



MINISTRIES FREE ACADEMY

Grade 8 Social Studies

Practice Workbook · Quarter 1 Practice

WEEKS 1–3

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There is nothing to sign in to and nothing is tracked. This paper practice is entirely optional and is meant for extra review or screen-free learning. It does not replace or affect the on-screen course in any way.

What's inside — Weeks 1-3:

Name:	Grade /	Date
_____	Class:	started:
	_____	_____

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A New Plan of Government

– Explain why the United States wrote the Constitution to create a stronger national government (D2.Civ.4.6-8).

LEARN

This year you study the United States, from the writing of the Constitution to the great age of factories and cities. We begin with the plan that holds the whole country together: the Constitution.

After winning independence, the states first joined under a plan called the ARTICLES OF CONFEDERATION. It was weak. The national government could not tax, could not raise a steady army, and could not settle fights between states. Leaders saw the new country was in trouble and decided to write a stronger plan.

In 1787, leaders met in Philadelphia. After a long, hot summer of debate and compromise, they wrote the CONSTITUTION, the plan of government the United States still uses today. It set up a national government strong enough to work, but with limits so no one part could grow too powerful.

You learned that the weak Articles of Confederation were replaced in 1787 by the Constitution, a stronger plan of government the United States still uses. Next: the three branches of government.

1. The weak first plan, before the Constitution, was the...
 - ☐ (A) Bill of Rights
 - ☐ (B) Trail of Tears
 - ☐ (C) Articles of Confederation
 - ☐ (D) Monroe Doctrine
2. Was the national government weak under the Articles of Confederation?
Circle one: YES / NO
3. Leaders met to write the Constitution in the year...
 - ☐ (A) 2000
 - ☐ (B) 1787
 - ☐ (C) 1865
 - ☐ (D) 1492
4. They met to write the Constitution in the city of...
 - ☐ (A) Philadelphia
 - ☐ (B) London
 - ☐ (C) Tokyo
 - ☐ (D) Rome
5. Does the United States still use the Constitution today?
Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

- Articles of Confederation · · the weak first plan
- Constitution · · when it was written
- 1787 · · the stronger plan still used

7. Sort each one: a problem under the Articles, or a fix in the Constitution?

Write each item under the correct heading.

items: could not tax · could not raise an army · states fought and no one could stop it · a stronger national government · a plan that still works today · limits so no part grows too strong

PROBLEM (ARTICLES)	FIX (CONSTITUTION)

8. Choose words: the Constitution replaced a weak plan with a stronger one.

The weak first plan was the _____, replaced by the stronger _____.

word bank: Articles of Confederation · Constitution · Bill of Rights · Monroe Doctrine

9. Which statement is TRUE about the Constitution?

- ☒ A it created a stronger national government with limits on power
- ☐ B it gave one person all the power
- ☐ C it was never used
- ☐ D it kept the weak first plan

The Three Branches

– Identify the three branches of government and the main job of each (D2.Civ.4.6-8).

LEARN

Yesterday you learned the Constitution created a stronger government. Today you learn how it splits that government into three parts, so no one part holds all the power.

The Constitution divides the government into three BRANCHES:

- the LEGISLATIVE branch (Congress) MAKES the laws;
- the EXECUTIVE branch (the President) CARRIES OUT the laws;
- the JUDICIAL branch (the courts) JUDGES what the laws mean. Splitting the work this way is called the SEPARATION OF POWERS.

Congress, the legislative branch, has two parts: the Senate and the House of Representatives. They write and vote on bills. The President leads the executive branch and signs bills into law or enforces them. The courts, led by the Supreme Court, settle legal questions.

You learned the three branches: legislative (makes laws), executive (carries them out), and judicial (judges them), the separation of powers. Next: how the branches check each other.

1. The branch that MAKES the laws is the...

- ☐ (A) weather
- ☐ (B) moon
- ☐ (C) legislative branch
- ☐ (D) ocean

2. Does the Constitution split the government into three branches?

Circle one: YES / NO

3. The branch that CARRIES OUT the laws, led by the President, is the...

- ☐ (A) snow
- ☐ (B) executive branch
- ☐ (C) ice
- ☐ (D) rain

4. The branch that JUDGES what laws mean is the...

- ☐ (A) dust
- ☐ (B) wind
- ☐ (C) fog
- ☐ (D) judicial branch

5. Does one single branch hold all the power?

Circle one: YES / NO

6. Match each branch to its main job.

Draw a line from each item on the left to its match on the right.

legislative · · carries out the laws

executive · · judges what laws mean

judicial · · makes the laws

7. Sort each one into its branch.

Write each item under the correct heading.

items: Congress · the Senate and the House · the President · enforces the laws · the Supreme Court · decides what a law means

LEGISLATIVE	EXECUTIVE	JUDICIAL

8. Choose words: splitting the work keeps any one part from too much power.

Dividing the government into three _____ is called the separation of _____.

word bank: branches · powers · kings · states

9. Which statement is TRUE about the three branches?

- ☐ (A) the courts make the laws
- ☐ (B) each branch has its own job, so no one part holds all the power
- ☐ (C) one branch does everything
- ☐ (D) the President judges the laws

Checks and Balances

– Explain how each branch can check the power of the others (D2.Civ.4.6-8).

LEARN

You know the three branches. Today you learn how they keep watch on each other. This system is called checks and balances.

CHECKS AND BALANCES means each branch can limit the others. No branch can act alone. For example: Congress passes a bill, but the President can VETO (reject) it. Congress can then OVERRIDE the veto with enough votes. The courts can rule a law unconstitutional. Each branch holds a check on the others, so power stays balanced.

