



## Lesson Plan: The Constitution: What it Says and What it Means

### Assessment:

Throughout this unit students will be evaluated both formally and informally through the use of student participation, teacher observation, social studies journals, quick writes, persuasive writing assignment, projects, and a multiple choice test.

Students will create a social studies journal which will be turned in for a formal grade based on a point system. The social studies journal will be divided into three sections labeled accordingly: The United States Constitution, Vocabulary, and Daily Warm-Ups.

Students will also write a persuasive essay in which they will state whether or not the American citizen should ratify the Constitution or not. This will also be graded on a rubric.

Students will also be given a multiple choice pre and post test. All students should improve on the post test and the post test will be graded by percent.

### Quality Criteria:

Persuasive Essay – Graded using a rubric that evaluates the following components: Social Studies content, writing strategies, writing applications, and conventions.

Social Studies Journal – Graded using a rubric that evaluates the following components: Social Studies content, neatness, and creativity.

Formal Assessment – Multiple choice test graded on a 100 percent scale.

### Assessment:

Informal assessment can be made from the entry journals from the days specifically linked to the lesson “The Constitution: What it Says and What it Means” can be used to assess student learning on a daily basis.



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Curricula for K-12 Civics Education

Student summarizing from their foldable book can be used to assess student understanding of what the Constitution says and means.

The final page of the student foldable booklet where students compare and contrast the Articles of Confederation with the Constitution can be used as a formal assessment to student understanding of the two documents.



**Persuasive Writing Rubric:**

	<b>Social Studies</b>	<b>Applications (Genre)</b>	<b>Writing Strategies (Traits)</b>	<b>Conventions</b>
<b>4</b>	<p>*Clearly and effectively states their position for or against ratification of the Constitution</p> <p>*Supporting details are logical to the position taken</p> <p>*Clearly and effectively is able to compare and contrast the Articles of Confederation with the Constitution through their position.</p> <p>*Student addresses the concerns of the opposing view</p>	<p>*Establishes a clear, well-crafted position for the decision to ratify or oppose the Constitution.</p> <p>*Supports the position convincingly and logically with arguments and relevant and pertinent evidence and details for each argument</p> <p>*Organization is clear, follows a simple organizational pattern and uses key points to make the argument</p> <p>*The opposing view's concerns about ratification are distinctly and directly addressed</p>	<p>*Writes a multiple-paragraph position paper that clearly establishes the position and the important supporting ideas, in a convincing, logical sequence</p> <p>*Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned logical order</p> <p>*Concluding paragraph summarizes important details and provides closure to the arguments and clearly restates the position</p>	<p>*Contains few, if any errors in the conventions of the English language (grammar, punctuation, capitalization, spelling and sentence structure.)</p> <p>*Errors do not interfere with the reader's understanding of the writing</p>
<b>3</b>	<p>*States a position for or against the ratification of the United States Constitution.</p> <p>*Supporting details are logical to the position taken</p> <p>* Is able to compare and contrast the Articles of Confederation with the Constitution through their position.</p> <p>*Student attempts to address the concerns of the opposing view, however may simply list the reasons previously stated.</p>	<p>*States a clear position for the decision to ratify or oppose the Constitution.</p> <p>*Supports the position logically with arguments and relevant evidence and details for each argument</p> <p>*Organization is clear and follows a simple organizational pattern</p> <p>*The opposing view's concerns about ratification are addressed</p>	<p>*Writes a multiple-paragraph position paper that establishes a topic and the important supporting ideas, in a logical sequence</p> <p>*Supports the focus with details and transitional expressions that link one paragraph to another in a logical order</p> <p>*Concluding paragraph summarizes important ideas and restates the position</p>	<p>*Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure.)</p> <p>*Errors do not interfere with the reader's understanding of the writing</p>



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Curricula for K-12 Civics Education

<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>*May or may not clearly state their position for or against the ratification of the United States Constitution.</li> <li>*Supporting details do not appear to be logical</li> <li>*May or may not compare and contrast the Articles of Confederation with the Constitution through their position.</li> <li>*Student does not address the concerns of the opposing view.</li> </ul>	<ul style="list-style-type: none"> <li>*States a vague position for the decision to ratify or oppose the Constitution.</li> <li>*Supports the position with weak arguments and evidence or details that may be irrelevant or inconclusive</li> <li>*Organization is loosely followed and may simply be a listing of items.</li> <li>*The opposing view's concerns about ratification may be acknowledged</li> </ul>	<ul style="list-style-type: none"> <li>*Writes a limited multiple-paragraph position paper that alludes to a to a position and includes some supporting ideas in a loose sequence</li> <li>*Generally supports the position with details and transitional expressions that may be vague and may not clearly link paragraphs together</li> <li>*Concluding paragraph may merely restate the position or summarize a previous idea</li> </ul>	<ul style="list-style-type: none"> <li>*Contains several errors in the conventions of the English language (Grammar, punctuation, capitalization, spelling, and sentence structure.)</li> <li>*Errors may interfere with the reader's understanding of the writing</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>*Position for or against the ratification of the United States Constitution is omitted.</li> <li>*Supporting details are weak or omitted</li> <li>*Is unable to include a comparison to the Articles of Confederation.</li> <li>*Student does not address the concerns of the opposing view.</li> </ul>	<ul style="list-style-type: none"> <li>*Position may or may not be stated for the decision to ratify or oppose the Constitution.</li> <li>*Position may or may not be supported by any arguments, evidence, or details</li> <li>*Organization is lacking and may be a mere listing of items</li> <li>*The opposing view's concerns about ratification are not addressed</li> </ul>	<ul style="list-style-type: none"> <li>*Writes a single paragraph position paper that may or may not address the topic and/or supporting details in no discernable order</li> <li>*Few details are provided and no transitional expressions are used to link paragraphs</li> <li>*May include an introduction but ends abruptly with no summary of the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure.)</li> <li>*Errors interfere with the reader's understanding of the writing</li> </ul>