

LAMP Unit

Civic Duty

Elizabeth Wood



Table of Contents

Purpose of the Unit	3
Objectives	4
Vocabulary	7
Outline of the Day-to-Day Plans	8
Resources	11
Teacher Resources	11
Student Resources	11
Letter to Parents	14
Display Area	16
Student Project and Rubric	17
Technology	19
Detailed Lesson Plans	20
Day 1: March 6th	20
Day 2: March 7th	28
Day 3: March 8th	33
Day 4: March 9th	39
Day 5: March 10th	50
Day 6: March 13th	59
Day 7: March 14th	68
Day 8: March 15th	76
Day 9: March 16th	91
Day 10: March 17th	96
Differentiation and Accommodations	101
Authentic Real-Life Applications	102
Pre-Test	103
Post-Test	109
Pre- and Post-Test Graphs	115
Narrative Statements and Reflection	119
Unit Narratives	119
Assessment Narratives	120
Project Narratives	120
Evaluation of Student Learning Narratives	121

Purpose of the Unit

The purpose of my unit was to teach to my students what it means to do your civic duty. Civic duty is an action or responsibility expected from every citizen. Throughout the lesson, I focused on three of the civic duties, including obeying laws, voting, and volunteering. The students learned about the laws of our nation including the Articles of Confederation, the Constitution, the three branches of government, and the Bill of Rights. The students also created, took, and analyzed a survey to determine their volunteer experience, which was a way of voting. Lastly, the students volunteered by helping clean up Motivate Our Minds. At the end of my unit, the students wrote a reflection on the three civic duties.

The standards that relate with my unit are the following:

Civics and Government - 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.

Civics and Government - 5.2.8: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Math - 5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Reading - 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Objectives

Content Objectives:

1. The students will role-play a simulation that identifies with how the Continental Congress felt while making the Articles of Confederation.
2. The students will identify if the statements in the Articles of Confederation are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.
3. The students will identify whether fifteen statements about the Constitution are true or false by reading *A More Perfect Union: The Story of Our Constitution*.
4. The students will complete the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.
5. The students will write in their guided notes to organize information about the three branches of government.
6. The students will demonstrate their knowledge of the three branches of government by playing the Legislative, Executive, Judicial Game (rock, paper, scissors).
7. The students will create their own laws and consequences for their volunteer service experience at Motivate Our Minds.
8. The students will create a foldable to demonstrate their knowledge of the ten amendments in the Bill of Rights.
9. The students will identify the amendment that protects the citizen's rights in a concentration game.
10. The students will write a reflection on the three civic duties examined throughout the unit.

Academic Standard:

Standard 2: Civics and Government: *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.*

Indicator 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.

Interdisciplinary and Curricular Connections: Social Studies, Language Arts, Reading, and Writing

How this objective will be assessed: Observations, checking for understanding, T-Chart on the Articles of Confederation, true or false statements for the Constitution, Preamble unscramble worksheet, try, try again worksheet, laws created through three branches of government, Bill of Rights matching worksheet, civic duty reflection with rubric, and post-test

Content Objectives:

1. The students will explain how they feel about the five civic duties through the four corners activity.
2. The students will participate in their volunteer service at Motivate Our Minds.
3. The students will write a reflection on the three civic duties examined throughout the unit.

Academic Standard:

Standard 2: Civics and Government: *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.*

Indicator 5.2.8: Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Interdisciplinary and Curricular Connections: Social Studies, Language Arts, Reading, and Writing

How this objective will be assessed: KWL chart, observations, checking for understanding, four corners activity/worksheet, volunteer work, civic duty reflection with rubric, and post-test

Content Objectives:

1. The students will create a survey to determine how to improve the community through volunteer work.
2. The students will calculate the number of responses for the survey questions by using tally marks on a frequency table.
3. The students will analyze the results from the survey to determine our volunteer service at Motivate Our Minds.
4. The students will write a reflection on the three civic duties examined throughout the unit.

Academic Standard:

Standard: Data Analysis and Statistics

Indicator 5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Interdisciplinary and Curricular Connections: Mathematics, Social Studies, Language Arts, Reading, and Writing

How this objective will be assessed: Observations, checking for understanding, survey questions, frequency tables, analysis of surveys, civic duty reflection with rubric, and post-test

Content Objective:

1. The students will write a reflection on the three civic duties examined throughout the unit.

Academic Standard:

Standard: *Writing: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

Indicator 5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Interdisciplinary and Curricular Connections: Mathematics, Social Studies, Language Arts, Reading, and Writing

How this objective will be assessed: Observations, checking for understanding, and civic duty reflection with rubric

Vocabulary

1. Civic Duty
 - a. An action or responsibility expected from every citizen
2. Articles of Confederation
 - a. The original constitution
3. Constitution
 - a. The supreme law of the United States
4. Amendment
 - a. A change of addition to a legal document
5. Preamble
 - a. An introduction
6. Legislature Branch
 - a. Makes the laws
7. Executive Branch
 - a. Carries out the laws
8. Judicial Branch
 - a. Evaluates the laws
9. Checks and Balances
 - a. System to keep the government from getting too powerful in one branch
10. Bill of Rights
 - a. First ten amendments of the Constitution that guarantee rights

Outline of the Day-to-Day Plans

Day 1 – Civic Duty

3/6/2017

Objective: The students will explain how they feel about the five civic duties through the four corners activity.

Description: The students participated in the four corners activity. After the activity, I explained to the students what civic duty means and the five different civic duties. I told the students we would only be focusing on obeying the laws, voting, and volunteering. I also told the students some of the activities we would be doing in the next two weeks. The students had time to work on their Four Corners Worksheet.

Day 2 – Creating Surveys

3/7/2017

Objective: The students will create a survey to determine how to improve the community through volunteer work.

Description: The students created a survey for their peers to determine what they will be doing as their volunteer service. In groups, the students created one question, gave feedback to another group, and fixed their own question. I asked each group to share their question. Then, I explained that I would take their questions, combine the related ones, and format the survey. I also told them that they would approve of the survey the next day before distributing them.

Review Time: After the motivation, I asked the students who remembered what civic duty means and name the three civic duties.

Connections: Students created surveys in order to vote for what they will doing while volunteering at Motivate Our Minds.

Day 3 – Articles of Confederation

3/8/2017

Objective: The students will role-play a simulation that identifies with how the Continental Congress felt while making the Articles of Confederation.

Objective: The students will identify if the statements in the Articles of Confederation are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.

Description: The students simulated how the Continental Congress felt while making the Articles of Confederation. In groups, the students had to decide what one activity they would do for ten extra minutes of recess. Then, as a whole class everyone had to agree on one activity. After the simulation, I asked the students to share their experiences and how they felt. I explained to the students that this was similar to how delegates decided on making the Articles of Confederation. I explained what it was and why they wrote it. Then, the students completed a T-Chart based on the strengths or weaknesses on the Articles of Confederation. As a class, we checked the answers with the Activity Builder on the SMART board.

Review Time: After the activity, I asked the students who could state what civic duty means in their own words.

Connections: Students learned that the first Constitution of the United States was the Articles of Confederation that the people had to obey.

Day 4 – Constitution

3/9/2017

Objective: The students will identify whether fifteen statements about the Constitution are true or false by reading *A More Perfect Union: The Story of Our Constitution*.

Objective: The students will complete the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.

Description: Before reading, I had the students identify whether they thought the statements were true or false. While reading *A More Perfect Union: The Story of Our Constitution*, the students raised their hands if one of the statements were read. The students stated whether it was true or false. If the statement was false, the students corrected the statement. After the activity, the students had time to work on the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.

Review Time: After reading *A More Perfect Union: The Story of Our Constitution*, I asked the students what civic duty does the Constitution relate to and how do they know.

Connections: Students learned that the Articles of Confederation had many weaknesses and was replaced with the Constitution that we still follow and obey today.

Day 5 – Analyzing Surveys

3/10/2017

Objective: The students will calculate the number of responses for the survey questions by using tally marks on a frequency table.

Objective: The students will analyze the results from the survey to determine our volunteer service at Motivate Our Minds.

Description: In groups, the students tallied up their peers' responses to their survey. Then, as a class, we added each groups' numbers. Based on the numbers, we were able to conclude that we would vacuum, clean windows, and clean computer tables at Motivate Our Minds.

Review Time: After analyzing the surveys, I asked the students what civic duty did we use to determine our volunteer service.

Connections: Based on the survey they created, they used their peers' answers to analyze what their volunteer service would be.

Day 6 – Three Branches of Government

3/13/2017

Objective: The students will write in their guided notes to organize information about the three branches of government.

Objective: The students will demonstrate their knowledge of the three branches of government by playing the Legislative, Executive, Judicial Game (rock, paper, scissors).

Description: The students took turns reading aloud a section in their Social Studies book about the three branches of government. After each paragraph, the students filled out their guided notes and we went over the answers. After reading the section, the students played the Legislative, Executive, and Judicial Branch game.

Review Time: After reading the section in their books, I asked questions about the three branches and asked what civic duty means.

Connections: Students learned that within the Constitution in the first three Articles, there is the Legislative, Executive, and Judicial Branch that help make, carry out, and evaluate the laws.

Day 7 – Three Branches of Government

3/14/2017

Objective: The students will create their own laws and consequences for their volunteer service experience at Motivate Our Minds.

Description: The students were in groups of three. Each group had the chance to be each of the three branches of government. The students used the rules based on their branches to create rules and consequences for their volunteer service.

Review Time: After the activity, I asked the students how they felt about the activity and asked what civic duty means.

Connections: Students learned through a simulation of the three branches of government how to create, carry out, and evaluate our laws or rules for Motivate Our Minds.

Day 8 – Bill of Rights

3/15/2017

Objective: The students will create a foldable to demonstrate their knowledge of the ten amendments in the Bill of Rights.

Objective: The students will identify the amendment that protects the citizen's rights in a concentration game.

Description: The students created a foldable based on the information presented in a PowerPoint about the Bill of Rights. After creating their foldable, they used it to play concentration to identify the amendment that protects the citizen's rights. The students also had time to work on the Bill of Rights Matching Worksheet.

Review Time: After creating the foldable, I asked the students what various amendments meant and asked what are the three civic duties.

Connections: Students learned about the ten amendments or laws that protect the rights of individuals in the Bill of Rights within the Constitution.

Day 9 – Volunteering

3/16/2017

Objective: The students will participate in their volunteer service at Motivate Our Minds.

Description: I reviewed the rules that the students created and agreed to before getting on the bus. The students volunteered at Motivate Our Minds. The students vacuumed, cleaned windows, cleaned computer tables, cleaned the classrooms, swept, dusted, picked up trash outside, and took out trash.

Review Time: I asked the students how they felt about their experience and asked how it related to civic duty.

Connections: Students followed their laws created through the three branches of government while volunteering at Motivate Our Minds.

Day 10 – Civic Duty Reflection

3/17/2017

Objective: The students will write a reflection on the three civic duties examined throughout the unit.

Description: The students wrote their reflection on what civic duty means, the three civic duties, and the activities related to them. The students used the rubric to know what was expected of them.

Review Time: Before working on their reflection, I went over the rubric with them and told them exactly what I was expecting while reviewing the three civic duties without giving too much away.

Connections: Students wrote about the three civic duties that they learned throughout the unit.

Resources

Teacher Resources

Day 1:

VanAllen. (2012, March 6). Lesson Plan: Defining Civic Duty and Participation. Retrieved February 26, 2017, from <http://www.courts.ca.gov/documents/CVCS-Lesson1-VanAllen.pdf>

What are five civic duties? (2017). Retrieved February 26, 2017, from <https://www.reference.com/government-politics/five-civic-duties-71dc9f12d837d919>

Day 2:

How to Do a Survey. (2014). Retrieved February 23, 2017, from <https://www.mathsisfun.com/data/survey-conducting.html>

T. (2011, March 16). Mark Bezos: A life lesson from a volunteer firefighter. Retrieved March 06, 2017, from <https://www.youtube.com/watch?v=sAQfzHBpRsc>

Day 3:

Articles of Confederation: Strengths & Weaknesses - Video & Lesson Transcript. (n.d.). Retrieved February 27, 2017, from <http://study.com/academy/lesson/articles-of-confederation-strengths-weaknesses-quiz.html>

CCRP. (n.d.). Retrieved March 05, 2017, from <http://www.campcountygop.com/Pages/ArticlesofConfederation.aspx>

Consensus & The Articles of Confederation. (n.d.). Retrieved February 27, 2017, from <https://www.teachervision.com/us-constitutional-history/consensus-articles-confederation>

2017, G. T. (2012). Articles of Confederation Strengths and Weaknesses | Publish with Glogster! Retrieved February 27, 2017, from <http://www.glogster.com/madisonmarieclark/articles-of-confederation-strengths-and-weaknesses/g-6lpn5rsr5kgif28r0k48tjr>

Day 4:

"Constitution Day Printables - Free Printables." *Homeschool Creations*. N.p., 08 Oct. 2016. Web. 08 Mar. 2017.

Constitution Rap (2013, September 23). Constitution Rap - Smart Songs. Retrieved February 26, 2017, from <https://www.youtube.com/watch?v=UCJ2of4kx5E>

Maestro, B. (2009). *A More Perfect Union: The Story of Our Constitution*. Paw Prints.

"The Mailbox." *The Education Center Mailbox*. N.p., 2017. Web. 08 Mar. 2017. Retrieved March 8, 2016, from

<https://www.themailbox.com/magazines/constitution-day-worksheet-the-articles-of-confederation/try-try-again>

A Summary of the US Constitution. (n.d.). Retrieved February 26, 2017, from <http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wp-content/uploads/sites/2/2013/11/summary-of-the-US-Constitution.pdf>

Day 5:

How to Do a Survey. (2014). Retrieved February 23, 2017, from <https://www.mathsisfun.com/data/survey-conducting.html>

Day 6:

- Checks and Balances. (n.d.). Retrieved February 25, 2017, from http://www.lsusd.net/cms/lib6/CA01001390/Centricity/Domain/230/Learning_Center_9.pdf
- Potato, L. (2013, October 09). How the US Government is like Rock, Paper, Scissors. Retrieved February 25, 2017, from <https://prezi.com/7ctub1tphzhg/how-the-us-government-is-like-rock-paper-scissors/>
- Three Branches Rap (2011, September 9). Three Branches Rap - Smart Songs. Retrieved February 25, 2017 from <https://www.youtube.com/watch?v=ZCB8EOY5d48>
- United States History*. (2014). Columbus, OH: McGraw-Hill Education.

Day 7:

- Checks and Balances. (n.d.). Retrieved February 25, 2017, from http://www.lsusd.net/cms/lib6/CA01001390/Centricity/Domain/230/Learning_Center_9.pdf
- United States History*. (2014). Columbus, OH: McGraw-Hill Education.

Day 8:

- Bill of Rights Song (2016, July 14). Bill of Rights Song (Parody of Jay-Z – Run This Town. Retrieved February 26, 2017 from <https://www.youtube.com/watch?v=KtH5KjiHeps>
- Home. (n.d.). Retrieved March 14, 2017, from <http://safarmedapps.com/bill-of-rights-matching-worksheet/>
- Learning, L. (2016, October 26). Bill of Rights SORT. Retrieved March 02, 2017, from <https://www.teacherspayteachers.com/Product/Bill-of-Rights-SORT-2848706>
- National Constitution Center. (2017). Retrieved February 26, 2017, from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights>
- Quiz and History for Bill of Rights Day December 15. (2013, December 13). Retrieved March 14, 2017, from <https://govbooktalk.gpo.gov/2013/12/13/quiz-and-history-for-bill-of-rights-day-december-15/>
- The Bill of Rights. (n.d.). Retrieved February 26, 2017, from <https://www.archives.gov/founding-docs/bill-of-rights>

Day 9:

- Barker, C. (2017, February 22). *March 16th*. Lecture presented in Motivate Our Minds, Muncie.
- Ride with MITS. (2017). Retrieved February 26, 2017, from <http://www.mitsbus.org/>

Student Resources**Day 4:**

- "Constitution Day Printables - Free Printables." *Homeschool Creations*. N.p., 08 Oct. 2016. Web. 08 Mar. 2017.
- "The Mailbox." *The Education Center Mailbox*. N.p., 2017. Web. 08 Mar. 2017. Retrieved March 8, 2016, from <https://www.themailbox.com/magazines/constitution-day-worksheet-the-articles-of-confederation/try-try-again>

A Summary of the US Constitution. (n.d.). Retrieved February 26, 2017, from <http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wp-content/uploads/sites/2/2013/11/summary-of-the-US-Constitution.pdf>

Day 6:

United States History. (2014). Columbus, OH: McGraw-Hill Education.

Day 8:

Home. (n.d.). Retrieved March 14, 2017, from <http://safarmedapps.com/bill-of-rights-matching-worksheet/>

National Constitution Center. (2017). Retrieved February 26, 2017, from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights>

Day 9:

Barker, C. (2017, February 22). *March 16th*. Lecture presented in Motivate Our Minds, Muncie.

Ride with MITS. (2017). Retrieved February 26, 2017, from <http://www.mitsbus.org/>

Dear Parents and Guardians,

Our class will begin a new unit on civic duty beginning March 6th and ending March 17th. Over those two weeks, your child will be learning it is their civic duty to obey laws, vote, and do volunteer work. The following bullet points will inform you on what your child will be doing throughout the unit:



- ❖ Learn why the Articles of Confederation were ratified
- ❖ Learn the laws within the Constitution
- ❖ Learn how laws are made through the three branches of government
- ❖ Learn the laws that protect citizens in the Bill of Rights
- ❖ Create a survey to determine how to improve the community through volunteer work
- ❖ Vote on what your child would like to do as volunteer work through the survey
- ❖ Collect data and analyze the data to determine their volunteer work
- ❖ Create rules for their volunteering experience through the three branches of government
- ❖ Volunteer at Motivate our Minds
- ❖ Reflect on their volunteer experience and how they were doing their civic duty

Throughout this unit, you can discuss what your child has learned about what it means to do your civic duty. Also, if you are an approved volunteer list, free to come with us to Motivate Our Minds on March 16th. We will leave approximately at 9:30 a.m. and return around 10:30 a.m. Please contact Mr. York or I if you are interested!

Attached to this letter is a family activity that introduces your child to civic duty. It needs to be completed and turned in no later than **March 6th**.

If you have any questions or concerns regarding this unit, please do not hesitate to contact Mr. York or myself.

Thank you,

Miss Wood



Name: _____

Date: _____

Civic Duty: The Laws Within Your Household

Directions: Discuss the rules or laws within your household. Based on your discussion, list at least three rules, but feel free to list more.

1.

2.

3.

4.

5.

Directions: Discuss why your household has your rules. Based on your discussion, explain at least three rules, but feel free to explain more.

1.

2.

3.

