

Name \_\_\_\_\_

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## Vocabulary: Lesson 7

from "Words We Live By: Your Annotated Guide to the Constitution" by Linda R. Monk

1. **advocate** (*n.*)- one who stands up for another; a champion; a supporter
2. **amendment** (*n.*)- a change made to a document
3. **constitution** (*n.*)- a set of laws or principles by which a state or organization is governed
4. **justice** (*n.*)- an officer of a court; a judge
5. **limitation** (*n.*)- something that limits; a barrier
6. **nature** (*n.*)- quality; characteristic
7. **preamble** (*n.*)- an introduction; a preface
8. **principle** (*n.*)- a true statement that serves as a foundation for other ideas
9. **sovereignty** (*n.*)- authority; power; rule
10. **suffrage** (*n.*)- the right to vote

### Exercise 2: Using Vocabulary in Context

Select **five** weekly vocabulary words to use in your own sentences. You must utilize each sentence pattern at least once (simple, complex, compound, compound-complex).

1. \_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LESSON 7

from **Words We Live By: Your Annotated Guide to the Constitution** (informational)

by Linda R. Monk

The first three words of the **Constitution** are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This **principle** is known as popular **sovereignty**.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first **advocates** for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free. **Justice** Thurgood Marshall, the first African American on the Supreme Court, described the **limitation**:

for a sense of the evolving **nature** of the constitution, we need look no further than the first three words of the document’s **preamble**: ‘we the people.’ When the founding fathers used this

phrase in 1787, they did not have in mind the majority of America’s citizens . . . the men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth **Amendment** ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended **suffrage** to eighteen-year-olds.

## Exercise 1: Context Clues

Read the passage above, paying special attention to the words in dark type. These are the Master Words you will study in this lesson. As you read, look for context clues in the sentences and paragraphs around each Master Word. Circle any words and phrases that give clues to the meaning of the Master Words.

Master Words				
Place a check by words you feel you know; underline words you don't know.				
advocate	constitution	limitation	preamble	sovereignty
amendment	justice	nature	principle	suffrage

### Exercise 3: Using Words in Context

True or False: Write **T** on the line if the statement is true; write **F** if the statement is false.

- \_\_\_\_\_ 1. The state **constitution** is the document that establishes its form of government.
- \_\_\_\_\_ 2. A **principle** is an idea on which laws may be formed.
- \_\_\_\_\_ 3. The **sovereignty** of the United States rests in the Supreme Court.
- \_\_\_\_\_ 4. An **advocate** for women's rights opposes the idea of equal pay for equal work.
- \_\_\_\_\_ 5. A **justice** is someone who serves as a judge.
- \_\_\_\_\_ 6. There has never been a **limitation** on the right to vote in the United States.
- \_\_\_\_\_ 7. The **nature** of democracy is to allow the people to vote for their leaders.
- \_\_\_\_\_ 8. The **preamble** is a list of tables found at the end of a book.
- \_\_\_\_\_ 9. **Amendments** were needed to expand the right to vote.
- \_\_\_\_\_ 10. **Suffrage** for American women was achieved in the twentieth century.

### Exercise 4: Sentence Completion

From the Master Words, choose the appropriate word for the blank in each of the following sentences. Write the word in the space provided at the right.

1. Without ...?... people have no say in electing their leaders. \_\_\_\_\_
2. Treating others as you wish to be treated is (a, an) ...?... common to many belief systems. \_\_\_\_\_
3. The fire code placed (a, an) ...?... on the number of people who could be in the theater. \_\_\_\_\_
4. One of the first acts of many newly democratic countries is to write (a, an) ...?... to establish their form of government. \_\_\_\_\_
5. The senator introduced (a, an) ...?... to the bill to make it more appealing to members of her party. \_\_\_\_\_
6. After many years working as a lawyer, Dina was appointed as (a, an) ...?... to the district court. \_\_\_\_\_
7. The ...?... to the company's business plan outlined its mission and values before the document covered more specific goals and objectives. \_\_\_\_\_
8. The king believed his ...?... over his subjects was absolute. \_\_\_\_\_
9. Tom was (a, an) ...?... for the rights of the mentally ill to equal health insurance coverage. \_\_\_\_\_
10. It is the ...?... of toddlers to explore their surroundings and touch everything in reach. \_\_\_\_\_

## • • Exercise 5: Shades of Meaning

The bold words in the chart below are Master Words. Beneath each is a synonym. Although their denotations (dictionary definitions) are nearly the same, the Master Word and its synonym have different shades of meaning, or connotations. Based on the context, decide whether a Master Word or its synonym would better complete each sentence. Use a dictionary if necessary.

<b>advocate</b>	<b>limitation</b>	<b>principle</b>	<b>sovereignty</b>
supporter	restriction	rule	power

- The ...?... of fairness forms the foundation of the court system.
- The executive editor had more ...?... than other staff on the newspaper.
- As a general ...?..., Jackson preferred not to lend his books to friends.
- Ella worked tirelessly as (a, an) ...?... for the rights of people with disabilities.
- The Freemans were strong ...?... (s) of their children's soccer team.
- The ...?... of each nation is carefully guarded by its leaders.
- The size of the room put (a, an) ...?... on the number of people at the party.
- The new dress code places (a, an) ...?... on wearing t-shirts with messages.

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## • • Exercise 6: Analogies

Determine the relationship between the first pair of words below. Then write the Master Word on the blank that would create a similar relationship with the second pair of words. The types of analogies used in this activity are synonyms, antonyms, is where, adjective/related noun, and part/whole. (See page 158 for a guide to analogy types.)

- preview : trailer :: \_\_\_\_\_ : preface
- circus : acrobatics :: court : \_\_\_\_\_
- compulsory : education :: universal : \_\_\_\_\_
- attic : cellar :: opponent : \_\_\_\_\_
- bitter : taste :: royal : \_\_\_\_\_
- chapter : book :: \_\_\_\_\_ : document