

Names: Amber Whitehead and Tessa Makximenko

Due Date: 1/26/ 2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: Preamble

Email: awhitehead2@bsu.edu & tmakximenko@bsu.edu

Phone: 907-903-7456 & 812-583-1246

EDEL 350 S. 20G

Grade Level: 5

Subject: Social Studies

Whole Group: 30 Minutes

Teach Date: 2/4/16

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Social Studies 5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.

Reading 5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Reading 5.RN.2.3 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.

Lesson Objective: Students will *analyze* and *interpret* the Preamble.

Materials: Copies of the Preamble, list of questions, pencils, paper, dictionaries

Motivation: “Who can tell me one of the classroom rules in Mr. Hirons’ class? Why do you think he has established this rule? Did you have any say in these rules?”

Rationale for the Lesson: “Today we are going to be learning about the Preamble to the Constitution! By the end of the lesson, you should be able to explain the meaning of the Preamble and the purposes of having a government.”

Teach: Amber will ask our students about the rules in Mr. Hirons’ classroom. We will discuss the importance and purpose of the rules in the classroom. Tessa will ask questions and compare these classroom rules to our government. (What is government? What is a purpose?) Tessa will ask the students to write down at least three purposes that they feel government should have and why they think these purposes are important. After they answer the questions, Tessa will give a brief background of the Preamble and read over it as a class. Brief background on PowerPoint:

- Written between May and September of 1787
- The Preamble states what the Constitution was designed to accomplish
 - Think of it as a preface at the beginning of a book
- Each phrase of the Preamble has a specific purpose and intent (what we will discover today)
 - The writers crafted each phrase very carefully to make sure they got their message across

- The Preamble is not critical to establishing the government and has no actual legal powers

We will then split the class up into groups. Each group will analyze and interpret the Preamble. We will have students highlight what they feel is the most important part and be able to explain why. After this, we will come back together and discuss each group's interpretation of the Preamble and how that compares to the accepted interpretation of the Preamble. To close, Amber will ask the students to reflect back on their initial thoughts about the purpose of government. The students will write a short reflection that answers the following questions: Have your thoughts and opinions about the purpose of the United States government changed or stayed the same? Include at least two connections between your initial ideas of purposes and the purposes mentioned in the Preamble.

Check for Understanding: What does each section of the Preamble mean? Why do you think they added that? Is it still important to us today? What connections can you make between your life and the Preamble?

Activities:

- We will split the class up into groups. Each group will analyze and interpret the Preamble. Also, have students highlight what they feel is the most important part and be able to explain why on the sheet they are given with parts of the Preamble partially filled in already and blank space to make notes.
- Once everyone has gotten an answer, we will come back together and discuss each part of the Preamble. Reflect back on initial questions: What is government? What is a purpose? What were some of the purposes you think government should have? (Amber)
- Do you still agree with the five purposes of government that you listed at the beginning of the lesson? Have your thoughts and opinions changed? Stayed the same? Why? (Tessa)

Evaluation of Student Learning: Students will display understanding by their explanation of what their part in the Preamble means and comparing it to their purposes of government.

	Needs Help	Emerging	Mastery
Students will connect their purposes of government with the Preamble	Student makes no connection between the Preamble and their purposes	Student makes 1 connection between the Preamble and their purposes	Student makes 2 or more connections between the Preamble and their purposes

Review: What are the important elements of the Preamble? What purpose does the Preamble serve? How do those purposes relate to you?

Annotated Bibliography:

Informational

Exploring the purposes of government: A lesson on the Preamble. Center for Education in Law and Democracy. Retrieved from <http://www.lawanddemocracy.org/pdf/Preamble.pdf>

This website has useful ideas about breaking the class into groups and going over each section of the Preamble.

The Preamble. The University of Virginia Center for Politics. Retrieved from

<http://www.utb.edu/vpaa/cce/Documents/Celebrate%20Freedom%20Week/newdocs/Preamble%20Elem.pdf>

This website contains a kid-friendly translation of the Preamble which makes the words and phrases relevant to their lives. It also gives valuable ways to discuss the purpose of the Preamble.

We the people: The meaning behind the words. We the People Movie. Retrieved from

<http://www.wethepeoplemovie.com/education/lessonplans/preamble-elementary/>

This website has guiding questions to facilitate a discussion with students. There are lots of helpful vocabulary that you can introduce in the lesson as well as ideas for graphic organizers.

Instructional

Aten, J. (2002) . *Our living Constitution: Then and now*. Grand Rapids, Michigan: McGraw-Hill Children's Publishing

This activity book found in Bracken Library helped us decide how to break down the parts of the Preamble. We are using an activity in this book as a guide to help students break down the Preamble in their groups.