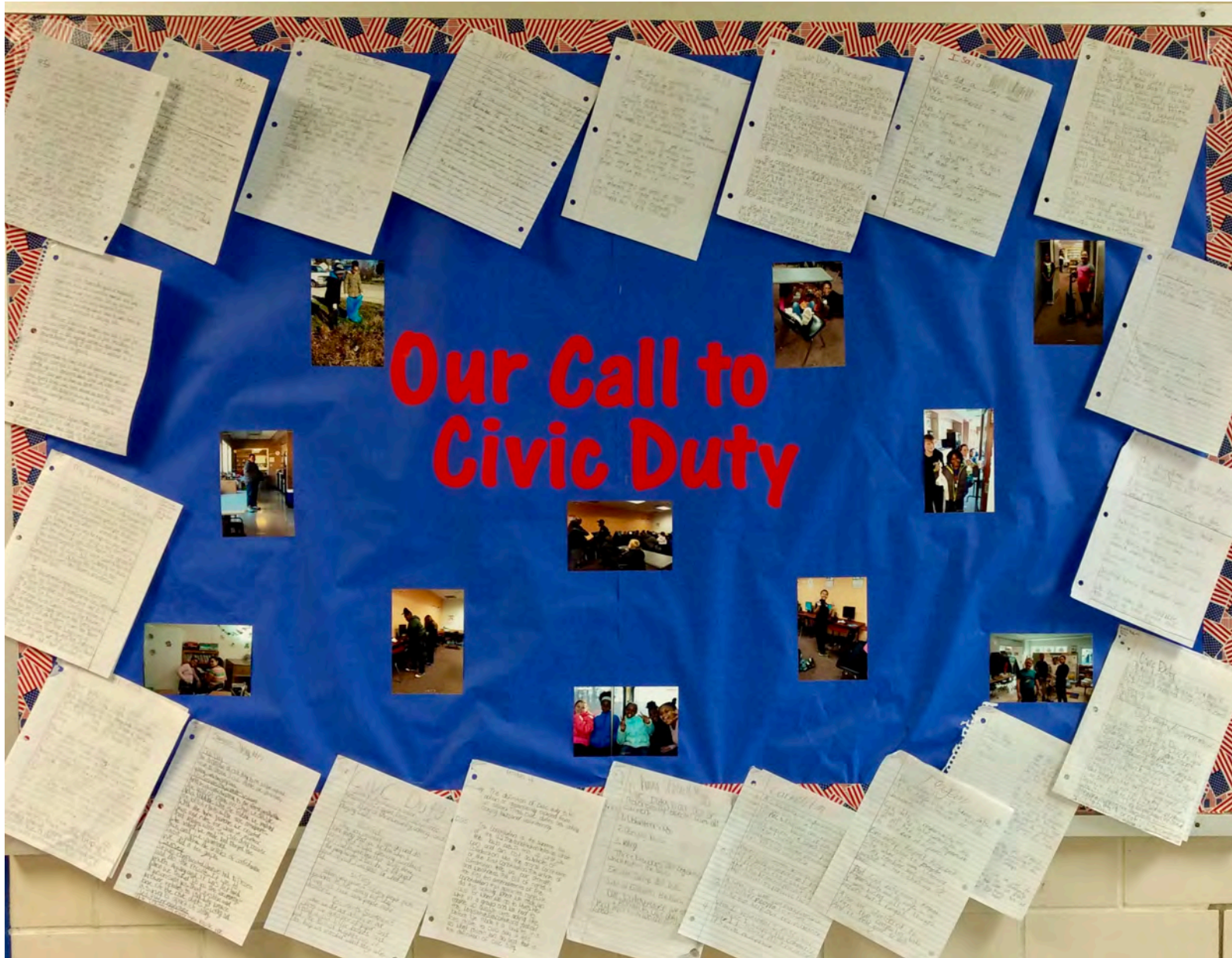
4.

5.

Parent/Guardian Signature: _____

Display Area

The display area for my unit is a bulletin board. The bulletin board has a blue background, red letters stating "Our Call to Civic Duty", and the border is American flags. Around the edge of the bulletin board are the students' reflections on civic duty and related activities. In the middle of the board around "Our Call to Civic Duty" are pictures of the students doing their civic duty, volunteering, at Motivate Our Minds.



Student Project and Rubric

The student project is a reflection based on what they learned and what they did throughout the two weeks on civic duty. First, the students defined civic duty and stated three of them. In the next sections, the students went into further details about the three civic duties that we talked about throughout the weeks. They explained the various documents and government system, Articles of Confederation, Constitution, Three Branches of Law, and Bill of Rights, reflected on a class activity, and explained how the documents and the government system related to civic duty. They also explained the process of creating and analyzing the results, gave an example of an answer to a survey, and explained how surveys related to civic duty. Lastly, the students reflected upon their volunteer experience at Motivate Our Minds, explained what they did and how they felt, and explained how it relates to civic duty. I explained the rubric clearly and gave each student a copy of the rubric that way they knew exactly what I was expecting and would not be surprised with the grade they received. They students could receive up to sixteen points.

Student Name: _____

Civic Duty Unit Rubric: Reflection

	1 – Does Not Meet Expectations	2 – Well Below Expectations	3 – Approaching Expectations	4 - Meets Expectations
<p>Civic Duty (Definition and states the civic duties)</p>	<p>Does not give the definition of civic duty.</p> <p>Does not state a civic duty.</p>	<p>Does give the definition of civic duty.</p> <p>Does state one civic duty.</p>	<p>Does give the definition of civic duty.</p> <p>Does state two civic duties.</p>	<p>Does give the definition of civic duty.</p> <p>Does state three civic duties.</p>
<p>Documents/ Government System (Explains the Articles of Confederation, Constitution, Three Branches of Law, and Bill of Rights)</p>	<p>Does not explain the main idea of zero documents/ government systems.</p> <p>Does not reflect on an activity done in class.</p> <p>Does not relate it to civic duty.</p>	<p>Does explain the main idea of one or two documents/ government systems.</p> <p>Does not reflect on an activity done in class.</p> <p>Does not relate it to civic duty.</p>	<p>Does explain the main idea of one or two documents/ government systems.</p> <p>Does reflect on an activity done in class.</p> <p>Does relate it to civic duty.</p>	<p>Does explain the main idea of three or more documents/ government systems.</p> <p>Does reflect on an activity done in class.</p> <p>Does relate it to civic duty.</p>
<p>Survey (Explains the process of creating and analyzing the results)</p>	<p>Does not explain the process of creating and analyzing the results.</p> <p>Does not use an example of an answer to the survey.</p> <p>Does not relate it to civic duty.</p>	<p>Does explain the process of creating, but does not explain the process of analyzing the results.</p> <p>Does not use an example of an answer to the survey.</p> <p>Does not relate it to civic duty.</p>	<p>Does explain the process of creating and does explain the process of analyzing the results.</p> <p>Does use an example of an answer to the survey.</p> <p>Does not relate it to civic duty.</p>	<p>Does explain the process of creating and does explain the process of analyzing the results.</p> <p>Does use an example of an answer to the survey.</p> <p>Does relate it to civic duty.</p>
<p>Volunteer Experience (Reflection of what you did and how you felt)</p>	<p>Does not reflect upon volunteer experience.</p> <p>Does explain not what you did and how you felt.</p> <p>Does not relate it to civic duty.</p>	<p>Does reflect upon volunteer experience.</p> <p>Does explain what you did, but not how you felt.</p> <p>Does not relate it to civic duty.</p>	<p>Does reflect upon volunteer experience.</p> <p>Does explain what you did and how you felt.</p> <p>Does not relate it to civic duty.</p>	<p>Does reflect upon volunteer experience.</p> <p>Does explain what you did and how you felt.</p> <p>Does relate it to civic duty.</p>

Score: _____/16

Technology

SMART Board

- Play YouTube videos to motivate and engage students
- Write students' responses
- Display new information
- Use the Activity Builder to go over information

SMART Notebook

- Create Activity Builder prior to lesson

PowerPoint

- Display new information

Microsoft Word

- Create worksheets
- Create handouts
- Create pre/post test

Cell Phone

- Give positive points to students who were participating
- Give positive points to students who were on task

Class Dojo

- Track students' positive points

Information Now

- Track students' grades
- Find data trends
- Determine lesson adjustments

Day 1: March 6th

Standard and Indicator

Roles of Citizen: 5.2.8 - Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Materials

1. Teacher
 - a. SMART Board
 - b. “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree” Signs
 - c. Four Corners Worksheet (x24)
 - d. Vocabulary Sheet (x24)
2. Student
 - a. Pencils
3. Resources

VanAllen. (2012, March 6). Lesson Plan: Defining Civic Duty and Participation. Retrieved February 26, 2017, from <http://www.courts.ca.gov/documents/CVCS-Lesson1-VanAllen.pdf>

What are five civic duties? (2017). Retrieved February 26, 2017, from <https://www.reference.com/government-politics/five-civic-duties-71dc9f12d837d919>

Objective

1. The students will explain how they feel about the five civic duties through the four corners activity.

Motivation

1. I will ask what does it mean to be a good student.
2. Students will raise their hands to answer the question.
3. I will randomly call on students to explain one thing that makes a good student.
4. After each student explains what they think, I will ask the class to raise their hand if they agree.
5. I will write down the students’ responses on the SMART board.

Goal for Learner

1. “Today, I am going to introduce our unit on civic duty. You are going to be participating in the four corners activity while deciding whether or not you strongly agree or strongly disagree with my statement.”

Content and Procedures

1. Teacher Content
 - a. Civic duty is an action or responsibility expected from every citizen.
 - b. The five civic duties are obeying laws, serving on juries, paying taxes to the government, voting in elections, and doing volunteer work.
2. Procedure
 - a. I will explain to the students that we are going to play the four corners activity.

- b. I will point to the labeled corner while explaining to the students each corner of the room stands for “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree”.
- c. I will state, “For example, if I said my favorite type of ice cream is chocolate, I would go to the ‘Strongly Agree’ corner because chocolate ice cream is my favorite.”
- d. The paper passers will pass out the four corners worksheet.
- e. I will explain the following:
 - i. The statements I will be saying are already listed on the worksheet. Feel free to look over them before we start the activity.
 - ii. I will be stating each statement one at a time.
 - iii. After I say the statement, you will have fifteen seconds to get to the appropriate corner by walking.
 - iv. Once you are at your corner, you will write down SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).
 - v. I will call on one student from each corner to explain why you choose that corner.
 - vi. Then, I will say the next statement and the process will continue.
 - vii. Do not worry about writing your explanation yet because you will be writing it once the activity is over.
- f. I will ask if anyone has any questions.
- g. I will tell the students that we will have a practice round.
- h. I will state, “Longfellow students should have longer lunches.”
- i. I will tell the students that they have fifteen seconds to get to their corner.
- j. After fifteen seconds, I will call on one student from each corner to explain why they choose that corner.
- k. We will begin the activity and follow the process listed in e.
- l. After the activity, the students will return to their seats.
- m. The students will have ten minutes to fill out their explanations as to why they choose Strongly Agree, Agree, Disagree, or Strongly Disagree.
- n. I will have the homework checker collect each student’s four corners worksheet and have him or her set it on my desk.
- o. Then, I will explain to the students that each of the statements I listed is a civic duty.
- p. The paper passers will pass out the vocabulary sheet.
- q. I will explain that this is the Vocabulary Sheet for the next two weeks.
- r. I will explain that I will let the students know the vocabulary word and the definition.
- s. I will state that the first vocabulary word that they will write is civic duty.
- t. I will write civic duty on the SMART board along with an action or responsibility expected from every citizen.
- u. I will tell the students to put this away in their homework folder.
- v. I will ask who give the definition of civic duty and who can name one of the five civic duties.
- w. I will randomly call on students to name the civic duties and give them dojo points.

- x. On the SMART board, I will write, “Our Call to Civic Duty.”
 - y. I will ask and call on students to explain what “Our Call to Civic Duty” means this is our chance to do what we are supposed to be doing: obeying laws, voting, and volunteering.
 - z. Then, I will discuss what we will be doing the next two weeks including the following:
 - i. Learn about the Articles of Confederation
 - ii. Learn the laws within the Constitution
 - iii. Learn how laws are made through the three branches of government
 - iv. Learn the laws that protect citizens in the Bill of Rights
 - v. Create a survey to determine how to improve the community through volunteer work
 - vi. Vote on what you would like to do as volunteer work through the survey
 - vii. Collect data and analyze the data to determine their volunteer work
 - viii. Create rules for their volunteering experience through the three branches of government
 - ix. Volunteer at Motivate our Minds
 - x. Reflect on their volunteer experience and how they were doing their civic duty
 - aa. I will answer questions that the students have unless it will give away anything we will be doing in the next two weeks.
3. Check for Understanding
- a. Throughout the four corners activity, I will be asking students why they choose either strongly agree, agree, disagree, or strongly disagree
 - b. After filling out and putting away their vocabulary sheet, I will ask multiple students what does civic duty mean and name the five civic duties.
4. Lesson Summary
- a. The students will be introduced to civic duty through the four corners activity. We will also discuss what we will be doing in the next two weeks.

Practice/Application

1. The students will independently complete their four corners worksheet after going through the activity. The students will explain why they choose either strongly agree, agree, disagree, or strongly disagree.

Evaluation of Student Learning

1. I will observe the students as they go to the labeled corners.
2. I will listen and ask appropriate questions as to why they choose either strongly agree, agree, disagree, or strongly disagree.
3. I will examine the students four corners worksheet to understand their decisions.

Closure

1. “Great job today everyone! Today, you participated in the four corners activity while deciding whether or not you strongly agreed or strongly disagreed with the five civic duties. I am extremely excited for this unit on civic duty and I hope you are too! Can someone state in his or her own words what civic duty means? Great job!”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. Students may work with a buddy to complete the activities.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, the students will be asked higher level thinking questions such as “How would you prioritize the five civic duties?”

Name: _____

Four Corners

For each statement, state whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) and explain why.

Statements	SA, A, D, SD	Explanation
All citizens should obey laws.		
All citizens should serve on juries.		
All citizens should pay taxes to the government.		
All citizens should vote in elections.		
All citizens should volunteer.		

Four Corners

For each statement, state whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) and explain why.

Statements	SA, A, D, SD	Explanation
All citizens should obey laws.	D	because they can give u ticket or they can take you to jail for the littlest things
All citizens should serve on juries.	D	because you should get treated fairly
All citizens should pay taxes to the government.	SA	because taxes help the army
All citizens should vote in elections.	SA	because it helps them get more votes
All citizens should volunteer.	SD	because you should get paid for anything

Name: _____

Vocabulary: Definitions

Directions: Write the vocabulary word and its definition in the space provided.

Vocabulary Word	Definition
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Vocabulary: Definitions

Directions: Write the vocabulary word and its definition in the space provided.

Vocabulary Word	Definition
1. Civic Duty	An action or responsibility expected from all citizens.
2. Articles of Confederation	The original / first Constitution
3. Constitution-	the supreme law of the U.S.
4. Amendment	a change or addition to a legal document
5. Preamble	an introduction
6. Legislative Branch	Makes the laws.
7. Executive Branch	Carries out the laws
8. Judicial Branch	Evaluates the laws
9. Checks and Balances	System to keep the government from getting too much power in one branch.
10. Bill of Rights *	First ten amendments of the Constitution that guarantee rights.

Day 2: March 7th

Standard and Indicator

Data Analysis and Statistics 5.DS.1 - Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Materials

1. Teacher
 - a. SMART Board
 - b. Survey about School (x24)
2. Student
 - a. Pencils
 - b. Paper
3. Resources

How to Do a Survey. (2014). Retrieved February 23, 2017, from <https://www.mathsisfun.com/data/survey-conducting.html>

T. (2011, March 16). Mark Bezos: A life lesson from a volunteer firefighter. Retrieved March 06, 2017, from <https://www.youtube.com/watch?v=sAQfzHBpRsc>

Objective

1. The students will create a survey to determine how to improve the community through volunteer work.

Motivation

1. I will tell the students that they will be taking a quick, five-question survey about school.
2. I will tell the students to pay close attention to the different types of questions.

Goal for Learner

1. “Today, in groups you will be creating one survey question to help us determine what we will be doing when volunteering at Motivate Our Minds.”

Content and Procedures

1. Teacher Content
 - a. Gathering information is an important way to help people make decisions.
 - b. Surveys can help decide what needs changing, where money should be spent, what products to buy, and various other things.
 - c. Surveys can be used to answer any question about any topic.
2. Procedure
 - a. I will begin by showing the students the video: Mark Bezos: A life lesson from a volunteer firefighter
 - i. <https://www.youtube.com/watch?v=sAQfzHBpRsc>
 - b. I will ask the students what is the lesson behind this video.
 - c. On the whiteboard, I will write, “Our Call is Civic Duty.”

- d. I will ask and call on students to explain what “Our Call is Civic Duty” means
 - e. I will begin by discussing that part of our civic duty is going to be taking a field trip to Motivate Our Minds on March 16th. During the field trip, we will be volunteering our time to help them out. I have been in contact with Mrs. Baker and she has provided me a list of various things that they need help with. I will write the list on the SMART board.
 - i. Vacuum
 - ii. Wipe computer tables
 - iii. Clean windows
 - iv. Pick up litter and yard debris
 - v. Take out trash
 - f. Then, I will tell the students that I will not be deciding what two or three volunteer services we will be doing. Instead, I will tell the students that whoever takes the survey will decide. This will be decided based on the results.
 - g. I will begin by explaining the steps to making a survey while writing them on the whiteboard.
 - i. Determine who they will be taking the survey or the target audience.
 - 1. I will ask the students who they think should take our survey and why.
 - ii. Create the questions
 - 1. I will ask the students what type of questions do they think we should ask. For example, should we ask multiple choice, fill in the blanks, ranking, or short answer questions.
 - iii. Take your own survey
 - 1. I will tell the students why do we need to take our own survey.
 - h. After stating the steps, I will tell the class that it is up to them to make good survey questions that will really answer what volunteer service our class will do at Motivate Our Minds.
 - i. I will explain that they will be in groups and I will decide who is in what group.
 - j. I will explain that each group is responsible for making one survey question.
 - k. I will get the students in their groups and tell them to get working.
 - l. After most of the students are done with their question, I will tell them to trade with another group and take their survey question. I would also explain that this would be a good time to give them feedback. The students will also be given the chance to fix their question if needed.
 - m. I will write the steps of what to do next on the whiteboard.
 - n. Once all of the groups are finished, I will collect their questions.
 - o. I will explain to the class that I will be looking over their questions and finding any similarities and differences. Then, I will use your questions to create the survey and present it to the class tomorrow.
 - p. I will ask the class how many questions do they think need to be on the survey if we want to keep it short.
 - q. I will ask the students how does taking a survey relate to civic duty.
3. Checking for Understanding
- a. While explaining the steps to making a survey, I will ask three questions to decide if the students understand why these are the steps.

- b. While the students are creating their survey question, I will be walking around the room and reading their questions. I will also ask questions to guide students or to encourage students to write a more challenging question.
4. Lesson Summary
 - a. In groups, the students will create one survey question to determine what volunteer services we will be doing at Motivate Our Minds.

Practice/Application

1. The students will work in groups to create one survey question to determine what volunteer services we will be doing at Motivate Our Minds.

Evaluation of Student Learning

1. I will be walking around the room and reading the students questions.
2. I will examine the students' questions to determine which ones are similar and which ones are different to help create the survey.

Closure

1. "Great job today everyone! Today, we created survey questions to determine how to improve the community through volunteer work. Can someone remind us what the steps are to creating a survey? Great job! Also, I am really excited to read your questions and put the survey together. Your work today was important because it will be used to determine what we will be doing at Motivate Our Minds."

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also explain the direction a second time once all of the students start working on their question. Students will also be placed in groups that will help them through the process of creating a question instead of just telling them this is what we are doing.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, the students will be placed in groups that will be asked to create a more challenging question. For example, I might ask the group to create a ranking question or a short answer question.

Name: _____

Survey About School

1. What is the best thing about school?

- a. My friends
- b. My teacher
- c. Recess
- d. Lunch
- e. Learning new things
- f. Nothing, I'm not a big fan of school

2. I participate in after school activities. (Tutoring, sports, clubs, etc.)

Yes

No

3. I'm really good at...

4. I like the following subjects. (Mark all that apply)

- Math
- Reading
- Writing
- Grammar
- Social Studies
- Science

5. Based on a 1 - 4 scale (1 = strongly dislike, 2 = dislike, 3 = like, and 4 = strongly like), how much do you like school?

1

2

3

4

Survey About School

1. What is the best thing about school?

- a. My friends
- b. My teacher
- c. Recess
- d. Lunch
- e. Learning new things
- f. Nothing, I'm not a big fan of school

2. I participate in after school activities. (Tutoring, sports, clubs, etc.)

Yes

No

3. I'm really good at...

Math and art.

4. I like the following subjects. (Mark all that apply)

- Math
- Reading
- Writing
- Grammar
- Social Studies
- Science

5. Based on a 1 - 4 scale (1 = strongly dislike, 2 = dislike, 3 = like, and 4 = strongly like), how much do you like school?

1

2

3

4

Day 3: March 8th

Standard and Indicator

Foundations of Government: 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.

Materials

1. Teacher
 - a. SMART board
 - b. Activity Builder
 - c. T-Chart on the Strengths and Weaknesses of the Articles of Confederation (x24)
2. Student
 - a. Vocabulary Sheet
3. Resources

Articles of Confederation: Strengths & Weaknesses - Video & Lesson Transcript. (n.d.). Retrieved February 27, 2017, from <http://study.com/academy/lesson/articles-of-confederation-strengths-weaknesses-quiz.html>

CCRP. (n.d.). Retrieved March 05, 2017, from <http://www.campcountygop.com/Pages/ArticlesofConfederation.aspx>

Consensus & The Articles of Confederation. (n.d.). Retrieved February 27, 2017, from <https://www.teachervision.com/us-constitutional-history/consensus-articles-confederation>

2017, G. T. (2012). Articles of Confederation Strengths and Weaknesses | Publish with Glogster! Retrieved February 27, 2017, from <http://www.glogster.com/madisonmarieclark/articles-of-confederation-strengths-and-weaknesses/g-6lpn5rsr5kgif28r0k48tjr>

Objective

1. The students will role-play a simulation that identifies with how the Continental Congress felt while making the Articles of Confederation.
2. The students will identify if the statements in the Articles of Confederation are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.

