

**Lesson Title: *Our Government Today...What a System!*****Grade Level:** 5th

Context of the lesson within the unit: This lesson (which will take place over several class periods) is the first in a series of three in the unit. It is designed to give students an in-depth view and understanding of the principles of which our Constitution is based and the current structure of three branches of government.

Standards Addressed:**History Social Science**

5.7 Students describe the people and events associated with the development of the U.S. constitution and analyze the Constitution's significance as the foundation of the American Republic.

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Informational Text K–5

Fifth:

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Objective(s):

Students will gain an understanding of our democratic government system.

Students will research the roles and responsibilities of the three branches of government.

Students will teach others about one of the principles of government through technology.



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Big Idea(s):

- The strength of a democracy is equal to the strength of its citizens.
- E Pluribus Unum: Out of many, one. (*From a variety of sources and experiences, we have developed a successful government and legal system*)

Essential Questions/Issues

- Does social capital strengthen a republic?



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Assessment:

Students will be evaluated through a rubric/scoring guide on the PowerPoint presentation.

Formal Assessment: Student understanding is assessed based on levels of Bloom's Taxonomy on individual notes, via a scoring rubric.

Formal Assessment: Writing – Students will respond to questions posed. Responses will be evaluated using a scoring rubric.

GRASP: Your Mission	
GOAL	Your goal is to help the people of the Baffin Islands learn the components of the Constitution and fundamental principals of American Constitutional Democracy.
Role	You are ambassadors from the United States. You will travel to the Baffin Islands to help the people become educated about a democratic government.
Audience	The citizens of the Baffin Islands.
Situation	The people of the Baffin Islands in Northern Canada have just declared their independence from Canada. The citizens believe they would like to set up a government similar to that of the United States. You have been assigned to teach the components of the Constitution and principles of democracy to the people on the Baffin Islands so that they can decide if they want to emulate the US's governmental system.
Performance	<p>You must complete the following tasks:</p> <p>*PowerPoint presentation on one of the “The Principles of Democracy”</p> <p>*PowerPoint presentation on one of the “Components of the Constitution”</p> <p>* An accumulation of all concepts shown through individual Power Points will be assembled into a final PowerPoint presentation. The final product will be presented to the citizens of the Baffin Islands.</p> <p>*Your final task will be to write a response to an academic prompt which will require you to analyze and compare parts of the Constitution. The people of the Baffin Islands will vote and decide whether or not to create a democratic government based on your response.</p>
Standards for Success	The design of the PowerPoint will reflect the understanding, application of research based on the standards, and use of critical thinking throughout the PowerPoint and essay. Synthesis of ideas, designs and concepts help the students to understand the big ideas of this lesson.



Your Mission:

Your team will research one of the “big ideas” based on the standards for fifth grade relating to social sciences, connecting the idea to the **fundamental principles of American constitutional democracy.**

Standard for Democracy:

5.7.3

Understand the fundamental principles of American constitutional democracy, including how the government derives its power from people and the primacy of individual liberty.

Core Ideas to Explain the Principles of Democracy

- 1.) Citizen Participation
- 2.) Equality
- 3.) Political Tolerance
- 4.) Regular, Free and Fair Elections
- 5.) Economic Freedom
- 6.) Human Rights
- 7.) Multi-Party system
- 8.) Due Process of Law
- 9.) The Rule of Law
- 10.) Federalism
- 11.) Checks and Balances
- 12.) Limited Government

You will create a **PowerPoint presentation** (8-9 slides) that will teach one of the core ideas to students. (The PowerPoint must include, but is not limited to: titles, information slides, graphics, transitions, etc. to help convey the message).

You are expected to turn in research notes explaining your core idea, along with the attached outline for each slide for a final score.

Your team will be evaluated on your success with the following rubric:



(Assessment 1 of 3) Power Point Rubric

5.7.3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from people and the primacy of individual liberty.

