o	n	a	t	a	n	o	e
f	e	e	h	o	u	y	y
t	a	o	e	r	u	e	'
w	d	u	i	d	o	s	r
o	i	r	r	l	i	o	e
n	n	t	o	o	u	n	j
k	g	a	o	n	k	t	g
'	e	r	e	h	t	x	v
d	k	n	o	w	'	s	w

Name _____



Date _____

The Constitution Song: Homophones [LA.04.L.1](#) [LA.05.RF.3](#) [LA.06.L.2](#) [LA.07.L.2](#)

Homophones are words that sound alike but have different spellings and different meanings. Let's look at a phrase in the song. In "With *their* newfound freedom", the word "their" is a homophone. That's because there are two other words (**there** and **they're**) that sound like the word "their" but have different spellings and different meanings. Students discuss other homophones.

Directions: Find the 5 additional homophones in the word search from The Constitution Song. Write the phrases in the song that contain each of the homophones. Underline the homophone. After the phrase, write the other word(s) with the different spellings and different meanings.

Example: With their newfound freedom there, they're

- 1.
- 2.
- 3.
- 4.
- 5.

Bonus: Use all of the homophones in 1-2 paragraphs to explain the Constitution.

Name _____



Date _____

The Constitution Song: Homophones [LA.01.L.2](#) [LA.02.RF.3](#)

A homophone is a word that is pronounced the same as another word. The words are spelled in a different way. The words have a different meaning. Students talk about homophones for understanding. Examples are shown.

Directions: Find these homophones in the song. Underline them.

to their needing no nose our

Matching. Draw a line from the homophone in the song to its pair.

to	there, they're
their	hour
needing	knows
no	two, too
nose	kneading
our	know

Name _____



Date _____

The Constitution Song: Genre [LA.K.RI.9](#) [LA.01.RL.9](#) [LA.02.RL.9](#)

Genre is a category of writing, music, movies, and art. The Constitution Song is music. It belongs to the genre of music. The students name other songs that belong to the genre of music. They discuss other musical genre (instrumental pieces, opera, classical, hip-hop, country, rhythm and blues, and jazz). They discuss the genre of writing and types of genre for this category. Likewise, they do the same for movies and art.

*Directions: Name **one** or more of your favorite songs. Then draw a picture of you singing a favorite song. Color the picture.*

My Favorite Song(s):

A Picture of Me Singing:

A large, empty rounded rectangular box with a thin black border, intended for a student to draw a picture of themselves singing.

Name _____



Date _____

The Constitution Song: Genre [LA.03.RL.9](#) [LA.04.RL.9](#) [LA.05.RL.9](#)

Genre is a category of artistic composition. It has a similar form or style or subject matter. Most types of artistic endeavors (literature, music, film, and art, for example) can be said to have genres and sub-genres.

The Constitution Song belongs in the musical genre of sung songs. It falls into the sub-set of modern songs. The students can name other musical genre: instrumental pieces, opera, classical, hip-hop, country, rhythm and blues, and jazz. They can discuss the characteristics of musical genre.

Students can also discuss the characteristics of literature genre. They can be encouraged to think of examples. They can also discuss the different genre of television: documentaries, reality television, quiz shows, soap operas, comedy, police drama, news, and so on.

Directions: Write one paragraph of 3-5 sentences to explain the genre that *The Constitution Song* belongs to and include characteristics of this genre.

Name _____



Date _____

The Constitution Song: Genre [LA.05.RL.9](#) [LA.06.RL.9](#) [LA.07.RI.9](#) [LA.08.RI.9](#)

Genre is a category of artistic composition. It has a similar form or style or subject matter. Most types of artistic endeavors (literature, music, film, and art, for example) can be said to have genres and sub-genres.

The Constitution Song belongs in the musical genre of sung songs. It falls into the sub-set of modern songs. The students can name other musical genre: instrumental pieces, opera, classical, hip-hop, country, rhythm and blues, and jazz. They can discuss the characteristics of musical genre.

Students can also discuss the characteristics of literature genre. They can be encouraged to think of examples. They can also discuss the different genre of television: documentaries, reality television, quiz shows, soap operas, comedy, police drama, news, and so on.

Directions: List at least 7 different types of musical genre and state 1-2 characteristics of each. Include a specific song title/composer for each type of musical genre.

Bonus: List at least 7 different types of another artistic composition (literature, film or art). State 1-2 characteristics of each. Include a specific text/writer, title of film/director or artwork/artist for the artistic endeavor you selected.

Name _____



Date _____

The Constitution Song: Rhyming [LA.03.RF.3](#)

A rhyme is a word, syllable, or line that has the same repetitive sound. Rhymes are often used in poetry and songs at the end of lines. Rhyming is fun to hear. It makes it easier to memorize poems and songs.

Students can talk about favorite rhymes: nursery rhymes, words, phrases, poems, and more. Students can listen to the song or sing/read the song and find the rhymes.

These are some words that rhyme in the song: Grande and Land, union and Constitution, nation and vacation, president and consent, confusion and Constitution, nose and grows. Other words rhyme internally. That means the inside of the words rhyme: **p**aper and sh**a**pers, 8**7** and reb**e**llion, **p**eople and **l**egal, **s**olved and **H**all.