Davis, J. E., & Fernlund, P. (2003) . *Civics: Participating in government*. Upper Saddle River, New Jersey: Prentice Hall

This teacher's edition found in Bracken Library helped us think about the Preamble and the Constitution in ways similar to students. We are using this book to help guide our conversation and questions about the Preamble.

Names: Amber Whitehead

Due Date: 2/4/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: Articles of Confederation

Email: awhitehead2@bsu.edu

Phone: 907-903-7456

EDEL 350 S. 20G

Grade Level: 5

Subject: Civics &
Government/Language Arts

Whole Group: 30 Minutes

Teach Date: 2/9/2016

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Social Studies 5.2.4 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.

Reading 5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Lesson Objective: The students will *critique* the weaknesses of the Articles of Confederation and *create* amendments to counter the weaknesses

Materials: PowerPoint, laptop, projector, graphic organizers, pencils

Motivation: "Imagine each one of you represented a state and so do I. I want to pass a law that said every girl in our country gets free suckers, but the boys don't get any. How many of you, as states, would vote for that? Well, the Articles of Confederation's flaws might have ended up putting the states in a situation similar to that."

Rationale for the Lesson: "Today we are going to be learning about the Articles of Confederation. You will identify some weaknesses of the Articles and create your own article to add to it!"

Teach: I will begin the lesson by teaching the background of the Articles of Confederation and the meaning of a confederation on a PowerPoint:

- Relations were tense between Great Britain and the Colonies up until 1776, when the Declaration of Independence was implemented
- Virginia was the first state to ratify (make official) in 1777, Maryland was last in 1781
- Created sovereign (having ultimate power) state government which limited the right of Congress
 - This was very difficult to enforce
 - Confederation: a group of states united under a weak central government
- Also had a Preamble

- Article I: The new nation will be called “The United States of America”
- Article III: The states agree to maintain friendly relationships
- Article VI: No states or Congress can grant nobility (they couldn’t give people special privileges that other people did not have)
- Article IX: Congress can borrow money from states, congress cannot carry out any resolution (decision or action) unless nine of the thirteen states agree
- Article XIII: Congress and all of the states must unanimously agree (everyone agrees) to make an amendment

Check for Understanding: Do you think the authors of the Articles reacted based on emotions? Why or why not? Since we know that we did not keep the Articles of Confederation, what weaknesses do you see in them?

Activities: After giving the background of the Articles, we will discuss the potential weaknesses of them. Each student will have a graphic organizer with space to write down ideas about weaknesses. We will use the information learned by the teaching and I will provide more on the projector to facilitate the next activity. After we find the weaknesses, the students will create an Article to add to the amendment that will negate at least one of the weaknesses.

Evaluation of Student Learning:

	Needs Help	Emerging	Mastery
The students will create an additional article that will negate the weaknesses of the original Articles of the Confederation	The article fails to resolve any of the weaknesses	The article resolves one of the weaknesses	The article resolves two or more weaknesses

Review: What were the weaknesses of the Articles of Confederation? How do you think the larger states felt about the Articles compared to the smaller states? What do you think would happen if we tried to ratify another set of them today?

Annotated Bibliography:

Informational

Articles of Confederation Milestones. US Department of State Office of the Historian. Retrieved from <https://history.state.gov/milestones/1776-1783/articles>

This website gives a thorough background on the Articles of Confederation and why they were created. It also highlights the long process of every state in the Union ratifying the Articles. I used

this information to learn about how long it took to ratify the Articles of Confederation and found it from a search engine.

Hull, M. (2000). *Shay's Rebellion and the Constitution in American history*. Berkeley Heights, New Jersey: Enslow Publishers.

This book discusses the negative effects of the Articles of Confederation, particularly Shay's Rebellion. It features real documents and examines what life was like for people during that time period. I used this book to help me brainstorm some of the weaknesses of the Articles that directly affected peoples' lives. This book was found in Bracken Library's Educational Resources.

Instructional

Articles of Confederation. (2009). Colonial Williamsburg. Retrieved from

<http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/8154/Articles%20of%20Confederation%20Strengths%20and%20Weaknesses.pdf>

This website has a useful lesson plan about the Articles of Confederation as well as the strengths and weaknesses that the Articles had. I used this in creating my weaknesses activity and found it in an online search for the strengths and weaknesses of the Articles.

Garcia, J. (2002). *Creating America: A history of the United States*. Evanston, IL: McDougal Littell.

