

## **Topic:**

In our social studies unit we will learn about national symbols and the history of our country. We will learn about the Declaration of Independence, the Boston Tea Party, and the Constitution in a developmentally appropriate manner. The purpose of this unit is to learn about our nation and to build a classroom community by using the ideas of our founding fathers. For each symbol or document, the class will develop a related symbol or document. We began this by lovingly declaring our independence from our first grade teachers. Then, we developed our classroom constitution in order to form a “more perfect union”. Next, we will learn about the flag and develop our class flag. Each activity will connect our country’s symbols to our class symbols. This helps the children to bond as classmates.

### **I. Objectives**

- To teach concepts of the Declaration of Independence
- To create a Declaration of Independence for first grade teachers
- To learn about the Constitution
- To create our Classroom Constitution
- To explain the purposes of rules in various settings inside and outside of school.
- To begin to explain the governments are and some of their functions.
- To learn about how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

### **C3 Benchmarks**

- D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.
- D2.Civ.5.K-2. Explain what governments are and some of their functions.
- D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change
- D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present

### **Lesson Sequence**

### **Prior Knowledge**

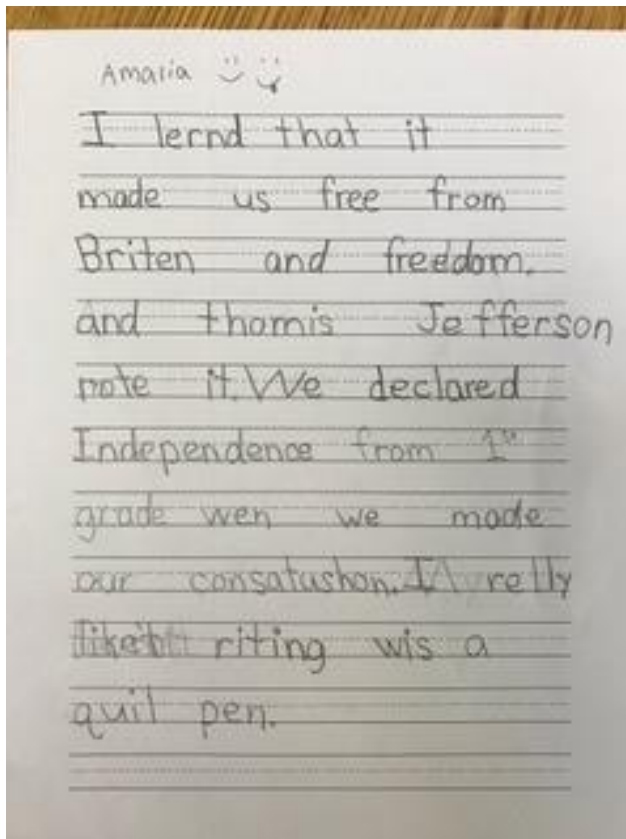
The students learned about what is a colony. My class has reenacted the Boston Tea party. They have learned about taxation without representation. We watched Liberty kids Boston Tea Party.

**Anticipatory Set:** I will introduce the book, *When Mr. Jefferson Came to Philadelphia: What I Learned of Freedom, 1776*, by Ann Warren Turner. I am going to show the children the book cover and have them make a prediction about what they think this book is going to be about. As I read the book, I am going to use my voice to emphasize important words. We will talk about the notion of fair and freedom. After, I have read the book, we are going to discuss what occurred in the book. What was the problem did colonist face? How did they solve the problem? What steps did they use? What was the solution? What is Treason? Would you sign your name? Why did John Hancock sign so big? I will pass out the copy of the Declaration of Independence. We will watch movie about the Declaration of Independence.

**Procedure:**

**Day 1**

I will talk about how all the first grade teachers had classroom rules but every classroom had different rules, Mrs. Fishers was different then Mrs. Jacobs. Now need to create our own union and rules In order to make our new classroom need to declare our selves independent from our first grade teachers. We will sign a Declaration of Independence from first grade using a quill pen. After that the students will pass out their copy to the their teacher. We will review our learning from the day before.