Directions: Write *one* sentence for each pair of rhyming words. Pick *5* pairs to write about.

Example: It is legal for people who are eighteen years old and a U.S. citizen to vote in the United States.

Bonus: Write **10** sentences, **one** for each pair of rhyming words.

Name _____



Date _____

The Constitution Song: Rhyming [LA.04.RF.3](#)

A rhyme is a word, syllable, or line that has the same repetitive sound. Rhymes are often used in poetry and songs at the end of lines. Rhyming is fun to hear. It makes it easier to memorize poems and songs.

Students can talk about favorite rhymes: nursery rhymes, words, phrases, poems, and more. Students can listen to the song or sing/read the song and find the rhymes.

These are some words that rhyme in the song: Grande and Land, union and Constitution, nation and vacation, president and consent, confusion and Constitution, nose and grows. Other words rhyme with letters inside the word like: **paper** and **shapers**, **87** and **rebellion**, **people** and **legal**, **solved** and **Hall**.

Directions: Find the rhyming words in the song. Underline them. Then, write a sentence with **one** pair of rhyming words. Underline the pair of rhyming words. Draw a picture to go with your sentence.

Example: Alaska is a grande land.

Sentence:

Picture:

Bonus: Write 3 sentences, **one** for each pair of rhyming words. Draw a picture to show the meaning of each sentence.

Name _____



Date _____

The Constitution Song: Rhyming [LA.05.RF.3](#) [LA.06.L.2](#) [LA.07.L.2](#) [LA.08.L.2](#)

A rhyme is a word, syllable, or line that has the same repetitive sound. Rhymes are often used in poetry and songs at the end of lines. Rhyming is fun to hear. It makes it easier to memorize poems and songs.

Students can talk about favorite rhymes: nursery rhymes, words, phrases, poems, and more. Students can listen to the song or sing/read the song and find the rhymes.

These are some words that rhyme in the song: Grande and Land, union and Constitution, nation and vacation, president and consent, confusion and Constitution, nose and grows. Other words rhyme internally. That means the inside of the words rhyme: paper and shapers, 87 and rebellion, people and legal, solved and Hall.

Directions: Write one sentence for each pair of rhyming words. Pick 5 pairs to write about.

Example: It is legal for people who are eighteen years old and a U.S. citizen to vote in the United States.

Bonus: Write **10** sentences, one for each pair of rhyming words.

Name _____



Date _____

The Constitution Song: Rhyming [LA.K.RF.2](#) [LA.01.RF.2](#) [LA.02.RL.4](#)

A rhyme is a word, syllable, or line that has the same ending sound. **Example:** two, you, blew, blue, chew, glue, stew, true, who, zoo.

These words are found in the song. Think of other words you know that rhyme with these words. Write them in the box.

hall	in	me	they
it	no	by	up



Bonus:

Directions: These words are found in the song. Think of other words you know that rhyme with these words. Write them in the box.

still	land	more	war
and	way	time	sign
like	all	bill	nose



Name _____

Date _____

The Constitution Song: Affixes (Suffixes) [LA.04.RF.3](#)

Below is a list of root words. Root words are the basis of new words.

Directions: *In the blank, write the root word with the correct suffix to make a word that matches the meaning from The Constitution Song. Underline the suffix. The first one has been done for you.*

1. shape	shap <u>ers</u>	55 delegates to the Constitutional Convention
2. found	_____	title given to the leaders of the 13 colonies
3. constitute	_____	highest law in the land
4. legislate	_____	the branch of the U.S. that makes the laws
5. ratify	_____	approved and made official
6. separate	_____	the powers to describe the branches of government
7. balance	_____	made the branches have equal power
8. branch	_____	3 parts of the U.S. government
9. elect	_____	another word for voted
10. establish	_____	to set up a set of rules
11. power	_____	controls that someone in office has
12. depend	_____	the hall where the Constitution was debated

The Constitution Song: Affixes (Suffixes) [LA.04.RF.3](#)

- | | |
|---------------|----------------------|
| 1. shape | shap <u>ers</u> |
| 2. found | found <u>ers</u> |
| 3. constitute | Constitut <u>ion</u> |
| 4. legislate | legislat <u>ive</u> |
| 5. ratify | ratif <u>ed</u> |
| 6. separate | separat <u>ed</u> |
| 7. balance | balanc <u>ed</u> |
| 8. branch | branch <u>es</u> |
| 9. elect | elect <u>ed</u> |
| 10. establish | establish <u>ed</u> |
| 11. power | power <u>s</u> |
| 12. depend | Independ <u>ence</u> |



Name _____

Date _____

The Constitution Song: Affixes (Plural Suffix “s” or “es”)

[LA.04.RF.3](#)

A suffix is added to the end of a word to change the meaning of the word. For example, if you add “s” or “es” to a noun, the noun becomes plural. That means there is more than one. Let’s look at the first line of the song “*Allow me to present the story of a paper and summarize some **facts** about it famous **shapers**”*. You can see that “facts” is a noun that ends in “s” that means more than one fact. “Shapers” is a noun that ends in “s” and is plural for shaper. It means more than one shaper. Students can think of many examples.