This teacher's guide contains valuable questions to ask while teaching about the Articles of Confederation. It also includes how to accommodate for less proficient readers and a critical thinking activity using points of view between large and small states. I used this resource to ask higher-level thinking questions. It was available in Bracken Library's Educational Resources.

Name: Tessa Makximenko

Due Date: 2/4/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: U.S. Constitution

Email: tmakximenko@bsu.edu

Phone: 812-583-1246

EDEL 350 S. 20G

Grade Level: 5

Subject: Social Studies

Whole Group: 30 Minutes

Teach Date: 2/11/2016

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Social Studies 5.2.4- 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.

English/Language Arts 5.RV.1- Build and use accurately general academic and content-specific words and phrases.

Reading 5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Reading 5.RN.2.3 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.

Lesson Objective: Students will *hypothesize* a structure in which popular sovereignty, republican government, constitutional government, and federalism are clearly defined.

Materials: Student-friendly version of the U.S. Constitution, pre-made student council structure, butcher paper, markers, list of questions

Motivation: I will tell the students that they have been given extra time at recess to play as a whole class. They are only allowed to have this extra time at recess if they can agree on one group activity (races, basketball, etc.) in three minutes without assistance from the teachers. They will then have three minutes as a class, and the teachers will take notes on what types of strategies they use to determine their group activity.

Rationale for the Lesson: "Today we are going to be learning about the United States Constitution! By the end of the lesson, you should be able to explain the main concepts of our government found in the Constitution."

Teach: I will explain to the students their motivating task about recess. They will have three minutes to decide as a group which activity to play at recess. After three minutes, whether they have or have not reached a conclusion, we will discuss what strategies they used in the decision-making process. I will compare these strategies to how the states ratified the new Constitution. I will use a power point presentation to describe this process:

- After the Constitutional Convention, the new document was sent to the states for ratification. 9/13 states must approve the Constitution in order for the document to become law
- The Constitution was exposed and evaluated through the media (newspapers and pamphlets), public meetings, and debates. The debates typically fell on two sides: federalists (for a strong central government) and anti-federalists (for a limited central government)
- State conventions informed the public about the constitution and held forums to share views in favor of and against the new government. State conventions were responsible for ratifying the Constitution in order to better represent the people and the electorate
- It took 10 months for the first 9 states to ratify. Many states proposed that a bill of rights should be added, which was later promised by congress
- The new government officially began on March 4, 1789.

After covering the ratification process, I will define the terms popular sovereignty, republican government, constitutional government, and federalism (They will also be displayed on the power point for students to refer to throughout the activity). As we discuss each term, I will pinpoint where these ideas are found in the United States Constitution.

Popular Sovereignty- Article 1 and 2

Republican Government- Article 4

Constitutional Government- Article 6

Federalism- Article 4

Next, I will describe the activity that they will be completing in groups. They must create or find a structure that represents the four ideas listed above. I will show them my structure of student council and describe how it reflects popular sovereignty, republican government, constitutional government, and federalism. When the groups have completed their structure, the students will present their structure to the class. We will discuss how the four ideas are represented. To close, I will ask the students to share a definition of these ideas in their own words.

Check for Understanding: How are these ideas different from what the states had experienced before from England and from the Articles of Confederation? Could the new government have been formed without these ideas? Why are these important? What connections can you make between your life and the Constitution?

Activities:

- I will split the class up into groups. Each group will create a structure that they feel represents or implements popular sovereignty, republican government, constitutional government, and federalism.
- They will present their structure through drawing or through words on a large piece of butcher paper. Once everyone has completed the activity, we will come back together and discuss each group's structure and how the four ideas are represented. (Each person in the group must have a speaking role in the presentation to the class)

Evaluation of Student Learning: Students will display understanding by their explanation of how popular sovereignty, republican government, constitutional government, and federalism are represented through their structure.

	Needs Help	Emerging	Mastery
Students will connect the governing ideals displayed in the Constitution to a real-world structured organization.	Student makes no connection between the Constitution's ideals and their structure	Student makes 2 or less connections between the Constitution's ideals and their structure	Student makes 3 or more connections between the Constitution's ideals and their structure

Review: What are the important elements of the Constitution? What purpose does the Constitution serve? How do those purposes relate to you?

Annotated Bibliography:

Informational

Teaching with documents: The ratification of the Constitution. The U.S. National Archives and Records Administration. Retrieved from <http://www.archives.gov/education/lessons/constitution-day/ratification.html>

This website helped to understand the process of ratification for the Constitution. I will use this information for my power point presentation of the ratification process.

