



## Lesson Plan: Constitution Hall of Fame

### Assessment:

Students will be evaluated through informal checks for understanding, teacher observation, self-reflections, and performing an authentic task (GRASP) evaluated by a rubric. (See rubric and GRASP)

	<b>GRASP: Your Mission</b>
<b>GOAL</b>	Your task is to plan and create a Hall of Fame that honors the constitution and the people who wrote it, events and ideas that were important in history.
<b>Role</b>	You will take on the character of a constitutional writer in the year 1787-1791 and “tableau” a part of the Bill of Rights with a team.
<b>Audience</b>	Curators at the Constitutional Hall of Fame will observe your tableau for 30 seconds, consult their notes and formulate their perceptions about which amendment the tableau represents, and how accurately. Tableau members will unfreeze and present a 30 second -1 minute biography of their constitutional character.
<b>Situation</b>	The Articles of Confederation limited the power of the national government, which depended on states for money, law enforcement, and soldiers. Twelve states sent delegates to the Constitutional Convention and after 4 months of debates and compromise, they strengthened the federal system. The new government chose George Washington as President. Many people attend the Constitutional Hall of Fame, and curators want a “living” representation that will help inform the public about the Bill of Rights.
<b>Purpose</b>	To deepen the understanding of the populace regarding the struggle to ratify the Constitution, and how this was resolved ~ the promise to add a Bill of Rights.



Quality Criteria: Teacher/Peer Scoring Guide/Rubric

Level of Understanding demonstrated	4 – Advanced	3 – Proficient	2 – Approaching Proficiency	1 – Basic
<p><b>Based on their paper and performance, students demonstrate understanding.</b></p>	<p>Strongly demonstrates a thorough understanding of their character and the constitution.</p> <p>Uses many creative formats to present information.</p> <p>Have very few factual errors.</p> <p>Project is well planned, organized, and all parts completed</p>	<p>Demonstrates most of the understanding of their character and the constitution.</p> <p>Uses some creative formats to present information</p> <p>Have few factual errors.</p> <p>Project is planned, organized and almost complete (85%)</p>	<p>Demonstrates some of the most important understandings of their character and the constitution.</p> <p>Uses few creative formats to present information</p> <p>Has some factual errors</p> <p>Project is planned, organized but lacks completion. (70%)</p>	<p>Demonstrates few of the most important understandings of their character and the constitution.</p> <p>Does not use creative formats to present information</p> <p>Has many factual errors</p> <p>Project is not planned, incomplete, and unorganized. (69% and below)</p>