



Lesson Title: Our Government Today...What a System!

Outline for Slides

Sketch out slide	Slide # _____
General information for slide: _____ _____	
Graphic idea to get across information: _____ _____	
Transition: _____ Sound _____	
Words for slide: _____	
Time slide will be on screen: _____	

Your Mission:

Your team will research one of the “big ideas” based on the standards for fifth grade relating to social sciences, connecting the idea to the **components of the Constitution**.

Components of the Constitution 5.7.4
Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

- Core Elements of the Constitution and Bill of Rights**
- 1.) Executive Branch
 - 2.) Legislative Branch
 - 3.) Judicial Branch
- First 10 amendments**
- 1.) Freedom of Religion, speech and press, and right to assemble.
 - 2.) Right to bear arms to protect one self.
 - 3.) Unless a war or a law passed by Congress, soldiers cannot live in one’s home without permission.
 - 4.) No one can enter/search your home/body or personal belongings without a warrant, police cannot have too much power.
 - 5.) You cannot be prosecuted for a crime without a prior Grand Jury Meeting. If found innocent of a crime, you can- not be tried again for the same crime.
 - 6.) Right to a speedy trial by a jury and legal representation.
 - 7.) Right to a jury trial of your peers, civil case too.
 - 8.) Bail or fines must be reasonable, and punishment must fit the crime.
 - 9.) Rights outlined in the Constitution cannot be denied.
 - 10.) States can create own laws.



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Student note-taking on other PowerPoint presentations will be checked for understanding. *Student notes will be given point values up to 5 points based on: Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)*

<u>Democracy</u>	Based on Bloom's Taxonomy: (chart next page) Did the notes include: <u>Comprehension:</u> Brief paraphrase of main idea (1 point) <u>Application:</u> Briefly state key ideas (1 point) <u>Analysis:</u> Briefly break down key components with detail (1 point) <u>Synthesis:</u> Briefly suggest how concept is used today (1point) <u>Evaluation:</u> Brief statement "in your opinion" how this component is important today (1 point)
Citizen Participation	
Equality	
Political Tolerance	
Free/Fair elections	
Economic Freedom	
Human rights	
Multi-Party System	
Due Process of Law	
Rule of Law	
Federalism	
Checks and Balances	
Limited Government	



Use the following for notes on **Democracy and Components of the Constitution**

Bloom’s Taxonomy

	Helpful Verbs	Potential Activities...
Knowledge (recalling information)	Define, identify, list, order, recognize.	Make lists. Make a fact chart.
Comprehension (Understanding meaning)	Explain, describe, indicate, classify, distinguish, interpret, paraphrase.	Retell in own words. Write summary. Illustrate sequence.
Application (using learning in new situations)	Apply, demonstrate, illustrate, examine, conclude.	State what would happen if... Group the characteristics of information. From information given, state how it’s useful.

Higher Order Thinking Skills (HOT Zone)

Analysis (ability to see parts and relationships)	Analyze, categorize, compare/contrast, debate, diagnose.	State similarities. Give reasons for motives. Create a questionnaire. Analyze outcomes.
Synthesis (show justification and come up with decision...parts of info to create original whole)	Create, revise, predict, formulate, predict, combine, suggest.	What are possible solutions? Suggest how info is useful to day. How does information change things?
Evaluation (judgment based on criteria)	Conclude, discuss, assess, debate, defend, give opinion, justify, prioritize, select.	Is there a better solution to...? Defend information. How effective is the information? What do you think about...?



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<p><u>Components of the Constitution</u></p>	<p><u>Based on Bloom's Taxonomy</u> (notes on previous page) Did the notes include: <u>Comprehension</u>: Brief paraphrase of main idea (1 point) <u>Application</u>: Briefly state key ideas (1 point) <u>Analysis</u>: Briefly break down key components and add detail (1 point) <u>Synthesis</u>: Briefly suggest how concept is applied today (1point) <u>Evaluation</u>: Brief statement "in your opinion" how this amendment is important today</p>
First Amendment	
Second Amendment	
Third Amendment	
Fourth Amendment	
Fifth Amendment	
Sixth Amendment	
Seventh Amendment	
Eighth Amendment	
Ninth Amendment	
Tenth Amendment	



(3 of 3 Assessments) Students will be evaluated on responses to an academic prompt which will require them to analyze and compare parts of the Constitution.

Prompt for Lesson One ~ Our Government Today...What a system!

Assignment: Respond to two of the following prompts: Use grade level appropriate vocabulary, integrating unit notes, and your best language conventions.

1. Explain what “checks and balances” means. Why was having a “checks and balances” system an important concept when the constitution was written? How might our government be different if this system wasn’t included? Explain your answers with supporting facts.
2. Explain how the Bill of Rights gives you more protection under the law. Give three examples how your life might be different if the first ten amendments didn’t exist. Explain how this would affect your way of living. If you had to eliminate one of the Amendments, which would you choose? Explain what effects might arise with your choice of elimination. Include specific examples to support your reasoning.
3. If there were only two branches of government, which branch would you delete? Explain what effects would result in our society by deleting the branch you chose. If you were to ADD another branch to our government, what would it be? Explain how it might help our society. Include specific examples to support your reasoning.