The President can veto laws, but the Senate must approve the President's judges and treaties. The courts can strike down a law, but the President appoints judges and the Senate approves them. Every branch is watched by another. That is balance.

You learned checks and balances: the President can veto, Congress can override, the courts can strike down laws, so no branch grows too powerful. Next: federalism, how power is shared between the nation and the states.

1. When the President rejects a bill from Congress, it is called a...

- ☐ A yes
- ☐ B win
- ☐ C tie
- ☐ D veto

2. Can each branch limit, or check, the power of the others?

Circle one: YES / NO

3. If the President vetoes a bill, Congress can still pass it by a...

- ☐ A song
- ☐ B race
- ☐ C nap
- ☐ D veto override

4. The branch that can rule a law unconstitutional is the...

- ☐ A judicial branch
- ☐ B ice
- ☐ C sky
- ☐ D sea

5. Can one branch do whatever it wants with no check from the others?

Circle one: YES / NO

6. Match each check to the branch that uses it.

Draw a line from each item on the left to its match on the right.

- veto a bill · · the courts
- override a veto · · the President
- rule a law unconstitutional · · Congress

7. Sort each one: a check the President holds, or a check Congress holds?

Write each item under the correct heading.

items: veto a bill · appoint judges · make a treaty · override a veto · approve or reject judges · write the laws

PRESIDENT CAN...	CONGRESS CAN...

8. Choose words: each branch checks the others so power stays balanced.

When each branch can limit the others, the system is called checks and _____, which keeps power _____.

word bank: balances · balanced · broken · secret

9. Why does the Constitution use checks and balances?

- ☐ A so no branch can grow too powerful
- ☐ B to make one branch all-powerful
- ☐ C to slow down the mail
- ☐ D to crown a king

Federalism

– Explain how federalism shares power between the national and state governments (D2.Civ.4.6-8).

LEARN

The Constitution splits power one more way, not just among three branches, but between two levels: the whole nation and the states. That sharing is called federalism.

FEDERALISM is the sharing of power between the NATIONAL (federal) government and the STATE governments. The national government handles things that affect the whole country: printing money, the army, and treaties with other nations. The states handle many local matters: schools, roads, and local police. Some powers, like collecting taxes, are shared by both.

Federalism keeps one level of government from holding all the power. The states keep control of local life, while the nation handles what no single state could do alone. It is one more way the Constitution spreads power out instead of piling it up in one place.

You learned federalism: power is shared between the national government (money, army, treaties) and the states (schools, roads, local police). Next: the Week 1 mastery check on the Constitution.

1. Sharing power between the national and state governments is called...

- ☐ (A) federalism
- ☐ (B) snow
- ☐ (C) fog
- ☐ (D) ice

2. Does federalism share power between the nation and the states?

Circle one: YES / NO

3. Printing the nation's money is a job of the...

- ☐ (A) city pool
- ☐ (B) school club
- ☐ (C) local library
- ☐ (D) national government

4. Running local schools and roads is mostly a job of the...

- ☐ (A) navy
- ☐ (B) army
- ☐ (C) state governments
- ☐ (D) Supreme Court

5. Under federalism, does the national government hold every power by itself?

Circle one: YES / NO

6. Match each power to the level that mainly holds it.

Draw a line from each item on the left to its match on the right.

- print money · · national government
- run local schools · · state governments
- make treaties · · national government

7. Sort each power: national, or state?

Write each item under the correct heading.

items: raise the army · print money · make treaties with other nations · run local schools · build local roads · set up local police

NATIONAL	STATE

8. Choose words: power is shared between the nation and the states.

Sharing power between the national and _____ governments is called _____.

word bank: state · federalism · city · kingship

9. Which statement is TRUE about federalism?

- ☐ all power belongs to one person
- ☐ states cannot do anything
- ☐ power is shared between the national and state governments
- ☐ all power belongs to the states

Week 1 Mastery: The Constitution

– Demonstrate mastery of the Constitution, the three branches, checks and balances, and federalism (D2.Civ.4.6-8).

LEARN

This week you learned the plan of U.S. government. A few warm-ups, then the mastery check. The last question is a transfer challenge. Read each one closely.

Remember:

- the CONSTITUTION (1787) is the plan of government;
- three BRANCHES: legislative makes laws, executive carries them out, judicial judges them;
- CHECKS AND BALANCES let each branch limit the others;
- FEDERALISM shares power between the nation and the states.

You finished the Constitution unit. You can name the three branches, explain checks and balances, and describe federalism. Next week: the Bill of Rights and the debate over ratifying the Constitution.

1. Warm-up: the plan of government for the United States is the...

- ☐ (A) Trail of Tears
- ☐ (B) Gold Rush
- ☐ (C) Constitution
- ☐ (D) Monroe Doctrine

2. Warm-up: does the Constitution split power into three branches?

Circle one: YES / NO

3. Warm-up: match each branch to its job.

Draw a line from each item on the left to its match on the right.

legislative · · makes laws

executive · · carries out laws

judicial · · judges laws

WEEK 1 MASTERY CHECK

4. The plan of government for the United States is the...

- ☐ (A) Constitution
- ☐ (B) go
- ☐ (C) ice
- ☐ (D) a long royal list of one king's daily commands

5. The Constitution divides the government into three...

- ☐ (A) a long endless list of frozen northern kingdoms
- ☐ (B) ice
- ☐ (C) branches
- ☐ (D) go

6. Does the Constitution divide power among separate branches?

Circle one: YES / NO

7. The branch that makes the laws is the...

- ☐ (A) legislative branch
- ☐ (B) ice
- ☐ (C) a long frozen northern mountain council far away
- ☐ (D) navy

8. The system where each branch can limit the others is called...

- ☐ (A) go
- ☐ (B) checks and balances
- ☐ (C) a long endless list of nothing important at all
- ☐ (D) ice