Directions: *Circle the plural noun words in the song. Remember, nouns are names of places, persons and things. Then compare the plural suffixes you found to this list. Did you find all 14?*

Plural Nouns with the suffix “s” or “es”: facts, shapers, fathers, rules, leaders, states, disputes, powers, branches, matters, bosses, Amendments, centuries, problems.



Name _____

Date _____

The Constitution Song: Affixes (Past Tense Suffix “ed”)

[LA.04.RF.3](#)

A suffix is added to the end of a word to change the meaning of the word. For example, if you add “ed” to an action verb it means the action took place in the past. Let’s look at the third line of the song “*In order to form a more perfect union the founding fathers **created** the U.S. Constitution*”. You can see that “created” is a verb that ends in “ed” that means the action already happened. Students can think of many examples.

Directions: *Underline the past tense verbs that end in “ed” in the song. Then compare the past tense “ed” verbs to this list. Did you find all 10?*

Past Tense Verbs with the suffix “ed”: created, decided, stepped, separated, balanced, elected, signed, divided, ratified, solved.



Name _____

Date _____

The Constitution Song: Affixes (Suffix “ing”) [LA.04.RF.3](#) [LA.05.RF.3](#)

A suffix is added to the end of a word to change the meaning of the word. For example, if you add “ing” to an action verb it changes the word. There are name words (nouns) like “writing” from “write”. There are describing words (adjectives) like “founding” from “found” and “needing” from “need”. In the song, “founding” describes the word “fathers”. The founding fathers is the title given to the political leaders who led the 13 colonies in North America. Students can think of other examples.

Founding, needing, establishing, writing, sticking,

Directions: Put a check mark on top of each word that is spelled with the suffix “ing” in the song. Then compare your answers to the list. Did you find all 5?

Action verbs with the suffix “ing”: founding, needing, establishing, writing, sticking.



Name _____

Date _____

The Constitution Song: Affixes (Suffix “er” or “or”) [LA.04.RF.3](#)

A suffix is added to the end of a word to change the meaning of the word. For example, if you add “er” or “or” to a word it means “one who”. So a shaper is one who shapes. The Shapers were the 55 men who worked together to “shape” the Constitution. Students can think of other examples.

Directions: Use a red pencil and circle another word that is spelled with the suffix “er” to mean “one who” in the song. Did you find the word?

Words with the suffix “er” meaning “one who”: leader

What is a leader? (fill in the blank) A leader is _____



Name _____

Date _____

The Constitution Song: Affixes (Prefixes) [LA.04.RF.3](#) [LA.05.RF.3](#) [LA.06.L.2](#)

[LA.07.L.4](#) [LA.08.L.4](#)

A prefix is an affix that is added to the beginning of a root word to change the meaning of the word. In the song, the word “intertwine” is an example of a root word and the prefix “inter”. The prefix “inter” means “between”. The noun “twine” means a material to tie. So the word “intertwine” means to “twine between”, “to blend”. There are other words that begin with the prefix “inter”.

Directions: *In this activity, write down at least 5 words for each of the prefixes listed: inter, dis, in, re, and un. If needed, use reference materials (dictionary, thesaurus, etc.) to help you. After each word, write the definition in your own words.*

“Inter”

- 1.
- 2.
- 3.
- 4.
- 5.

“Dis”

- 1.
- 2.
- 3.
- 4.
- 5.

“In”

1.

2.

3.

4.

5.

“Re”

1.

2.

3.

4.

5.

“Un”

1.

2.

3.

4.

5.

Bonus Activity: Can you think of 3 other prefixes and give an example of a word that uses each prefix?



Name _____

Date _____

The Constitution Song: Affixes (Prefixes) [LA.02.RF.3](#) [LA.03.RF.3](#)

A prefix is an affix that is added to the beginning of a root word to change the meaning of the word. There is only one word in the song that uses a prefix. The word is “intertwine”. Can you find the sentence in the song that uses this word? The prefix “inter” means between.

Directions: Write a word for each of the prefixes listed below. Draw a picture to show what the word means.

“inter” - between

“dis” - not

“in” – not,
without, into

“re” – over, again

“un” - not

Name _____

Date _____

The Constitution Song: Phonics (Short Vowels) [L.A.K.RF.3](#)

There are five vowels in the alphabet: A, E, I, O and U. Sometimes Y is a vowel, too. The short vowels sound like “a” apple, “e” elephant, “i” ink, “o” octopus, and “u” umbrella. Students can think of more words spelled with the short vowels.

*Directions: Write **one** short vowel word from the song for each vowel. Can you find more than one word?*

ă

ë

ĩ

ö

ů



Name _____

Date _____

The Constitution Song: Phonics (Long Vowels) [L.A.K.RF.3](#)

There are five vowels in the alphabet: A, E, I, O and U. Sometimes Y is a vowel, too. The long vowels sound like “a” ape, “e” even, “i” icicle, “o” open, and “u” unicorn. They say their name. Students can think of more words spelled with the long vowels.

Directions: Write *one* long vowel word from the song for each vowel. Can you find more than one word?