Criteria	Advanced	Proficient	Basic	Below Basic
Background	Background enhances text and other graphics. Choice of background is appropriate for this project.	Background enhances text and other graphics. Choice of background could have been better suited for project.	Background enhances text and other graphics. Choice of background does not fit project.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide with no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide. The content is generally accurate.	Content is typically confusing and is difficult to understand. Opinion is stated, no facts.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the core principal chosen. 8-9 slides	Project includes most material needed to gain a comfortable understanding of the core principal chosen. 7 slides	Project is missing more than key elements. 6 slides	Project is lacking several key elements and has inaccuracies. 5 or fewer slides
Use of Graphics	All graphics on each slide (8-9 slides) are charged (size and color) and support the theme/content of the presentation.	Of the 7 slides, 5 slides include graphics that are charged, all support the theme/content of the presentation.	All 6 slides have interesting graphics but a few do not seem to support the theme/content of the presentation.	All 5 slides are void of graphics and detract from the content of the presentation.
Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student(s) presented the material with confidence, with clear annunciation, and inflection.	Student(s) presented material but could have been more confident, words generally annunciated, minimal inflection.	Student(s) had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student(s) was unable to complete the presentation before the class.



(Assessment 1.a of 3)

Power Point Rubric

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Criteria	Advanced	Proficient	Basic	Below Basic
Background	Background enhances text and other graphics. Choice of background is appropriate for this project.	Background enhances text and other graphics. Choice of background could have been better suited for project.	Background enhances text and other graphics. Choice of background does not fit project.	Background makes it difficult to see text or competes with other graphics on the page.
Text-Font Choice and Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a bit hard to read.	Font formatting makes it very difficult to read the material.
Content – Accuracy	All content throughout the presentation is accurate. There are 4 facts per slide with no factual errors.	There are 3 facts per slide. Most of the content is accurate.	There are 2 facts per slide. The content is generally accurate.	Content is typically confusing and is difficult to understand. Opinion is stated, no facts.



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Effectiveness	Project includes all material needed to gain a comfortable understanding of the core principal chosen. 8-9 slides	Project includes most material needed to gain a comfortable understanding of the core principal chosen. 7 slides	Project is missing more than key elements. 6 slides	Project is lacking several key elements and has inaccuracies. 5 or fewer slides
Use of Graphics	All graphics on each slide (8-9 slides) are charged (size and color) and support the theme/content of the presentation.	On the 7 slides, 5 slides include graphics that are charged, all support the theme/content of the presentation.	All 6 slides have interesting graphics but a few do not seem to support the theme/content of the presentation.	All 5 slides are void of graphics and detract from the content of the presentation.
Spelling	Presentation has no misspelling or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Presentation	Student(s) presented the material with confidence, with clear annunciation, and inflection.	Student(s) presented material but could have been more confident, words generally annunciated, minimal inflection.	Student(s) had many difficulties presenting materials. Soft voice, words annunciated, but no inflection.	Student(s) was unable to complete the presentation before the class.



Essay Analysis Rubric

5.7 Students describe the people and events associated with the development of the U.S. constitution and analyze the Constitution's significance as the foundation of the American republic.

5.7.3. Understand the fundamental principles of American constitutional democracy including how the government derives its power from people and the primacy of individual liberty.

5.7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

Criteria	Advanced	Proficient	Basic	Below Basic
Components of questions	Written responses addressed all parts to both questions.	Written responses answered all but 1 part to both questions.	Written responses answered 1 part to two questions.	Written responses were incomplete.
Understanding of Civic Concepts through Higher Order Thinking Skills	Higher order thinking skills incorporated in responses to both questions: analysis, synthesis, evaluation.	Responses included: comprehension, application.	Written response included: knowledge, comprehension.	Written response includes only: Knowledge.
Writing Conventions	Vocabulary and language conventions used are grade level proficient and demonstrate civic terminology effectively.	Vocabulary and language conventions used are grade level proficient and reflect civic terminology.	Vocabulary and language conventions used are mostly at grade level proficient and reflect some civic terminology.	Vocabulary and language conventions used are far below grade level proficiency.