9. Does one single branch hold all the power in the U.S. government?

Circle one: YES / NO

10. Sharing power between the national and state governments is called...

- ☐ (A) federalism
- ☐ (B) a long endless winter of nothing happening at all
- ☐ (C) snow
- ☐ (D) ice

11. Does the U.S. government have only one branch?

Circle one: YES / NO

12. The branch that carries out the laws, led by the President, is the...

- ☐ (A) ice
- ☐ (B) a long frozen northern trading council
- ☐ (C) go
- ☐ (D) executive branch

- 13. TRANSFER CHALLENGE:** A plan splits power into three branches, lets each branch check the others, and shares power with the states. This plan is the...
- ☐ (A) U.S. Constitution
 - ☐ (B) Trail of Tears
 - ☐ (C) go
 - ☐ (D) a long-ago royal decree handed down from a distant king

WEEK 2 • DAY 1

D2.Civ.4.6-8

Ratifying the Constitution

— Explain that the states had to ratify the Constitution and that this sparked a great debate (D2.Civ.4.6-8).

LEARN

Writing the Constitution was only half the job. Before it could become the law of the land, the states had to agree to it. That set off one of the biggest debates in American history.

To RATIFY means to approve. Before the Constitution could take effect, nine of the thirteen states had to ratify it. In each state, people argued: was this new, stronger government a good idea, or was it dangerous? Newspapers filled with essays for and against it.

Americans split into two camps. One side supported the Constitution and wanted a strong national government. The other side feared that government would grow too powerful and crush the rights of the people and the states. The whole future of the country rode on how the debate ended.

You learned that the states had to ratify, or approve, the Constitution, and that this sparked a great debate that split Americans into two sides. Next: meet those two sides, the Federalists and Anti-Federalists.

- 1. To RATIFY the Constitution means to...**
 - ☐ (A) sell it
 - ☐ (B) hide it
 - ☐ (C) approve it
 - ☐ (D) burn it
- 2. Did the states have to approve the Constitution before it took effect?**

Circle one: YES / NO
- 3. The big question in the ratification debate was whether the new government would be...**
 - ☐ (A) too far away to see
 - ☐ (B) good, or too powerful and dangerous
 - ☐ (C) made of stone
 - ☐ (D) open on weekends

4. Much of the ratification debate was carried out in...

- ☐ (A) the ocean
- ☐ (B) outer space
- ☐ (C) newspapers and essays
- ☐ (D) song only

5. Did every American instantly agree the Constitution was a good idea?

Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

ratify · · split Americans into two sides

the states · · had to approve the Constitution

the debate · · to approve

7. Sort each one: true about ratification, or false?

Write each item under the correct heading.

items: the states had to approve it · ratify means approve · people debated it in print · everyone agreed at once · no debate happened · ratify means to burn

TRUE	FALSE

8. Choose words: the states had to ratify the Constitution.

Before it took effect, the states had to _____, or approve, the new _____.

word bank: ratify · Constitution · burn · ocean

9. Which statement is TRUE about ratification?

- ☐ (A) no one wrote about it
- ☐ (B) the states had no say
- ☐ (C) everyone agreed instantly
- ☐ (D) the states had to approve the Constitution, and it caused a great debate

Federalists and Anti-Federalists

— Distinguish the Federalist and Anti-Federalist positions in the ratification debate (D2.Civ.4.6-8).

LEARN

The ratification debate had two sides. Today you meet them both, and learn what each one wanted.

The FEDERALISTS supported the Constitution. They wanted a strong national government to keep the country united and able to act. Leaders like Alexander Hamilton, James Madison, and John Jay made their case in a famous set of essays called the FEDERALIST PAPERS.

The ANTI-FEDERALISTS opposed the Constitution as written. They feared a national government that strong could trample the rights of the people and the power of the states. They made one big demand: add a BILL OF RIGHTS, a written list of protected freedoms, before they would agree.

You learned the two sides: Federalists wanted a strong national government, while Anti-Federalists feared too much power and demanded a Bill of Rights. Next: the Bill of Rights itself.

1. The Federalists wanted a...

- ☐ (A) king with a crown
- ☐ (B) country with no laws
- ☐ (C) strong national government
- ☐ (D) return to British rule

2. Did the Anti-Federalists want a Bill of Rights added?

Circle one: YES / NO

3. The Anti-Federalists feared that the national government would be...

- ☐ (A) too quiet
- ☐ (B) too cheap
- ☐ (C) too far north
- ☐ (D) too strong and crush people's rights

4. The essays written to support the Constitution were the...

- ☐ (A) Trail of Tears
- ☐ (B) Gold Rush
- ☐ (C) Federalist Papers
- ☐ (D) Monroe Doctrine

5. Did the Federalists oppose the Constitution?

Circle one: YES / NO

6. Match each side or item to its position.

Draw a line from each item on the left to its match on the right.

- Federalists · · feared too much central power
- Anti-Federalists · · wanted a strong national government
- Federalist Papers · · what Anti-Federalists demanded
- Bill of Rights · · essays for the Constitution

7. Sort each view: Federalist, or Anti-Federalist?

Write each item under the correct heading.

items: supported the Constitution · wanted a strong national government · wrote the Federalist Papers · feared too much central power · wanted to protect the states · demanded a Bill of Rights

FEDERALIST	ANTI-FEDERALIST

8. Choose words: each side took a clear position.

The _____ wanted a strong national government, while the Anti-Federalists demanded a Bill of _____.

word bank: Federalists · Rights · British · Taxes

9. Which statement is TRUE about the debate?

- ☐ both sides wanted the same thing
- ☐ no one cared
- ☐ Federalists backed the Constitution; Anti-Federalists demanded a Bill of Rights
- ☐ the British decided it

The Bill of Rights

— Explain that the Bill of Rights is the first ten amendments and protects individual freedoms (D2.Civ.13.6-8).