Meyer, R. (2013, March 21) . *The Constitution, the Articles, and federalism: Crash course US history* #8. Retrieved from <https://www.youtube.com/watch?v=b07FQsCcbD8>

This Youtube video helped to understand the articles in the Constitution and how they are represented in our current government.

Instructional

Aten, J. (2002) . *Our living Constitution: Then and now.* Grand Rapids, Michigan: McGraw-Hill Children's Publishing

This activity book found in Bracken Library helped to break down the parts of the Constitution. I am using this book to help pinpoint where the four ideas are represented in the Constitution and how to present them to students.

Davis, J. E., & Fernlund, P. (2003) . *Civics: Participating in government.* Upper Saddle River, New Jersey: Prentice Hall

This teacher's edition found in Bracken Library helped me think about the Constitution in ways similar to students. I am using this book to help guide our conversation and questions about the Constitution.

Name: Tessa Makximenko

Due Date: 2/11/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: Bill of Rights

Email: tmakximenko@bsu.edu

Phone: 812-583-1246

EDEL 350 S. 20G

Grade Level: 5

Subject: Social Studies

Whole Group: 30 Minutes

Teach Date: 2/16/2016

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Social Studies 5.2.4- 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.

Social Studies 5.2.5- Describe and give examples of individual rights guaranteed by the Bill of Rights. Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

Objective: Students will *contextualize* the first five amendments of the Bill of Rights to *differentiate* a proposed event with and without the first five amendments.

Materials: Bill of Rights posters, five proposed events for groups, list of questions, prepared butcher paper, post-it notes

Motivation: I will ask the students to tell me about their favorite musician and actor/actress. I will then ask the students if they know what each of them has in common with these famous people. I will explain that every person, including you and Katy Perry has special rights as an American.

Rationale for the Lesson: "Today we are going to be learning about the Bill of Rights! By the end of the lesson, you should be able to explain the first five amendments of the Bill of Rights and how they affect our lives."

Teach: I will ask the students to tell about the favorite musicians and actors/actresses. I will compare each of them to their given celebrities through the Bill of Rights. Through a Power Point presentation, we will discuss that the Constitution did not originally include a Bill of Rights. Many states only ratified the Constitution after Congress promised to add a Bill of Rights. Then, we will read the first five amendments together, and briefly discuss the effects of each. After this, the students will split into five groups. Each group will be given an (appropriate) issue to address that pertains to one of the five first amendments. They will prepare a Venn diagram using post-it notes; one side to represent how this issue is handled with our Bill of Rights and one to represent how this issue might be handled without our Bill of Rights. When each group has completed the activity, the groups will present both of their Venn diagrams to the whole class.

Check for Understanding: Why did the Founding Fathers not initially include a Bill of Rights? What might the citizens have been afraid of without a Bill of Rights? What is the importance of a Bill of Rights? Does every country have a Bill of Rights?

Activities:

- I will split the class up into groups. Each group will be given an issue that pertains to one of the first five amendments. They will prepare a large butcher paper venn diagram using post-it notes; one side to represent how this issue is handled with our Bill of Rights and one to represent how this issue might be handled without our Bill of Rights. The list of issues are below:
 - “North View has decided that they are cutting all before and after school programs for the students because they don’t think that it is a good idea for the students to assemble outside of school hours.”
 - “The government is building a new road and needs the land that your house is on. They are taking your home and are not paying your family to buy a new house.”
 - “A student at North View has recently been diagnosed with life-threatening cancer. Students at North View have been wearing armbands to support this student. Muncie Community Schools has decided that these armbands are a distraction and preventing students from learning.”
 - “The United States army is creating a new training camp for soldiers in Muncie. They are forcing your family to house and pay for two soldiers to live with you for one year until the camp has been built. Your mother just lost her job and your family is already struggling to pay bills and to pay for food.”
 - “The government has decided to provide technology to underprivileged children in other countries. They will be searching every citizen’s home and taking any technological devices. This includes computers, iPods, iPads, cell phones, televisions, and gaming systems.”

Evaluation of Student Learning: Students will display their understanding of the Bill of Rights through the contrast in actions and arguments from the issue presented. Students should create reasonable and appropriate scenarios in response to the issues presented above. The Venn diagram must portray the issue in response to a Bill of Rights and in response without a Bill of Rights.

	Needs Help	Emerging	Mastery
Students will contextualize and differentiate a given issue through skits regarding life with and without the first five amendments of the Bill of Rights	Students include no contrasting elements regarding their issue with or without the Bill of Rights	Students include 2 or less contrasting elements regarding their issue with or without the Bill of Rights	Students include 3 or more contrasting elements regarding their issue with or without the Bill of Rights

Review: What are some important effects of the United States Bill of Rights? Do you feel that the Bill of Rights should include anything else? How does the Bill of Rights connect to your life?

