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Content Area: Social Studies/Civics; Constitution/ Bill of Rights
Grade: 4th

**Standards:**

C3: College, Career, & Civic Life

D2.Civ.3.3-5 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions

D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	<b>X</b>
Participation & Deliberation	
Process, Rules, and Laws	

**6 Essential Civic Learning Practices:**

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through		Encourage students' participation in simulations of democratic processes	



performing community service that is linked to the formal curriculum and classroom instruction.		and procedures.	
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**Objective:** (what will students be able to do or understand after the lesson)

By the end of the lesson, students will define the many different parts of our Constitution as evidenced by their poster presentation/rubric; showcasing the definitions and meanings and significance of their particular section.

Optional: Students will also be able to define vocabulary as evidenced by completion of an exit ticket.

**Assessments:** (Please include diagnostic, formative, and summative assessments to assess student understanding before, during, and after lesson):

Diagnostic Assessment: Class discussion re: The Constitution and associated vocabulary

Formative Assessment: circulate during group work - pose questions to students

Summative Assessment: Assess posters via rubric and class discussion.

Create an Exit ticket: definitions and T/F that assesses students understanding of content.

**Materials:**

(Please also include rubrics and other essential materials.)

- <https://www.brainpop.com/socialstudies/ushistory/usconstitution/>
- Copies of *If You Were There When They Wrote the Constitution* - Elizabeth Levy
- Poster paper
- drawing/coloring supplies
- Premade groups
- Harcourt Textbooks
- Poster rubrics for group

INSTRUCTIONAL PLAN	Est. Time
<p><b>Introduction/Hook:</b>  <b>Option 1:</b> Ask students what they know about the Constitution already - write down on board</p>	5 mins



<p><b>Option 2:</b> Play Brain Pop video to set the stage for students:  <a href="https://www.brainpop.com/socialstudies/ushistory/usconstitution/">https://www.brainpop.com/socialstudies/ushistory/usconstitution/</a>          Have a brief discussion about what students learned - write on board</p>	
<p><b>Core Lesson:</b>          Textbook pages 50-56 Harcourt Social Studies Grade 4          Read the text pages - either as a class or in pairs or independently          Define important vocabulary using 4th grade language. Students can write these down on a googledoc or in their notebooks</p> <p><b>Vocab:</b>          Constitutional Convention          Bill of Rights          preamble          rights and duties          branches of government          checks and balances          government          democracy          majority rule</p> <p>Group students          Distribute one book to each pair or group of workers.          The book is set up as a series of questions. Each group will be assigned one or more questions depending on level or challenge. They will use the table of contents to find the pages they must read to answer the question(s).  <i>What is the Constitution?</i>  <i>Where was the Constitutional Convention held?</i>  <i>Who was there?</i>  <i>What was the Great Compromise?</i>  <i>What does the President do?</i>  <i>Who would make the laws?</i>  <i>Why are the laws about taxes and the army special?</i>  <i>Why did they invent the Supreme Court?</i>  <i>How are laws passed?</i>  <i>What are the 3 branches of government and what do they do?</i>  <i>What are checks and balances?</i>  <i>What does our government do for us?</i></p>	<p>50 mins</p>



<p><i>What are some rights on the Bill of Rights?</i> <i>What are some of our duties as citizens?</i></p> <p>Circulate around groups and check in to see how students are doing/accessing information/ensuring information is accurate. Guide them if necessary.</p> <p>After reading and finding answers, the students will take notes as to what they need to include to create a poster explaining the answer to their question(s). Posters should use graphics if relevant and helpful, information from the text to accurately answer questions, and appropriate grammar throughout.</p> <p>When posters are finished, each group/team will present their question, their posters and the answers to their questions. These posters will be displayed around the room or in the hall.</p>	
<p><b>Closure:</b></p> <p>Wrap up discussion. One thing you learned (not from your group/question) one thing you are curious about - write down/pair share, or share when called on with classmates.</p> <p>Exit Ticket if you have created one that will effectively assess students.</p>	5 mins



Constitution Poster Rubric

Group Members:

Questions Assigned:

CATEGORY	5	3	2	1
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic
<b>Required Elements (Questions Assigned)</b>	The poster includes all required elements (provide accurate answers to assigned questions) as well as additional information.	All required elements are included on the poster (provide accurate answers to assigned questions)	All but 1 of the required elements are included on the poster. (some information is missing or inaccurate)	Several required elements were missing.
<b>Grammar</b>	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Comments:



**Educator Reflections:**

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	