



Lesson Title: *A New Constitution....Your Turn!*

Grade Level: 5th

Context of the lesson within the unit: This lesson (which will take place over several class periods) is the last in a series of three lessons in the unit. This lesson brings together the understanding that for a country, state, and community, there needs to be a system in place that treats each person with respect, fairness, equality, and provides safety and protection for all. This unit includes the closing authentic assessment and rubric.

Standards Addressed in the lesson:

History Social Science:

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.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Text K–5

5th Grade:

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Objective(s):

Students will analyze the consequences of the Articles of Confederation and the merits of the Constitution to understand the vital component required in a constitution.

Students will create a Constitution.



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Big Idea(s):

- E Pluribus Unum: Out of many, one. *(From a variety of sources and experiences, we have developed a successful government and legal system)*
- Through actions come change, and change in the political process involves participation. *(The political process involves participation; understanding requires student engagement. Integration and application of new learning in multiple learning modalities helps students deepen understanding)*

Essential Questions/Issues

- Does social capital strengthen a republic?
- Is citizenship a right or responsibility?
- Can a society exist peacefully without a democratic system?



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Assessments:

Rubric Assessment – Outline notes.

Rubric Assessment~ Components of a Constitution within a PowerPoint presentation.

**From Articles of Confederation to the Constitution!
Create your own Constitution**

	GRASP: Your Mission
GOAL	Your mission is to create a Constitution in the year 2777.
Role	You are a delegate from the 1700's, yet due to fluke circumstances, have been teleported to the future where you are needed to help create a constitution for a newly independent United States.
Audience	Self-appointed political committee that is representing the people of the United States, under its newly gained independence.
Situation	You were returning from the Philadelphia Convention, 1777, when you came upon a peculiar looking barn out in a farmland area in northern Maryland. Curiosity takes over and you decide to investigate the barn. Entering, you are blinded by lights, and then suddenly everything goes dark. Opening your eyes after an unspecified amount of time, you find yourself in strange surroundings with people who speak English, yet are dressed very differently from you. You discover you have been teleported to Washington D.C., but the year is 2777. The United States has undergone centuries of turmoil, but finally triumphed in regaining its independence from foreign countries. A new constitution needs to be written as the original had been destroyed throughout the years of war. Realizing you had “just come” from the convention in Philadelphia where you participated in writing the original Constitution, you offer to help rewrite a new constitution.
Performance	You must complete the following tasks: *Create an all-encompassing Constitution. *Present your new Constitution in a PowerPoint presentation to the political committee. You will show how you have used your knowledge from the Articles of Confederation and the Constitution to create a new constitution.
Standards for Success	The creation of the constitution will reflect the understanding, application of research of the two documents that guide/guided our country for over 200 years, using critical thinking throughout the two tasks.



Student note-taking for outline of information required on PowerPoint presentations will be checked for understanding. Student notes will be given point values per subtitle. Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)

Rubric... Notes for Outline....

<u>Democracy</u>	<u>Points Per Category</u>
<p>Preamble <u>Comprehension:</u> (1 point) Paraphrase the key components of the preamble <u>Application:</u> (1 point) determine key ideas <u>Analysis:</u> (2 points) Distinguish necessary components <u>Synthesis:</u> (2 points) Compose a purpose for the preamble</p>	<p>Total Points6 Points Earned: ____</p>
<p>Article 1: Name <u>Comprehension:</u> (1 point) Determine a title <u>Application:</u> (1 point) Demonstrate how name correlates to the document <u>Analysis:</u> (2 point) Specify how name supports document</p>	<p>Total Points4 Points Earned: ____</p>
<p>Article 2: Purpose <u>Comprehension:</u> (1 point) Describe reason for the Constitution <u>Application:</u> (1 point) Demonstrate its merit <u>Analysis:</u> (2 point) Specify what the Constitution will foster <u>Synthesis:</u> (3 points) Generate ways the Constitution will help citizens</p>	<p>Total Points7 Points Earned: ____</p>
<p>Article 3: Membership <u>Application:</u> (1 point) Determine who is eligible <u>Analysis:</u> (2 point) Specify requirements for membership <u>Synthesis:</u> (2) Create qualifications for membership <u>Evaluation:</u> (2) Prioritize requirements for membership</p>	<p>Total Points7 Points Earned: ____</p>
<p>Article 4: Officers <u>Application:</u> (1 point) Determine necessary number of officers <u>Analysis:</u> (2 points) Determine the factors for elections Specify term limits <u>Synthesis:</u> (6 points) Create duties of officers Design a ballot for elected officials Generate reasons for removal</p>	<p>Total Points9 Points Earned: ____</p>