Annotated Bibliography:

Informational

Bill of Rights of the United States of America (1791). (2016) Bill of Rights Institute. Retrieved from <http://www.billofrightsinstitute.org/founding-documents/bill-of-rights/>

This website defined the amendments as stated in the United States Bill of Rights.

Bill of Rights in Simple Language. American Civil Liberties Union of Delaware. Retrieved from

<https://www.aclu-de.org/resources/know-your-rights/bill-of-rights-in-simple-language/>

This website helped to understand the first five amendments of the Bill of Rights in simpler, more common terms.

Instructional

Davis, J. E., & Fernlund, P. (2003) . *Civics: Participating in government*. Upper Saddle River, New Jersey: Prentice Hall

This teacher's edition found in Bracken Library helped me think about the Bill of Rights in ways similar to students. I am using this book to help guide our conversation and questions about the Bill of Rights.

Activities for the Amendments. (1998). *"That grand, noble work:" Exploring the Constitution*.

Madison, Wisconsin: Knowledge Unlimited, Inc.

This resource book from Bracken Library provided activities for the Bill of Rights and included posters of amendments that I will be using in class.

Name: Amber Whitehead

Due Date: 2/11/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: The Bill of Rights

Email: awhitehead2@bsu.edu

Phone: 907-903-7456

EDEL 350 S. 20G

Grade Level: 5

Subject: Civics &
Government/Language Arts

Whole Group: 30 Minutes

Teach Date: 2/18/2016

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standards: Social Studies 5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Reading 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

Lesson Objective: The students will *compare* the Bill of Rights to the Articles of Confederation.

Materials: Butcher paper, pencil, strips of paper with Bill of Rights/Articles of Confederation facts, tape, laptop

Motivation: "What are some of the issues that the Articles of Confederation had? What are ways you came up with to solve these issues in the Articles lesson?"

Rationale for the Lesson: "Today we will be talking about the second half of the Bill of Rights. After we learn about them, we will be comparing them to the Articles of Confederation!"

Teach: I will use a PowerPoint to go over Amendments 6-10 in the Bill of Rights and explain each in the context of the time period that they were written and what they mean for us today.

- Amendment 6
A right to a speedy trial is guaranteed in the Sixth Amendment.
 - They cannot make you sit in jail for a long period of time
- Amendment 7
The Seventh Amendment guarantees the right to a trial by jury in **civil**, or private, legal cases where damages are more than \$20. Civil cases solve disputes between citizens.
 - Added this because King George III got rid of jury trials for the Colonies
 - The dollar amount is now \$75000
- Amendment 8
Unreasonable bail or fines and cruel and unusual punishment are prohibited in the Eighth Amendment.
 - No one is allowed to be tortured and the bail (money to get you out of jail with the promise that you will return to court) cannot be too high

- Amendment 9
The Ninth Amendment recognizes that Americans have rights that are not listed in the Constitution.
 - This was a compromise between the people who wanted stronger government and the people who did not
 - WHAT WERE THEY CALLED?
 - Amendments 1-8 were mostly for the way the federal government could use powers
 - They knew not all of the rights people needed were going to be written, so they made this to leave the rest to the people
- Amendment 10
The Tenth Amendment says that the powers not given to the United States government by the Constitution belong to the states or to the people.
 - Similar to the Articles of Confederation, people still wanted states to have some power
 - Made to limit Congress' powers

Check for Understanding: Why did people want the Bill of Rights added into the Constitution? What kinds of rights did the Bill of Rights promise?

Activities: The students will compare the Bill of Rights to the Articles of Confederation. I will break the students up into groups of five and each student will be given a different fact that is true for either the Bill of Rights, the Articles of Confederation, or both. They will be responsible for figuring out where on the Venn diagram their fact goes. Once the groups have an idea of where to place them, we will place them on the Venn diagram and have a discussion about differences and similarities between the Articles and Bill of Rights. In closing, we will connect the two documents to their lives by discussing ways in which important ideas and issues regarding the Constitution have come to light in their time.

Evaluation of Student Learning:

	Needs Help	Emerging	Mastery
The students will place their fact in the correct section of the Venn Diagram (Articles, Bill of Rights, or both) and be able to explain their reasoning	The student does not correctly identify the fact's category	The student correctly identifies the fact's category but struggles to provide an explanation	The student correctly identifies the fact's category and provides a thorough explanation

Review: What were some of the major differences between the Articles of Confederation and the Constitution? Which one do you think was more fair to everyone and why? How do the rights in the Constitution still matter to you today? How would life be different if we didn't have a Bill of Rights?

