Power and Rights

Read five founding documents through their ideas about government.

5.C.3 "Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the five documents as you find them, then underline a key idea about government power or people's rights for each one.

Five Documents, Big Questions

1. Imagine a new country trying to answer one question: Who should have power? In 1776, the Declaration of Independence said people have rights, including life, liberty, and the pursuit of happiness. It said governments get their power from the people and should protect those rights. After the Declaration, the Articles of Confederation set up a national government, but it could not collect taxes directly from people. States kept much power.

2. The Northwest Ordinance of 1787 set rules for turning the Northwest Territory into new states. Native peoples already lived on this land, but the law did not give them a say in those rules. The ordinance also banned slavery there. Later, the United States Constitution gave the national government power to collect taxes. It divided national power among Congress, the president, and the courts so no single branch would hold all of it.

3. How could people keep a stronger government from taking away their freedoms? The Bill of Rights, the first ten amendments to the Constitution, lists protections such as freedom of speech and religion. It also protects people from unreasonable searches by the government. Together, these five documents show changing answers to two questions: How should government use its power, and how can people's rights be protected?

2 ANSWER WITH EVIDENCE

Use the passage

1. Where did the Declaration of Independence say government gets its power? How did the Articles of Confederation limit national power?

2. How did the Northwest Ordinance shape the territory's future? Name one limit it set.

3. What taxing power did the Constitution give the national government, and how did it divide national power?

4. How does the Bill of Rights limit what the government can do? Use one protection from the passage to explain.

3 YOUR TURN

Your own words

Imagine your school is creating a student council. In four sentences, propose one rule about the council's power and one protection for students, then explain which two different documents from the passage inspired your choices.

ANSWER KEY

Power and Rights

GRADE 5 · 5.C.3

PART 1 · READ AND MARK

Number the five documents as you find them, then underline a key idea about government power or people's rights for each one. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Where did the Declaration of Independence say government gets its power? How did the Articles of Confederation limit national power?	**The Declaration said government gets its power from the people. Under the Articles, the national government could not collect taxes directly from people.**
2	How did the Northwest Ordinance shape the territory's future? Name one limit it set.	**It set rules for turning the Northwest Territory into new states and banned slavery there.**
3	What taxing power did the Constitution give the national government, and how did it divide national power?	**It gave the national government power to collect taxes and divided national power among Congress, the president, and the courts.**
4	How does the Bill of Rights limit what the government can do? Use one protection from the passage to explain.	**It protects people from unreasonable government searches, so the government cannot search them without good reason.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The student council may propose rules for school events, but another student group must approve them. This shared power is inspired by the Constitution's division of national power. Every student may speak at a council meeting about a school rule. This protection is inspired by the Bill of Rights and its freedom of speech.

Accept accurate explanations that connect each document to a key idea in the passage. For Your Turn, look for one workable council rule, one student protection, and clear links to two different documents.