LEARN

The Anti-Federalists got their demand. Today you learn what was added to the Constitution to win their support, and to protect every American.

An AMENDMENT is a change or addition to the Constitution. In 1791, the first ten amendments were added together. They are called the BILL OF RIGHTS. The Bill of Rights protects the freedoms of the people. It does not give the government more power, it LIMITS the government, listing what it cannot take away.

The Bill of Rights settled the ratification fight. Anti-Federalists agreed to the Constitution once these protections were promised. It is the part of the Constitution that most directly guards each person's rights, and it is still the law today.

You learned that the Bill of Rights is the first ten amendments, added in 1791, that protect the people's freedoms and limit the government. Next: a closer look at the First Amendment freedoms.

1. The Bill of Rights is made up of the first...
 - ☐ A ten amendments
 - ☐ B three kings
 - ☐ C five wars
 - ☐ D two states
2. Does the Bill of Rights protect the freedoms of the people?
Circle one: YES / NO
3. A change or addition to the Constitution is called an...
 - ☐ A amendment
 - ☐ B army
 - ☐ C island
 - ☐ D anthem
4. The Bill of Rights was added in the year...
 - ☐ A 2001
 - ☐ B 1791
 - ☐ C 1492
 - ☐ D 1865
5. Does the Bill of Rights give the government more power over people?
Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

- amendment · · when it was added
- Bill of Rights · · the first ten amendments
- 1791 · · a change to the Constitution

7. Sort each one: true about the Bill of Rights, or false?

Write each item under the correct heading.

items: it is the first ten amendments · it protects people's freedoms · it limits the government · it gives the government more power · it is one single law about taxes · it crowned a king

TRUE	FALSE

8. Choose words: the Bill of Rights protects freedoms.

The first ten _____, called the Bill of Rights, protect the people's _____.

word bank: amendments · freedoms · armies · taxes

9. Which statement is TRUE about the Bill of Rights?

- ☐ A it gives the government total power
- ☐ B it was never added
- ☐ C it ended the country
- ☐ D it is the first ten amendments and protects the people's freedoms

First Amendment Freedoms

— Identify the freedoms protected by the First Amendment (D2.Civ.13.6-8).

LEARN

Of all the amendments, one is so important that it comes first. Today you learn the freedoms it protects, freedoms Americans still use every day.

The FIRST AMENDMENT protects several basic freedoms at once:

- freedom of SPEECH, the right to say your views;
- freedom of RELIGION, the right to believe as you choose;
- freedom of the PRESS, the right to publish news and ideas;
- freedom of ASSEMBLY, the right to gather peacefully.

These freedoms let people think, speak, worship, and gather without the government stopping them. They are the heart of a free society. The writers placed them first because a government that controls speech and belief can control everything else.

You learned the First Amendment freedoms: speech, religion, press, and assembly, the heart of a free society. Next: the Week 2 mastery check on the Bill of Rights and ratification.

1. The freedom to say your views is freedom of...

- ☐ (A) soup
- ☐ (B) speech
- ☐ (C) sleep
- ☐ (D) snow

2. Does the First Amendment protect freedom of religion?

Circle one: YES / NO

3. The freedom to publish news and ideas is freedom of the...

- ☐ (A) path
- ☐ (B) park
- ☐ (C) press
- ☐ (D) pond

4. The right to gather together peacefully is freedom of...

- ☐ (A) assembly
- ☐ (B) farming
- ☐ (C) sailing
- ☐ (D) winter

5. Does the First Amendment protect only one single freedom?

Circle one: YES / NO

6. Match each freedom to what it lets you do.

Draw a line from each item on the left to its match on the right.

- speech · · say your views
- religion · · believe as you choose
- press · · gather peacefully
- assembly · · publish news and ideas

7. Sort each one: protected by the First Amendment, or not?

Write each item under the correct heading.

items: freedom of speech · freedom of religion · freedom of the press · the power to crown a king · the right to seize sailors · the right to tax tea

FIRST AMENDMENT	NOT IT

8. Choose words: the First Amendment protects speech and religion.

The First Amendment protects freedom of _____ and freedom of _____.

word bank: speech · religion · taxes · kings

9. Which statement is TRUE about the First Amendment?

- ☐ A it protects speech, religion, press, and assembly
- ☐ B it bans all newspapers
- ☐ C it protects only the press
- ☐ D it gives the king power

Week 2 Mastery: The Bill of Rights and Ratification

— Demonstrate mastery of ratification, the Federalists and Anti-Federalists, and the Bill of Rights (D2.Civ.4.6-8).

LEARN

This week you learned how the Constitution was approved and how the Bill of Rights came to be. A few warm-ups, then the mastery check. The last question is a transfer challenge. Read each one closely.

Remember:

- to RATIFY is to approve; the states had to ratify the Constitution;
- FEDERALISTS wanted a strong national government;
- ANTI-FEDERALISTS feared too much power and demanded a Bill of Rights;
- the BILL OF RIGHTS, the first ten amendments, protects freedoms like speech, religion, and the press.

You finished the ratification and Bill of Rights unit. You can explain ratification, the two sides, and the freedoms the Bill of Rights protects. Next week: George Washington and the first government in action.

1. Warm-up: the first ten amendments are the...

- ☐ (A) Trail of Tears
- ☐ (B) Gold Rush
- ☐ (C) Bill of Rights
- ☐ (D) Monroe Doctrine

2. Warm-up: did the Anti-Federalists demand a Bill of Rights?

Circle one: YES / NO

3. Warm-up: match each side to its position.

Draw a line from each item on the left to its match on the right.