ā

ē

ī

_____	_____	_____
_____	_____	_____
_____	_____	_____

ō

ū

_____	_____
_____	_____
_____	_____



Name _____

Date _____

The Constitution Song: Phonics (Bossy “R”) [LA.02.RF.3](#)

When the letter “r” is written after a vowel, it helps make the “ar”, “er”, “ir”, “or”, and “ur” sounds. This is called the bossy “r” because it takes over and changes the sound of the vowel. The vowel is not short or long. In the first line of the song, the word “story” has a bossy “r” to make the “or” sound. The word “summararize” has a bossy “r” to make the “ar” sound. And, the word “shapers” has a bossy “r” to make the “er” sound. The students can name other bossy “r” words.

*Directions: Can you find **one** or more words from the song for each of these bossy “r” sounds? Add the words to the list. (There are no “ir” words in the song.)*

ar

er

or

ur

summararize

shapers

story



Name _____

Date _____

The Constitution Song: Phonics (Consonant Digraphs) [LA.03.RF.3](#)

[LA.04.RF.3](#) [LA.05.RF.3](#)

Consonant Digraphs are a pair of consonants in the same syllable of a word that are pronounced as a single sound. Common examples include “ch”, “ph”, “wr”, “sh”, “ng”, and “th”. (Students can add other digraph examples and also words that fit these examples.) If you look at the chorus in the song you will find many consonant digraphs “ch”, “ck”, “th”, “nd”, “st”, “fr”, and “br”.

Chorus

Disputes and lack of money’s no way to run a nation

The future in the balance, no time for a vacation

The founding fathers stepped up, like Madison and Franklin

They separated powers, and balanced all the branches

Directions: How many more consonant digraphs can you find in the song? Circle all of the words that have a consonant digraph. Then list them here:

Bonus: For each consonant digraph you find in the song, write another word from your head that is spelled with the digraph. (Use the back of this paper.)

Example: ch – choir



Name _____

Date _____

The Constitution Song: Phonics (VC silent “e”) [LA.04.RF.3](#) [LA.05.RF.3](#)

Many words in the English language are spelled with a vowel, consonant, and a silent “e” at the end of the word. For example, the words “name” and “date” at the top of this paper are spelled with a VC silent “e” pattern. There are many words in *The Constitution Song* that follow the VC silent “e” pattern. Students can think of other words.

Directions: Write the words with the VC silent “e” pattern from the song on the blanks in the passage to learn more about the Constitution. Words to use: *summarize, some, more, rules, guide, state(s), dispute, time, Senate, whose, minimize, legislative, same, vote, divide(d), before, wrote.* (One of these words will be combined with another word in the text to make a compound word.)

The Constitution

Let me _____ how the Constitution came to be. _____ the U.S. was made up of 50 _____, there were 13 original colonies. The colonists were in a _____ with the King of England. They were tired of his demands and his _____. He wanted to tax them _____ and more. So the colonists _____ a document called the Articles of Confederation which gave the colonies _____ lines about how to govern. It changed the colonies into states. For a _____, this seemed to work, but then the colonists realized that they needed a stronger government and that one uniform government for all of the 13 states would probably work better. The government would have the _____ laws for each of the colonies and help _____ disagreements. People would _____ on representatives known as the Founding Fathers _____ job was to work on the Constitution at Independence Hall in Philadelphia, Pennsylvania in 1787. The Founding Fathers thought of the idea of a _____ and House of Representatives to make up a Congress. The government would be _____ into three branches of government (_____, judicial and executive) to balance the powers and

not one person or one branch would have too much power. Now today, several centuries later, the Constitution remains the supreme law of the land. It guarantees our freedoms and rights. It also tells us about our responsibilities as U.S. citizens.

The Constitution Song: Phonics (VC silent “e”)

Words to use: summarize, some, more, rules, guide, state(s), dispute, time, Senate, whose, minimize, legislative, same, vote, divide(d), before, wrote.

The Constitution

Let me **summarize** how the Constitution came to be. **Before** the U.S. was made up of 50 **states**, there were 13 original colonies. The colonists were in a **dispute** with the King of England. They were tired of his demands and his **rules**. He wanted to tax them **more** and more. So the colonists **wrote** a document called the Articles of Confederation which gave the colonies **some guidelines** about how to govern. It changed the colonies into states. For a **time**, this seemed to work, but then the colonists realized that they needed a stronger government and that one uniform government for all of the 13 states would probably work better. The government would have the **same** laws for each of the colonies and help **minimize** disagreements. People would **vote** on representatives known as the Founding Fathers **whose** job was to work on the Constitution at Independence Hall in Philadelphia, Pennsylvania in 1787. The Founding Fathers thought of the idea of a **Senate** and House of Representatives to make up a Congress. The government would be **divided** into three branches of government (**legislative**, judicial and executive) to balance the powers and not one person or one branch would have too much power. Now today, several centuries later, the Constitution remains the supreme law of the land. It guarantees our freedoms and rights. It also tells us about our responsibilities as U.S. citizens.



Name _____

Date _____

The Constitution Song – Phonics (Silent “e” words) [LA.01.RF.3](#) [LA.02.RF.3](#)

There are lots of words in the English language that end in a silent “e”. You don’t hear the letter sound at all when you say the word. The word “name” on your paper ends with a silent “e”. The word “date” on your paper ends with a silent “e”. Many words that have a silent “e” at the end have a vowel and then a consonant before it. That means there is a V (vowel), a C (consonant), and an “e” (silent “e”) pattern. Students can think of other words that have this pattern.

