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| **Lesson Title** | America as a Nation | **Teacher** | **Willette Scott Ash** |
| **Grade Level** | **4th** | **Duration of Lesson** | **3 days** |

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| **Lesson Topic** | **Constitution and the Bill of Rights** |
| **SC Standards and Indicators**  **Common Core**  **Strategy(ies)**  **addressed** | **4-4.3:** Explain how the United States Constitution and the Bill of Rights placed an importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.   * Demonstrate responsible citizenship within local, state, and national communities * Explain how political, social, and economic institutions have influenced the state and nation throughout history. * Cite details from a text to support conclusions made from the text. * Utilize different types of media to synthesize social studies information from a variety of social studies resources. * Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. * Determine the main idea of a text and explain how it is supported by key details; summarize the text. * Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| **Academic Vocabulary** | Constitution  Republic  federal system  legislative branch  executive branch  judicial branch  separation of powers  veto  checks and balances  militia  government  tariff  tax  trade |
| **Lesson Materials**  **Content Narrative** | **Text:** Scott Foresman Social Studies:  Building a Nation 14-22; 354  **Scott Foresman:**  Social Studies Plus! A Hands-On Approach  **Web Sites:**  **A Roadmap to the US Constitution –** [www.library.thinkquest.org/11572](http://www.library.thinkquest.org/11572)  **Ben’s Guide to the White House –**[www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)  **United Streaming Video –** <http://www.unitedstreaming.com>  Our Constitution: The Document That Gave Birth to a Nation  America At Its Best: A Land of Many People  **The Constitution of the United States –**  <http://www.nara.gov/exhall/charters/constitution/commain.html>  **Ben’s Guide to the Government –** [www.bensguide.gpo.gov](http://www.bensguide.gpo.gov)  **S3 Curriculum Link**  <http://scde.mrooms.org/index.php?page=14481>  **Toolboxforteachers.com**  <http://www.toolboxforteachers.com/>  **ETV Streamline SC**  <http://www.scetv.org/education/streamlinesc/>  Smithsonian Institution – <http://www.si.edu/harcourt/socialstudies>  **Study Island**  [www.studyisland.com](http://www.studyisland.com)  Primary Document : The Bill of Rights  [**http://www.loc.gov/pictures/resource/cph.3a04470/**](http://www.loc.gov/pictures/resource/cph.3a04470/)  **Primary Document: Slaves Quarters**  [**http://www.loc.gov/pictures/resource/hhh.va1395.photos.163573p/**](http://www.loc.gov/pictures/resource/hhh.va1395.photos.163573p/)  **Assessment: Analyzing the First Five Amendments**  [**www.gliderlehrman.org**](http://www.gliderlehrman.org)  Who Needs the Textbook?  [**www.homecourtpublishers.com**](http://www.homecourtpublishers.com)  **PASS Coach**  pg. 110-113  The purpose of this lesson is to understand what happened after independence was declared and the challenges the Americans faced in creating a new form of government. By the end of the lesson, the students will be able to explain how the United States Constitution and the Bill of Rights placed an importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans. Previously, the students were expected to identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process. In fourth grade, the Bill of Rights will be introduced for the first time. Later, the students will explain how the fundamental principle of limited government is protected by the Constitution, and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights. |

**Lesson Set**

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| **Content Objective(s)** | **Students will study …**   * The challenges the Americans faced in creating a new government, * The contributions of Native Americans, slaves and women, * The beginnings of the United States as a nation, and * The importance of the Constitution and the Bill of Rights. |
| **Literacy Objective(s)** | **Students will …**   * Read and write about being a responsible citizen within their class, school and community. * Compare and contrast how political, social and economic institution influenced the state and nation throughout history. |
| **Lesson Importance** | * To understand what happened after independence was declared and the challenges the Americans faced in creating a new form of government. By the end of the lesson, the students will be able to explain how the United States Constitution and the Bill of Rights placed an importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans |
| **Connections to prior and future learning** | * **Prior knowledge:** The students were expected to identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process. (**1.3.2)** * **Future learning:** The students will explain how fundamental principle of limited government is protected by the Constitution, and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights. (**USHC-1.5**) |
| **Anticipatory Set/ Hook (Engage)** | * **Student will pretend to be one of the following, white male plantation owners, slaves, women, or Native American s and act out their feelings during this time period.** |