Federalists · · · feared central power

Anti-Federalists · · · protects freedoms

Bill of Rights · · · strong national government

WEEK 2 MASTERY CHECK

4. The first ten amendments to the Constitution are called the Bill of...

- ☐ (A) Rights
- ☐ (B) go
- ☐ (C) ice
- ☐ (D) a long endless winter list of frozen names

5. Supporters of the Constitution who wanted a strong national government were the...

- ☐ (A) go
- ☐ (B) a long quiet list of nothing at all happening
- ☐ (C) ice
- ☐ (D) Federalists

6. Did the Anti-Federalists want a Bill of Rights added?

Circle one: YES / NO

7. Those who feared a too-strong central government were the...

- ☐ (A) Anti-Federalists
- ☐ (B) ice
- ☐ (C) a long frozen northern council of distant kings
- ☐ (D) go

8. The First Amendment protects freedom of speech, religion, and the...

- ☐ (A) a long endless list of frozen northern winters
- ☐ (B) go
- ☐ (C) ice
- ☐ (D) press

9. Did the Federalists oppose the Constitution?

Circle one: YES / NO

10. Before the Constitution could take effect, the states first had to...

- ☐ (A) ratify, or approve, it
- ☐ (B) ice
- ☐ (C) go
- ☐ (D) a long endless list of frozen kingdoms far north

11. Does the Bill of Rights give the government more power over people?

Circle one: YES / NO

12. The Bill of Rights mainly works to protect people's...

- ☐ (A) go
- ☐ (B) freedoms
- ☐ (C) a long endless winter of nothing important
- ☐ (D) ice

13. TRANSFER CHALLENGE: The Anti-Federalists agreed to support the Constitution mainly after they were promised a...

- ☐ (A) go
- ☐ (B) ice
- ☐ (C) a long-ago royal crown handed down by a distant king
- ☐ (D) Bill of Rights

WEEK 3 • DAY 1

D2.His.3.6-8, D2.Civ.4.6-8

The First President

— Explain that George Washington was the first president and set lasting precedents (D2.His.3.6-8).

LEARN

The Constitution set up the office of president, but no one had ever filled it. The very first president had to invent how the job would work. That first president was George Washington.

In 1789, George WASHINGTON became the first President of the United States. There were no rules yet for how a president should act. Almost everything he did set a PRECEDENT, a first-time model that later presidents would follow. People trusted him, so the choices he made shaped the office for good.

Washington chose to be called simply 'Mr. President,' not a royal title. He picked trusted advisors. And after two terms, he chose to step down instead of holding power for life. Each choice became a tradition for the country that followed.

You learned that George Washington was the first president in 1789, and that his choices set lasting precedents, like keeping a simple title and stepping down after two terms. Next: the first cabinet of advisors.

1. The first President of the United States was George...

- ☐ (A) rain
- ☐ (B) ice
- ☐ (C) fog
- ☐ (D) Washington

2. Did Washington become the first president in 1789?

Circle one: YES / NO

3. A first-time choice that later leaders follow is called a...

- ☐ (A) puddle
- ☐ (B) precedent
- ☐ (C) picnic
- ☐ (D) pebble

4. Washington chose to be called simply...

- ☐ A King George
- ☐ B Your Majesty
- ☐ C Emperor
- ☐ D Mr. President

5. Did Washington take a royal title like king?

Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

Washington · · a first-time model others follow

1789 · · the first president

precedent · · when he took office

7. Sort each one: true about Washington, or false?

Write each item under the correct heading.

items: he was the first president · he set many precedents · he chose to step down after two terms · he made himself king · he ruled for life · he took a royal crown

TRUE	FALSE

8. Choose words: Washington set precedents for the new office.

George _____ was the first president, and his choices set a lasting _____ for those who followed.

word bank: Washington · precedent · crown · ocean

9. Which statement is TRUE about Washington?

- ☐ A he served for life
- ☐ B he had no power
- ☐ C as the first president, his choices set precedents for the office
- ☐ D he made himself king

The First Cabinet

— Explain that Washington formed a cabinet of advisors to help run the government (D2.Civ.4.6-8).

LEARN

No one person can run a whole government alone. Washington needed experts to help him, so he created a group of advisors. That group is called the cabinet.

Washington chose a CABINET, a group of trusted advisors who each led a part of the government and gave the president advice. Two of the most famous were Thomas JEFFERSON, the Secretary of State (foreign affairs), and Alexander HAMILTON, the Secretary of the Treasury (money). Every president since has had a cabinet.

Jefferson and Hamilton often disagreed. Hamilton wanted a strong national government and a national bank. Jefferson wanted more power left to the states and the people. Their clash was real and useful, but it also led the country toward its first political parties.

You learned that Washington formed the first cabinet of advisors, including Jefferson (State) and Hamilton (Treasury), whose disagreements pointed toward the first political parties. Next: Hamilton's money plan and the national bank.