***Directions:** Can you find some words in the song with the VC silent “e” pattern?*

Write **one** word after the letter clues that **END** the word. Underline the VC silent “e” in each word.

ame - same

ate

ide

ime

ive

ize

ome

ore

ose

ote

ure



Name _____

Date _____

The Constitution Song: Phonics (VC silent “e”) [LA.01.RF.3 LA.02.RF.3](#)

There are lots of words in the English language that end in a silent “e”. You don’t hear the letter sound at all when you say the word. The word “name” on your paper ends with a silent “e”. The word “date” on your paper ends with a silent “e”. Many words that have a silent “e” at the end have a vowel and then a consonant before it. That means there is a V (vowel), a C (consonant), and an “e” (silent “e”) pattern. Students can think of other words that have this pattern.

Directions: Write a word from the song that follows a VC and silent “e” pattern that matches the given definition. Word to use: **some, more, rule, state, time, same, vote, before, wrote.**

1. Not all _____

2. Alike _____

3. Opposite of after _____

4. To finish writing _____

5. A lot _____

6. What a clock tells _____

7. Law _____

8. There are 50 of these in the U.S. _____

9. To pick _____



Name _____

Date _____

The Constitution Song: Phonics (Vowel Combinations) [LA.03.RF.3](#) [LA.04.RF.3](#) [LA.05.RF.3](#)

Many words in the English language are spelled with vowel combinations. Vowel combinations are two vowels that are next to each other in a word. The vowels are “a”, “e”, “i”, “o”, “u” and sometimes “y”. Together, they make one sound. For example, the word “about” in the song is made up of the vowel combination “ou” to make the “ow” sound. “O” and “u” are both vowels. Students can think of more vowel combinations.

Directions: See the vowel combinations listed below. Write a word from the song that has the vowel combination.

Example of Vowel Combination	Word(s) in the Song
1. ou	about, famous, founding, newfound
2. io	
3. ea	
4. ee	
5. ui	
6. eo	
7. oe	
8. oo	



Name _____

Date _____

The Constitution Song: Phonics (Vowel Combinations) [LA.05.RF.3](#)

Many words in the English language are spelled with vowel combinations. Vowel combinations are two vowels that are next to each other in a word. The vowels are “a”, “e”, “i”, “o”, “u” and sometimes “y”. When the two vowels are together in the same syllable in a word, they make one sound. For example, the word “about” in the song is made up of the vowel combination “ou” to make the “ow” sound. “O” and “u” are both vowels. Students can think of more vowel combinations.

Directions: See if you can write sentences using at least 10 of the 15 words in the song that have vowel combinations. Write 5 sentences and use at least 2 different words with the vowel combinations listed below in each sentence. Underline the words you use. For an extra challenge, write your sentences about the Constitution.

1. _____

2. _____

3. _____

4. _____

5. _____

Bonus: Write one sentence that uses 4 of the 15 words with vowel combinations. Your sentence should be about the Constitution.



Name _____

Date _____

The Constitution Song: Phonics (Vowel Combinations) [LA.05.RF.3](#)

Many words in the English language are spelled with vowel combinations. Vowel combinations are two vowels that are next to each other in a word. When the two vowels are together in the same syllable in a word, they make one sound. For example, the word “about” in the song is made up of the vowel combination “ou” to make the “ow” sound. “O” and “u” are both vowels. Students can think of more vowel combinations.

***Directions:** Write at least 2 more words from your head that have the same vowel combinations as the words in the song. They must be longer than 6 letters. Use a dictionary or thesaurus, if needed.*

- 1. ou about, famous, founding, newfound, outside, counterfeit
- 2. io union _____
- 3. ea year, leaders, instead _____
- 4. ee freedom, needing _____
- 5. ui guide _____
- 6. eo people _____
- 7. oe doesn't _____
- 8. oo choose, proof _____



Name _____

Date _____

The Constitution Song: Sight Words & High Frequency

Words [LA.K.RF.3](#) [LA.01.RF.3](#) [LA.02.RF.3](#)

Words that are used often and can be easily recognized in reading are called sight words. They are also called high frequency words. Usually, these words are short and they can be sounded out. However, some don't follow the rules of phonics.

The first line in the song uses several of these words: "me", "to", "the", "of", "a", "and", "some", "about", "its".

Directions: These words are all sight words from the song. Cut the words out. There are 47 words. Study with a friend. How many words can you read?

a	all	like	about	doesn't
by	and	some	before	people
in	did	still	choose	several
it	for	same	from	their
me	its	they	goes	they'd
no	it's	way	later	they'll
of	our	with	more	whose
on	run	down	must	
to	the	again	wrote	
up	till	time	grows	



Name _____

Date _____

The Constitution Song: Sight Words & High Frequency Words [LA.03.L.2](#)

Words that are used often and can be easily recognized in reading are called sight words. They are also called high frequency words. Usually, these words are short and they can be sounded out. However, some don't follow the rules of phonics.

The first line in the song uses several of these words: "me", "to", "the", "of", "a", "and", "some", "about", "its".