## Day 2

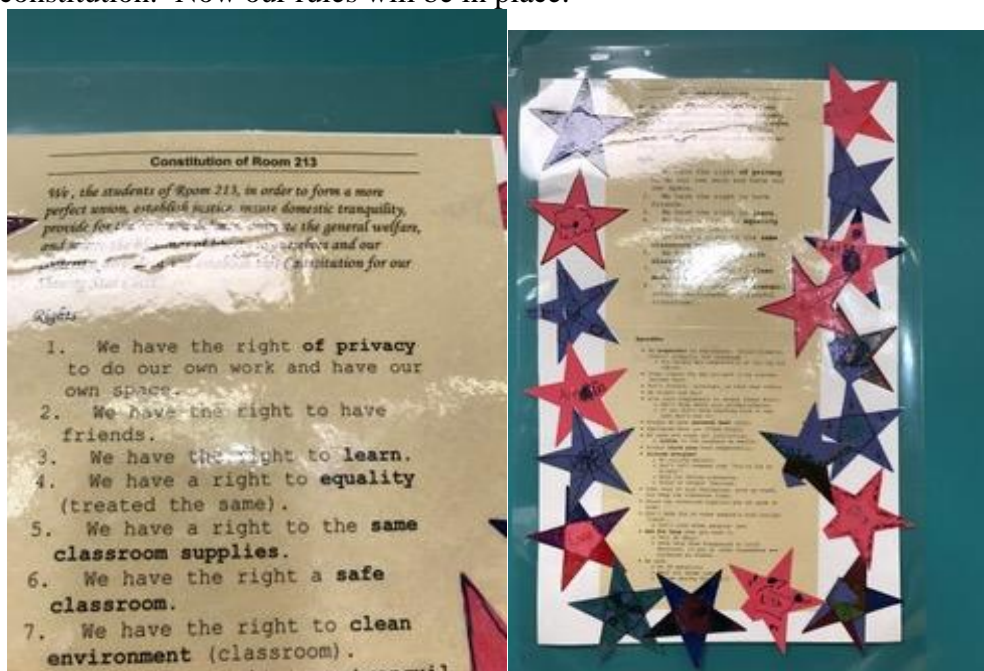
Next the students will learn about the how the government was created. I will introduce key vocabulary using PowerPoint. Next I will read the book, *We the Kids*, by David Catrow, this it to reinforce the words in the Power point. After that, the students will Watch *The Constitution and Constitution Day: A Beginner's Guide* Colman Communications, on Discovery Education. Students will learn about why we had rules. They explore the three branches of United States government and the Bill of Rights and the origins of our Constitution.

## Day 3

We will review what we learned about the Constitution. Ask when do we use rules? Why do we need rules — at home, at school, in our community, and in our country? What would happen if we did not have rules— at home, at school, in our community, and in our country? Who created the rules for our country? Who should create the rules for our classroom? Read the book *Unite or Die: How Thirteen States Became a Nation* by Jacqueline Jules and Jef Czekaj. After, I have read the book; we are going to discuss what occurred in the book. What was the problem did founding fathers face? How did they solve the problem? What steps did they use? What was the solution? I will pass out the copy of the Constitution. I will talk about the bill of rights. I will tell them I am not going to make the rules of our classroom that the members of our new community need to make the laws and bill of rights. We will start by brainstorming rules we want. After a list is completed I will what right is. The students will make up rights and responsibilities like the bill of rights.

## Closure: Day 4

Teacher will type up the Constitution. The class will review the document. They can make changes and ratify the constitution. When we agree we will sign our classroom constitution. Now our rules will be in place.



## Extensions

Read about Betsy Ross from Scholastic news. Class will read about the American flag and its many changes in history. Learn about what colors on the flags mean. Have the students create a classroom flag with their new constitution.



## Evaluation

- Did the students respect the dignity of all team members?
- Were **all** students actively engaged in the lesson?

## Assessment

I do not expect my students to achieve transfer (independence) the first time a task is introduced. I understand it takes several exposures in order to receive transfer. I strongly believe that assessment must be an integral component of instruction. During my lessons, I should be assessing the progress and development of my students. I need to observe my students in order to determine the connections they are making. Were the students able to do this task successfully? Did the students understand the importance of the Declaration of Independence? Did the students demonstrate an understanding of the importance of rules? Were they able to understand how difficult it was to establish a form of government? Were students able to complete the process of editing and revising the Constitution? Are the students respecting the Classroom Constitution? When I assess my students I need to determine if the students were able to communicate and reason big ideas in writing.

As a teacher I realize that creating a classroom where all students are equal can be challenging and rewarding. I want all of my students to feel that they are contributing to classroom. Did this lesson help build a responsive classroom? Did this lesson effectively address the standards that the students need to know?