Annotated Bibliography:

Informational

Constitution for Kids. Laws.com. Retrieved from <http://kids.laws.com/articles-of-the-constitution>.

This website is extremely valuable in finding explanations for each of the amendments in the Bill of Rights. I used it to find the historical context of the amendments and what it means for us today. I found this in an online search of the historical context of the Bill of Rights.

Davidson, J. W. (2009). *America: History of our nation (202-242)*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

This book is a teacher's guide that contains a chapter on the problems of the Articles of Confederation and how the benefits of the Constitution negated them. It has each article and amendment of the Constitution as well as an explanation for each one. I used this when finding a historical background on the Constitution and the comparison to the Articles of Confederation. This book was found in Educational Resources in Bracken Library.

Instructional

Ayers, E. L., Schulzinger, R. D., de la Teja, J. F., & White, D. G. (2009). *American Anthem (157-165)*. Austin, Texas: Holt, Rinehart, and Winston.

This teacher's guide has lots of useful ideas on how to teach about the Constitution. It gives a background of the Federalists and the Anti-Federalists, what each side wanted, and how that affected the Bill of Rights. I used this guide for questions that the book suggested to ask such as, "Why did people want the Bill of Rights added to the Constitution?". I found this book in Bracken Library's Educational Resources.

Teaching American History. Miami-Dade Public Schools. Retrieved from http://socialsciences.dadeschools.net/files/elementary_lessons-civic_integration/SS.5.C.3.5.pdf

This website has a detailed lesson about the Bill of Rights. It provides important questions to ask students which I incorporated into my own lesson. It also has a great interactive activity about the most fundamental rights to citizens. I found this website from an online search for Bill of Rights lesson plans.

Name: Amber Whitehead

Due Date: 2/18/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: Branches of Government/Separation of Powers

Email: awhitehead2@bsu.edu

Phone: 907-903-7456

EDEL 350 S. 20G

Grade Level: 5

Subject: Civics & Government,
Mathematics, Language Arts

Whole Group: 30 Minutes

Teach Date: 2/23/2016

IN State Standards and State Indicator:

Social Studies 5.2 Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard: Social Studies 5.2.7 Identify the three branches of the United States government and explain the functions of each.

Social Studies 5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Mathematics 5.NS.2: Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

English/Language Arts 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

English/Language Arts 5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

Lesson Objective: Students will *identify* the three branches of the US Government and *create* a tree using the three branches.

Materials: Paper leaves, pencils, markers, PowerPoint, computers, textbooks

Motivation: How is power separated in your family? Does your mom make all of the decisions? Do each of you do chores and have separate jobs?

Rationale for the Lesson: "Today we will be learning about the three branches of government! By the end of the lesson, you should be able to identify each branch and important aspects about it."

Teach: Using a PowerPoint, I will give the background on why there are three different branches of the US Government (the King of England made all the decisions and the American people had no say) and what each branch is responsible for.

- Legislative - Congress (Senate and House of Representatives)
 - Makes laws, declares war, coins money
 - Senate - 100 members serving 6-year terms
 - 2 for every state, how many total are there?

- House of Representatives - 435 members 2-year terms (number of representatives is determined by state population)
- Different from Articles because each state had 1 representative - why is this a problem?
- If Indiana has 9 representatives out of the 435, what percent of the US population does Indiana have?
- Executive - President, agencies, and departments
 - Enforces laws, commander-in-chief is head of military, appoints federal judges
- Judicial - Supreme court
 - Interprets laws, determines if laws are constitutional, federal judges serve for life

Check for Understanding: What are the three branches of government? What does each branch do?

Activities: I will then break the students up into small groups and give each group a branch to work on. Each student in the group will be responsible for a leaf on the branch. I will give an example for what would be a good thing and a bad thing to put for each branch. They will put a fact, extension, or other information related to their branch. The students will be allowed to use the computer or textbooks to find information. We will come back together to review what the students put on their leaves, why they put that there, add them to the larger tree.

Evaluation of Student Learning:

	Needs Help	Emerging	Mastery
The students will identify accurate information about their branch that represents their understanding	The student does not add any information to the branch or the information is inaccurate	The student's information is accurate but does not display an understanding of the branch	The student's information is accurate and shows an understanding of the branch

Review: What is each branch responsible for? Which do you think you see or hear about the most in your own daily life?