<p>Article 5: Duties of Officers <u>Analysis:</u> (2 points) Determine specific duties for each officer <u>Evaluation:</u> (3 points) Justify each position <u>Evaluation:</u> (3 points) Rank officers according to duties</p>	<p>Total Points8</p> <p>Points Earned: _____</p>
<p>Article 6: Meetings <u>Comprehension:</u> (1) Describe the importance of holding meetings <u>Application:</u> (2) Determine the timeframe for holding meetings <u>Analysis:</u> (2) Determine the for criteria for meetings <u>Synthesis:</u> (2) Design an outline for a general agenda</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 7: Finances <u>Application:</u> (2) Determine a system for keeping financial records <u>Synthesis:</u> (3) Generate a list of ways activities will be financed <u>Evaluation:</u> (3) Justify fundraising activities</p>	<p>Total Points8</p> <p>Points Earned: _____</p>
<p>Article 8: By-Laws <u>Analysis:</u> (2) Determine criteria for laws <u>Synthesis:</u> (5) Create a list of 10 rules Defend each rule listed</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Article 9: Amendments <u>Application:</u> (2) Establish those responsible for introducing amendments Establish those responsible for writing amendments <u>Analysis:</u> (2) Determine the factors for the voting body <u>Synthesis:</u> (3) Create the criteria for passing an amendment</p>	<p>Total Points7</p> <p>Points Earned: _____</p>
<p>Total Points Possible</p> <p>Total Points Earned</p>	<p>70</p> <p>_____</p>



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

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

Criteria	Advanced	Proficient	Basic	Below Basic
Introductory slide	Background enhances text, title, name, graphics make this an attention-getting opener to the presentation.	Background suits text, title, name, graphics are included and slide is complete.	Background does not suit text, title is included.	Introductory slide is omitted.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide. There are no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide, but one piece of information is clearly flawed, or inaccurate.	Content is typically confusing or contains more than one factual error. It is difficult to understand.
Effectiveness	Project includes all material needed to gain a clear understanding of the core principal chosen. 11 slides	Project includes most material needed to gain a clear understanding of the core principal chosen. 10 slides	Project is missing more than key elements. 9 slides	Project is lacking several key elements and has inaccuracies. 8 or fewer slides
Use of Graphics	All graphics on 11 slides are charged (size and color) and support the theme/content of the presentation.	A few graphics on 10 slides are charged but all support the theme/content of the presentation.	All graphics on 9 are attractive but a few do not seem to support the theme or content of the presentation.	All 8 slides are void of graphics and detract from the content of the presentation.
Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student presented the material with confidence, with clear annunciation, and inflection.	Student presented material but could have been more confident, words generally annunciated, minimal inflection.	Student had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student was unable to complete the presentation before the class.



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Lesson Activity Steps...This lesson could be divided into several class periods depending on student need.