Directions: Put these 47 sight words from the song in alphabetical order. Word Bank: **for, a, they'll, till, choose, down, from, about, more, no, did, some, up, to, goes, the, grows, their, doesn't, in, me, time, again, wrote, our, people, it, run, several, by, its, still, all, it's, before, and, they, like, of, must, they'd, same, way, on, with, whose, later.**



Name _____

Date _____

The Constitution Song: Sight Words & High Frequency Words

[LA.04.W.4](#)

Words that are used often and can be easily recognized in reading are called sight words. They are also called high frequency words. Usually, these words are short and they can be sounded out. However, some don't follow the rules of phonics.

The first line in the song uses several of these words: "me", "to", "the", "of", "a", "and", "some", "about", "its".

Directions: Can you write a creative story using 15 sight words from the song? Add a title.

Word Bank: **for, a, they'll, till, choose, down, from, about, more, no, did, some, up, to, goes, the, grows, their, doesn't, in, me, time, again, wrote, our, people, it, run, several, by, its, still, all, it's, before, and, they, like, of, must, they'd, same, way, on, with, whose, later.**



Name _____

Date _____

The Constitution Song: Word Families [LA.K.RF.3](#) [LA.01.RF.3](#) [LA.02.RF.3](#)

Word families are groups of words that have the same combinations of letters in them and a similar sound. These letter combinations help us to pronounce the words. The letter combinations can be as small as two letters and as large as five letters (“ought” family). **For example, at, hat, fat, and cat are a family of words that have the “at” letters and sounds.** These are some of the common word families in the English language: **ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, and unk.** Teaching these letter combinations (their spelling and pronunciation) helps students with their reading fluency and their spelling and written language skills. The students can brainstorm words that belong to these word families. The common word families (**ill, ore**) are found in The Constitution Song. But there are other word families (**ent, ight, it, out**) in the song, too.

Directions: Find one word in the song that belongs to each word family

- ill

- ore

- ent

- ight

- it

- out



Name _____

Date _____

The Constitution Song: Word Families [LA.03.L.2](#)

Word families are groups of words that have the same combinations of letters in them and a similar sound. These letter combinations help us to pronounce the words. These are some of the common word families in the English language: **ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, and unk.** The students can brainstorm words that belong to these word families.

The common word families (**ill, ore**) are found in The Constitution Song. But there are other word families (**ent, ight, it, out**) in the song, too.

*Directions: Use the attached template and write **any 6** word families listed above. In each box, write one combination of letters. Then write at least **4** words that are spelled with the same letters in each word family.*

Word Families



Name _____

Date _____

The Constitution Song: Word Families [LA.03.L.2](#) [LA.04.L.2](#) [LA.05.L.4](#)

Word families are groups of words that have the same combinations of letters in them and a similar sound. These letter combinations help us to pronounce the words. These are some of the common word families in the English language: **ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, and unk.** The students can brainstorm words that belong to these word families.

The common word families (**ill, ore**) are found in The Constitution Song. But there are other word families (**ent, ight, it, out**) in the song, too.

Directions: Use the attached template and to write **6** word families listed in red that are in the song. In each box, write one combination of letters. Then write words from the song and additional words that use the same word family. Write at least **6** words for each word family.

Bonus: Use a second template of a different set of **6** word families with **6** words for each word family.

Name _____



Date _____

The Constitution Song: Vocabulary (Nouns) [LA.01.L.5 LA.02.RI.4](#)

Vocabulary words are words used in speaking and writing English. There are many vocabulary words in the English language. Talk about these vocabulary words and their meanings in the song: **story, paper, facts, shaper, law, land, union, fathers, Constitution, money, bill.**

Directions: Find these 7 noun words from the Constitution Song in the Word Search. Words to find: **story, paper, facts, law, land, union, bill.**

a	p	a	p	e	r	m
l	b	f	f	v	y	k
a	r	a	j	u	d	q
n	h	c	s	n	g	k
d	p	t	b	i	l	l
c	x	s	t	o	r	y
l	a	w	z	n	c	g

Bonus: Write sentences for ___ words.

Name _____



Date _____

The Constitution Song: Vocabulary (Nouns) [LA.03.L.6](#) [LA.04.L.6](#)

Vocabulary words are words that we use when we speak and write English. There are many vocabulary words in the English language. The words you use are called your vocabulary. Talk about these vocabulary words and their meanings in the song: **facts, shapers, law, union, fathers, Constitution, disputes, nation, future, balance, vacation, Madison, Franklin, powers, branches, House, Senate, court, matters, bosses, president, consent, confusion, bill, amendments, Congress, proof, centuries, problems, script.**

Directions: Find 10 of these words from The Constitution song in the Word Search: shapers, union, disputes, nation, balance, branches, House, Senate, court, president, consent, amendments, Congress, script.

m	j	d	i	s	p	u	t	e	s	h
p	r	e	s	i	d	e	n	t	e	c
i	t	x	s	e	h	c	n	a	r	b
w	p	o	e	s	r	e	p	a	h	s
r	i	z	r	q	m	u	w	c	j	p
n	r	s	g	d	s	a	r	s	j	c
o	c	o	n	s	e	n	t	e	x	y
i	s	e	o	i	n	o	i	n	u	z
t	m	e	c	n	a	l	a	b	k	y
a	c	o	u	r	t	d	l	r	h	x
n	f	k	i	n	e	s	u	o	h	m



Biography in Pictures Using

Directions: Pick a person who lived during the Colonial times. Do some research. Draw pictures to show 4 main things in their life.