Annotated Bibliography:

Informational

Three Branches of Government. (2015). Kids.gov. Retrieved from <https://kids.usa.gov/three-branches-of-government/index.shtml>

This reference contains information in “kid-friendly” form about the three branches of government. I used this to word phrases properly so that my students can understand what I mean. This was found in an online search for the Three Branches of Government.

Branches of Government. House.gov. Retrieved from

http://www.house.gov/content/learn/branches_of_government/

This reference is the government website with information and links to each of the branches. It contains accurate information about all of the branches and references. I used this in my own understanding of the three branches of government and how extensive they actually are. This was found in an online search for the Three Branches of Government.

Instructional

Davidson, J. W. (2009). *America: History of our nation (202-242)*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

This is a teacher’s guide with great ideas for activities to do with your students about social studies. I used this to brainstorm ideas for my activity. This book was found in Bracken Library’s Educational Resources.

Smith, J. W., Sullivan, C. (2010). *American government*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

This teacher’s guide has a chapter on each of the three branches of government and delves into each one to provide a thorough understanding. It has ideas of what to teach and how when discussing the three branches. I used this in both my knowledge of the three branches and for ideas of activities. This book was found in Bracken Library’s Educational Resources.

Name: Tessa Makximenko

Due Date: 2/4/2016

Practicum Teacher: Mr. Brian Hirons

Lesson Topic: Branches of Government/Checks and Balances

Email: tmakximenko@bsu.edu

Phone: 812-583-1246

EDEL 350 S. 20G

Grade Level: 5

Subject: Social Studies

Whole Group: 30 Minutes

Teach Date: 2/25/2016

IN State Standards and State Indicator:

Social Studies Core Standard 5.2: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Standard: Social Studies 5.2.7- Identify the three branches of the United States government and explain the functions of each. Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

Lesson Objective: Students will *arrange* the process of passing a bill into law and *demonstrate* this process with real-world problems.

Materials: List of issues for students to choose from, progress tracking sheet for each student, flow chart (butcher paper), list of questions

Motivation: I will ask the students what they have most recently asked their parents/guardians for (e.g., a new video game, to have a sleep over). Then, I will ask students to explain how their parents/guardians determined the response (e.g., both Mom and Dad agreed, Mom said no...then I went to Dad, my grandparents talked first, and then told me).

Rationale for the Lesson: "Today we are continuing to learn about the three branches of government and the checks and balances between them. By the end of the lesson, you should be able to explain how checks and balances limits the power of each branch in our government when turning a bill into a law."

Teach: I will ask the students what they have most recently asked their parents/guardians for and how their parents/guardians determined the response. We will compare and contrast how their parents/guardians made decisions to how our government makes decisions. I will briefly review the separation of powers between the three branches (covered in the previous lesson), and then explain how separation of powers and check and balances are unique and different from one another. I will demonstrate the separation of powers and checks and balances through a power point presentation.

- Separation of Powers:
 - Legislative Branch-Makes laws
 - Executive Branch-Enforces laws
 - Judicial Branch-Interprets laws

- Checks and Balances:
 - Legislative Checks on the Executive
 - Legislative Checks on the Judicial
 - Executive Checks on the Legislature
 - Judiciary Checks on the Legislature and Executive

After reviewing separation of powers and exploring checks and balances, I will explain the definitions of a bill and a law. We will highlight the specific checks and balances that are used when passing a bill into law. The students will vote on one bill that they would like to pass into a law. I will split the class into the two houses of Congress (House of Representatives and Senate). The teacher, co-teacher, and I will serve as the Executive Branch. We will follow the government's process to pass their chosen bill into a law. As we move through this process, students will track the progress on their "Progress Tracker" sheet. To close, we will review the process of turning a bill into a law, and students will complete a flow chart to put the steps of this process in the correct order.

Checks for Understanding: How is the separation of powers different from checks and balances? Why does the United States have checks and balances? What connections can you make between your life and checks and balances created at North View Elementary School? ...in your home? ...in our community?

Activities:

- I will split the class up into the two houses of Congress (House of Representatives and Senate). Mr. Hirons, Miss Whitehead, and I will serve as the Executive Branch. Each of the two houses will also have a respective committee that pertains to the chosen bill. The students will each be given a "Progress Tracker" to record the progress of the bill. We will move through these steps together:
 1. Choose a bill that they feel should be turned into a law (draft bill). For example, school lunches should be 95% fat free.
 2. Introduce bill to the "House" (group of students) and send bill to a committee. If the bill passes, it goes to a Rules Committee.
 3. The "House" (group of students) debates the bill and may make changes. If they have a majority vote, the bill goes to the "Senate" (another group of students).
 4. The Senate will introduce the bill to a committee, which if given a majority vote, it will be presented to the whole Senate (whole group of students who represent the Senate).
 5. If this bill is passed, the bill and the possible changes will be returned to the House. If both houses approve the bill, it will go to the President.
 6. The President may either sign or veto the bill. If the bill is signed, it becomes law. If the bill is vetoed, it will return to both houses and require a $\frac{2}{3}$ vote to override the President's veto.