Motivation

1. I will ask the students to think of a time when they could not agree with someone.
2. I will ask students to share their experience.
3. I will ask students why do they think they could not agree with the person.

Goal for Learner

1. "Today, we are going to learn about the Articles of Confederation and its strengths and weaknesses."

Content and Procedures

1. Teacher Content

- a. The Articles of Confederation were the US first constitution.
 - b. The Continental Convention set up the Articles of Confederation.
 - c. The Articles of Confederation's strengths are as follows:
 - i. Ability to declare war and make peace
 - ii. To coin and borrow money
 - iii. Can deal with foreign countries and sign treaties
 - iv. Operate post offices
 - d. The Articles of Confederation's weaknesses are as follows:
 - i. Could not tax states to raise money
 - ii. Did not have the power to control trade.
 - iii. Could not force anyone to obey laws
 - iv. No national military
 - v. Lacked strong leadership
 - vi. States could make their own paper money
 - vii. States could create their own taxes on trade
 - viii. Approval of 9/13 states was needed to pass laws.
 - e. The major downfall of the Articles of Confederation was the government was too weak to enforce their laws and therefore had no power.
2. Procedures
- a. I will explain the ground rules of the next activity.
 - i. No shouting
 - ii. No screaming
 - iii. No name calling
 - b. I will put the students into group of four.
 - c. I will ask the students the following question:
 - i. If I gave you ten extra minutes of recess today, what one activity would your group decide to do as a group?
 - d. After five minutes, I will ask the students the following question and tell them that as a class they have ten minutes to discuss it and come to a conclusion.
 - i. If I gave you ten extra minutes of recess today, what one activity will the whole class participate in during those ten minutes?
 - e. I will sit down and observe as the students decide.
 - f. After ten minutes, I will quiet the class down and ask for their answer.
 - g. I will ask the class the following questions:
 - i. What were you feeling during this discussion?
 - ii. What problems did you face?
 - iii. Why do you think as a small group you could come to a discussion more quickly, but once you came as a class, it was more difficult?
 - h. After the discussion, I will tell the students that their thoughts and feelings were exactly how the Continental Convention felt when creating the Articles of Confederation.
 - i. I will tell the students to get out their Vocabulary Sheet
 - j. I will write the following on the SMART board:
 - i. Articles of Confederation - the original constitution
 - k. I will explain to the students that each small group represented one of the thirteen states. Each state had their own ideas and thoughts about the thirteen colonies new

government. However, once they came together, they had a hard time coming to a conclusion. After a lot of arguing and compromising, they finally came to a conclusion. The conclusion was the Articles of Confederation.

- l. The paper passers will pass out the T-Chart on the Strengths and Weaknesses of the Articles of Confederation.
 - m. I will tell the students that the Articles of Confederation could do something's, but could not do others.
 - n. I will call on students to take turns reading the different strengths and weaknesses.
 - o. I will tell the students that they have five minutes to put the statements in either the strength or the weakness column.
 - p. After about five minutes, I will open the SMART board to the Activity Builder.
 - q. I will explain to the students that I will randomly select students to come up to the SMART board, tell whether or not they think the statement is a strength or a weakness, and drag the statement into the Articles of Confederation picture. If the statement goes into the picture, then it was a strength, but if it did not go into the picture, then it was a weakness.
 - r. I will ask a student to explain why it was a strength or weakness.
 - s. I will tell the students that if they placed the statement into the wrong category to please fix it on their T-Chart.
 - t. After we go over the strengths and weakness of the Articles of Confederation, I will tell the students that tomorrow they will find out what happened to the Articles of Confederation.
3. Checking for Understanding
 - a. I will ask the students how they felt during the discussion.
 - b. I will ask the students what problems they faced.
 - c. I will ask the students why the smaller groups worked better together than the whole class.
 - d. I will ask the students why the statements were a strength or weakness.
 4. Lesson Summary
 - a. The students will role-play a simulation similar to how the Continental Convention felt while creating the Articles of Confederation. After the simulation, the students will understand and explain the strengths and weaknesses of the Articles of Confederation through the Activity Builder on the SMART board.

Practice/Application

1. The students will role-play a simulation similar to how the Continental Convention felt while creating the Articles of Confederation.
2. The students will identify whether statements are strengths or weaknesses through a T-Chart and the Activity Builder on the SMART board.

Evaluation of Student Learning

1. I will be observing the students as they work through the simulation.
2. I will walk around the room to observe as the students place the statements into strengths or weaknesses.
3. I will be listening to the students' responses as they explain why the statements are strengths or weaknesses.

Closure

1. “Great job today everyone! Today, we role-played a simulation similar to how the Continental Convention felt while creating the Articles of Confederation and explained the strengths and weaknesses of the Articles of Confederation. Can someone take a guess as to what they think will happen to the Articles of Confederation and explain why? Great job!”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also explain the direction a second time once they are in their groups.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, I will ask the students more challenging questions as to why certain statements are strengths or weaknesses.

Name: _____

T-Chart on the Strengths and Weaknesses of the Articles of Confederation

Directions: Place the statement either under strength or weakness.

- Ability to declare war and make peace
- States could make its own paper money
- Could not force anyone to obey laws
- Did not have the power to control trade.
- Can deal with foreign countries and sign treaties
- Approval of 9/13 states was needed to pass laws.

- Lacked strong leadership
- Operate post offices
- No national military
- To coin and borrow money
- Could not tax states to raise money
- States could create their own taxes on trade

Strength

Weakness

T-Chart on the Strengths and Weaknesses of the Articles of Confederation

Directions: Place the statement either under strength or weakness.

- Ability to declare war and make peace
- States could make its own paper money
- Could not force anyone to obey laws
- Did not have the power to control trade.
- Can deal with foreign countries and sign treaties
- Approval of 9/13 states was needed to pass laws.

- Lacked strong leadership
- Operate post offices
- No national military
- To coin and borrow money
- Could not tax states to raise money
- States could create their own taxes on trade

Strength

Weakness

- Ability to declare war and make peace.
- Can deal with foreign countries and sign treaties.
- Approval of 9/13 states was needed to pass laws.
- Operate post offices.
- No national military.
- Could not tax states to raise money.
- States could create their own taxes on trade.
- States can make their own paper money.

- States could make its own paper money.
- Could not force anyone to obey laws.
- Did not have the power to control trade.
- Lacked strong leadership.
- To coin and borrow money.

Day 4: March 9th

Standard and Indicator

Foundations of Government: 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.

Materials

1. Teacher
 - a. SMART board
 - b. Computer
 - c. PowerPoint “Get Ready to Read” statements
 - d. *A More Perfect Union: The Story of Our Constitution* Worksheet (x24)
 - e. A Summary of the US Constitution (x24)
 - f. Preamble Unscramble Worksheet (x24)
 - g. Try, Try Again Worksheet (x24)
 - h. *A More Perfect Union: The Story of Our Constitution*
2. Student
 - a. Pencils
 - b. Vocabulary Sheet
3. Resources

"Constitution Day Printables - Free Printables." *Homeschool Creations*. N.p., 08 Oct. 2016. Web. 08 Mar. 2017.

Constitution Rap (2013, September 23). Constitution Rap - Smart Songs. Retrieved February 26, 2017, from <https://www.youtube.com/watch?v=UCJ2of4kx5E>

Maestro, B. (2009). *A More Perfect Union: The Story of Our Constitution*. Paw Prints.

"The Mailbox." *The Education Center Mailbox*. N.p., 2017. Web. 08 Mar. 2017. Retrieved March 8, 2016, from <https://www.themailbox.com/magazines/constitution-day-worksheet-the-articles-of-confederation/try-try-again>

A Summary of the US Constitution. (n.d.). Retrieved February 26, 2017, from <http://d3i6fh83elv35t.cloudfront.net/newshour/extra/wp-content/uploads/sites/2/2013/11/summary-of-the-US-Constitution.pdf>

Objective

1. The students will identify whether fifteen statements about the Constitution are true or false by reading *A More Perfect Union: The Story of Our Constitution*.
2. The students will complete the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.

Motivation

1. I will show the Constitution Rap Song.
 - a. <https://www.youtube.com/watch?v=UCJ2of4kx5E>

Goal for Learner

1. “Today, we are going to learn about the different parts of the Constitution.”

Content and Procedures

1. Teacher Content

- a. The Constitution can be changed through amendments.
- b. The first part, the Preamble, explains who is writing the Constitution and why.
- c. The second part, which is composed of seven Articles, explains how our government will work.
- d. These Articles were revised from the Articles of Confederation.
- e. The third part, the Bill of Rights, is a list of amendments, or additions, that the Constitution writers thought were important. These additions name the rights or freedoms that Americans have. After the first 10 amendments in the original Bill of Rights, the Constitution includes other additional amendments that have been added over time.

2. Procedure

- a. I will tell the students to get out their Vocabulary Sheet
- b. I will write the following on the SMART board:
 - i. Constitution - the supreme law of the United States
 - ii. Amendment – a change of addition to a legal document
 - iii. Preamble – an introduction
- c. I will tell the students write down the vocabulary word and the definition and put their Vocabulary Sheet away in their homework folder.
- d. The paper passers will pass out the *A More Perfect Union: The Story of Our Constitution* Worksheet.
- e. I will present the “Get Ready to Read” statements through a PowerPoint presentation. This way all of the students can clearly see the sentences.
- f. The students will show whether they think the statements are true or false by putting their thumbs up for true and putting their thumbs down for false. Then, the students will write true or false on the Before Reading section on the *A More Perfect Union: The Story of Our Constitution* Worksheet.
- g. I will have the students sit on the floor around me as I read *A More Perfect Union: The Story of Our Constitution*.
- h. I will explain to the students that when someone finds one of the statements in the book, they should raise their hand. Then, the students should determine whether the statement is true or false. The students will write true or false in the During Reading section in the *A More Perfect Union: The Story of Our Constitution* Worksheet. If the statement is false, the student will fix the statement.
- i. After reading *A More Perfect Union: The Story of Our Constitution* and completing the worksheet, the students will turn in their worksheet and return to their desks.
- j. The paper passers will pass out A Summary of the US Constitution, the Preamble Unscramble Worksheet, and the Try, Try Again Worksheet.
- k. I will go over the Summary of the US Constitution and explain that the three parts of the Constitution are the Preamble, the Articles, and the Bill of Rights.
- l. I will then go over the directions for the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.

- m. I will give the students about seven minutes to begin working on their worksheets.
 - n. After seven minutes, I will tell the students to put them away in their homework folder.
3. Checking for Understanding
 - a. I will ask a student to explain to me what they will be doing with the *A More Perfect Union: The Story of Our Constitution* worksheet.
 - b. I will ask the students to identify if the statements are true or false according to the *A More Perfect Union: The Story of Our Constitution*.
 4. Lesson Summary
 - a. The students will guess if fifteen statements about the Constitution are true or false. While reading *A More Perfect Union: The Story of Our Constitution*, the students will state if the statements are true or false and correct the statements if they are false. The students will also work on unscrambling the Preamble and identifying the articles in the Articles of Confederation that were replaced by the Constitution's articles.

Practice/Application

1. The students will independently identify whether the fifteen statements about the Constitution are true or false before reading *A More Perfect Union: The Story of Our Constitution*.
2. The students will independently complete identify whether the fifteen statements about the Constitution are true or false while reading *A More Perfect Union: The Story of Our Constitution*.
3. The will independently complete the Preamble Unscramble Worksheet and the Try, Try Again Worksheet.

Evaluation of Student Learning

1. I will observe the students as they identify the fifteen statements before reading.
2. I will observe the students as they identify the fifteen statements while reading.
3. I will grade the students' Preamble Unscramble Worksheet and the Try, Try Again Worksheet the next day.

Closure

1. "Great job today everyone! Today, we identified whether fifteen statements about the Constitution were true or false by reading *A More Perfect Union: The Story of Our Constitution*. Who can tell me one thing they learned about the Constitution? Great job! Also, if you did not finish the Preamble Unscramble or the Try, Try Again Worksheets, they are homework."

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also explain the direction a second time once all of the students start working. Students may also work with a buddy if needed.
2. Students who are Gifted and Talented

- a. To modify for students who are gifted and talented, the students will be asked to rewrite the Preamble in their own words while completing the Preamble Unscramble.



Name: _____

A More Perfect Union: The Story of Our Constitution

Directions: Before reading, identify if you think the statements are true or false. After reading A More Perfect Union: The Story of Our Constitution, state whether the statements are true or false. If the statement is false, fix the statement.

Before Reading	Statements	During Reading
	The convention took place in Boston, Massachusetts.	
	The convention took place in the same building where the Declaration of Independence was signed.	
	George Washington wrote everything down at the meetings for sixteen weeks.	
	James Madison is called the Father of the Constitution.	
	Everything said at the convention had to be kept a secret until the convention was over.	
	The Great Compromise was made up of the Virginia Plan and the New Jersey Plan.	
	The Committee of Writing the Constitution began writing the first draft of the Constitution.	
	On September 17, 1787, the Constitution was signed.	
	Only one person refused to sign the Constitution because he did not approve of it.	
	James Madison was the first to sign the Constitution.	
	Virginia was the first state to accept the Constitution.	
	New Hampshire voted yes and America had its new government.	
	George Washington became the first President.	
	In May 1790, all thirteen states accepted the Constitution.	
	The Constitution is not the oldest written set of rules for running a country still in use in the today.	

The Story of Our Constitution, state whether the statements are true or false. After reading A More Perfect Union: The Story of Our Constitution, state whether the statements are true or false. If the statement is false, fix the statement.

true	The convention took place in Boston, Massachusetts.	False/philadelphia
False	The convention took place in the same building where the Declaration of Independence was signed.	true
False	George Washington wrote everything down at the meetings for sixteen weeks.	False/James Madison
true	James Madison is called the Father of the Constitution.	true
False	Everything said at the convention had to be kept a secret until the convention was over.	true
False	The Great Compromise was made up of the Virginia Plan and the New Jersey Plan.	true
False	The Committee of Writing the Constitution began writing the first draft of the Constitution.	False/detail
true	On September 17, 1787, the Constitution was signed.	true
False	Only one person refused to sign the Constitution because he did not approve of it.	False/more than one
true	James Madison was the first to sign the Constitution.	False/George Washington
true	Virginia was the first state to accept the Constitution.	False/delaware
False	New Hampshire voted yes and America had its new government.	true
true	George Washington became the first President.	true
true	In May 1790, all thirteen states accepted the Constitution.	true
False	The Constitution is not the oldest written set of rules for running a country still in use in the today.	False/it is

A Summary of the US Constitution

The Preamble

The Preamble lists the reasons that the 13 original colonies separated from their mother country, and became an independent nation.

We the People of the United States,
in Order to form a more perfect Union,
establish Justice, *make good government & laws*
insure domestic Tranquility, *peace in our homes*
provide for the common defense, *national security*
promote the general Welfare, *healthy communities*
and secure the Blessings of Liberty *freedom*
to ourselves and our Posterity, *family & friends*
do ordain and establish *give authority*
this Constitution *the supreme law of the land*
for the United States of America.



The Seven Articles of the US Constitution

The Constitution is our plan for government. The Articles of the Constitution talk about the duties of the three main parts of government: the Executive Branch, the Legislative Branch, and the Judicial Branch. The articles also talk about the separate powers of the Federal and State government, and how to change the Constitution.

Article 1: Legislative Branch: the U.S. Congress makes the laws for the United States. Congress has two parts, called "Houses," the House of Representatives and the Senate.

Article 2: Executive Branch: the President, Vice-President, Cabinet, and Departments under the Cabinet Secretaries carry out the laws made by Congress.

Article 3: Judicial Branch: the Supreme Court decides court cases according to US Constitution. The courts under the Supreme Court decide criminal and civil court cases according to the correct federal, state, and local laws.

Article 4: States' powers: States have the power to make and carry out their own laws. State laws that are related to the people and problems of their area. States respect other states laws and work together with other states to fix regional problems.

Article 5: Amendments: The Constitution can be changed. New amendments can be added to the US Constitution with the approval by a two-thirds vote in each house of Congress (67, 281) and three-fourth vote by the states (38).

Article 6: Federal powers: The Constitution and federal laws are higher than state and local laws. All laws must agree with the US Constitution.

Article 7: Ratification: The Constitution was presented to George Washington and the men at the Constitutional Convention on September 17, 1787, Representatives from twelve out of the thirteen original states signed the Constitution. From September 1787 to July 1788, the states meet, talked about, and finally voted to approve the Constitution.

A Summary of the US Constitution

The Twenty-seven Amendments to the US Constitution

1st People have freedom of religion, freedom of speech, freedom of the press, freedom of assembly, and the right to petition the Government. 1791.

2nd People have the right to have a weapon to protect themselves. 1791.

3rd Soldiers cannot take or live in a person's house. 1791.

4th The government cannot arrest a person or search their property unless there is "probable cause." 1791.

5th The government must follow the law (due process) before punishing a person. 1791.

6th A person has the right to a fair and speedy trial by a jury. 1791.

7th A person has the right to a jury trial for civil cases. 1791.

8th The government cannot demand excessive bail or fines, or any cruel and unusual punishment. 1791.

9th The Constitution does not include all of the rights of the people and the states. 1791.

10th Any powers that the Constitution does not give to the federal government belong to the states. 1791.

11th Citizens cannot sue states in federal courts. (There are some exceptions). 1795.

12th The President and Vice President are elected on a party ticket. 1804.

13th Slavery is illegal in the United States. 1865.

14th Every person born in the USA is a citizen. An immigrant can become a naturalized citizen. 1868

15th All US male citizens have the right to vote. 1870.

16th Congress can tax income. 1913.

17th The people can elect US Senators. 1913.

18th Alcohol is illegal. (Prohibition). 1919.

19th All US female citizens have the right to vote. 1920.

20th The President is inaugurated in January. Congress begins to meet in January. 1933.

21st Alcohol is legal. Each state can make laws about making, selling, and drinking alcohol. 1933.

22nd The President cannot serve for more than two terms. 1951.

23rd The US Citizens in the District of Columbia have the right to vote for President. 1961.

24th It is illegal to make a citizen pay a voting fee or take a reading test to vote. 1964.

25th If the president dies or cannot serve, the vice-president becomes president. If both die, the Speaker of the House becomes president. 1967.

26th US citizens who are 18 years old or older have the right to vote. 1971.

27th Congress must limit when and how much its members are paid. 1992.

Try, Try Again

When the Constitution was passed, it replaced the Articles of Confederation. Match the new terms of the Constitution to the old terms of the Articles of Confederation.

The Constitution

1. The Constitution is the supreme law of every state.
2. Congress can hold a draft to create an army.
3. The president is in charge of the executive branch.
4. A federal court system handles issues between states.
5. Congress can make individuals pay taxes.
6. A majority of yes votes from the Senate and House of Representatives, plus the president's signature are needed to pass new laws.
7. Each state gets two senators, no matter what its size. But the number of representatives is based on state population.
8. Congress controls trade between states.



The Articles of Confederation

- A. There were no federal judges or courts.
- B. Congress could ask states to pay taxes.
- C. The president had no power. He was only in charge of Congress.
- D. Nine out of 13 state representatives needed to vote yes to pass new laws.
- E. Each state received one vote, no matter what its size.
- F. Congress could not force men to serve in the army.
- G. The states ruled themselves.
- H. States were free to trade goods between themselves.



Bonus Box: Which document do you think is better? Explain your answer on the back of this page.

Day 5: March 10th

Standard and Indicator

Data Analysis and Statistics: 5.DS.1- Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Materials

1. Teacher
 - a. Completed Surveys
 - b. Template of Frequency Tables (x24)
2. Student
 - a. Pencils
 - b. Paper
3. Resources

How to Do a Survey. (2014). Retrieved February 23, 2017, from <https://www.mathsisfun.com/data/survey-conducting.html>

Objective

1. The students will calculate the number of responses for the survey questions by using tally marks on a frequency table.
2. The students will analyze the results from the survey to determine our volunteer service at Motivate Our Minds.

