

Diocese of Wheeling-Charleston

Unit Planner

Name of Teacher: Erika Maynard

Grade Level: 5th grade

Subject Area: Social Studies

Cross Curricular Opportunities: Reading, Language Arts, Spelling, Math

Unit Title: Constitution Commotion!

Estimated Duration of Unit: 6 weeks

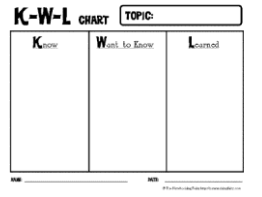
Overview of Unit: Students will learn the concept of the steps taken to build our great nation. By reviewing the American Revolution and continuing with the development of our nation's plan of government, students will comprehend the laws that direct our country. By analyzing the Articles, the Constitution, the Amendments, and so forth, students will see the process of administration. The branches of government also play a crucial role in the development of our nation, and students will become familiar with their abilities, as well as their checks and balances.


Forms of Text (nonfiction/fiction): Shh! We're writing the Constitution by: Jean Fritz, The U.S. Constitution and Fascinating Facts about It by: Terry Jordan, We the People: The Story of Our Constitution by: Lynne Cheney, The Founders: The 39 Stories Behind the U.S. Constitution by: Dennis Brindell Fradin, Constitution Construction by: Bentley Boyd


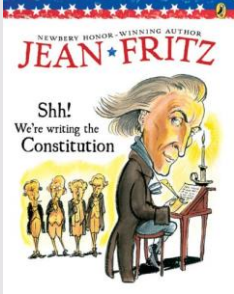
Teaching Strategies: Direct Instruction, Research-based, Cooperative groups, Technological skills, Hands-on activities, Critical thinking approach, and Vocabulary enrichment




Catholic Identity Connections: The basis on which our country was founded is pertinent to our values as individuals. Knowing how our country was established and the great lengths many went to; to keep a Christian background is relevant to Catholic identity. Morals are also addressed when discussing amendments and the process many endured to fight for the rights of various minorities. Our evolution as a nation is centered on Christianity.

Assessment (authentic/published – summative/formative): Authentic, Summative, and Formative. Throughout the duration of the unit, comprehension activities are pulled from various resources. These activities are generally completed in the morning as a "Bell Ringer". Students are given a passage on a certain Lexile level and they are expected to be able to go within the text and find the correct answer. Students are then expected to write the correct answer in a complete sentence. Scholastic Newspapers are utilized as well. Students must be able to constantly recall information as we work through the unit. Each class will start with reviewing information taught the previous day. Being repetitive with facts and encouraging students to repeat the information allows for them to remember crucial details.

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.5.SL.C13.1	Engaged effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other's ideas and expressing their own clearly. [Ongoing throughout the entire unit].	<p>Students will activate prior knowledge by utilizing a KWL chart on the topic of the American Revolution. Once finished discussing, students will view the PowerPoint causes of the American Revolution. While discussing various concepts, students will take notes on the information and keep them in their social studies binder throughout the duration of the unit/year. Students will also have spelling words centered on the topic of the American Revolution. Students will then review the historical timeline to have a grasp of the chronological order of certain events in our history.</p> <p>Spelling words will be reviewed and their meanings will be discussed throughout the duration of the unit.</p> <p>Homework assignments will vary according to what is accomplished in class. See MSP for updates.</p>	 <p>American Revolution Spelling List</p> <p>Causes of the American Revolution</p> <p>Timeline</p>	
ELA.5.R.C1.5	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. (CCSS RI.5.2)	When our nation won our independence from Britain, our nation was born. Students will explore the various types of government that our country could have chosen, instead of a representative democracy. Students will be placed in groups to fill out their "government trading cards" and read the information provided. Once students know the differences between the governments addressed (Anarchy, Monarchy, Direct Democracy, Representative Democracy) we will have a whole class discussion on why our particular government works best (pros/cons of all mentioned).	<p>Are all Governments Created Equal?</p>	
ELA.5.L.C15.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or	Students will be introduced to our nation's first plan of government, the Articles of Confederation. Students will explore the reasons these laws did not work (state vs. federal) and explain why our Founding Fathers had to come together and find a solution that worked best for all. Students will take	<p>Articles of Confederation PowerPoint</p> <p>Articles Guided Reading</p>	