Choose from

Native Americans: Chief Powhatan, Pocahontas; **Early Leaders:** Captain John Smith, William Bradford, John Winthrop; **Framers:** John Hancock, Thomas Jefferson, John Adams, James Madison, Benjamin Franklin, George Washington

Other: Daniel Shays.

Name of the Person _____



Name _____

The Constitution

Directions: Fill in the blank with a word(s) from the box.

Constitution	democracy	July 4th
United States	law	50
Indians	colony	taxes
explorers		

1. First people in America Indians
2. Who found America _____
3. Where settlers lived _____
4. Money paid to England _____
5. Birthday of U.S. _____
6. The Law of the Land _____
7. Number of states _____
8. Name of our country _____
9. Rules to follow _____
10. Our government _____



Name _____

Date _____

The Constitution Song: Writing (Types of Sentences - Declarative) [L.A.K.W.2](#) [L.A.01.W.2](#) [L.A.02.W.2](#)

A sentence that tells something ends with a period. The Constitution Song tells many things. You can write sentences about these things.

Directions: Write a sentence about something in the song. Begin with a capital letter. End with a period. Draw a picture about your sentence.

Example: They wrote the Constitution.

My sentence: _____

My picture about the sentence:

A large, empty rounded rectangular box with a thin black border, intended for drawing a picture related to the sentence written above.

Name _____



Date _____

The Constitution Song: Vocabulary (Nouns) [LA.05.L.6](#) [LA.06.L.6](#)

Vocabulary words are words that we use when we speak and write English. There are many vocabulary words in the English language. The words you use are called your vocabulary. Talk about these vocabulary words and their meanings in the song: **Union, fathers, Barrow, Rio Grande, Philly, disputes, nation, balance, powers, branches, House, Senate, consent, bill, amendments.**

*Directions: Find these 10 vocabulary words from the Constitution Song in the Word Search: **Union, disputes, nation, balance, powers, branches, House, Senate, consent, amendments.***

w	h	s	b	x	w	m	r	n	a	o
x	d	m	r	f	e	w	u	m	a	g
a	p	y	a	p	w	t	e	w	w	u
p	x	t	n	e	c	n	a	l	a	b
p	n	n	c	y	d	u	d	n	q	o
o	j	e	h	m	n	t	n	o	e	m
w	v	s	e	t	u	p	s	i	d	s
e	m	n	s	y	x	z	g	t	o	j
r	t	o	u	v	w	p	k	a	p	n
s	z	c	o	g	v	r	g	n	j	v
v	o	l	h	t	s	h	l	s	m	g

Bonus: Write the meaning of ___ words.

Name _____



Date _____

The Constitution Song: Vocabulary (Verbs) [LA.03.L.6](#) [LA.04.L.6](#)

Vocabulary words are words that we use when we speak and write English. There are many vocabulary words in the English language. The words you use are called your vocabulary. Talk about these vocabulary words and their meanings in the song: **allow, present, summarize, created, guide, draft, stepped up, separated, balanced, elected, establishing, handle, intertwine, minimize, submits, vote, divided, ratified, solved.** Can the students find additional verbs?

Directions: Find 8 words from the Constitution Song in the Word Search. Words to find: **summarize, created, separated, balanced, elected, establishing, intertwine, minimize, submits, ratified.**

e	f	j	t	c	y	p	d	d	w	m	e
z	z	d	e	t	c	e	l	e	c	s	q
s	r	i	y	s	c	r	c	t	t	c	o
p	t	a	r	n	m	r	h	a	c	s	y
n	o	i	a	a	e	f	b	r	c	m	r
t	m	l	m	a	m	l	c	a	j	x	a
a	a	m	t	b	i	m	g	p	a	h	t
b	y	e	c	s	u	e	u	e	k	j	i
a	d	g	h	w	c	s	q	s	z	x	f
e	n	i	w	t	r	e	t	n	i	r	i
i	n	b	r	m	i	n	i	m	i	z	e
g	n	m	r	b	d	n	b	m	i	w	d

Name _____



Date _____

The Constitution Song: Vocabulary (Adjectives) [LA.04.L.1](#)

Vocabulary words are words that we use when we speak and write English. There are many vocabulary words in the English language. The words you use are called your vocabulary. Talk about these vocabulary words and their meanings in the song: **famous, perfect, newfound, legal, founding, birthright, Congressional.** Have the students talk about other adjectives that describe anything in the song.

Directions: Create your own cross-word puzzle. Use 5 of the 7 adjectives found in the song: famous, perfect, newfound, legal, founding, birthright, Congressional. Write definitions of each word and make the cross-word grid.

A large, empty rounded rectangular box with a thin black border, intended for students to write their definitions and create a cross-word puzzle grid.

Bonus: Write a sentence that combines the 2 adjectives that you did not use in your cross-word puzzle. Underline the adjectives. (Use the back, if needed.)



Name _____

Understanding the Constitution

Directions: Fill in the blank with a word(s) from the box.