Purpose	Teacher	Learner
<u>Into</u>	<p>Put up pictures that depict chaos. What's do you see in all of these pictures? Lead discussion as to what might be the cause of the chaos, fighting, disruption...</p> <p>Right now, everyone get up and at the same time, talk about your favorite activities..... and speak up to be heard.</p> <p>What feelings do you experience when there's noise and no one can hear you?</p> <p>Does this happen in our society today? Can a society exist when people only complain, but do nothing to solve problems? What happens if no one is listening?</p> <p>People of today became very ego-centric and refused to work together as citizens. The government you know of today no longer exists. Other countries took advantage of our lack of unity and the United States was taken over by other countries. Fast forward to the year 2777. After many years of turmoil and war with other countries, the citizens realized that through actions come change, and change in the political process involves participation. The U.S. citizens fought back and regained independence. A new Constitution must be written.</p> <p>Show GRASP to give students an overview of their project</p>	<p>Participate in class discussion.</p> <p>Class chaos.</p> <p>Class discussion. ~Write replies on board</p> <p>Class discussion.</p> <p>Read through GRASP and rubrics, ask questions, discuss criteria for constitution.</p> <p>Need for access to resources</p>
<u>Through</u>	<p>Students give PowerPoint presentations... Teacher makes constructive comments.....feedback</p>	<p>Students present PowerPoint on their creation of a class Constitution</p>
<u>Beyond</u>	<p>Students write a 5 paragraph persuasive essay to explain what was the most powerful part of the overall unit that helped them to understand the importance of our country's constitution. This essays includes an introduction, 3 paragraph body stating main points learned which are backed up with supporting facts, and the essay ends with a conclusion. The conclusion restates the main points of the essay, summarizes key points, includes a new reason to back up facts, and ends with a personal opinion.</p>	<p>Students share with class/peers.... Whole group or small groups.</p>



Special needs of students are considered in this lesson: Students can be paired or provided with accommodations working in the Resource Center. This is an independent assessment, so modifications may be required for students with special needs. Teacher assistance can be provided for technology support. This project may also be adjusted to completing a constitution in a written outline form only.

Extension Ideas:

Make a list of countries that are ruled by a monarch or dictator. From this list, write down rights the citizens are allowed. Create a list of rights the citizens are denied.

Compare countries that are run by a democracy and list the similarities/differences between the countries

Become “computer pals” with students from another country and ask about their system of government, way of life, etc.



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Materials and Resources Needed: Students need access to computer labs (classroom or home computer) to create PowerPoint presentations, type up outlines or conduct any on-line research. GRASPS and rubrics need to be distributed to all students. The audience (class members) would represent a political committee. Students understanding that the PowerPoint presentation is being heard and judged by a committee will give students a sense of ownership in the creation of their constitution.

References:

California State Standards:
www.cde.ca.gov/be/st/ss/

Guidelines for Writing a Constitution:
<http://webdev.bowiestate.edu/downloads/New%20SA/GUIDELINES%20FOR%20WRITING%20A%20CONSTITUTION.pdf>

Writing a Group Constitution:
www.cvsfife.org/publications/constitutions.htm

Reflections, United States History: Making a New Nation, Harcourt School Publishers, 2007



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Student reference when compiling notes

Blooms 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 today. 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...?



The Process and Requirements

Step One: You will create a rough draft of a Constitution of your own which will require critical thinking in designing. *(This section of the assignment may either be typed or written by hand).* As you work, measure your own success using the scoring rubric to ensure quality work. The rough draft is to be reviewed by the teacher before beginning the PowerPoint section of the project.

Requirements:
Create a Preamble This section should state the name of the document and the purpose of its being created.
Create the following articles within your document
Article I: Name of document What is the exact title to be used?
Article II: Purpose What is the reason for this document? What will the document be fostering?
Article III: Membership Who is eligible? Are there any restrictions? How does one become a member? What are the qualifications?
Article IV: Officers How many officers are there? What are their titles and duties? How are officers elected? What type of ballot? How long are they in office? Are these term limits? May officers be removed? If so, how?
Article V: Duties of Officers: Name the specific duties of each officer in section IV.
Article VI: Meetings Describe how meetings will be held, where, and how often.
Article VII: Finances How will different activities be financed? How will financial records be kept?
Article VIII: By-Laws: What types of rules will you establish?
Article IX: Amendments How are amendments to be proposed, and, by whom? Who votes on the amendments? How is an amendment passed, by what percent vote?

Step Two: You will use the information from your notes to create a PowerPoint presentation of your constitution. The PowerPoint presentation will be viewed by the a committee formed by students. You will use one slide to explain each component of the constitution you've created. (Include an introductory slide for a total of 11 slides.) Use graphics to enhance the presentation. Refer to the scoring rubric to ensure success



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Unit Plan: *From the Articles of Confederation to the Constitution*