	speaking. [Ongoing throughout entire duration of the unit].	notes on the PowerPoint, and work in groups to complete the guided notes pertaining to the Articles. Students will be placed in groups to brainstorm a plan that would be beneficial to our young, developing nation.		
ELA.5.R.C3.3	draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS RI.5.7)	<p>Once students are familiar with the Articles, they will then begin to study our nation’s new plan of government, the Constitution. Students will be placed into groups to read their guide to the Constitution and be instructed to highlight the imperative information. Students will address topics such as, the Constitution is the basis of all laws in the U.S., the history behind the document, amendments, the Constitution did not include everyone, and the Bill of Rights. With the Smartboard, students will be able to view the PowerPoint for the Constitutional Convention. Students are expected to take notes and participate in discussion while reviewing the material.</p> <p>Continuing with the idea of chronological order, students will continuously be reminded of dates certain events occurred and locations in order to have a concept of how our nation was growing.</p>	<p>The Guide to the American Constitution</p> <p>Constitutional Convention PowerPoint</p> 	
ELA.5.R.C2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text. (CCSS RI.5.6)	<p>After discussing the Constitution and how it affected the U.S., as well as its citizens, students will be placed with a partner to look at the view points of various historians when looking at slavery in the Constitution. Students will reveal why these individuals chose the side they did, and why our nation decided to keep slavery legal for such a long time after the Constitution was created. This will be the prelude to the Bill of Rights. Students will begin to look at our laws and protections from government.</p> <p>Students will complete a matching worksheet based on the first ten amendments. Students will understand the concept</p>	<p>Why did the Constitution allow slavery, if “all men are created equal?”</p> <p>Bill of Rights PowerPoint</p>	

		<p>that amendments are not only laws, but changes added to the Constitution.</p> <p>Students will also look at the terms Federalist and Anti-Federalist.</p>	 <p>Federalism</p> <table border="1"> <thead> <tr> <th>Powers Delegated to the National Government</th> <th>Powers Reserved to States</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • declare war • create and maintain armed forces • establish foreign policy • regulate interstate and foreign trade • make copyright and patent laws • establish postal offices • coin money </td> <td> <ul style="list-style-type: none"> • establish local governments • establish and maintain schools • regulate trade within states • conduct elections • provide for public safety </td> </tr> </tbody> </table>	Powers Delegated to the National Government	Powers Reserved to States	<ul style="list-style-type: none"> • declare war • create and maintain armed forces • establish foreign policy • regulate interstate and foreign trade • make copyright and patent laws • establish postal offices • coin money 	<ul style="list-style-type: none"> • establish local governments • establish and maintain schools • regulate trade within states • conduct elections • provide for public safety 	
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<p>ELA.5.R.C2.5</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts. (CCSS RI.5.5)</p>	<p>The Constitution contains Articles and Sections. Students will become familiar with the document and be placed into cooperative learning groups to review the document itself. The branches of government, as well as the job of government officials will be reviewed. Students will use dry erase boards to participate in an oral quiz pertaining to the Constitution.</p> <p>Using iPads, computers, and the Constitution, students will complete the “Constitution Treasure Hunt”. This activity addresses specific articles and sections within the document.</p> <p>Students will learn the workings of Congress, the Supreme Court, and the President and how this all pertains to the branches of government.</p>	 <p>Oral Quiz</p> <p>Constitution Spelling Words</p> <p>Constitution Treasure Hunt</p>					
<p>SS.5.C.6</p>	<p>Outline the process in which amendments are made; interpret their meaning, and apply it to their daily life, lives of others, and lives of people throughout history.</p>	<p>After students have become familiar with the Constitution as our nation’s plan of government, they will then enter “Law School”. The activity will be set up as centers, which will allow each group to complete separate parts of their packet and move on to the next section as time progresses. The topics addressed are: the three branches of government, the amendment process, the federal system, and checks and balances. Each topic/article is considered to be a “course”. Once all six courses have been complete, the students will then take the “Bar Exam” (reviewing information taught</p>	<p>Law School</p> <p>Teacher’s Guide</p> <p>Law Firm Dilemma PowerPoint</p>					

