**Constitution Essay Graphic Organizer**

In your social studies class you have been learning about the Constitution. In your studies you have learned that the Constitution has created a more perfect union by its preamble, structure and powers of the different branches, system of checks and balances, the amendment process, the federal system that connects the nation and the states, and through popular participation in government.

Students will write an essay answering the following question, ***“How has the Constitution been able to withstand the test of time through its combination of strength and flexibility?”***.

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| Introduction Paragraph | |
| Hook/Lead:  (If you use a quote as your hook be sure to explain what the quote means) |  |
| Background Info on the Constitution: |  |
| Claim/Thesis Statement:  (Turn the prompt/question into a statement) |  |

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| Body paragraph 1 (What element from the Constitution makes it strong?) | |
| Topic Sentence introducing star idea: |  |
| Transition with Lead in: |  |
| Quote/Textual Evidence: |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is strong? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Transition with Lead in: |  |
| 2nd Quote/Textual Evidence: |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is strong? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Conclusion sentence: |  |
| Body paragraph 2 (What element from the Constitution makes it flexible?) | |
| Topic Sentence introducing star idea |  |
| Transition with Lead in: |  |
| Quote/Textual Evidence: : |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is flexible? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Transition with Lead in: |  |
| 2nd Quote/Textual Evidence: : |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is flexible? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Conclusion sentence: |  |

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| Body paragraph 3 (What element from the Constitution makes the document strong and flexible?) | |
| Topic Sentence introducing star idea |  |
| Transition with Lead in: | Article \_\_\_\_, of the US Constitution illustrates, |
| Quote/Textual Evidence: |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is strong and/or flexible? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Transition with Lead in: |  |
| Quote/Textual Evidence: |  |
| Citation (pg #) |  |
| Paraphrase:  (In other words, to put another way, this means) |  |
| Commentary:  (Explain how the evidence shows the Constitution is strong and/or flexible? Tie the evidence back to the topic sentence in order to develop/enhance it) |  |
| Conclusion sentence: |  |

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| --- | --- |
| Concluding Paragraph | |
| Restate claim/thesis in different words: |  |
| Summarize Star Ideas |  |
| Leave the Reader thinking: |  |