Motivation

1. I will explain to the students that I want to take a quick survey on how many siblings each person has.
2. I will draw a frequency table along with the number 0, 1, 2, and 3+ to represent the number of siblings.
3. I will tell the students to raise their hand when I call their number of siblings.
4. I will count the hands raised aloud and put the number of tally marks in the appropriate column.
5. Then, I will ask the students how many tally marks I have for each row and write the number in the final column.
6. I will randomly call on the students to ask what we can conclude from this data.

Goal for Learner

1. “Today, we are going to find the results of the survey by using tally marks and analyze the results to determine what our volunteer services will be at Motivate Our Minds.”

Content and Procedures

1. Teacher Content
 - a. When doing a simple survey, you can use tally marks to show each person’s answer.
 - b. When all of the surveys are accounted for, add up the tally marks.

- c. Determine the highest response to your questions.
 - d. To display results, one can make a graph or a table.
2. Procedures
 - a. I will tell the students that I have the completed surveys, but I need to think of a way that I could easily find the results.
 - b. I will ask the students if they can think of anyways in which we could find the results quickly.
 - c. I will tell the students that tally marks are a great way to find our results.
 - d. I will give an example of how to do the first question on the survey with tally marks and write it on the SMART board.
 - e. I will explain to the students that each of them will have a stack of surveys that they will have to find the results with a group.
 - f. I will explain to the students that they will have to think of a way that best works for their group to create and keep track of the tally marks.
 - g. I will place the students in groups and hand out the surveys.
 - h. The paper passers will hand out a template of frequency tables that way each student can write down and keep track of the overall numbers.
 - i. Once all of the students have tallied up their surveys, I will ask each group to give me their numbers and I will write it on the board.
 - j. Once each group has stated their numbers, we will add them up.
 - k. Based on the frequency tables, I will ask the students what is the highest result for each question and what does that mean.
 - l. Together after analyzing the results, we will determine what volunteer services we will be doing at Motivate Our Minds.
3. Checking for Understanding
 - a. While the students are in groups working on their tally marks, I will be walking around the room and observing their strategies and work.
 - b. When analyzing the results, I will ask the students how they came up with that analysis.
4. Lesson Summary
 - a. The students will work in groups to tally up the results from the survey. Then, we will come back together as a class and add up all of our numbers. Based on the data, we will analyze the results and determine our volunteer services will be at Motivate Our Minds.

Practice/Application

1. The students will work in groups to calculate the results of the survey by using tally marks.
2. The students will analysis the results as a class to determine our volunteer service at Motivate Our Minds.

Evaluation of Student Learning

1. I will observe the students as they work in groups to calculate the results of the survey by using tally marks.
2. I will be guiding the students to help them analysis the results to determine our volunteer service at Motivate Our Minds.

Closure

1. “Great job today! Today, we found the results of the survey by using tally marks and analyzed the results to determine what our volunteer services will be at Motivate Our Minds. Can anyone tell me why we use tally marks to calculate our results? Great job!”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also guide them in the right direction when making their tally marks. Students will also be placed in groups that will help them through the process of finding the results instead of just telling them the results.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, the students will be placed in groups that will be asked find the results for either the ranking question or the short answer question.

Survey to Determine Volunteer Service

1. Based on a 1 - 4 scale (1 = strongly dislike, 2 = dislike, 3 = like, and 4 = strongly like), how much do you like cleaning?

1

2

3

4

2. Do you like to vacuum?

Yes No

3. What **THREE** chores do you like (Check 3)?

- Vacuum
- Wipe computer tables
- Clean windows
- Pick up litter/yard debris
- Take out trash

4. What is the **BEST** way to clean up at Motivate Our Minds?

- a. Vacuum
- b. Wipe computer tables
- c. Clean windows
- d. Pick up litter/yard debris
- e. Take out trash

Survey to Determine Volunteer Service

1. Based on a 1 - 4 scale
(1 = strongly dislike, 2 = dislike,
3 = like, and 4 = strongly like),
how much do you like cleaning?

1

2

3

4

2. Do you like to vacuum?

Yes No

3. What **THREE** chores do you
like (Check 3)?

- Vacuum
- Wipe computer tables
- Clean windows
- Pick up litter/yard debris
- Take out trash

4. What is the **BEST** way to clean
up at Motivate Our Minds?

- a. Vacuum
- b. Wipe computer tables
- c. Clean windows
- d. Pick up litter/yard debris
- e. Take out trash

Name: _____

Your Group's Frequency Tables for Survey Analysis

Question 1 – Based on a 1-4 scale, how much do you like cleaning?

	Tally Marks	Frequency
1 = Strongly Dislike		
2 = Dislike		
3 = Like		
4 = Strongly Like		

Question 2 – Do you like to vacuum?

	Tally Marks	Frequency
Yes		
No		

Question 3 – What THREE chores do you like?

	Tally Marks	Frequency
Vacuum		
Wipe Computer Tables		
Clean Windows		
Pick up Litter/Yard Debris		
Take out Trash		

Question 4 – What is the BEST way to clean up at Motivate Our Minds?

	Tally Marks	Frequency
Vacuum		
Wipe Computer Tables		
Clean Windows		
Pick up Litter/Yard Debris		
Take out Trash		

Our Class's Frequency Tables for Survey Analysis

Question 1 – Based on a 1-4 scale, how much do you like cleaning?

Conclude

	Frequency
1 = Strongly Dislike	
2 = Dislike	
3 = Like	
4 = Strongly Like	

Question 2 – Do you like to vacuum?

Conclude

	Frequency
Yes	
No	

Question 3 – What THREE chores do you like?

Conclude

	Frequency
Vacuum	
Wipe Computer Tables	
Clean Windows	
Pick up Litter/Yard Debris	
Take out Trash	

Question 4 – What is the BEST way to clean up at Motivate Our Minds?

Conclude

	Frequency
Vacuum	
Wipe Computer Tables	
Clean Windows	
Pick up Litter/Yard Debris	
Take out Trash	

Four Group's Frequency Tables for Survey Analysis

Question 1 – Based on a 1-4 scale, how much do you like cleaning?

	Tally Marks	Frequency
1 = Strongly Dislike		2
2 = Dislike		3
3 = Like		4
4 = Strongly Like		5

Question 2 – Do you like to vacuum?

	Tally Marks	Frequency
Yes		11
No		4

Question 3 – What THREE chores do you like?

	Tally Marks	Frequency
Vacuum		11
Wipe Computer Tables		7
Clean Windows		10
Pick up Litter/Yard Debris		3
Take out Trash		9

Question 4 – What is the BEST way to clean up at Motivate Our Minds?

	Tally Marks	Frequency
Vacuum		3
Wipe Computer Tables		3
Clean Windows		1
Pick up Litter/Yard Debris		6
Take out Trash		1

Our Class's Frequency Tables for Survey Analysis

Question 1 – Based on a 1-4 scale, how much do you like cleaning?

Conclude

65 people like or strongly like cleaning

	Frequency
1 = Strongly Dislike	25
2 = Dislike	25
3 = Like	40
4 = Strongly Like	25

Question 2 – Do you like to vacuum?

Conclude

most people like to vacuum

	Frequency
Yes	12
No	28

Question 3 – What THREE chores do you like?

Conclude

the top 3 are vacuum wash tables, and clean windows

	Frequency
Vacuum	78
Wipe Computer Tables	50
Clean Windows	47
Pick up Litter/Yard Debris	40
Take out Trash	56

Question 4 – What is the BEST way to clean up at Motivate Our Minds?

Conclude

the top way is pick up litter

	Frequency
Vacuum	30
Wipe Computer Tables	10
Clean Windows	24
Pick up Litter/Yard Debris	35
Take out Trash	19

Day 6: March 13th

Standard and Indicator

Foundations of Government: 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.

Materials

1. Teacher
 - a. SMART board
 - b. Computer
 - c. Three Branches Guided Notes (x24)
 - d. Legislative, Executive, Judicial Game Reference Sheet (x24)
2. Student
 - a. Social Studies Book
 - b. Pencil
 - c. Vocabulary Sheet
3. Resources

Checks and Balances. (n.d.). Retrieved February 25, 2017, from http://www.lsusd.net/cms/lib6/CA01001390/Centricity/Domain/230/Learning_Center_9.pdf

Potato, L. (2013, October 09). How the US Government is like Rock, Paper, Scissors. Retrieved February 25, 2017, from <https://prezi.com/7ctub1tphzhg/how-the-us-government-is-like-rock-paper-scissors/>

Three Branches Rap (2011, September 9). Three Branches Rap - Smart Songs. Retrieved February 25, 2017 from <https://www.youtube.com/watch?v=ZCB8EOY5d48>

United States History. (2014). Columbus, OH: McGraw-Hill Education.

Objective

1. The students will write in their guided notes to organize information about the three branches of government.
2. The students will demonstrate their knowledge of the three branches of government by playing the Legislative, Executive, Judicial Game (rock, paper, scissors).

Motivation

1. I will show the Three Branches Rap video.
 - a. <https://www.youtube.com/watch?v=ZCB8EOY5d48>

Goal for Learner

1. “Today, we are going to read about the three branches of government while filling out guided notes and play the legislative, executive, judicial game.

Content and Procedures

1. Teacher Content
 - a. The Legislative Branch makes out nation’s laws.

- b. The Executive Branch carries out the laws.
 - c. The Judicial Branch evaluates the laws.
 - d. Executive Branch can veto a bill but the Legislative Branch can override a veto.
 - e. Legislative Branch can make a bill a law but the Executive branch can veto a bill.
 - f. Judicial Branch can decide whether or not a law makes sense. If a law doesn't make sense to be a law, it is rejected.
2. Procedures
- a. The paper passers will pass out the guided notes while the class turns to page 208 in their Social Studies book.
 - b. I will randomly call on students or a group of students to read a paragraph.
 - c. Throughout the reading, I will stop the class to look at their guided notes to fill in information that we just read.
 - d. I will randomly ask the students to state what they are writing in their guided notes.
 - e. After we read pages. 208 – 211, I will tell the students to get out their Vocabulary Sheet
 - f. I will write the following on the SMART board:
 - i. Legislative Branch - makes the laws
 - ii. Executive Branch - carries out the laws
 - iii. Judicial Branch - evaluates the laws
 - iv. Checks and Balances – system to keep the government from getting too powerful in one branch
 - g. I will tell the students to write down the vocabulary words and their definitions and put their Vocabulary Sheet away in their homework folder.
 - h. I will tell the students to keep out their guided notes, but put their Social Studies book away. While this is happening, the paper passers will pass out the Legislative, Executive, Judicial Game Reference Sheet.
 - i. I will explain to the students that they will be play the Legislative, Executive, Judicial Game, which is very similar to Rock, Paper, Scissors.
 - i. Rock = Judicial Branch
 - ii. Paper = Executive Branch
 - iii. Scissors = Legislative Branch
 - j. I will explain the rules of the game and why the different branches keep the others in check.
 - k. The students will play the Legislative, Executive, Judicial Game for about seven minutes.
 - l. While the students are playing the Legislative, Executive, Judicial Game, I will collect their guided notes.
3. Checking for Understanding
- a. I will examine the students' guided notes.
 - b. I will observe the students while they play the Legislative, Executive, Judicial Game to see if the right branches are keeping the right branches in checks and balances.
4. Lesson Summary

- a. The students will read Social Studies pages 208-211 while writing in their guided notes. Then, the students will play the Legislative, Executive, Judicial Game, which is similar to Rock, Paper, Scissors.

Practice/Application

1. The students will take turns reading paragraphs about the three branches of government in their Social Studies book.
2. The students will write in their guided notes to organize information about the three branches of government.
3. The students will play the Legislative, Executive, Judicial Game to demonstrate their knowledge of the how the three branches check and balance each other.

Evaluation of Student Learning

1. I will be listening to the students as they read their paragraphs about the three branches of government in their Social Studies book.
2. I will examine the students' guided notes that organized information about the three branches of government.
3. I will observe students as they play the Legislative, Executive, Judicial Game to demonstrate their knowledge of the how the three branches check and balance each other.

Closure

1. "Great job today everyone! Today, we read about the three branches of government, wrote in our guided notes, and played the Legislative, Executive, Judicial Game to demonstrate our knowledge of the how the three branches check and balance each other. Can someone what is the Legislative Branch? Great job! What is the Executive Branch? Great job! What is the Judicial Branch? Great job!"

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will also provide them with a Legislative, Executive, Judicial Game Reference Sheet that provides pictures and states the branches represent rock, paper, and scissors.
2. Students who are Gifted and Talented
 - a. To modify for students who are gifted and talented, I will provide them with a Legislative, Executive, Judicial Game Reference Sheet that only states what each branch does.



Name: _____

The Three Branches of Government

Introduction

The representatives decided to separate the power of government into _____ branches.

The first _____ articles, or major parts, of the Constitution describe the branches of our government and their powers.

The Legislative Branch

The Legislative Branch can be found in Article _____ of the Constitution.

The Legislative Branch is the _____.

The Legislative Branch is known for _____ _____ _____ _____.

Congress has _____ houses. In the House of Representatives, the number of members sent by each state is based on a _____ population. In the other house, called the Senate, each state has _____ senators.

Members of the House of Representatives serve for _____ years.

Senators serve for _____ years.

To become law, first a bill has to be approved by both _____ of Congress.

Congress has powers that include the power to collect taxes, _____ trade with other countries, manage a national currency, and _____ war.

The Executive Branch

The Executive Branch can be found in Article _____ of the Constitution.

The Executive Branch is the _____.

The Executive Branch is known for _____ _____ _____ _____.

In the Electoral College, each state gets _____ electoral vote for each of its members of Congress.

A bill that has been approved by both houses of Congress goes on to the _____. The President can sign the bill or reject it. If a bill is rejected, Congress can still pass the law if _____ of the members of both houses approve the bill.

The President serves for _____ years.

The President is the _____-in-chief of our nation's military and is responsible for signing _____ and appointing government officials.

The Judicial Branch

The Judicial Branch can be found in Article _____ of the Constitution.

The Judicial Branch is the _____.

The Judicial Branch is known for _____ and _____.

The courts are the foundation of our _____ system.

There are _____ justices, or judges, on the United States Supreme Court.

The Supreme Court judges serve for _____.

The Supreme Court is the _____ court in the United States. They only hear about _____ percent of cases that are submitted for its review each year.

The Supreme Court can declare a law _____, which means that the law goes against the Constitution. If a law is declared unconstitutional, it is no longer _____.

Checks and Balances

By separating the powers of government, the Constitution places _____ on each branch's power.

Checks and balances makes sure that _____ branch of government becomes too powerful.

The Three Branches of Government

Introduction

The representatives decided to separate the power of government into 3 branches.

The first 3 articles, or major parts, of the Constitution describe the branches of our government and their powers.

The Legislative Branch

The Legislative Branch can be found in Article 1 of the Constitution.

The Legislative Branch is the Congress.

The Legislative Branch is known for Making our Nation's laws.

Congress has 2 houses. In the House of Representatives, the number of members sent by each state is based on a state's population. In the other house, called the Senate, each state has 2 senators.

Members of the House of Representatives serve for 2 years.

Senators serve for 6 years.

To become law, first a bill has to be approved by both houses of Congress.

Congress has powers that include the power to collect taxes, control trade with other countries, manage a national currency, and declare war.

The Executive Branch

The Executive Branch can be found in Article 11 of the Constitution.

The Executive Branch is the president.

The Executive Branch is known for carrying out the laws.

In the Electoral College, each state gets 1 electoral vote for each of its members of Congress.

A bill that has been approved by both houses of Congress goes on to the President. The President can sign the bill or reject it. If a bill is rejected, Congress can still pass the law if 2/3 of the members of both houses approve the bill.

The President serves for 4 years.

The President is the Commander-in-chief of our nation's military and is responsible for signing treaties and appointing government officials.

The Judicial Branch

The Judicial Branch can be found in Article III of the Constitution.

The Judicial Branch is the Supreme Court.

The Judicial Branch is known for interpreting the laws and settling conflicts.

The courts are the foundation of our legal system.

There are 9 justices, or judges, on the United States Supreme Court.

The Supreme Court judges serve for ever.

The Supreme Court is the highest court in the United States. They only hear about 2 percent of cases that are submitted for its review each year.

The Supreme Court can declare a law unconstitutional, which means that the law goes against the Constitution. If a law is declared unconstitutional, it is no longer enforced.

Checks and Balances

By separating the powers of government, the Constitution places limits on each branch's power.

Checks and balances makes sure that no one branch of government becomes too powerful.

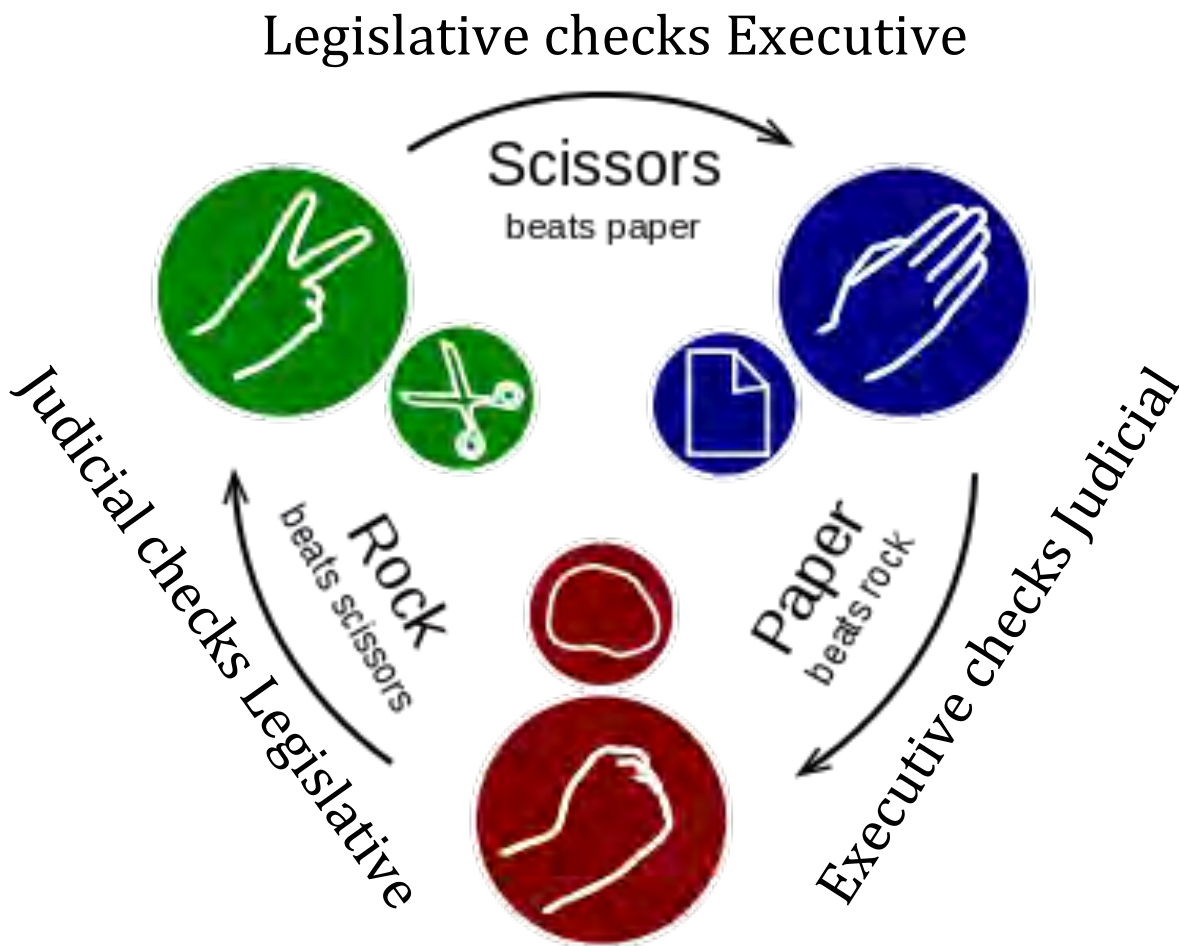
Judicial (Rock), Executive (Paper), Legislative (Scissors) Game

Directions: You will be playing the Judicial, Executive, Legislative Game. This game is identical to Rock, Paper, Scissors except the words are different. Refer to the following bullet points to which branch is represented by rock, paper, or scissors.

