**The American Revolution: Module 4:**

**Lesson 4**

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| **Topic:** The Constitution | **Grade:** 5th grade |
| **CCSS Standards:**  English/Language Arts Standards: CCSS.5.RL.1 Quote accurately from a text when explaining what the text explicitly and when drawing inferences from the text. CCSS.5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktales, myth, or poem) CCSS.5.RI.1 Quote accurately from a text when explaining what the text explicitly and when drawing inferences from the text.CCSS.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.CCSS.5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.CCSS.5.W.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).CCSS.5.W.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). **NVACS History Social Studies Standards:**H2.5.2 Describe issues of compromise and conflict within the United States.H2.5.3 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.H5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.H5.7.1 List the shortcomings of the Articles of Confederation as set forth by their critics.H5.7.2 Explain the significance of the new Constitution of 1787 including the struggles over its ratification and the reasons for the addition of the Bill of Rights.H5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.H5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to the citizens, Congress, the president, and the Supreme Court with those reserved for the states. |
| **Lesson Objective(s)**This lesson will focus on how the citizens from the thirteen colonies transitioned from independent states into a united nation. Students will be exposed to instruction via reading texts, multimedia videos, photos and activities to first learn about what life was like during and immediately following the American Revolution. Student will then participate in group discourse, readings, and hands-on activities to aid in their understanding and comprehension of the Articles of Confederation, the Constitution, and eventually to the next lesson on the Bill of Rights.Students will: -be able to identify why the Articles of Confederation gave the central government limited powers. -be able to list the shortcomings of the Articles of Confederation. -Identify those individuals who were instrumental in creating the United States. -Identify the Federalist and Anti-Federalist points of view regarding the new Constitution. -Know the reasons for the addition of the Bill of Rights. -Know the first 10 Amendments and the rights they protect. -Understand how the United States government derives its power from the people. -Be able to identify the three branches of government and the roles and duties of each branch. -Be able to identify the role the citizen plays within the three branches of government. -Understand the judicial system and the responsibilities of the American citizen within this system.-Understand how the judicial system calls on citizens to safeguard the individual liberties of individual Americans.  **Know:** Students will have studied how life was different during the American Revolution. They will have discussed and analyzed the Articles of Confederation and will understand the problems and weaknesses of this document. Using the literature text book SHHH! We’re Writing the Constitution by Jean Fritz, a video of that same book, a power point presentation, and the creation of a flip book, students will understand the challenges surrounding the creation of the Constitution. The students will read and discuss what the Constitution says, and what it as a document actually means. Students will explore the notion of how our government was created by the people, for the people, and that as citizens of the United States they have a responsibility to protect the rights established in the Constitution through active participation in government. **Do:** **How:**  | **Formative Assessment(s)** An assessment can be made from the students notes and entries in their Social Studies journals on “The Constitution: What it Says and What it Means” which can be review and assessed on a daily basis. **How: (with specifics)**Student activities of summarizing and creating their foldable book can be used to assess student understanding of what the Constitution says and means. The final page of the student foldable booklet where students compare and contrast the Articles of Confederation with the Constitution can be used as a formal assessment to student understanding of the two documents.Students will take part in the reading of the book Shh! We’re writing the Constitution. Written by, Jean Fritz and watch the youtube video of this book for teaching of background knowledge.  |
| **Duration:** 6 Social Studies periods, approximately 40 minutes each. |
| **Materials:** We the People by Lynne CheneyShh! We’re writing the Constitution by Jean Fritz. Power point created to show the articles in a visual format that they students can use to access information. **Copies:**Paper printed copies of the Articles and the Preamble.Have print copies available of the power point for students to refer to while that are working.  |
| **Technology**Video: Shh! We’re writing the Constitution (31:16 minutes) <https://www.youtube.com/watch?v=K5bsW48HnQc>Video: The Constitution, the Articles, and Federalism (13:04 minutes)<https://www.youtube.com/watch?v=bO7FQsCcbD8> |
| **Rationale:** Students will recognize |
