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Content Area: Social Studies; Unit
Grade: 5th

Note: This plan is comprised of a unit that should be broken up per the educator's discretion.

Standards:

C3: College, Career, & Civic Life

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

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

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		Encourage student participation in school governance.	



to their lives.			
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	X

Objective: (what will students be able to do or understand after the lesson)

- Students will be able to generate a list of positive attributes learned from our forefathers and their commitment to democracy and connect those to positive/effective citizenship.
- Students will use historical examples to support their ideas.

Essential Understandings:

- Students will understand the struggles and sacrifices their forefathers endured to develop the guidelines which later became the constitution, which guides our nation today. They will develop ownership for paying forward the responsibility of citizenship not only on Constitution Day by everyday.

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

- **Formative Assessment:** group discussions will indicate students' knowledge and comprehension of content and transfer
- **Summative Assessment:** students will create a poster or writing piece that demonstrates the connection between citizenship and commitment to democracy by citing examples from historical context (persons, group, event, etc.)

Materials:

(Please also include rubrics and other essential materials.)

- *Shhh...We're Writing the Constitution* by Jean Fritz
- *The Story of the Constitution* by Marilyn Prolman
- [Constitution Rap - Smart Songs](#)
- [Constitution of the United States](#)
- [Schoolhouse Rock - The Preamble](#)
- [Poster of U.S. Constitution](#)
- [Poster of Preamble](#)
- [Preamble Meaning Sheet](#)
- Pictures of above important political leaders highlighting their important roles
- Students journals/paper
- Writing implements



- Chart paper/markers/white

board

INSTRUCTIONAL PLAN

Teacher Notes:

- King George: England Rules, boooo!
- Colonist fight for their rights and independence - **1775 Revolutionary War** began, **ended in 1781**
- Declaration of Independence, written and approved by continental congress - **July 1776**
- DOI creates 13 colonies (a new nation): free independent states
- Articles of Confederation (**1781**): lasts 5 years, did not work well
- Reasons: each state had its own money, no central army, passed laws but could not be reinforced
- Central government needed to be stronger
- 55 men worked at the State House in Pennsylvania to revamp Articles
- George Washington, Alexander Hamilton, James Madison, Benjamin Franklin
- Articles could not be used, so a new Constitution was drafted
- Constitution of US and 7 articles were drafted
- All thirteen state ratified (approved) the Constitution **June of 1789**

Day/Lesson 1:

- Hook: Watch Youtube: [Constitution of the United States](#)
- Review the facts by creating a physical timeline using students holding cue cards of events leading up the Constitution
- Students line up and readjust their position as they brainstorm events
- Questions for students
 - Which even came first and why?
 - Which event was last?
 - How did the events build on one another

Day/Lesson 2:

- Students use cue cards and resources to create a hardcopy of timeline
- Can create with tech or paper/pencil

Day/Lesson 3:

- Watch video, [Schoolhouse Rock - The Preamble](#)
- Read preamble and [meaning sheet of each sentence](#)
- Discuss the meaning and importance of each
- You can also split into groups and have students discuss their thoughts about these questions



- What were our fathers trying to achieve with the Preamble?
- What is the purpose of the Preamble
- Do you think they were more careful this time as opposed to Articles of Confederation? Why or why not?
- What did they change from the Articles of Confederation

Day/Lesson 4:

- Watch the video: [Constitution Rap - Smart Songs](#)
- Discuss the different scenes depicted in the video
- What do the different scenes/events say about the Constitution?

Day/Lesson 5:

- Journal Writing Topic: Good citizens are personally responsible, participatory, and justice oriented
 - What have we learned from our forefathers' commitment to democracy?
 - What is our responsibility regarding citizenship?
 - How can we pay it forward to ensure we are good citizens?
- Share our students' ideas on chart paper.
- Whole group determines which ideas the class will work on
- This activity is a springboard for developing ideas about what positive citizenship is and effective citizens do.
- Students can get into groups or independently focus in on a person or group from history and demonstrate with examples
- Students can create a poster or a writing piece (poem, song, rap, essay, skit, etc.)

Closure for Unit:

Have students present or perform their written piece with the class. Have a class discussion about common themes/ideas and help transfer the “NOW WHAT” - “How are we going to act/what can we do to uphold this commitment moving forward in our lives as students and citizens?”



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?	