1. The group of advisors who help the president is called the...

- ☐ (A) kitchen
- ☐ (B) closet
- ☐ (C) garage
- ☐ (D) cabinet

2. Did Washington create a cabinet of advisors?

Circle one: YES / NO

3. Alexander Hamilton led the part of government in charge of...

- ☐ (A) the mail only
- ☐ (B) the weather
- ☐ (C) money (the Treasury)
- ☐ (D) the navy

4. Thomas Jefferson, as Secretary of State, handled...

- ☐ (A) farming only
- ☐ (B) foreign affairs
- ☐ (C) baking bread
- ☐ (D) building ships

5. Did Washington run the entire government all by himself with no advisors?

Circle one: YES / NO

6. Match each person or term to its role.

Draw a line from each item on the left to its match on the right.

cabinet · · Secretary of State

Hamilton · · Secretary of the Treasury

Jefferson · · the president's advisors

7. Sort each view: Hamilton's, or Jefferson's?

Write each item under the correct heading.

items: wanted a strong national government · wanted a national bank · led the Treasury · wanted more power for the states · trusted the common people · led the State Department

HAMILTON	JEFFERSON

8. Choose words: Washington's advisors made up the cabinet.

Washington's group of advisors is called the _____, and its money expert was _____.

word bank: cabinet · Hamilton · ocean · Jackson

9. Which statement is TRUE about the cabinet?

- ☐ A it was Washington's group of advisors, like Jefferson and Hamilton
- ☐ B it was a piece of furniture only
- ☐ C it crowned a king
- ☐ D it ran the courts

Hamilton's Plan and the First Parties

— Explain Hamilton's financial plan and how disagreement led to the first political parties (D2.His.3.6-8).

LEARN

The new country owed a lot of money and had no clear money system. Hamilton had a bold plan to fix it, and not everyone agreed.

As Secretary of the Treasury, Alexander HAMILTON built a plan to put the country on solid ground:

- the national government would PAY OFF the debts from the Revolution;
- it would create a NATIONAL BANK to hold money and make the economy steady;
- it would help American business grow. The plan made the young country's money trustworthy.

Hamilton's plan split leaders into two groups, the first POLITICAL PARTIES:

- the FEDERALISTS (led by Hamilton) wanted a strong national government and the bank;
- the DEMOCRATIC-REPUBLICANS (led by Jefferson) wanted more power for the states and feared the bank. A political party is a group that shares ideas about how to run the government.

You learned Hamilton's plan paid the nation's debts and built a national bank, and the disagreement over it formed the first political parties: Federalists and Democratic-Republicans. Next: the Whiskey Rebellion and Washington's Farewell.

1. A main goal of Hamilton's plan was to...

- ☐ (A) start a war
- ☐ (B) crown a king
- ☐ (C) pay off the nation's debts
- ☐ (D) ban all money

2. Did Hamilton's plan create a national bank?

Circle one: YES / NO

3. A group that shares ideas about how to run the government is a...

- ☐ (A) political party
- ☐ (B) river
- ☐ (C) weather front
- ☐ (D) mountain

4. Hamilton's party, which wanted a strong national government, was the...

- ☐ (A) Vikings
- ☐ (B) Romans
- ☐ (C) Cherokee
- ☐ (D) Federalists

5. Did everyone in the government agree with Hamilton's plan?

Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

- Hamilton's plan · · a group with shared ideas on governing
- national bank · · pay debts and build a bank
- political party · · holds money, steadies the economy

7. Sort each one: Federalist, or Democratic-Republican?

Write each item under the correct heading.

items: led by Hamilton · wanted a national bank · wanted a strong national government · led by Jefferson · wanted more power for the states · feared the bank

FEDERALISTS	DEMOCRATIC-REPUBLICANS

8. Choose words: Hamilton's plan paid debts and built a bank.

Hamilton's plan paid off the nation's debts and created a national _____, and the split it caused formed the first political _____.

word bank: bank · parties · kings · ships

9. Which statement is TRUE about this era?

- ☐ A everyone agreed on everything
- ☐ B the bank was never made
- ☐ C Hamilton's plan paid debts and built a bank, and disagreement formed the first parties
- ☐ D there were no debts

The Whiskey Rebellion and Farewell

— Explain the Whiskey Rebellion and the lessons of Washington's Farewell Address (D2.His.3.6-8).

LEARN

Two big moments closed Washington's presidency: a test of whether the new government had real power, and a farewell full of advice.

When the government taxed whiskey, some farmers in the west refused to pay and rose up. This was the WHISKEY REBELLION (1794). Washington led troops to put it down peacefully. It proved something important: the new national government could ENFORCE its laws, unlike the weak old Articles of Confederation.

When Washington left office after two terms, he gave a FAREWELL ADDRESS with lasting advice:

- avoid long-term FOREIGN ENTANGLEMENTS, alliances that pull the country into others' wars;
- beware bitter division between political parties. By stepping down after two terms, he set a precedent later presidents followed for over a century.

You learned the Whiskey Rebellion proved the new government could enforce its laws, and Washington's Farewell warned against foreign entanglements and party division before he stepped down after two terms. Next: the Week 3 mastery check on Washington's presidency.

1. The Whiskey Rebellion was an uprising of farmers who refused to pay a tax on...

- ☐ (A) wind
- ☐ (B) snow
- ☐ (C) whiskey
- ☐ (D) rain

2. Did putting down the Whiskey Rebellion show the new government could enforce its laws?

Circle one: YES / NO

3. In his Farewell Address, Washington warned the country to avoid...

- ☐ (A) fresh water
- ☐ (B) new states
- ☐ (C) free schools
- ☐ (D) foreign entanglements

4. Washington set a lasting precedent by stepping down after...

- ☐ (A) one day
- ☐ (B) fifty years
- ☐ (C) two terms
- ☐ (D) ten terms

5. Did Washington make himself ruler for life after his two terms?

Circle one: YES / NO

6. Match each term to its meaning.

Draw a line from each item on the left to its match on the right.

