

## EDEL 350 Unit Plan Outline Assignment

**Name:** Amber Whitehead and Tessa Makximenko

**BSU Instructor:** Mrs. Varner

**Classroom Teacher:** Mr. Brian Hirons

**Grade Level:** 5

**Unit Theme:** Civics and Government

**Due Date:** February 25, 2016

**Umbrella Standard for Unit Theme: 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.

**Unit Objective:** Students will *identify* main components of the US government and *justify* the need for governing documents.

**Discipline Areas in Unit:** Social Studies, Reading, Mathematics, Writing

**Culminating Activity/Assessment:** The students will create their own Constitution. They will address several proposed issues that are given to them and use the documents and key terms we have discussed in class as a model for their document. Each student will also create a Preamble that justifies their Constitution. These proposed issues will be comprehensive and relevant to their lives and support critical and higher-level thinking.

### Curriculum Mapping:

#### Lesson 1 (Tessa and Amber)

**Topic:** The Preamble

**Subject Areas:** Social Studies and Reading

**Standards: 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.

**Objective:** The students will *analyze* and *interpret* the Preamble.

**Lesson Plan Ideas/Activities:** The students will discuss these three questions: 1. What is government? 2. What is a purpose? 3. List at least three purposes that you think a government should have. Then explain why you think they are important. After they answer the questions, we will give a brief background on the Preamble and read over it as a class. We will then 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. 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 five purposes do you think government should have? Do you still agree with the three purposes of government that you listed at the beginning of the lesson? Have your thoughts and opinions changed? Stayed the same? Why?

## Lesson 2 (Amber)

**Topic:** The Articles of Confederation

**Subject:** Civics & Government and Language Arts

**Standard: 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.

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

**Lesson Plan Ideas/Activities:** I will begin the lesson by teaching the background of the Articles of Confederation and the meaning of a confederation on a PowerPoint. After giving the background of the Articles, we will discuss the weaknesses of them. Each student will have a graphic organizer with space to write about the States' powers, the National powers, and the weaknesses of the Articles. We will use the information in the first two boxes to come up with potential weaknesses the Articles may have had. 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.

## Lesson 3 (Tessa)

**Topic:** The Constitution

**Subject Areas:** Social Studies, English/Language Arts

**Standards: 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. 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

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

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

**Lesson Plan Ideas/Activities:** We will briefly decode the US Constitution and define the terms popular sovereignty, republican government, constitutional government, and federalism. We will

pinpoint how these ideas are incorporated in the Constitution and what they look like in our government today. I will show an example of a structure (student council) which implements these ideas. Students will break into groups and to create a structure in which they feel implements or closely resembles popular sovereignty, republican government, constitutional government, and federalism. Each group will present their structure to the class.

## **Lesson 4 (Tessa)**

**Topic:** Bill of Rights - Part 1

**Subject Areas:** Social Studies

**Standards: 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. 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. 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.

**Lesson Plan Ideas/Activities:** We will discuss why the Bill of Rights as originally left out of the Constitution, and why the Constitution was only ratified in many states because the Bill of Rights was promised. We will read the first five amendments and I will briefly describe each one. The students will split into five groups. Each group will be given an issue to address that pertains to one of the first five 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.

## **Lesson 5 (Amber)**

**Topic:** The Bill of Rights - Part 2

**Subject:** Civics & Government

**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.

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

**Lesson Plan Ideas/Activities:** 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? (Federalists and Anti-Federalists)
  - 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

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/issues regarding the Constitution have come to light in their time.

## **Lesson 6 (Amber)**

**Topic:** Branches of Government/Separation of Powers

**Subject:** Civics & Government, Mathematics, English & Language Arts

**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.

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

**Lesson Plan Ideas/Activities:** 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

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.

## Lesson 7 (Tessa)

**Topic:** Branches of Government/Checks and Balances

**Subject:** Social Studies

**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

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

**Lesson Plan Ideas/Activities:** I will describe how the system of checks and balances works and briefly review why we have these systems in place (covered in previous lesson). The class will split into the two houses of the Legislative Branch and will be given roles inside each branch. We will create a bill that the students would like to see turn into a law by following the US government's process to turn our bill into a law.

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 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.

We will review this process and the students will complete a diagram to represent how a bill becomes a law.

## Lesson 8 (Tessa and Amber)

### End-of-Unit Assessment (1 Day)

**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:**

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
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.