**Skill Development**

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| **Introduce content components** | * Teacher will say - "Today we are going to learn about the United States Constitution and the Bill of Rights on the citizens to include the rights of white male property owners but not those of the slaves, women, and Native Americans. |  |
| **“I do”**  **Skill from literacy objective**  introduce/explain/model | * Teacher will read aloud Shh! We’re Writing the Constitution and If you Were There When They Signed the Constitution. . Students will compare and contrast both texts. * At the conclusion of the read aloud Shh! We’re Writing the Constitution, the students will write a descriptive paragraph of how the Constitution came to be written and ratified. * At the conclusion of the read aloud If You Were There When They Signed the Constitution, the students will share the facts of framing the Constitution.. |

**Guided Practice**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | * Pretend to be one of the founding fathers and write a letter explaining the role of the Bill of Rights. * In groups, brainstorm some rules for the common good in your classroom. Bring the group together and discuss each group’s list, agreeing on the final “constitution” of your classroom. * Students use magazines and newspapers to make a collage of citizens demonstrating their rights. The students write a paragraph explaining the collages. * Students individually review the Bill of Rights and the responsibilities of citizens. They make a two-column chart and list the rights that are protected by the first ten amendments in one column. Label this column Bill of Rights. The heading for the second column is Responsibilities. Students list the responsibilities that are implied by the Constitution in this column. Students may work in pairs to check each other on how many of the rights and responsibilities they can remember. Demonstrate responsible citizenship within the school community and local and national communities. * Students will read an article “Ratifying the Constitution” and complete a diagram with two more facts that support the conclusion. * Students will read an article “The Bill of Rights” and write an amendment about individual rights they would like to see added to the Constitution and explain why they think that amendment is needed. |
| **Checking for Understanding-“Informal” Assessment** | * **Oral responses to the following cloze statements or questions:**  1. **Freedom of religion is an example of a personal freedom guaranteed in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.** 2. **Which amendment to the Constitution promised that the federal government had only those powers that it was given?** 3. **The first 10 amendments to the Constitution of the United States are known as the \_\_\_\_\_\_\_\_\_\_\_.** 4. **Why is the Bill of Rights important?** 5. **The Bill of Rights gives citizens the right to a trial by jury. In order to keep this right strong, citizens may be asked to serve on a \_\_\_\_\_\_\_\_\_\_\_\_.** 6. **“All men are created equal” is a quote in the \_\_\_\_\_\_\_\_\_\_\_\_.** |

**Closure**

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| **Content Solidified** | * **The Bill of Rights pledged to guarantee personal freedoms by placing specific limits on government. This convinced some states to ratify the Constitution.** * **The Bill of Rights lists the rights you have a citizen of the United States.** * **James Madison drafted these first ten amendments we call The Bill of Rights.** * **The Bill of Rights protects freedoms of speech, religion, and the press.** * **It allows each state to have its own militia.** * **The government cannot force citizens to house or quarter troops in their homes.** * **It protects citizens from having their home searched without a warrant.** * **A person does not have to give evidence against him/herself in court.** * **A person has the right to a speedy public trial by a criminal jury of his/her peers.** * **It allows for a civil trial by a jury of your peers.** * **Judges cannot give citizens excessive fines or excessive bail.** * **The rights of citizens are not limited to the ones listed in the Constitution.** * **It gives power to the states that the Constitution does not expressly grant to the federal government.** * **There have been seventeen amendments added to the Bill of Rights over the years.** * **America has a limited government. It can only do what is stated in the Constitution. Government officials must obey the same laws as the citizens.** |

**Independent Practice**

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| **“You Do”** | * **Students use magazines and newspapers to make a collage of citizens demonstrating their rights. The students will write a paragraph explaining the collages.** * **Students individually review the Bill of Rights and the responsibilities of citizens. Students will make two-column chart and list the rights that are protected by the first ten amendments in one-column. Label this column Bill of Rights. The heading for the second column is Responsibilities. Students list the responsibilities that are implied by the Constitution in this column. Students will work in pairs to check each other on how many of the rights and responsibilities they can remember.** |

**Summative/ “Formal” Assessment**

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| **Assessment** | * **Analyzing the first five Amendments in your own words.** * **What do you think is the most important right described in the Bill of Rights? Explain your answer.** * **Compare and contrast the ideals of equality described in the Declaration of Independence referred to white male property owners and to slaves, women and Native Americans.** * **\_\_\_\_\_\_\_are important freedoms that are protected by the Bill of Rights.**   **A**. Law and Order and Arts  B. American eagles and giraffes  C. Principles of democracy and taxes  D**. Freedom of speech, assembly, religion, etc.** |

**Differentiation**

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| **During Lesson** | * **The students will learn a song parody about the Branches of Government and a Responsibilities of Citizenship acrostic poem.** |
| **Assessment** | * **Name and explain the three branches of government.** * **What are some responsibilities of citizenship?** |