Whiskey Rebellion · · Washington's parting advice

Farewell Address · · what he warned to avoid

foreign entanglements · · test of the government's power

7. Sort each one: about the Whiskey Rebellion, or the Farewell Address?

Write each item under the correct heading.

items: farmers refused a tax · Washington led troops · proved the laws could be enforced · warned against foreign entanglements · warned against bitter party division · given as he left office

WHISKEY REBELLION	FAREWELL ADDRESS

8. Choose words: the rebellion was put down and the Farewell gave advice.

Putting down the Whiskey _____ proved the government could enforce its laws, and his Farewell warned against foreign _____ .

word bank: Rebellion · entanglements · schools · rivers

9. Which statement is TRUE about the end of Washington's presidency?

- (A) he ignored the rebellion
- (B) he enforced the law in the Whiskey Rebellion and gave advice in his Farewell, then stepped down
- (C) he gave no advice
- (D) he held power for life

Week 3 Mastery: Washington's Presidency

– Demonstrate mastery of Washington's precedents, the cabinet, Hamilton's plan, and the Whiskey Rebellion (D2.His.3.6-8).

LEARN

This week you learned how the very first president built the new government. A few warm-ups, then the mastery check. The last question is a transfer challenge. Read each one closely.

Remember:

- WASHINGTON was the first president and set lasting PRECEDENTS;
- he formed a CABINET of advisors (Jefferson, Hamilton);
- Hamilton's plan paid debts and built a national bank, helping form the first parties;
- the WHISKEY REBELLION proved the government could enforce its laws; his Farewell warned against foreign entanglements.

You finished Washington's presidency. You can explain his precedents, the cabinet, Hamilton's plan, and the Whiskey Rebellion. Next week: Presidents Adams and Jefferson, and the power of judicial review.

1. Warm-up: the first President of the United States was George...

- ☐ A Washington
- ☐ B Lincoln
- ☐ C Jackson
- ☐ D Jefferson

2. Warm-up: did Washington form a cabinet of advisors?

Circle one: YES / NO

3. Warm-up: match each person to a role.

Draw a line from each item on the left to its match on the right.

Washington · · Treasury and the bank

Hamilton · · first president

Jefferson · · Secretary of State

WEEK 3 MASTERY CHECK

4. The first President of the United States was George...

- ☐ A go
- ☐ B ice
- ☐ C Washington
- ☐ D a long line of distant northern frozen kings

5. The group of advisors who help the President is called the...

- ☐ (A) a long endless list of nothing happening at all
- ☐ (B) go
- ☐ (C) ice
- ☐ (D) cabinet

6. Was George Washington the first President?

Circle one: YES / NO

7. Washington served two terms, then stepped down, setting a lasting...

- ☐ (A) precedent
- ☐ (B) go
- ☐ (C) ice
- ☐ (D) a long frozen council of distant northern kings

8. The Whiskey Rebellion was a test of whether the new government could...

- ☐ (A) a long endless list of frozen northern winters
- ☐ (B) enforce its laws
- ☐ (C) ice
- ☐ (D) go

9. Did Washington make himself king for life?

Circle one: YES / NO

10. Washington warned the country in his Farewell Address to avoid...

- ☐ (A) a long endless winter of nothing important at all
- ☐ (B) foreign entanglements
- ☐ (C) go
- ☐ (D) ice

11. Did Washington serve for ten terms in a row?

Circle one: YES / NO

12. Two of Washington's most famous advisors were Jefferson and...

- ☐ (A) Hamilton
- ☐ (B) ice
- ☐ (C) a long frozen northern trading council
- ☐ (D) go

13. TRANSFER CHALLENGE: Because there was no playbook, almost everything the first President did became a lasting model. We call such a first-time model a...

- ☐ (A) go
- ☐ (B) Trail of Tears
- ☐ (C) a long-ago royal order handed down from a distant king
- ☐ (D) precedent

Answer Key

Grade 8 Social Studies · Quarter 1 Practice · Weeks 1–3

Week 1 · Day 1 — A New Plan of Government

1. C (Articles of Confederation)
2. Yes
3. B (1787)
4. A (Philadelphia)
5. Yes
6. Articles of Confederation → the weak first plan; Constitution → the stronger plan still used; 1787 → when it was written
7. could not tax → Problem (Articles); could not raise an army → Problem (Articles); states fought and no one could stop it → Problem (Articles); a stronger national government → Fix (Constitution); a plan that still works today → Fix (Constitution); limits so no part grows too strong → Fix (Constitution)
8. Articles of Confederation, Constitution
9. A (it created a stronger national government with limits on power)

Week 1 · Day 2 — The Three Branches

1. C (legislative branch)
2. Yes
3. B (executive branch)
4. D (judicial branch)
5. No
6. legislative → makes the laws; executive → carries out the laws; judicial → judges what laws mean
7. Congress → Legislative; the Senate and the House → Legislative; the President → Executive; enforces the laws → Executive; the Supreme Court → Judicial; decides what a law means → Judicial
8. branches, powers
9. B (each branch has its own job, so no one part holds all the power)

Week 1 · Day 3 — Checks and Balances

1. D (veto)
2. Yes
3. D (veto override)
4. A (judicial branch)
5. No
6. veto a bill → the President; override a veto → Congress; rule a law unconstitutional → the courts
7. veto a bill → President can...; appoint judges → President can...; make a treaty → President can...; override a veto → Congress can...; approve or reject judges → Congress can...; write the laws → Congress can...
8. balances, balanced
9. A (so no branch can grow too powerful)

Week 1 · Day 4 — Federalism

1. A (federalism)
2. Yes
3. D (national government)
4. C (state governments)
5. No
6. print money → national government; run local schools → state governments; make treaties → national government
7. raise the army → National; print money → National; make treaties with other nations → National; run local schools → State; build local roads → State; set up local police → State
8. state, federalism
9. C (power is shared between the national and state governments)

Week 1 · Day 5 — Week 1 Mastery: The Constitution

1. C (Constitution)
2. Yes
3. legislative → makes laws; executive → carries out laws; judicial → judges laws
4. A (Constitution)
5. C (branches)
6. Yes
7. A (legislative branch)
8. B (checks and balances)
9. No
10. A (federalism)
11. No
12. D (executive branch)
13. A (U.S. Constitution)