		<p>within the courses). Upon passing the “Bar Exam”, students create groups of their choice, “Law Firms”, and they will compete to give their clients the best advice. Several dilemmas will be posted on the PowerPoint, and it is the “Law Firms” responsibility to identify the article and section in which the information is located. The students have to answer before the time expires! A timer may be set to increase competition/score can be kept.</p> <p>Once completed, students will complete the “Which Amendment was Violated?” worksheet.</p>		
<p>SS.5.C.7</p>	<p>Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.</p>	<p>As a review of the amendments and the Bill of Rights, students will be instructed to complete the guided notes on all twenty-seven amendments. As a whole class, review the amendments and discuss how they have shaped our nation.</p> <p>Students will take an oral quiz over the amendments.</p> <p>At this point, the students have developed an extensive portfolio within their binder. Students will take a binder test to ensure they comprehend the material and to make sure that their resources and notes are still in tact.</p>	<p>The twenty-seven amendments</p> <p>Binder Test</p> 	
		<p>After students have reviewed the amendments and are able to explain them in their own words, they will be paired with another student. Utilizing Google Docs, students will create a Google Slides presentation that displays all twenty-seven amendments, a picture to represent each one, and a small paragraph explaining how that amendment pertains to them. Students will then present their Slide presentation to the class and compare the differences in their explanations, as well as the similarities.</p>	<p>Twenty Seven Amendments</p> <p>Google Slides</p> 	

This is also a cross-curricular opportunity involving grammar and writing. Students can peer edit one another's work to look for mistakes.

Students will complete this assignment using their Chromebooks in class.



Student work sample

ELA.5.W.C10.1

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 in Text Types and Purposes.)
(CCSS W.5.4)

To make a current events connection, students will be placed within groups to review five news articles that apply to the Bill of Rights. Students will construct a paragraph about four of the five articles that summarize the news story. It should discuss which amendment was violated and how it is relevant to the story. Lastly, students will incorporate their opinion on the article and discuss whether or not the action taken was protected under the Bill of Rights.


[Bill of Rights Current Events](#)


ELA.5.W.C11.3

Draw evidence from literary or informational

After reviewing the Bill of Rights once more, students will turn their attention to the Preamble of the Constitution.

[Preamble Meaning](#)

	texts to support analysis, reflection, and research.	<p>Discuss the importance and what it does for our nation and its citizens.</p> <p>Students will have a quiz on the Preamble and be expected to construct a paragraph discussing the meaning of it.</p>	Preamble	
ELA.5.W.C9.2 ELA.5.L.C15.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>By this point, students have covered a sufficient amount of information pertaining to the Constitution and the beginnings of our nation. To summarize what has been taught, students will construct a 3-5 paragraph essay explaining the process of government, and our nation’s plan of government.</p> <p>Students will be expected to turn in a brainstorm of their ideas, a rough draft with revisions, a rough draft with editing marks, and a final published copy.</p> <p>Students will review the concept of a “hook” in their writing. Transitions and details will also be an aspect students must focus on when creating their essay.</p>	Writing Process PowerPoint Constitution Spelling Words	
SS.5.C.2	Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire the understanding of the trial by jury process and justify its effectiveness in solving conflicts in society both past and present.	<p>Within groups, students will discuss and debate four major court cases ruled on by the Supreme Court. In a sense, students will be the jury and the differences between minority and majority opinion will be addressed. Students will analyze the case and participate in discussions on what they find rational and irrational about the information presented.</p> <p>On the ELMO, one article at a time will be presented. As jurors, the students will be debriefed on the case and talk about the elements of the information given. Allow students to share their opinion, by voting for the winner of the case before it is revealed. Once the Supreme Court decision has been known, allow students to engage in conversation and decide whether or not they agree on the ruling.</p>	Supreme Court Cases 	