Constitution	democracy	draft
document	nation	branches of government
Congress	union	taxes
Senate	Framers	Independence Hall

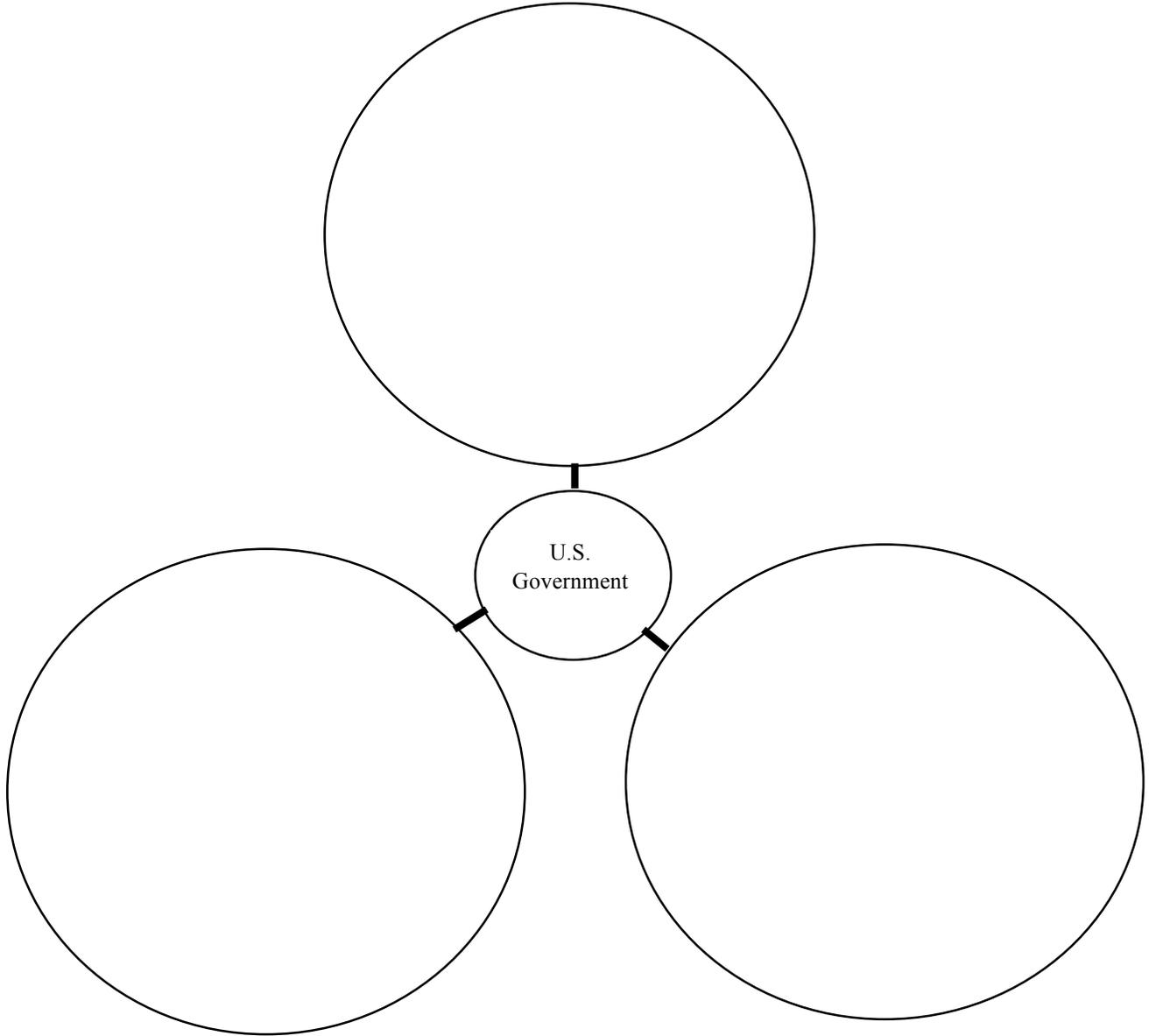
1. The U.S. has three _____.
2. _____ were the men who wrote the Constitution.
3. The _____ is called the “Law of Land”.
4. The United States is one country. A country is a _____.
5. England wanted the colonists to pay _____ added to the cost of goods.
6. The Constitution was signed in Philadelphia at _____.
7. The first writing of the Constitution was a _____.
8. The U.S. _____ is made up of the Senate and the House of Representatives.
9. Two senators from each state are elected to the U.S. _____.
10. The Constitution is a set of laws written in a _____.
11. The U.S. type of government is a _____.
12. Our nation is a(n) _____ of 50 states that work together.



Name _____

The Branches of Government

Directions: Write the three branches of the government (Executive, Legislative, and Judicial) in the circles. Tell what each branch does.





Name _____

Biography

Directions: Select a famous person during the colonial period. Read more about this person. Complete the biography below.

Choose from **Explorers:** Amerigo Vespucci, Giovanni da Verrazano, Don Pedro Menendez de Aviles; **Native Americans:** Chief Powhatan, Pocahontas; **Early Leaders:** Captain John Smith, William Bradford, John Winthrop; **Framers:** John Hancock, Patrick Henry, Thomas Jefferson, John Adams, James Madison, Benjamin Franklin, Robert Livingston, Roger Sherman; **Other:** George Washington, Daniel Shays.

Biography of _____

Early life

Family life

Major
accomplishments

Interesting
facts