Week 2 · Day 1 — Ratifying the Constitution

1. C (approve it)
2. Yes
3. B (good, or too powerful and dangerous)
4. C (newspapers and essays)
5. No
6. ratify → to approve; the states → had to approve the Constitution; the debate → split Americans into two sides
7. the states had to approve it → True; ratify means approve → True; people debated it in print → True; everyone agreed at once → False; no debate happened → False; ratify means to burn → False
8. ratify, Constitution
9. D (the states had to approve the Constitution, and it caused a great debate)

Week 2 · Day 2 — Federalists and Anti-Federalists

1. C (strong national government)
2. Yes
3. D (too strong and crush people's rights)
4. C (Federalist Papers)
5. No
6. Federalists → wanted a strong national government; Anti-Federalists → feared too much central power; Federalist Papers → essays for the Constitution; Bill of Rights → what Anti-Federalists demanded
7. supported the Constitution → Federalist; wanted a strong national government → Federalist; wrote the Federalist Papers → Federalist; feared too much central power → Anti-Federalist; wanted to protect the states → Anti-Federalist; demanded a Bill of Rights → Anti-Federalist
8. Federalists, Rights
9. C (Federalists backed the Constitution; Anti-Federalists demanded a Bill of Rights)

Week 2 · Day 3 — The Bill of Rights

1. A (ten amendments)
2. Yes
3. A (amendment)
4. B (1791)
5. No
6. amendment → a change to the Constitution; Bill of Rights → the first ten amendments; 1791 → when it was added
7. it is the first ten amendments → True; it protects people's freedoms → True; it limits the government → True; it gives the government more power → False; it is one single law about taxes → False; it crowned a king → False
8. amendments, freedoms
9. D (it is the first ten amendments and protects the people's freedoms)

Week 2 · Day 4 — First Amendment Freedoms

1. B (speech)
2. Yes
3. C (press)
4. A (assembly)
5. No
6. speech → say your views; religion → believe as you choose; press → publish news and ideas; assembly → gather peacefully
7. freedom of speech → First Amendment; freedom of religion → First Amendment; freedom of the press → First Amendment; the power to crown a king → Not it; the right to seize sailors → Not it; the right to tax tea → Not it
8. speech, religion
9. A (it protects speech, religion, press, and assembly)

Week 2 · Day 5 — Week 2 Mastery: The Bill of Rights and Ratification

1. C (Bill of Rights)
2. Yes
3. Federalists → strong national government; Anti-Federalists → feared central power; Bill of Rights → protects freedoms
4. A (Rights)
5. D (Federalists)
6. Yes
7. A (Anti-Federalists)
8. D (press)
9. No
10. A (ratify, or approve, it)
11. No
12. B (freedoms)
13. D (Bill of Rights)

Week 3 · Day 1 — The First President

1. D (Washington)
2. Yes
3. B (precedent)
4. D (Mr. President)
5. No
6. Washington → the first president; 1789 → when he took office; precedent → a first-time model others follow
7. he was the first president → True; he set many precedents → True; he chose to step down after two terms → True; he made himself king → False; he ruled for life → False; he took a royal crown → False
8. Washington, precedent
9. C (as the first president, his choices set precedents for the office)

Week 3 · Day 2 — The First Cabinet

1. D (cabinet)
2. Yes
3. C (money (the Treasury))
4. B (foreign affairs)
5. No
6. cabinet → the president's advisors; Hamilton → Secretary of the Treasury; Jefferson → Secretary of State
7. wanted a strong national government → Hamilton; wanted a national bank → Hamilton; led the Treasury → Hamilton; wanted more power for the states → Jefferson; trusted the common people → Jefferson; led the State Department → Jefferson
8. cabinet, Hamilton
9. A (it was Washington's group of advisors, like Jefferson and Hamilton)

Week 3 · Day 3 — Hamilton's Plan and the First Parties

1. C (pay off the nation's debts)
2. Yes
3. A (political party)
4. D (Federalists)
5. No
6. Hamilton's plan → pay debts and build a bank; national bank → holds money, steadies the economy; political party → a group with shared ideas on governing
7. led by Hamilton → Federalists; wanted a national bank → Federalists; wanted a strong national government → Federalists; led by Jefferson → Democratic-Republicans; wanted more power for the states → Democratic-Republicans; feared the bank → Democratic-Republicans
8. bank, parties
9. C (Hamilton's plan paid debts and built a bank, and disagreement formed the first parties)

Week 3 · Day 4 — The Whiskey Rebellion and Farewell

1. C (whiskey)
2. Yes
3. D (foreign entanglements)
4. C (two terms)
5. No
6. Whiskey Rebellion → test of the government's power; Farewell Address → Washington's parting advice; foreign entanglements → what he warned to avoid
7. farmers refused a tax → Whiskey Rebellion; Washington led troops → Whiskey Rebellion; proved the laws could be enforced → Whiskey Rebellion; warned against foreign entanglements → Farewell Address; warned against bitter party division → Farewell Address; given as he left office → Farewell Address
8. Rebellion, entanglements
9. B (he enforced the law in the Whiskey Rebellion and gave advice in his Farewell, then stepped down)

Week 3 · Day 5 — Week 3 Mastery: Washington's Presidency

1. A (Washington)
2. Yes
3. Washington → first president; Hamilton → Treasury and the bank; Jefferson → Secretary of State
4. C (Washington)
5. D (cabinet)
6. Yes
7. A (precedent)
8. B (enforce its laws)
9. No
10. B (foreign entanglements)
11. No
12. A (Hamilton)
13. D (precedent)