		Once the assignment is completed, students will be instructed to write two-three paragraphs explaining why or why not they agreed with one particular court case.		
SS.5.G.9	Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).	<p>Another activity to demonstrate how our nation operates is the Electoral College project. Students will be placed in groups and each group will be assigned a specific election. Students will learn how the Electoral College works, and the difference between the electoral vote and the popular vote.</p> <p>Within their project, students will color code a map for both the popular vote and electoral vote. Students will use a pie graph to show the percentage of the popular vote, and a bar graph to illustrate the electoral vote. The idea of earning 270 electoral votes to win the election, as well as how winning the popular vote does not always necessarily mean victory. Discuss the pros and cons of this system, and allow each group to present their findings and discuss why electoral vote numbers have changed over time (population).</p>	<p>Electoral College</p> <p>Electoral College Map</p> <p>What is the Electoral College?</p>  <p>Electoral College Spelling Words</p>	
SS.5.C.1 SS.5.C.4	<p>Illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.</p> <p>Compare the functions</p>	<p>Students will view the American Democracy Smartboard PowerPoint. Students will discuss their patriotic duties and how it applies to them as a citizen of our nation. Students will construct a summary of what it means to be patriotic and what responsibilities we owe to our nation (paying taxes, jury duty, etc.)</p> <p>Students will also look at government based on a local, state, and federal level. They will compare jobs, laws, and titles of government officials at each distinguished level.</p>	<p>American Democracy</p>	

of each level of the government (local, state, and national) and apply that knowledge to a function set aside for citizens of the United States (e.g., Town Hall Meeting, Project Citizen, debate, etc.).



As a closing to the Constitution lesson, students will visit the National Archives in a distance learning activity. They will have the opportunity to analyze actual primary sources and discuss their learnings with a historian.

Prior to their distance learning experience, we will read and

[National Archives Information](#)

[The Constitution at Work Lesson](#)

answer questions pertaining to different documents to discuss the influence and power of our Constitution.

Through this virtual assignment, students will have the opportunity to collaborate with an expert of his/her field and share their knowledge of the Constitution.



Differentiated Instruction Opportunities/Overview: Placing students in ability groups will allow for extensions and revisions of what is to be expected. For example, an extension could be having students create a five paragraph essay; while other groups construct a three paragraph essay. The same expectations are present; the only element of change is the required length. Multiple choice questions could have fewer options for some students, also additional tools can be provided to aid the students in finding the correct answer. When given the study guide, an adjusted version can be provided, or a list of the answers and the students must decide where to place them on the study guide. Accommodations do not equal lower expectations.

Cross Curricular Opportunities level: When completing the graphs, this is a cross-curricular math activity. Reading comprehension is pulled throughout the unit, and writing concepts are addressed daily. The spelling words are pulled directly from the unit to ensure understanding of the vocabulary, and their spelling tests are teacher made every week. Students are expected to know proper spelling of the word, as well as being able to apply the word in a sentence. Grammar is also used daily with the "Color the Rainbow" idea. During certain assignments, students are asked to identify the parts of speech by assigning the correct color to the words provided.

Common Core Checklist

Writing

- | | |
|---|--|
| X | Paragraph |
| X | Essay (narratives, fairy tales, realistic fiction) |
| X | Summary |
| X | Research |
| X | Detailed answers (text supported) |
| X | Notes (note taking skills, outlines) |
| X | Complete sentences |

Reading

- | | |
|---|---|
| X | Informational text |
| X | Lexile |
| X | Complex literature |
| X | Speaking |
| X | Listening |
| X | Varied strategies and instructional methods |
| X | Critical thinking in whole class discussion |
| X | Student led activities |
| | common core standards (literature circles) |

Technology

- | | |
|---|-----------------------|
| X | Smart board |
| X | Computers |
| X | iPads |
| X | PowerPoint, Elmo etc. |

Differentiated Instruction

- | | |
|---|-------------------------|
| X | Used multiple resources |
| X | Domain Vocabulary |

X	Cross-Curricular
X	Collaborative engagement (meaningful feedback)
X	Higher level learning and teaching
Assessment	
X	Project based
X	Writing prompt
X	Portfolio
X	Observation
X	Quiz
X	Technology based
X	Test
	Student created test
X	Presentation
	Journal
X	Think, pair, share
	Summary
X	Oral questioning
X	Analogy
	PowerPoint, or movie maker
Authenticity	
X	Various activities
X	Inquiry, research and evidence
X	Evidence of time management and planning
X	Problem solving strategies
Summary of Unit:	
<p>Students will learn the concept of the steps taken to build our great nation. By reviewing the American Revolution and continuing on with the development of our nation's plan of government, students will comprehend the laws that direct our country. By analyzing the Articles, the Constitution, the Amendments, and so forth, students will see the process of administration. The branches of government also play a crucial role in the development of our nation, and students will become familiar with their abilities, as well as their checks and balances. Students will have a better understanding of our government and nation as a whole.</p>	