Evaluation of Student Learning: Students will display understanding of checks and balances through their responses on the "Progress Tracker" sheet.

	Needs Help	Emerging	Mastery
Students will organize the steps of passing a bill into a law through a progress tacking sheet	Student incorrectly places 2 or more steps in the Bill-to-Law progress tracker sheet	Student incorrectly places 1 step in the Bill-to-Law progress tracker sheet	Student correctly places all steps in the Bill-to-Law progress tracker sheet

Review: Students will complete a flow chart by arranging the steps of passing a bill into a law. Questions: How does passing a bill into law relate to checks and balances? Are checks and balances important? How might our government change if we didn't have checks and balances? How do these checks and balances relate to you?

Annotated Bibliography:

Informational

Meyer, R. (2015, February 6). *Separation of Powers and Checks and Balances: Crash course government and politics #3*. Retrieved from <https://www.youtube.com/watch?v=0bf3CwYCxXw>

This Youtube video explained the difference between Separation of Powers and Checks and Balances within the three branches of government. This video also described which specific checks that each branch of government may use on the other two branches of government.

How a bill becomes a law. Scholastic, Adapted from Junior Scholastic. Retrieved from <http://www.scholastic.com/browse/article.jsp?id=4702>

Instructional

Aten, J. (2002) . *Our living Constitution: Then and now*. Grand Rapids, Michigan: McGraw-Hill Children's Publishing

This activity book found in Bracken Library helped to view checks and balances in terms of students. This activity book also helped to suggest possible circumstances in which Checks and Balances might be used.

Davis, J. E., & Fernlund, P. (2003) . *Civics: Participating in government*. Upper Saddle River, New Jersey: Prentice Hall

This teacher's edition found in Bracken Library helped me think about the three branches of government in ways similar to students. I am using this book to help guide our conversation and questions about checks and balances.

Lesson 8: Tessa Makximenko and Amber Whitehead

End-of-Unit Assessment

Subject Areas: Reading/Social Studies

Standards: Reading 5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading 5.RN.2.3 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.

Reading 5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

Reading 5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

5.2.4 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.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*

- union: an alliance of citizens, colonies, states or other entities for mutual interest or benefit
- popular sovereignty: government by consent of the governed who are the source of all authority in their government
- republican government: type of government in which power is exercised by representatives chosen by the people
- constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power
- federalism: type of government in which power is divided between a federal or national government and the states, such as the states of the United States
- individual rights: personal, political and economic rights possessed equally by each person

Social Studies 5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights

Social Studies 5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

Objective: The students will *create* their own classroom Constitution and *justify* their choices.

Activities: For the final unit assessment, the students will create their own Constitutions. They will use key terms and the documents we have discussed in class as a model for their Constitutions and create a Preamble that justifies their articles. We will combine all of the students' Constitutions into a Classroom Constitution book.

Rubric:

	Needs Help	Emerging	Mastery
The students will create their own classroom Constitution using key terms learned during the unit and justify their choices	The Constitution uses no key terms and lacks justification in their Preamble	The Constitution uses few key terms or lacks thorough justification in their Preamble	The Constitution uses 2 or more key terms and is thoroughly justified through their Preamble

Resources:

Cardwell, A., & Nixon, A. (2014) . *5th grade curriculum guide: The history of America from 1850 to present*. Retrieved from <http://www.scsk12.org/uf/ci/docs/im/q1/SocialStudies/SocialStudies%20Grade%205.pdf>

This website contains an interactive curriculum guide which maps out an entire year of fifth grade social studies lessons, guiding questions, assessments, vocabulary, and book & website resources to supplement the lessons.

Nast, P. (2015, July 28) . *Constitution Day, grades K-5: Understanding the people and the ideas that created the US Constitution*. Retrieved from <http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html>

This website from the National Education Association has lots of resources celebrating National Constitution Day. It has resources about the meaning of the Preamble, a Constitution Day workshop, and lots of ways to teach about the Constitution.

Activities for the Amendments. (1998) . *"That grand, noble work:" Exploring the Constitution*. Madison, Wisconsin: Knowledge Unlimited, Inc.

This resource book from Bracken Library provided activities for the governing documents and sparked ideas for our unit plan.