- Rock = Judicial
- Paper = Executive
- Scissors = Legislative

The following bullet points refer to which branches check (or beat) the other branches.

1. Judicial checks Legislative
2. Executive checks Judicial
3. Legislative checks Executive



PLEASE NOTE: All branches check each other, but for this game we are only referring to the most important checks each branch has on another.

Day 7: March 14th

Standard and Indicator

Foundations of Government: 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.

Materials

1. Teacher
 - a. Rules for each branch of government (x24)
 - b. Three branches labels (x2)
2. Student
 - a. Pencil
 - b. Paper
3. Resources

Checks and Balances. (n.d.). Retrieved February 25, 2017, from http://www.lsusd.net/cms/lib6/CA01001390/Centricity/Domain/230/Learning_Center_9.pdf

United States History. (2014). Columbus, OH: McGraw-Hill Education.

Objective

1. The students will create their own laws and consequences for their volunteer service experience at Motivate Our Minds.

Motivation

1. I will ask the students why do we have laws.
2. I will randomly call on students to answer my question.

Goal for Learner

1. "Today, we are going to create our own laws for our volunteering experience at Motivate Our Minds through the three branches of government."

Content and Procedures

1. Teacher Content
 - a. The Legislative Branch makes out nation's laws.
 - b. The Executive Branch carries out the laws.
 - c. The Judicial Branch evaluates the laws.
 - d. Executive Branch can veto a bill but the Legislative Branch can override a veto.
 - e. Legislative Branch can make a bill a law but the Executive branch can veto a bill.
 - f. Judicial Branch can decide whether or not a law makes sense. If a law doesn't make sense to be a law, it is rejected.
2. Procedures
 - a. Prior to the school day, the desks will be arranged in groups of four. Each group represents one of the three branches of government. There will two different groups for each branch of government.

- b. I tell the students that we will do a quick review of what the three branches of government.
- c. I will ask the following questions:
 - i. What is the Legislative Branch?
 - ii. What is the Executive Branch?
 - iii. What is the Judicial Branch?
- d. I will explain to the students that today we will be creating laws or rules for our volunteer experience on Thursday.
- e. I will explain that their group of four will be one of the three branches of government.
- f. I will explain how each group has their own set of laws to follow just like the three branches of government. Your group can only do what the laws say.
- g. By following the laws and passing them along to the appropriate group, the three branches of government will successfully create laws for our volunteer experience.
- h. I will begin by placing the branches of government on the middle desks along with their rules.
- i. I will have each group read their laws.
- j. Then, I will model how one law would go through the three branches of government. I will ask the students if the law and consequence is a good or bad.
 - i. The Legislative Branch made the law that schools start at 9 a.m. and if students do not show up by then, they will receive a detention. The Legislative Branch sends the law over to the Executive Branch.
 - ii. The Executive Branch decides whether the rule and consequence is good or bad. If it is good, then they send it over to the Judicial Branch. If the law is bad, then they send it back to the Legislative Branch with feedback.
 - iii. The Judicial Branch decides whether the rule and consequence is good or bad. If it is good, then they raise their hands and give it to me. If it is bad, they send it to the Legislative Branch.
 - iv. If the Legislative Branch receives a bad rule or consequence from the Executive Branch, they must look over the feedback. They may decide whether to change the rule or consequence by taking a vote and see if 3/4 agrees that it should not be changed. If they voted to change the rule/consequence, they will change it and send it back the Executive Branch. If they voted to pass them anyways, they will send it to the Judicial Branch.
 - v. If the Legislative Branch receives a bad rule or consequence from the Judicial Branch, they must look over the feedback. They must change the rule or consequence. After they fix the rule or consequence, they will send it to the Executive Branch for the process to restart.
- k. After modeling the law, the students will begin working on making, carrying out, and evaluating the laws based on the rules they are given.
- l. Once the process is complete, the students will switch roles.
- m. I will move the rules and the labeled piece of paper with the branches' names to the next group.
- n. Each group will have a chance to be a part of each of the three branches.

- o. After all of the groups participate in the different branches; I will explain to the students that these will be the laws or the rules and consequences for our volunteer experience at Motivate Our Minds.
 - p. I will explain to the students that I will be typing the laws and the consequences, printing them, and having the students sign them.
 - q. I will explain to the students that if they break the law, then they suffer the stated consequence(s).
3. Checking for Understanding
 - a. Throughout the activity, I will be observing the students to make sure they are following their branch's rules.
 - b. Throughout the activity, I will be observing the students to make sure they are following the right process.
 4. Lesson Summary
 - a. The students will be creating, carrying out, and evaluating laws through the three branches of government simulation. Each group will participate in each of the three branches. Once the laws have been accepted by each group, I will type up a contract for the students to sign that states these are the rules and if someone breaks them, he or she will have the stated consequence.

Practice/Application

1. The students will work in groups to make, carry out, and evaluate the laws.
2. The students will follow the right process when making, carrying out, and evaluating the laws.
3. The students will work in groups to create the laws and consequences for their volunteer service.

Evaluation of Student Learning

1. Throughout the activity, I will be observing the students to make sure they are following their branch's rules to make, carry out, or evaluate the laws.
2. Throughout the activity, I will be observing the students to make sure they are following the right process when making, carrying out, and evaluating the laws.
3. At the end of the activity, the Judicial Branches will state the laws and consequences for their volunteer service.
4. I will collect each rule and consequence to review.

Closure

1. "Great job today everyone! Today, we followed the process of how the three branches work together and created our own laws and consequences for our volunteer service at Motivate Our Minds on Thursday. Who can tell me about what their rules were in their branch?"

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. Students will also be placed in groups that will help them through the process of either making, carrying out, or

evaluating the laws and consequences instead of just telling them the what they are doing.

2. Students who are Gifted and Talented

- b. To modify for students who are gifted and talented, I will ask the students to create a rule that no one else would think about whether it is a transition rule, on the bus, or at Motivate Our Minds.



The Legislative Branch – Makes the Rules (Laws)

Powers

1. Make a rule and a consequence as a group while at Motivate Our Minds or for the bus ride
2. Make one copy
3. Send it to the Executive Branch

For Bad Rules/Consequence from the EXECUTIVE:

1. If a rule/consequence gets returned because the Executive Branch thinks it is a bad rule/consequence, then look at the feedback.
2. Based on the feedback, decide whether to change the rule/consequence by taking a vote and see if 3/4 agrees that it should not be changed.
 - a. If you voted to change the rule/consequence, change them and send it back the Executive Branch.
 - b. If you voted to pass them anyways, send it to the Judicial Branch.

For Bad Rules/Consequence from the JUDICIAL:

1. If a rule/consequence gets returned because the Judicial Branch thinks it is a bad rule/consequence, then look at the feedback.
2. Based on the feedback, your group **MUST CHANGE** the rule/consequence.
3. After fixing the rule/consequence, send it back to the Executive Branch for the process to restart.

Executive Branch – Carries out the Rules (Laws)

Powers

1. Read over the rule and consequence from the Legislative Branch
2. Decide if this is a good or bad RULE AND CONSEQUENCE as a group
 - a. If good, send the them over to the Judicial Branch
 - b. If bad, send the them back to the Legislative Branch and write on the paper why it is bad

The Judicial Branch – Evaluates the Rules (Laws)

Powers

1. Read over the rule and consequence from the Legislative OR Executive Branch
2. Decide if this is a good or bad RULE AND CONSEQUENCE as a group
 - If good, raise your hand and give it to Miss Wood
 - If bad, send them back to the Legislative Branch and write on the paper why it is a bad

Day 8: March 15th

Standard and Indicator

Foundations of Government: 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.

Materials

1. Teacher
 - a. SMART board
 - b. PowerPoint stating the 10 amendments
 - c. Bill of Rights Cards (x3)
 - d. Bill of Rights Cards – More Challenging (x3)
 - e. Construction paper (x24)
 - f. Bill of Rights Cartoons Explanation Reference Sheet (x24)
 - g. Bill of Rights Matching (x24)
2. Student
 - a. Paper
 - b. Pencil
 - c. Vocabulary Sheet
3. Resources

Bill of Rights Song (2016, July 14). Bill of Rights Song (Parody of Jay-Z – Run This Town. Retrieved February 26, 2017 from <https://www.youtube.com/watch?v=KtH5KjiHeps>

Home. (n.d.). Retrieved March 14, 2017, from <http://safarmedapps.com/bill-of-rights-matching-worksheet/>

Learning, L. (2016, October 26). Bill of Rights SORT. Retrieved March 02, 2017, from <https://www.teacherspayteachers.com/Product/Bill-of-Rights-SORT-2848706>

National Constitution Center. (2017). Retrieved February 26, 2017, from <http://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-3-the-bill-of-rights>

Quiz and History for Bill of Rights Day December 15. (2013, December 13). Retrieved March 14, 2017, from <https://govbooktalk.gpo.gov/2013/12/13/quiz-and-history-for-bill-of-rights-day-december-15/>

The Bill of Rights. (n.d.). Retrieved February 26, 2017, from <https://www.archives.gov/founding-docs/bill-of-rights>

Objective

1. The students will create a foldable to demonstrate their knowledge of the ten amendments in the Bill of Rights.
2. The students will identify the amendment that protects the citizen's rights in a concentration game.

Motivation

1. I will show the Bill of Rights Song video.

<https://www.youtube.com/watch?v=KtH5KjiHeps>

Goal for Learner

1. “Today, we are going to create a foldable that states the ten amendments to the Bill of Rights and play the concentration game to match up the amendment that protects the citizens’ rights.”

Content and Procedures

1. Teacher Content

- a. The Constitution did not have any rights of the citizens and many delegates refused to sign the Constitution until a bill of rights was written to protect the freedom and rights of the individual.
- b. James Madison proposed twelve amendments, but only the States approved ten. They became our Bill of Rights.
 - i. Amendment 1: Freedom of Religion, Speech and the Press, The Right to Assemble and Petition
 - ii. Amendment 2: The Right to Bear Arms
 - iii. Amendment 3: Housing of Soldiers
 - iv. Amendment 4: Searches, Seizure and Warrants
 - v. Amendment 5: Rights in Criminal Trials and the Rights of Property
 - vi. Amendment 6: Rights to a Fair Trial
 - vii. Amendment 7: Rights in a Civil Trial
 - viii. Amendment 8: Bail, Fines and Punishment
 - ix. Amendment 9: Rights Kept by the People
 - x. Amendment 10: Powers Kept by the States and the People

2. Procedures

- a. I will tell the students to get out their Vocabulary Sheet
- b. I will write the following on the SMART board:
 - i. Bill of Rights - first ten amendments of the Constitution that guarantee rights
- c. I will explain to the students that after the Constitution was created, some of the delegates would not sign the Constitution until a bill of rights was written. The bill would protect the freedom and rights of the individual.
- d. James Madison was the one to come up with the ten amendments.
- e. I will have the paper passers pass out construction paper and the Bill of Rights Cartoons Explanation Reference Sheet.
- f. I will model how to create a foldable with ten spaces and flaps.
 - i. First, fold the paper in half.
 - ii. Fold the paper in half again.
 - iii. Open the paper up.
 - iv. Fold the outer two folds into the middle.
 - v. Draw four lines that way there are five equal spaces on each fold.
 - vi. Cut on those four lines.
 - vii. Do not cut the fold down the middle.
 - viii. Open up the paper.

- g. I will tell the students that on each fold the students will write down the amendment and the number and on the inside the students will define what the amendment is in their own words.
 - h. I will present the ten amendments of the Bill of Rights as a PowerPoint.
 - i. After explaining each amendment, I will randomly call on students to explain what the amendment protects in their own words.
 - j. After creating the foldable, I will ask the students if they know how to play concentration.
 - k. I will quickly describe the rules to concentration.
 - l. I will explain to the students that they will be playing concentration with the ten amendments and ten situations. The students will have to match up the amendment that best protects the citizen in the situation.
 - m. I will provide the following example:
 - i. The army based in your town is over-crowded. The town council passed a law that you must house a soldier.
 - ii. This situation matches with amendment three because citizens do not have to house soldiers anymore.
 - n. I will group the students based on their seating arrangements.
 - o. I will pass out the concentration materials.
 - p. I will tell the students to have fun.
 - q. After ten minutes, I will collect the concentration materials.
 - r. I will have the paper passers pass out the Bill of Rights Matching Worksheet.
 - s. I will explain that the students will be matching the amendment to what the amendment says.
 - t. I will tell the students that they have three minutes to work on the Bill of Rights Matching Worksheet.
3. Checking for Understanding
- a. I will ask the students what each amendment means in their own words.
 - b. While the students are playing concentration, I will ask students why they matched a situation with a specific amendment.
4. Lesson Summary
- a. The students will be creating a foldable that states the ten amendments to the Bill of Rights. The students will also be playing the concentration game to identify which amendment protects the citizen's rights. The students will work on the Bill of Rights Matching.

Practice/Application

1. The students will create a foldable that states the ten amendments to the Bill of Rights.
2. The students will play the concentration game to identify which amendment protects the citizen's rights.
3. The students will independently work on the Bill of Rights Matching Worksheet.

Evaluation of Student Learning

1. While the students are creating their foldable, I will be walking around the room and observing them as they work.

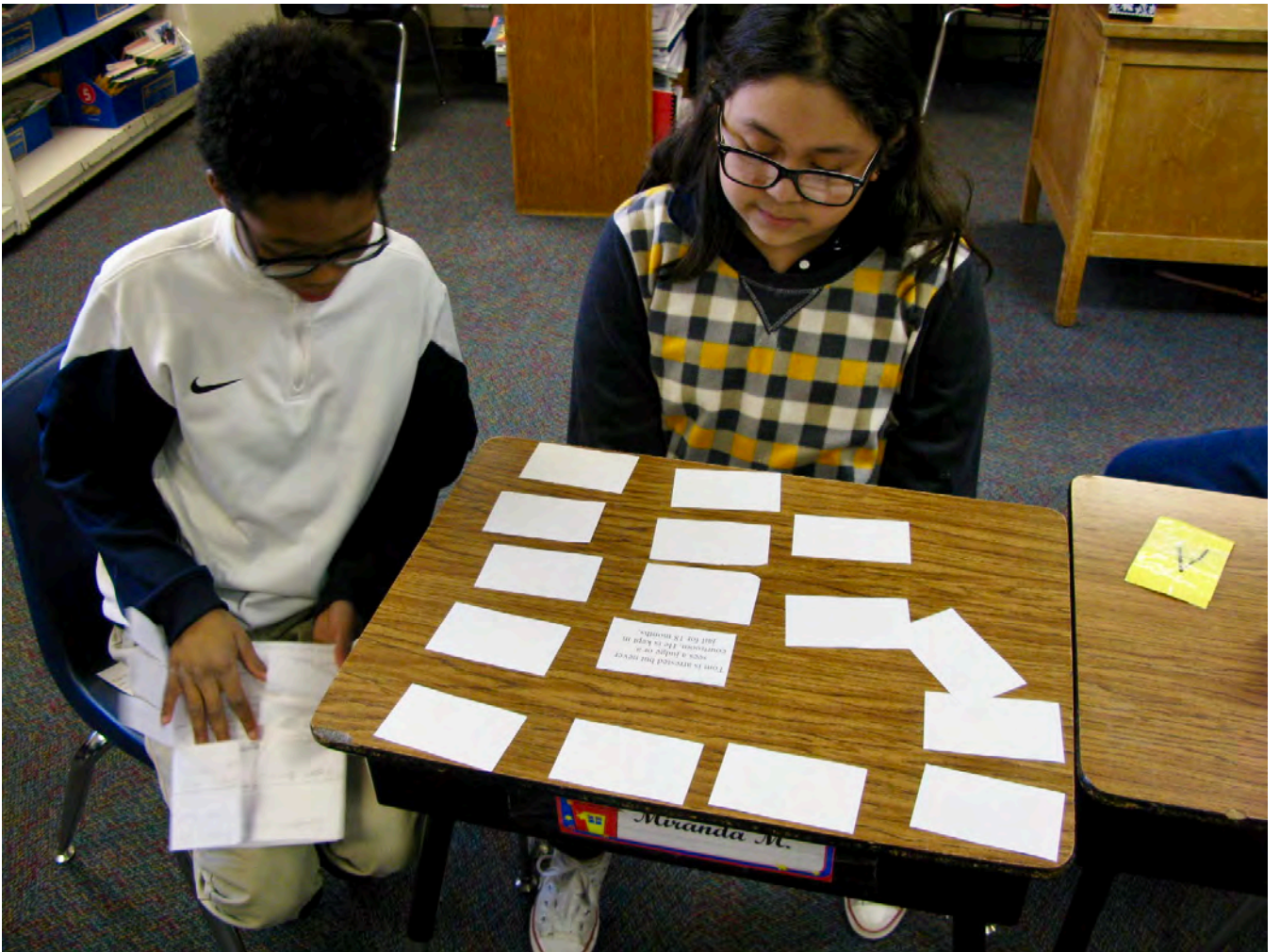
2. As the students are playing the concentration game, I will be observing the students and asking questions such as why did they pair up this situation and that amendment.
3. I will examine the Bill of Rights Matching Worksheet after the students turn it in.

Closure

1. “Great job today everyone! Today, we created a foldable that states the ten amendments to the Bill of Rights and played a game that identified the amendment that protects the citizen’s rights. Can someone tell me what is the purpose of the Bill of Rights? Great job! If you did not finish the Bill of Rights Matching Worksheet, it is homework.”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. I will provide them with the definitions for each of the ten amendments.
2. Students who are Gifted and Talented
 - b. To modify for students who are gifted and talented, I will give them more challenging situations to match up with the appropriate amendment.



1. Freedom
Of...

2. Bear
Arms

3. Housing of
Soldiers

4. Searches, Seizures
and Warrants

5. Rights in Criminal Trials
and Rights of Property

6. Fair
Trials

7. Civil
Trial

8. Bail, Fines and
Punishment

9. Right kept by the
People

10. Powers kept by the
States and the
People

- Own Religion
- Speak own Ideas
- Hold meetings
- Press

- Receives a speedy trial
- Receives a trial by a jury and a lawyer

- Own guns (legally)

- Receives a jury in most civil cases

- Legal background checks

- Can not be forced to house soldiers

- Can't have unfair bail/fines
- Can't be tortured as punishment

- Protects from unfair searches and seizures (arrest)

- Protects rights not listed in the Constitution

- Must have trial
- Double Jeopardy
- Property can't be taken away

- Any power given to the federal government is given to the people/states

Amendment 1

Amendment 2

Amendment 3

Amendment 4

Amendment 6

Amendment 5

Amendment 7

Amendment 8

Amendment 9

Amendment 10

A group of workers gather together to protest unfair working conditions.

Joshua applies for a gun permit in order to legally own a gun in Indiana.

A U.S. soldier knocks on a farmer's door and demands to stay at his house. The farmer denies his request

A police officer knocks on Sam's door and proceeds to search his house after showing Sam a warrant.

John was put on trial and given a lawyer by the government. The jury found him guilty.

Any person accused of a crime should not have to wait long for a trial.

<p>Landon sues his place of work for not guaranteeing safe working conditions.</p>	<p>A person accused of stealing candy has his bail set for \$3 million dollars.</p>
<p>Ben walks his dog in the park, but this right is not listed in the Constitution.</p>	<p>Representatives of each state make decisions that impact schools.</p>

Bill of Rights Cards

Amendment 1

Amendment 2

Amendment 3

Amendment 4

Amendment 6

Amendment 5

Amendment 7

Amendment 8

Amendment 9

Amendment 10

The government says that no one in America is allowed to wear the color blue anymore.

The government says that the states cannot decide to build roads in their state.

The army base in your town is over-crowded. The town council passed a law that anyone with an extra bedroom must house a soldier from the base.

The city is closing the local basketball courts to make way for a parking lot. Dan and his friends want to march to city hall to present a petition to the mayor to keep the courts.

Sally thinks Betty has stolen her gold bracelet. She wants the police to go to Betty's house and look around to see if her bracelet is there.

Bob has been accused of stealing a computer from his school. He has been in jail for three years waiting for his trial to begin.

To cut down on the violence in the city, the law council has passed a law that no one in the city may own a gun.