| **Hook:** Pass out the Anticipation Guide regarding the Constitutional Convention of 1787 and the framing of the United States Constitution. Give the students between 5 – 7 minutes to answer the questions. Read the questions out loud to the class and ask the students to share their responses. Have students place the Anticipation Guide in their journal so they can revisit it at the conclusion of the lesson. **Essential Questions:** What are the duties and responsibilities of an American citizen? What is the significance of the United States Constitution?  **Higher Order Thinking Questions:** Do you think the delegates at the Constitutional Convention of 1787 were right to create a brand-new document (the Constitution) or do you think they should have reworked the Articles of Confederation?  After analyzing the United States Constitution, what do you think is the most significant article of the document (including the preamble) and why?  In your opinion, which document – The Articles of Confederation, The United States Constitution, or the Bill of Rights – has had the biggest impact our nation and why?  |
| **Time** | **Procedures** |
| 5 min10 min30 min45 min20 minLastDay |  Pass out student books, SHHH! We’re Writing the Constitution! By Jean Fritz and allow students between 3-5 minutes to look through the book taking note of the illustrations and thinking of predictions. Have students write down 2-3 predictions in their journals. Ask students to share their predictions with the class. Read the story aloud to the class. (This part of the lesson will take place over two class periods, with discourse happening as it is read. Each day before the teacher begins reading have the students respond in their journal regarding the book and the previous days reading.Read aloud the text We the People by Lynne Cheney. Then show the second video The Constitution, the Article, and Federalism about the Constitution. Have the students listen and compare and contrast both texts about the writing of the Constitution. Journal Prompts to Consider:-Name some of the “Founding Fathers” and explain their role at the Constitutional Convention. -Who was Edmund Randolph and what was the Virginia Plan?-What prevented many states from immediately adopting the Constitution?-How did the Constitution fix the shortcomings found in the Articles of Confederation?-What is the system of checks and balances?Lessons to begin after reading and discussions about the writing of the Constitution. -Pass out Flip Books and power point handouts to students. -Have students place the title on their flip books and label each tab.-Have students cut and paste each Article under the appropriate tab.-Once all students have completed the above steps begin the power point presentation. The power point presentation should be directly taught. Use the “What it says” slides to discuss such things as spelling, why the Founding Fathers capitalized certain words, and ask the students what THEY think each article means before actually moving to the “What it means” slides.-Students should paraphrase or summarize the “what it means” slide into their own words. -At the completion of the power point, students should be given time to color and illustrate their flip books. Persuasive Writing portion and conclusion of the lesson:You have just returned to your state following the Constitutional Convention of 1787. You must now persuade your state representatives and citizens to decide if they should or should not vote in favor of ratification or not. Write a persuasive essay in which you state whether you think your state should ratify the new constitution or not. Give supporting details to back up your decision. Don’t forget to address the concerns of the opposing view.  |
| 20 min | **Review:** The students shared their books that they have made and have them discuss the facts that they have learned from the dissection of the articles and breaking down what the words and thoughts really want to say in accordance to what the citizens of the new nation wanted to say about the government that they wanted to create. The students enjoyed the read aloud, but they really liked watching the video. The video went much faster than my read aloud, and a few of them lost the ability to focus. The students really enjoyed the activities, and they were discussing the articles with their peers as they were working. Extension:-Have students create a Double Bubble Map where they compare and contrast the Articles of Confederation with The Constitution.  |
|  | **Closure:** Share the student’s predictions at the beginning of the lessons and compare those to what they have learned throughout the lesson.  |
|  | **Parent Connection/Involvement:** None for this lesson.  |
|  | **Interdisciplinary – other subjects across the curriculum tied (if applicable)**Listening, discourse, cooperative learning, prior knowledge, and writing.  |

References:

California on my Honor. Curricula for K-12 Civics Education file:///E:/UNLV%20reading%20endorsement/CIL%20680%20Literature%20for%20children%20and%20young%20adults/Curricular%20study/Constitution/Constitution%20lessons%20for%205th.pdf

Our Constitution by Donald A. Richie & Justice Learning.org

Our Living Constitution Then and Now by Jerry Aten

Shh! We’re Writing the Constitution by Jean Fritz

Video: Shh! We’re writing the Constitution by Jean Fritz

<https://www.youtube.com/watch?v=K5bsW48HnQc>

Video: The Constitution, the Articles, and Federalism (13:04 minutes)

<https://www.youtube.com/watch?v=bO7FQsCcbD8>