Fred was found guilty of stealing a DVD from the mall. The judge sentences him to 10 to 15 years in prison.

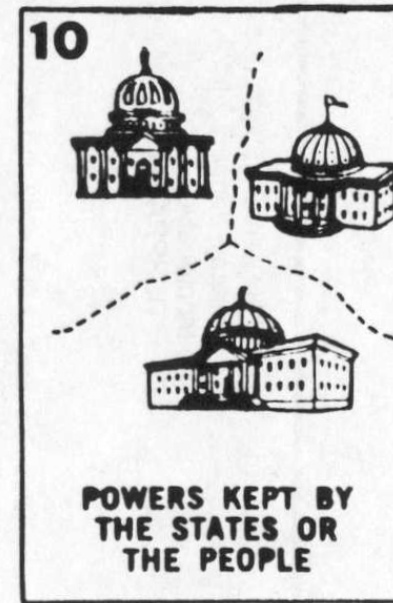
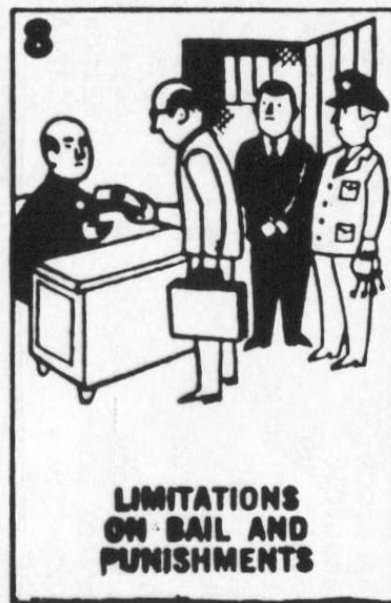
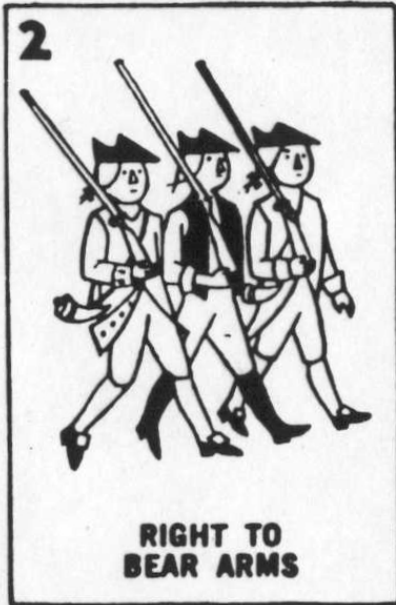
Linda was found not guilty of armed robbery. The opponent's lawyer is not happy with this outcome. He wants to try Linda again hoping she will be found guilty.

Tom is arrested but never sees a judge or a courtroom. He is kept in jail for 18 months.

Gifted and Talented Bill of Rights Cards

THE BILL OF RIGHTS

The First Ten Amendments to the U.S. Constitution



Bill of Rights

Directions: After listening to the song "Bill of Rights," match the description on the left to the correct amendment on the right.

Guarantees your right to own a gun	1 st Amendment
You can think or say whatever's on your mind	2 nd Amendment
You can't be tried for the same crime twice	3 rd Amendment
An army is a necessary thing we are told, but where soldiers stay should never be in our homes; an intolerable act was how it was first described	4 th Amendment
Calls for reasonable fines and humane punishment	5 th Amendment
No one has to put up with illegal search or seizure	6 th Amendment
The basic rights of people are things that exist, even if the constitution makes no mention of it	7 th Amendment
You have the right to a speedy trial and one that's fair	8 th Amendment
Gives the states rights	9 th Amendment
You have a right to a trial by jury	10 th Amendment

Day 9: March 16th

Standard and Indicator

Roles of Citizen: 5.2.8 - Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Materials

1. Teacher
 - a. MITS bus
 - b. Latex free gloves (x48)
 - c. Our Laws for Motivate Our Minds
2. Student
 - a. Coats
3. Resources

Barker, C. (2017, February 22). *March 16th*. Lecture presented in Motivate Our Minds, Muncie.

Ride with MITS. (2017). Retrieved February 26, 2017, from <http://www.mitsbus.org/>

Objective

1. The students will participate in their volunteer service at Motivate Our Minds.

Motivation

1. I will ask the students who remembers what volunteer services we will be doing at Motivate Our Minds based on our survey analysis.
2. I will randomly call a student.
3. I will express how excited I am to be going to Motivate Our Minds.

Goal for Learner

1. "Today, we are going to Motivate Our Minds to do our volunteer service for the community. We will be vacuuming, cleaning windows, and cleaning computer tables, which was based on our analysis of the survey."

Content and Procedures

1. Teacher Content
 - a. I will contact MITS bus to ensure that someone will be picking us up at 9:30 a.m. and dropping us back off at Longfellow at 10:30 a.m.
 - b. I will contact Carol Baker to ensure that we can volunteer at Motivate Our Minds at 9:30 a.m.
2. Procedures
 - a. I will get the students from Specials at 9:10.
 - b. We will wait outside for the MITS bus.
 - c. On the bus, I will go over the laws and consequences that the class came up with on Tuesday.
 - d. I will explain to the class that other misbehaviors will not be tolerated and they will be in the office.

- e. I will explain to the parent/guardian volunteers, that they are more than welcomed to participate in our volunteer services.
 - f. Once we arrive at Motivate Our Minds, the students will get off of the bus and wait outside.
 - g. I will go inside to talk to the receptionist to go over the details quickly.
 - h. Based on the survey results, I will explain the rules that Motivate Our Mind has in place on how to do certain volunteer services. For example, if you are picking weeds, do not pick anything that is green.
 - i. I will explain the procedures for each volunteer service.
 - j. I will hand out any tools that are needed.
 - k. Then, the students will begin working on their volunteer service.
 - l. After about twenty to thirty minutes, the student will place their tools back where they belonged.
 - m. After the tools are put away, the students will say thank you to the receptionist for letting us come in and do our volunteer service.
 - n. Everyone will get on the MITS bus at 10:50 and go back to Longfellow.
 - o. Once back at Longfellow, the students will tell the parent/guardian volunteers thank you and head back to class.
 - p. In class, I will randomly call on students to share some of their experiences.
3. Checking for Understanding
 - a. After telling the students the laws and consequences, I will ask the students if they understand after each law and consequence.
 - b. After telling the students that there will be consequences for other misbehaviors, I will ask the students if they understand.
 4. Lesson Summary
 - a. The students and other volunteers will go to Motivate Our Minds to do our volunteer services based on our service results. Once we are back in the classroom, students will share their experiences.

Practice/Application

1. The students will do their volunteer services for the community at Motivate Our Minds.
2. The students will reflect on their experiences.

Evaluation of Student Learning

1. Mr. York, other volunteers, and myself will be observing students, as they will do their volunteer services for the community at Motivate Our Minds.
2. I will be listening to the students as they share their experiences.

Closure

1. “Great job today everyone! You all worked really hard at Motivate Our Minds and I greatly appreciate that and so do they! Today, we completed our volunteer service for the community. Would someone tell me what else we completed based on the unit? Great job! Tonight, I would like you to begin thinking about all of the activities we did, your volunteering experience, and what it means to do your civic duty.”

Accommodations

1. Students with Special Needs:
 - a. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions. Students will also be placed in groups that will help them with their volunteer services.
2. Students who are Gifted and Talented
 - b. To modify for students who are gifted and talented, I will give them some of the more challenging volunteer services.



Our Laws for Motivate Our Minds

I agree that the following laws will be in place the moment I step out of the Longfellow. I will follow the stated laws and if I do not, then I will receive the following consequences:

1. I will behave at MOMs.
 - a. If I act up, I will receive one warning.
 - b. If I act up again, I will receive a detention and a referral.
2. I will be good at MOMs.
 - a. If I am not good while at MOMs, I will not eat lunch in the classroom on Friday.
3. I will speak respectfully to everyone, including my peers, teachers, and other adults.
 - a. If I do not speak respectfully to everyone, I will lose half of my recess.
 - b. If I do not speak respectfully to everyone again, I will receive a detention.
4. I will walk while at MOMs.
 - a. If I run at MOMs, I will lose half of my recess.
5. I will transition smoothly from one place to the next (off/on the bus, to MOMs, and back to school).
 - a. If my transitions are not the best from one place to the next, I will not eat lunch in the classroom on Friday.
6. I will behave on the bus.
 - a. If I misbehave on the bus, I receive one warning.
 - b. If I misbehave on the bus again, I will receive a detention.
7. I will talk at a normal voice or a whisper while on the bus.
 - a. If I scream or yell on the bus, I will lose half of my recess.
 - b. If I scream or yell on the bus again, I will lose more of my recess.

I sign this contract knowing that I will follow our laws and if I do not, then I will receive the stated consequence.

Student Signature

Date

Teacher Signature

Date

Teacher Signature

Date

Day 10: March 17th

Standard and Indicator

Foundations of Government: 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.

Roles of Citizen: 5.2.8 - Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)

Data Analysis and Statistics: 5.DS.1- Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Writing: 5.W.1 - Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Materials

1. Teacher
 - a. Civic Duty Unit Rubric (x24)
2. Student
 - a. Pencil
 - b. Paper
3. Resources

Objective

1. The students will write a reflection on the three civic duties examined throughout the unit.

Motivation

1. I will state, "Over that last two weeks, you all have been working extremely hard throughout our unit on civic duty and I am proud of each and every one of you. I am proud of the way you participated in our activities with the various documents and the three branches, I am proud of the way you created and analyzed the survey, and I am proud of the hard work you did yesterday while volunteering at Motivate Our Minds."

Goal for Learner

1. "Today is your last day to shine before we move onto a new topic. Today, you are going to write a reflection about the three civic duties that we have examined throughout the unit."

Content and Procedures

1. Teacher Content
 - a. Civic duty is an action or responsibility expected of every member of society.
 - b. The three civic duties we have examined throughout the unit are obeying laws, voting, and volunteering.
2. Procedures

- a. The paper passes will pass out the Civic Duty Unit Rubric.
 - b. I will tell the students to put their names on the rubric.
 - c. I will go over the rubric.
 - d. I will tell the students that this is exactly what I will be referring to when I grade their reflection. Therefore, the students will not be surprised about their grades.
 - e. I will tell the students to aim for “Meet expectations”.
 - f. I will tell the students that if they meet each requirement in the column, they will receive that many points.
 - g. I will tell the students that this is a reflection of what they did and what they learned.
 - h. I will tell the students to have a beginning, middle, and end and make sure to proofread to find mistakes within your reflection. For example, punctuation, capitalization, quotations, and run-on sentences.
 - i. I will tell the students that they may refer any notes or worksheets that we completed in class when writing their reflection.
 - j. I will tell the students that they will have forty minutes to write their reflections.
 - k. I will explain to the students that this is a timed writing because I do not want them to have to reflect about their experiences over spring break. Also, I will explain to the students that it is good to reflect on things right after or shortly after it occurred.
 - l. I will write the stop time on the whiteboard.
 - m. I will tell the students to begin.
 - n. After forty minutes, I will collect the students’ reflections and their rubrics.
3. Checking for Understanding
 - a. I will ask the students if they have any questions about what the rubric.
 - b. I will ask the students if they have any questions about what they are writing in their reflections.
 4. Lesson Summary
 - a. The students will be writing a reflection and using the Civic Duty Unit Rubric to ensure they are meeting certain requirements.

Practice/Application

1. The students will independently write their reflection on the three civic duties examined throughout the unit.

Evaluation of Student Learning

1. I will be walking around the classroom as the students write their reflection to observe how they are doing and answer any questions.
2. I will be collecting and grading their reflections based on the Civic Duty Unit Rubric.

Closure

1. “Great job everyone! Today, we wrote our reflections based on the three civic duties that we learned about throughout the unit. Who can remind us what a civic duty is in your own words? Great job!”

Accommodations

1. Students with Special Needs:
 - d. To accommodate students with special needs, I will give them enough time to fully understand the concepts and the directions.
2. Students who are Gifted and Talented
 - e. To modify for students who are gifted and talented, I will ask the students to explain their experiences in great detail.

Civic Duty

The definition of Civic duty is, An action or responsibility expected from all citizens. Three civic duties are voting, Obeying laws, and volunteering.

DGS

The Constitution is the supreme law of the U.S. The Constitution tells us what the laws are. It tells us what we can and can not do. Articles of Confederation was the original Constitution of the First Constitution. The articles of Confederation tells us our strength and weakness. The Bill of rights is the first ten amendments of the Constitution that guarantee rights. We did this activity where we made up laws for when we go to Moms. We were in a group and we had to make up laws, we were acting like the Legislative, Executive, and Judicial before we made it a law. Yes this does relate to civic duty it tells us what citizen can do and that is the definition of civic duty.

Summary

SURVEY

What we did was ask other kids so we can see their opinion to so we asked 5th, 4th, 3rd grader to see what we are going to do at MOMS. ONE OF THE QUESTIONS WAS, DO YOU LIKE TO VACUUM? IF THEY SAY YES THEN WE PUT A TALLY BY YES IF THEY SAID NO THEN WE PUT A TALLY BY NO. I GUESS IT KINDA DOES RELATE TO CIVIC DUTY BUT IT DOESN'T.

V.E

Yes it was amazing helping MOM clean up. I felt good because I don't always get to do something like this. Yes it does relate to civic duty.

Differentiation and Accommodations

Throughout my unit, I accommodated my lessons based on various learning styles, IEP requirements, and challenging students with high ability. In each lesson, I presented the material verbally and nonverbally. During the motivations and activities, I provided opportunities to learn through the eight types of learning styles. For example, the students watched YouTube videos and songs, listened to me read a story about the Constitution, and used their words to express how they felt about an activity. Additionally, I met students' IEP requirements by providing them with more time to fully understand the concepts and the directions, paired them with a buddy or a group that helped them through process instead of just giving answers, and provided direction when needed. For students with high ability, I provided more challenging questions, materials, and situations and I required them to think outside of box when creating survey questions and a rule for Motivate Our Minds. Overall, by accommodating to each student based on his or her needs, I provided them with the opportunity to learn at their level.

Authentic Real-Life Applications

Within my unit, I created opportunities for the students to utilize their problem solving and critical thinking skills. On the first day, the students used critical thinking to decipher whether they strongly agreed, agreed, disagreed, or strongly disagreed with the statements about civic duty. The students also used critical thinking while they were creating their survey question, analyzing the surveys, and matched the amendments in the Bill of Rights to the correct right of the citizen. Additionally, the students problem solved while they worked as a group to decide on one activity for recess and when they created the rules for their volunteer experience at Motivate Our Minds. Overall, my unit addressed real-life problem solving and critical thinking skills.

Civic Unit Pre-Test

Directions for Questions 1 – 15:

This is a pretest. This test will not be graded. It will only be used to measure what you do and do not know.

- Answer all questions
- If you do not know an answer, put **DK** instead of guessing.
- Please circle any and all words that you do not understand.

Directions for Questions 1-3: Matching: On the line to the left of each definition of the types of branches listed in Column A, write the letter of the branch. Each branch in Column B may be used only once.

Column A

____ 1. Makes the laws

____ 2. Evaluates the laws

____ 3. Carries out laws

Column B

A. Checks and Balances Branch

B. Legislative Branch

C. Judicial Branch

D. Washington D.C.'s Branch

E. Executive Branch

Directions for Question 4-6: Multiple-Choice: Circle the correct answer.

4. Which of the following is **NOT** a right given to U.S. citizens according to the Bill of Rights?
- The right to vote
 - The right to own weapons
 - The right to a trial with a jury
 - The right to hurt animals
 - I do not know.
5. Which of the following is **NOT** an example of civic duty?
- Obeying the laws
 - Recycle
 - Voting
 - Volunteering
 - I do not know.

6. The table below shows the data collect. The survey asked about favorite ice cream flavors. Based on the results, if you could only buy two flavors of ice cream, what flavors would you choose?
- Strawberry and Chocolate
 - Vanilla and Other
 - Other and Chocolate
 - Chocolate and Vanilla
 - I do not know.

Chocolate	Vanilla	Strawberry	Other
	X		
		X	
			X
X			
	X		
X			
	X		
	X		

Directions for Questions 7 - 9: Binary-Choice: For each statement, indicate whether the statement is true (T), false (F), or I do not know (DK).

- ___ 7. The Constitution can be changed.
- ___ 8. Every citizen has a civic duty.
- ___ 9. A change or addition to a legal document is called an amendment.

Directions for Questions 10 - 12: Fill in the Blank: Complete the statement by writing the correct word in the blank.

10. The first ten amendments to the U.S. Constitution is the _____.
11. America's first attempt at a government was based on a document called _____.
12. The supreme law of the United States is called the _____.

Directions for Question 13: Short-Answer: You are making a survey to figure out how to make your school a better place. Write one survey question.

13. _____

Directions for Question 14: Short-Answer: Explain who your target audience is from your answer in question 13 and why you choose them.

14. _____

Directions for Question 15: Short-Answer: In your own words, describe what **civic duty** means and provide **one example**.

15. _____

Civic Unit Pre-Test – Teacher Key

Directions for Questions 1 – 15:

This is a pretest. This test will not be graded. It will only be used to measure what you do and do not know.

- Answer all questions
- If you do not know an answer, put **DK** instead of guessing.
- Please circle any and all words that you do not understand.

Directions for Questions 1-3: Matching: On the line to the left of each definition of the types of branches listed in Column A, write the letter of the branch. Each branch in Column B may be used only once.

Column A

 B 1. Makes the laws (Standard 5.2.4)

 C 2. Evaluates the laws (Standard 5.2.4)

 E 3. Carries out laws (Standard 5.2.4)

Column B

A. Checks and Balances Branch

B. Legislative Branch

C. Judicial Branch

D. Washington D.C.'s Branch

E. Executive Branch

Directions for Question 4-6: Multiple-Choice: Circle the correct answer.

4. Which of the following is **NOT** a right given to U.S. citizens according to the Bill of Rights? (Standard 5.2.4)
- The right to vote
 - The right to own weapons
 - The right to a trial with a jury
 - The right to hurt animals**
 - I do not know.
5. Which of the following is **NOT** an example of civic duty? (Standard 5.2.8)
- Obeying the laws
 - Recycle**
 - Voting
 - Volunteering
 - I do not know.

6. The table below shows the data collect. The survey asked about favorite ice cream flavors. Based on the results, if you could only buy two flavors of ice cream, what flavors would you choose? (Standard 5.DS.1)
- Strawberry and Chocolate
 - Vanilla and Other
 - Other and Chocolate
 - Chocolate and Vanilla**
 - I do not know.

Chocolate	Vanilla	Strawberry	Other
	X		
		X	
			X
X			
	X		
X			
	X		
	X		

Directions for Questions 7 - 9: Binary-Choice: For each statement, indicate whether the statement is true (T), false (F), or I do not know (DK).

- T 7. The Constitution can be changed. (Standard 5.2.4)
- T 8. Every citizen has a civic duty. (Standard 5.2.8)
- T 9. A change or addition to a legal document is called an amendment. (Standard 5.2.4)

Directions for Questions 10 - 12: Fill in the Blank: Complete the statement by writing the correct word in the blank.

10. The first ten amendments to the U.S. Constitution is the (Standard 5.2.4)

Bill of Rights.

11. America's first attempt at a government was based on a document called the (Standard 5.2.4)

Articles of Confederation.

12. The supreme law of the United States is called the (Standard 5.2.4)

Constitution.

Directions for Question 13: Short-Answer: You are making a survey to figure out how to make your school a better place. Write one survey question. (Standard 5.DS.1)

13. Answers will vary. One possible answer could be the following: How do you feel

about extending recess? A. Strongly agree B. Neutral C. Strongly disagree.

Directions for Question 14: Short-Answer: Explain who your target audience is from your answer in question 13 and why you choose them. (Standard 5.DS.1)

14. Answers will vary. One possible answer could be the following: The target audience to my

survey question is other students and teachers. I choose this audience because the results

would affect students and teachers the most.

Directions for Question 15: Short-Answer: In your own words, describe what **civic duty** means and provide **one example**. (Standard 5.2.8)

15. Answers will vary. One possible answer could be the following: Civic duty is an action or

responsibility expected from every citizen. One example of a civic duty is volunteering.

Civic Unit Test

Directions for Questions 1 – 15:

This is the posttest. This test will be graded. It will be used to measure what you do know.

- Answer all questions

Directions for Questions 1-3: Matching: On the line to the left of each definition of the types of branches listed in Column A, write the letter of the branch. Each branch in Column B may be used only once.

Column A

____ 1. Makes the laws

____ 2. Evaluates the laws

____ 3. Carries out laws

Column B

A. Checks and Balances Branch

B. Legislative Branch

C. Judicial Branch

D. Washington D.C.'s Branch

E. Executive Branch

Directions for Question 4-6: Multiple-Choice: Circle the correct answer.

4. Which of the following is **NOT** a right given to U.S. citizens according to the Bill of Rights?
- The right to vote
 - The right to own weapons
 - The right to a trial with a jury
 - The right to hurt animals
5. Which of the following is **NOT** an example of civic duty?
- Obeying the laws
 - Recycle
 - Voting
 - Volunteering

6. The table below shows the data collect. The survey asked about favorite ice cream flavors. Based on the results, if you could only buy two flavors of ice cream, what flavors would you choose?
- Strawberry and Chocolate
 - Vanilla and Other
 - Other and Chocolate
 - Chocolate and Vanilla

Chocolate	Vanilla	Strawberry	Other
	X		
		X	
			X
X			
	X		
X			
	X		
	X		

Directions for Questions 7 - 9: Binary-Choice: For each statement, indicate whether the statement is true (T) or false (F).

- ___ 7. The Constitution can be changed.
- ___ 8. Every citizen has a civic duty.
- ___ 9. A change or addition to a legal document is called an amendment.

Directions for Questions 10 - 12: Fill in the Blank: Complete the statement by writing the correct word in the blank.

10. The first ten amendments to the U.S. Constitution is the _____.
11. America's first attempt at a government was based on a document called _____.
12. The supreme law of the United States is called the _____.

Directions for Question 13: Short-Answer: You are making a survey to figure out how to make your school a better place. Write one survey question.

13. _____

Directions for Question 14: Short-Answer: Explain who your target audience is from your answer in question 13 and why you choose them.

14. _____

Directions for Question 15: Short-Answer: In your own words, describe what **civic duty** means and provide **one example**.

15. _____

Civic Unit Post-Test – Teacher Key

Directions for Questions 1 – 15:

This is the posttest. This test will be graded. It will be used to measure what you do know.

- Answer all questions

Directions for Questions 1-3: Matching: On the line to the left of each definition of the types of branches listed in Column A, write the letter of the branch. Each branch in Column B may be used only once.

Column A

B 1. Makes the laws (Standard 5.2.4)

C 2. Evaluates the laws (Standard 5.2.4)

E 3. Carries out laws (Standard 5.2.4)

Column B

A. Checks and Balances Branch

B. Legislative Branch

C. Judicial Branch

D. Washington D.C.'s Branch

E. Executive Branch

Directions for Question 4-6: Multiple-Choice: Circle the correct answer.

4. Which of the following is **NOT** a right given to U.S. citizens according to the Bill of Rights? (Standard 5.2.4)
- The right to vote
 - The right to own weapons
 - The right to a trial with a jury
 - The right to hurt animals**
 - I do not know.
5. Which of the following is **NOT** an example of civic duty? (Standard 5.2.8)
- Obeying the laws
 - Recycle**
 - Voting
 - Volunteering
 - I do not know.

6. The table below shows the data collect. The survey asked about favorite ice cream flavors. Based on the results, if you could only buy two flavors of ice cream, what flavors would you choose? (Standard 5.DS.1)
- Strawberry and Chocolate
 - Vanilla and Other
 - Other and Chocolate
 - Chocolate and Vanilla**
 - I do not know.

Chocolate	Vanilla	Strawberry	Other
	X		
		X	
			X
X			
	X		
X			
	X		
	X		

Directions for Questions 7 - 9: Binary-Choice: For each statement, indicate whether the statement is true (T) or false (F).

- T 7. The Constitution can be changed. (Standard 5.2.4)
- T 8. Every citizen has a civic duty. (Standard 5.2.8)
- T 9. A change or addition to a legal document is called an amendment. (Standard 5.2.4)

Directions for Questions 10 - 12: Fill in the Blank: Complete the statement by writing the correct word in the blank.

10. The first ten amendments to the U.S. Constitution is the (Standard 5.2.4)

Bill of Rights.

11. America's first attempt at a government was based on a document called the (Standard 5.2.4)

Articles of Confederation.

12. The supreme law of the United States is called the (Standard 5.2.4)

Constitution.

Directions for Question 13: Short-Answer: You are making a survey to figure out how to make your school a better place. Write one survey question. (Standard 5.DS.1)

13. Answers will vary. One possible answer could be the following: How do you feel

about extending recess? A. Strongly agree B. Neutral C. Strongly disagree.

Directions for Question 14: Short-Answer: Explain who your target audience is from your answer in question 13 and why you choose them. (Standard 5.DS.1)

14. Answers will vary. One possible answer could be the following: The target audience to my

survey question is other students and teachers. I choose this audience because the results

would affect students and teachers the most.

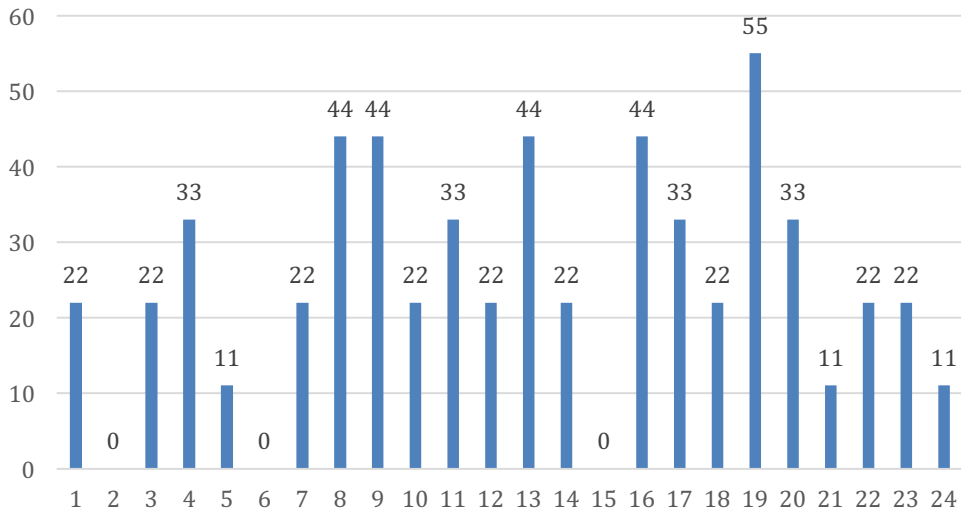
Directions for Question 15: Short-Answer: In your own words, describe what **civic duty** means and provide **one example**. (Standard 5.2.8)

15. Answers will vary. One possible answer could be the following: Civic duty is an action or

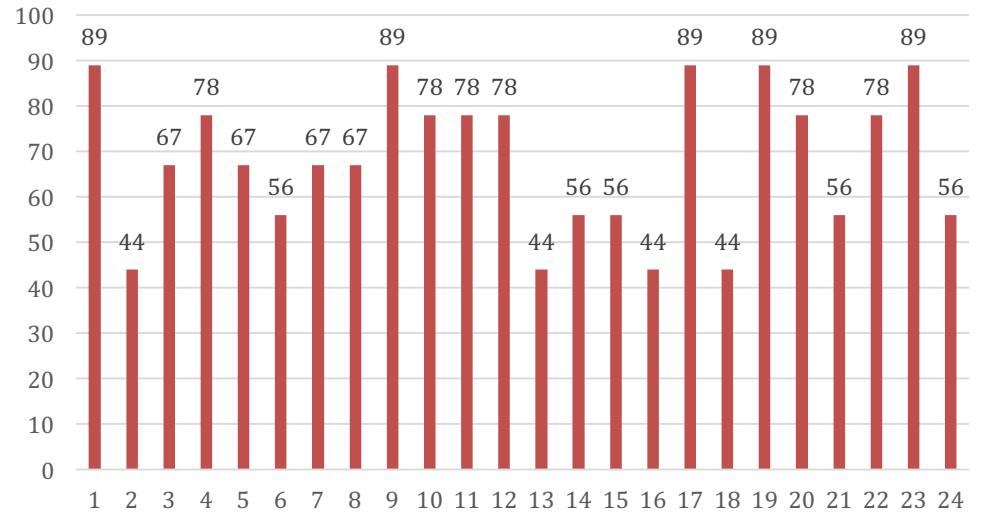
responsibility expected from every citizen.

Pre- and Post- Tests for Social Studies Standard 5.2.4

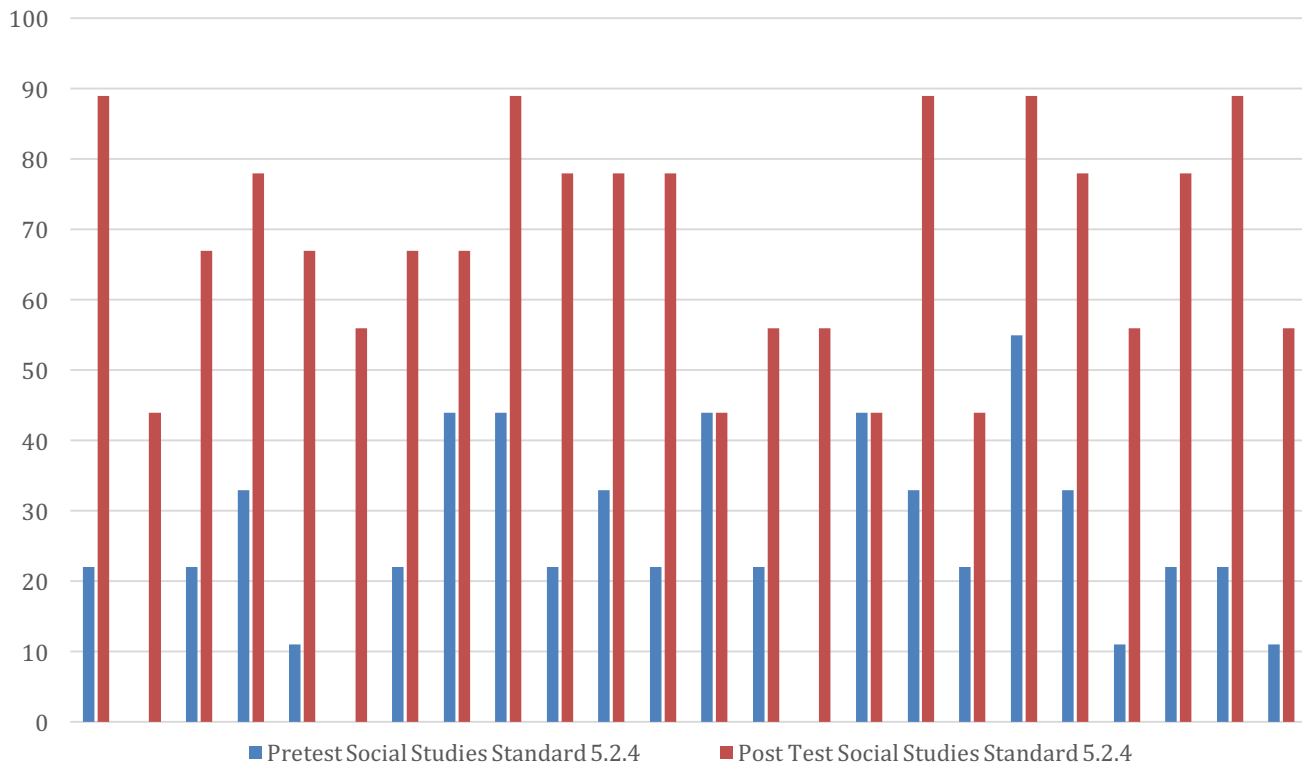
Pretest Social Studies Standard 5.2.4



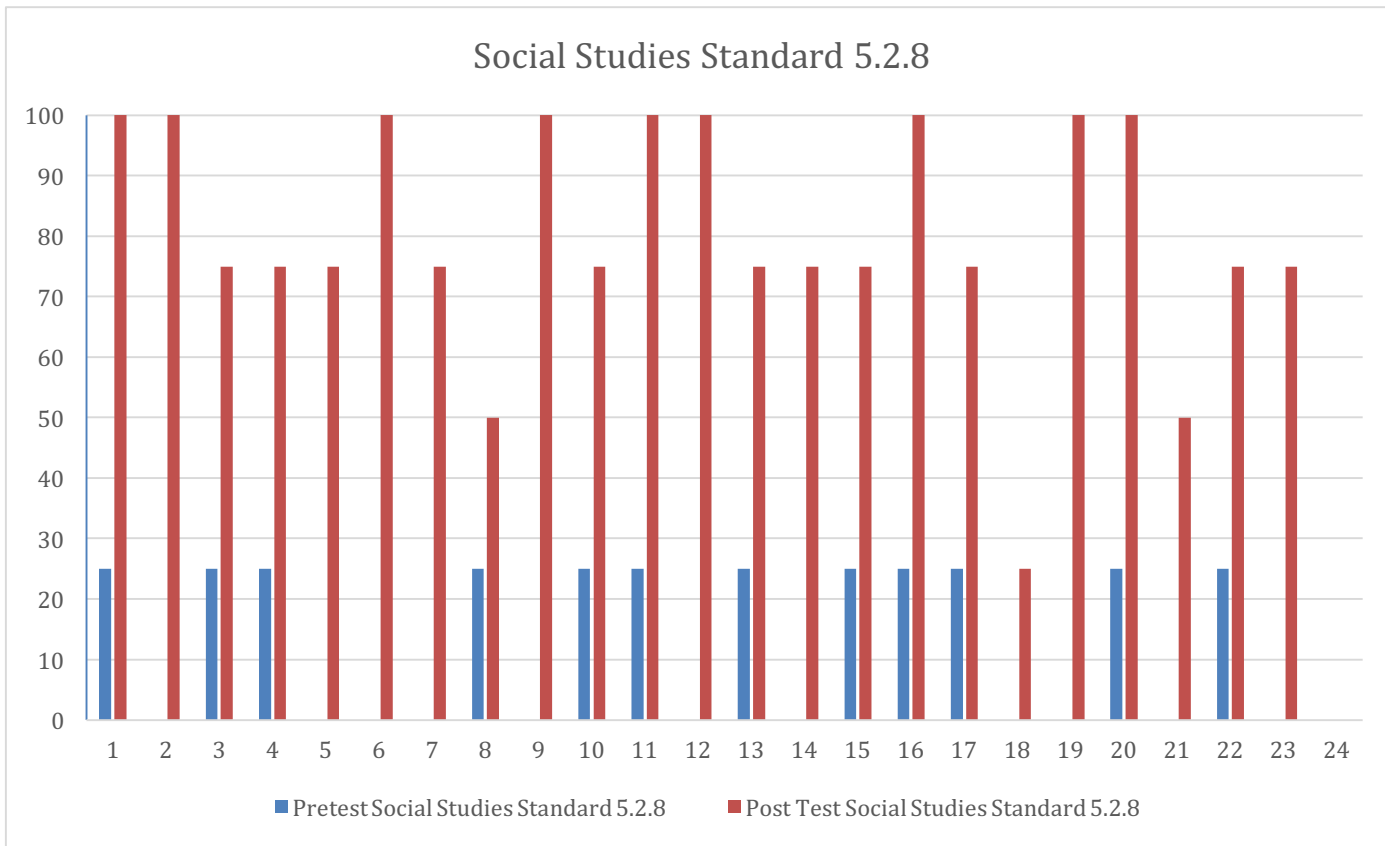
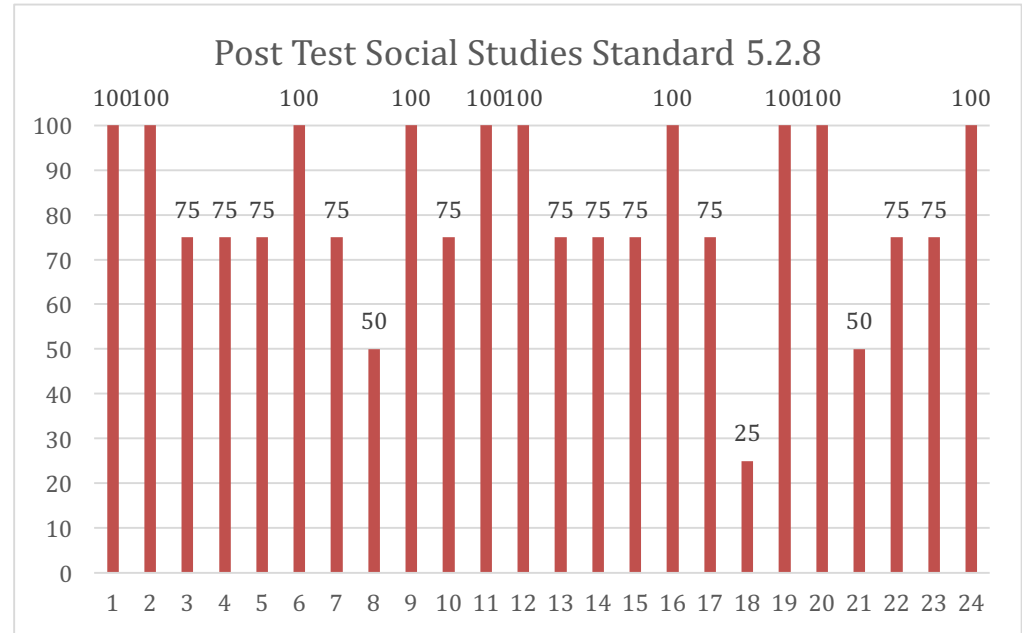
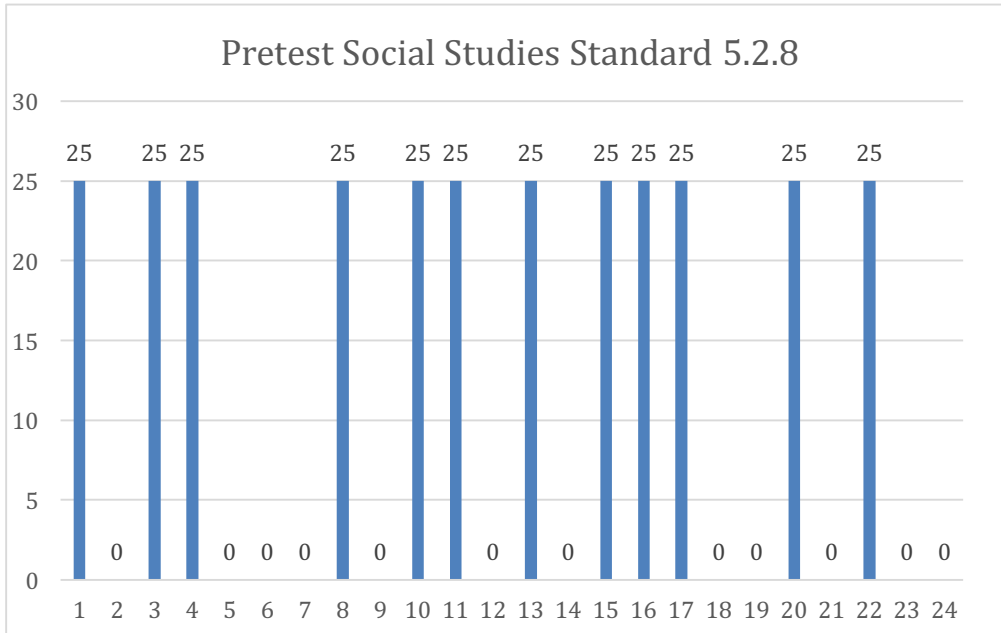
Post Test Social Studies Standard 5.2.4



Social Studies Standard 5.2.4

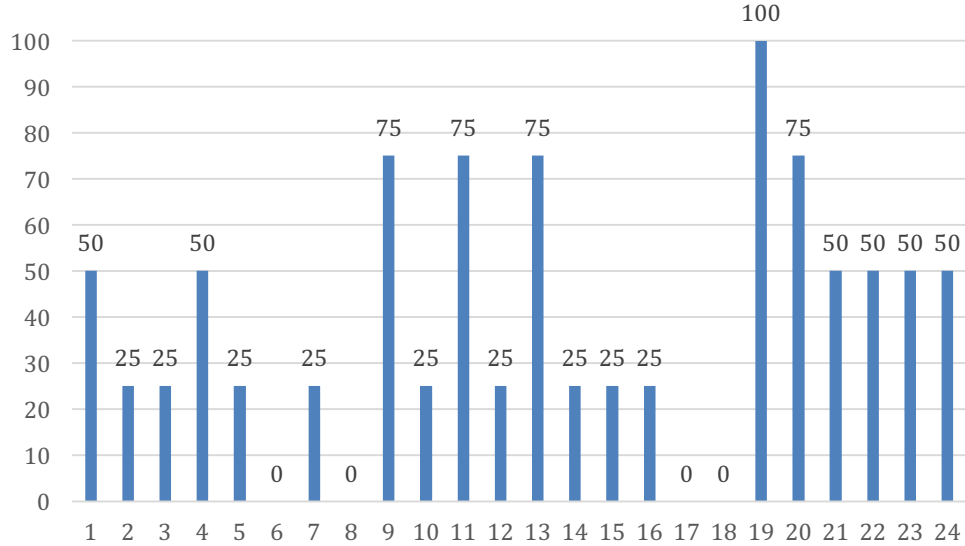


Pre- and Post- Tests for Social Studies Standard 5.2.8

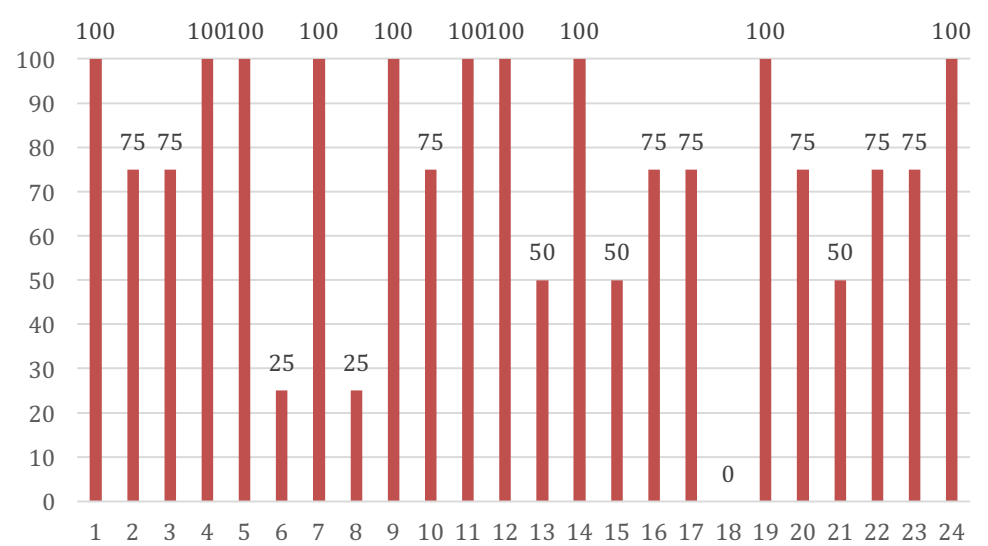


Pre- and Post- Tests for Math Standard 5.DS.1

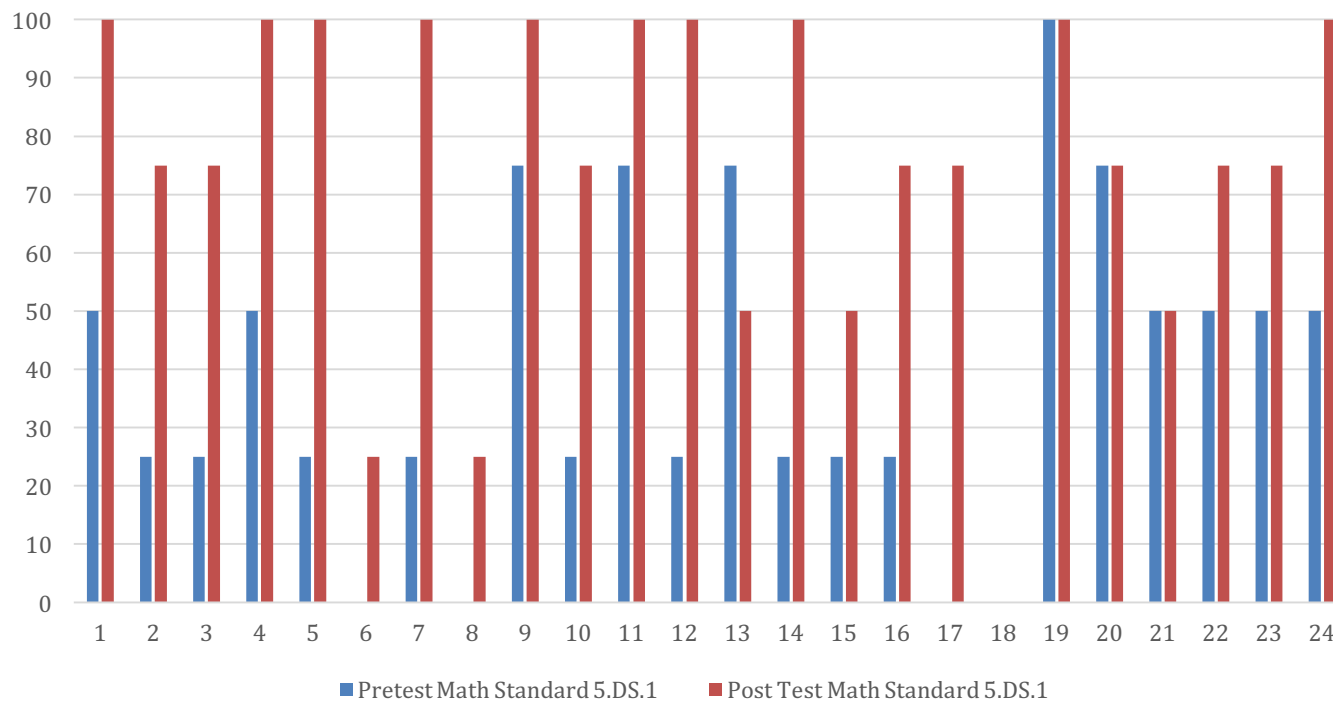
Pretest Math Standard 5.DS.1



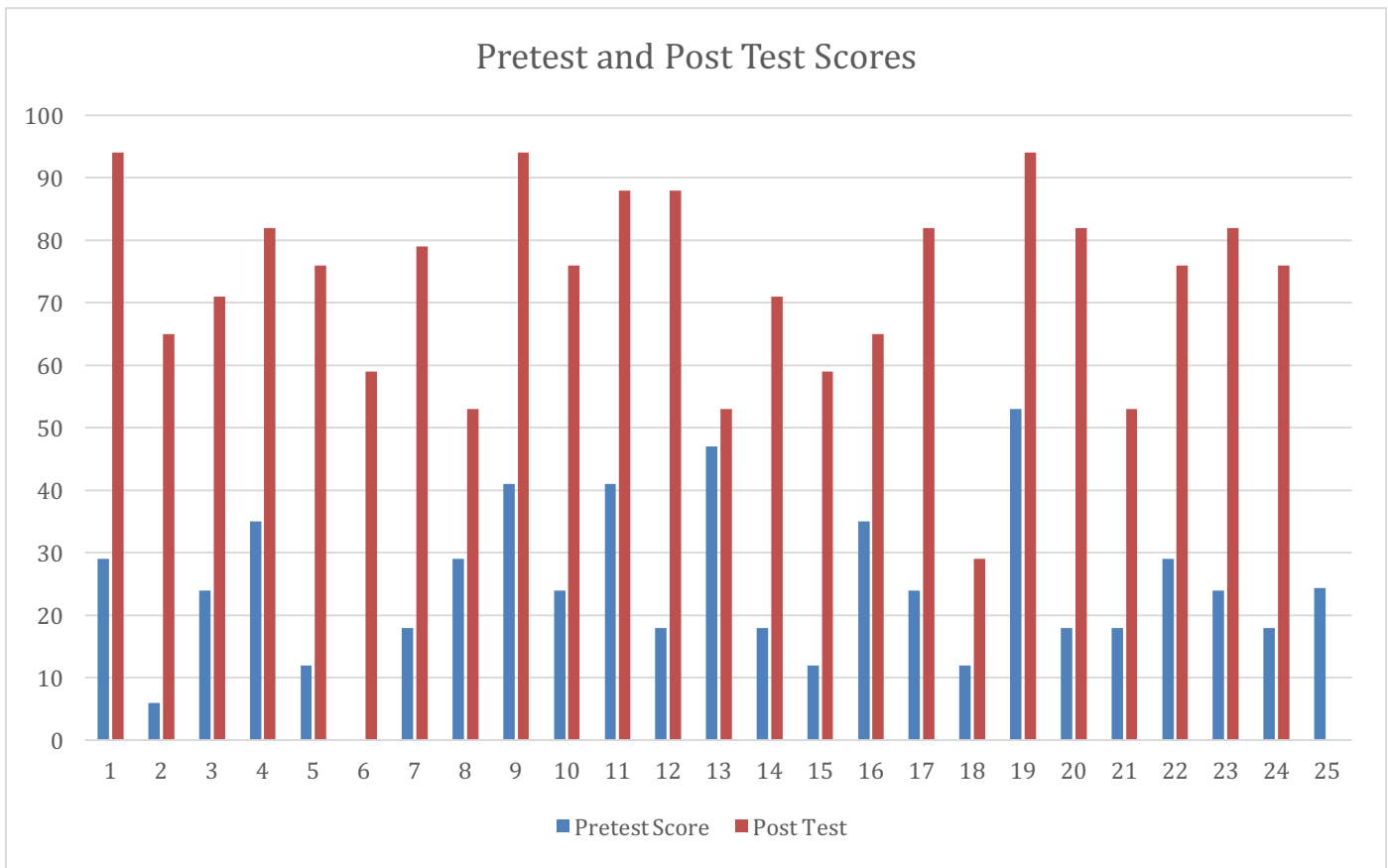
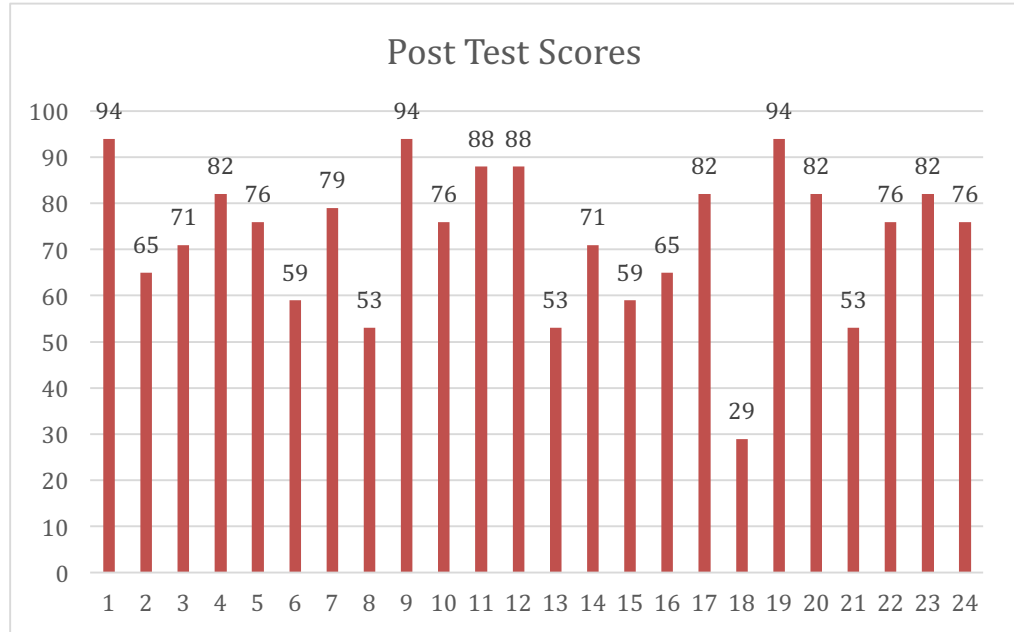
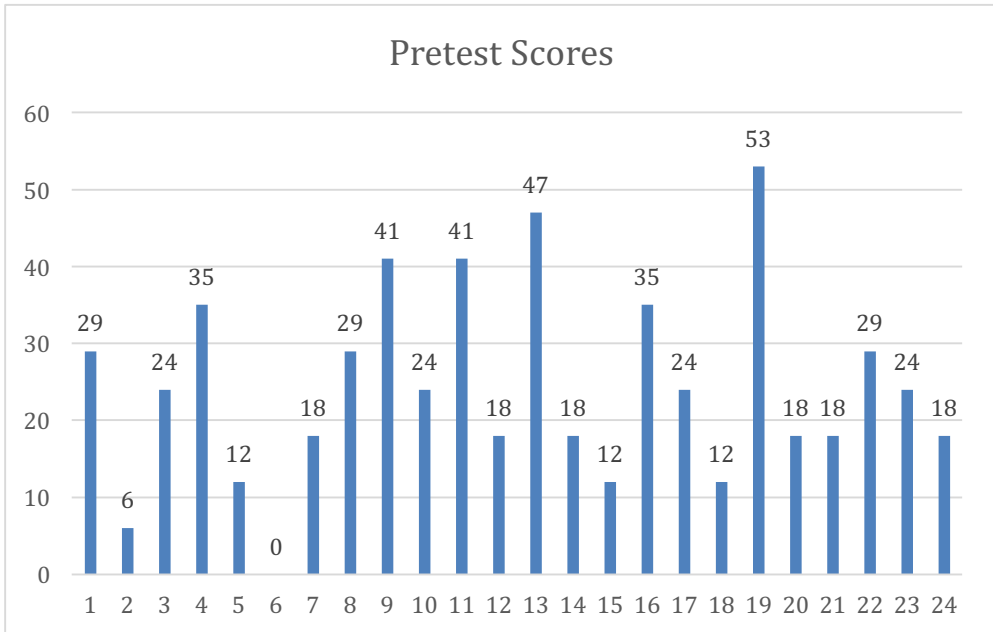
Post Test Math Standard 5.DS.1



Math Standard 5.DS.1



Pre- and Post- Test Scores



Narrative Statements and Reflection

Unit Narratives

1. Content Standards
 - a. **Civics and Government - 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.
 - b. **Civics and Government - 5.2.8:** Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture)
 - c. **Math - 5.DS.1:** Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
 - d. **Reading - 5.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.
2. Ancillary Standards
 - a. **Civics and Government - 5.2.5:** Describe and give examples of individual rights guaranteed by the Bill of Rights.
 - b. **Civics and Government - 5.2.7:** Identify the three branches of the United States government and explain the functions of each
 - c. **Speaking and Listening – 5.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 - d. **Speaking and Listening – 5.SL.2.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
3. Accommodating Students with Different Abilities
 - a. Throughout my unit, I based my lessons on various learning styles, IEP requirements, and challenging students with high ability. In each lesson, I tried to use at least two of the eight types of learning strategies. Additionally, in each lesson I accommodated students with special needs and students with high abilities.
4. Authentic Critical Thinking/Problem-Solving Skills
 - a. I created opportunities for the students to utilize their problem solving and critical thinking skills. The students used critical thinking in the four corners activity, while creating their survey question, analyzing the survey, and matching the amendment to the correct right. During the activity where students decide on one activity for recess and when they created the rules for their volunteer experience, the students were problem solving.

5. Instructional Strategies
 - a. KWL Chart
 - b. Activating Prior Knowledge
 - c. Four Corners
 - d. Cooperative Learning
 - e. Role Play/Simulations
 - f. Discussions
 - g. Graphic Organizers
 - h. Read-Aloud
 - i. Anticipation Guided
 - j. Summarizing/Note Taking
 - k. Concentration
 - l. Reflection/Response
 - m. Field Trip
6. Technology
 - a. Throughout my unit, I used a variety of technology. The technology I used includes the SMART Board, SMART Notebook, PowerPoint, Microsoft Word, my cell phone, Class Dojo, and Information Now. They allowed me to motivate the students, present information, create materials, and track students' progress.

Assessment Narratives

1. Accommodations in Assessments
 - a. In my assessments, the only accommodation I made to differ the needs of the students was allowing them all of the time they needed to complete the assessment. This way the students did not feel rushed, could take their time if needed, and could ask questions.

Project Narratives

1. Directions
 - a. When I presented directions to the students, I first got their attention by using a call and response. Once I had all of the students' attention, I clearly stated the directions. If there were multiple directions, I would either write them on the SMART Board or wait until all of the students were ready to move on to the next step. Additionally, I repeated the directions at least one more time to ensure that the students knew what I wanted them to do.
2. Project Relates to Standards
 - a. At the end of the unit, the students wrote a reflection in one hour for their project. The reflection required the students to define what civic duty means in their own words while describing three civic duties and the activities that went along with them. The students explained the various documents and the three branches of government, the process of creating and analyzing surveys, and their experience while volunteering at Motivate Our Minds. Thus, the students' project related to the standards.
3. Project Accounts for Differences in Students
 - a. Within the students' reflections, each student formatted their reflection differently and used a different writing style. The students also wrote about the three civic duties based on what they learned and how they felt. Overall, none of the

students' reflections were the same because each student had a different perspective on the unit.

4. Project Connects Students in Real-Life Applications
 - a. The reflections connected the students to real-life applications because they wrote about civic duty. Civic duty is the is an action or responsibility expected from every citizen. The reflection required the students to reflect on the knowledge they learned in the two weeks and helped them realize that they should do their civic duty every day.
5. Criteria for the Project and Informing Students
 - a. The criteria for the project was to define civic duty, state the three civic duties, explain three documents or government systems, explain the process of creating and analyzing surveys, and reflect upon their volunteer service. Within the documents or government systems and survey, the students had to reflect on an activity done in class and relate it to civic duty. With the volunteer experience section, the students had to describe how they felt and relate it to civic duty. Additionally, I introduced the criteria to the students by providing each of them a copy of the rubric while they wrote their reflection. I also clearly stated what I expected of them and how to read the rubric multiple times.

Evaluation of Student Learning Narratives

1. Graphs Analysis
 - a. On the pretest, the students had no knowledge about civic duty. Most students received about two to four questions correct on the various documents questions and the students received the most questions correct on the survey questions. The most points the students could receive was 17 points. As a whole, the highest score was 53%, the lowest score was 0%, and the students' average was 24%.
2. Adaptations Made Based on Pretest
 - a. Based on the pretest, I made various adaptations to my unit. For example, when teaching the students how to analyze a survey, I went through the material quickly because on the pretest most students could analyze a frequency table. I also added more content to the various documents, such as the Articles of Confederation because the students overall had little knowledge about them. As for civic duty, I adapted my lessons to ensure that I was clearly explaining what civic duty is and how it related each day.
3. Students' Performance on Project
 - a. On the project, the most points the students could receive was 16 points. Most of the students did excellent, while others not so well. The highest score was 97%, the lowest score was 53%, and the students' average score was 86%. Overall, I was extremely proud with the students' reflections because it showed me what they learned in the two weeks. The rubric may have effected the students' scores because some of the students had a hard time understanding what I meant in certain cells of the rubric. For example, I was asked a couple of times what I meant by government system. When questions like these occurred, I would tell the students exactly what I meant. For instance, I answered the three branches of government. Also, the students are not used to looking at and reading rubrics. Therefore, it took some time to explain how to read a rubric and understand it.

Overall, once the students understood how to read the rubric and what I expected of them, most of the students started working right away and received great scores.

4. Students' Performance on Post Test

- a. On the post-test, the students overall did a decent job. The most points the students could receive was 17 points. One student did not feel like doing any work that day and did not put any effort into his test. However, other than that student, the students made tremendous growth. Each student did better with the questions about civic duty. On the various documents questions, the students either did better or received the same score. All of the students except one either did better or received the same score with the survey questions. As a whole, the highest score was 94%, the lowest score was 29%, and the students' average was 72.79%.

5. Strengths and Weaknesses of Instructional Approaches

- a. Based on the graphs and performance information, the strengths in my instructional approaches in my unit was my instruction on the various documents. Each student made significant growth or received the same score. Another strength is my instruction on the civic duty. All of the students received more points on the post-test than on the pretest. As for my survey instruction, that is an area of weakness. Based on the graph, one person scored better on the pretest than on the post-test and another student received a 0% again for the post-test just like the pretest.