**Lesson Title: Our Government Today...What a System!**

Purpose	Teacher	Learner
Into (hook)	<p>Display pictures of the White House, Capitol Building, President Obama, George Washington, Poster of the Constitution and Bill of Rights.</p> <p>Follow up with photos of people demonstrating outside government buildings... select from different countries that relate to current events.</p> <p>Explain that the citizens from the Baffin Islands, in Northern Canada, have decided to succeed from Canada. The Canadian government has taken away their rights and is dictating how the citizens must live their lives. They need your help to understand the components of a democratic government.</p>	<p><u>Observe and Discuss</u></p> <p>*Who are these people? What are these documents? Are these people of any importance?</p> <p>*Discuss at table groups ... then list on board each groups ideas as a whole class</p> <p>Discuss whole class what do they think the people are doing? Why are they demonstrating? Why DO people demonstrate? What are the benefits or repercussions from demonstrating?</p> <p>Record responses on the board.</p>
Through	<p>Discuss options available for research to begin collecting information on the different principles and PowerPoint project.</p> <p>Identify as a whole class possible, meaningful strategies using the internet to research information.</p> <p>Have students gather information necessary for their presentation.</p> <p>Students sketch out how they will create each slide.</p> <p>Students prepare PowerPoint and show to class.</p> <p>Class takes notes on each presentation.</p> <p>Have Students study notes and write a response to two of the prompts listed under Assessment 3.</p>	<p>Students choose teams/partners and specific principals of democracy and components of the Constitution to research and begin research process</p> <p>Students review their progress with teacher before beginning PowerPoint process.</p> <p>Each student has note outline.</p> <p>Students will respond to 2 of the 3 questions in assessment 3 to measure their understanding.</p>



Beyond	Instruct students to select 4 key slides that sum up the principle component they were assigned in each presentation. Taking key ideas from each topic, group creates one accumulative PowerPoint presentation to give to the residents of the Baffin Islands.	Teams prioritize the key information on each slide and select 4 slides which best translates main idea/concept Each team narrate their particular slides within the presentation to the Baffin Islanders.
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Special needs of students are considered in this lesson:

Partnering of students is recommended taking into account any special needs regarding use of technology, research skills, reading and writing abilities as well as physical adaptations. Provide assistance from Learning Resource aides.

Extension Ideas:

This lesson is designed to be a precursor for Lessons 2 and 3.

Visual and Performing Arts:

1. Create posters that demonstrates the meaning of each of the Bill of Rights and components of a democracy through the eyes of the students.
2. VAPA Standard 5.4: Create a dance that expresses the students' interpretation of the different components that represent the Bill of Rights.

Digital Media:

1. Students create a Public Service Announcement depicting how people's lives are better with the Bill of Rights.
2. Create a digital Poster.



Lesson Title: *Our Government Today...What a System!*

References:

California State Standards:

www.cde.ca.gov/be/st/ss/

Basis Principles of Democracy:

www.stanford.edu/~ldiamond/iraq/DemocracyEducation0204.htm

Bill of Rights:

www.historyforkids.org/learn/northamerica/after1500/government/billofrights.htm

Bill of Rights: www.ratical.org/co-globalize/BillOfRights.html

Bloom's Taxonomy:

www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

www.teachers.ash.org.au/researchskills/dalton.htm

Reflections, United States History: Making a New Nation, Harcourt School Publishers, 2007

**Lesson Title: Our Government Today...What a System!****Outline for Slides**

Sketch out slide	Slide # _____
General information for slide: _____ _____	
Graphic idea to get across information: _____ _____	
Transition: _____ Sound: _____	
Words for slide: _____	
Time slide will be on screen: _____	

Your Mission:

Your team will research one of the “big ideas” based on the standards for fifth grade relating to social sciences, connecting the idea to the **components of the Constitution**.

<u>Components of the Constitution 5.7.4</u> Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	Core Elements of the Constitution and Bill of Rights 1.) Executive Branch 2.) Legislative Branch 3.) Judicial Branch First 10 amendments 1.) Freedom of Religion, speech and press, and right to assemble. 2.) Right to bear arms to protect one self. 3.) Unless a war or a law passed by Congress, soldiers cannot live in one's home without permission. 4.) No one can enter/search your home/body or personal belongings without a warrant, police cannot have too much power. 5.) You cannot be prosecuted for a crime without a prior Grand Jury Meeting. If found innocent of a crime, you can- not be tried again for the same crime. 6.) Right to a speedy trial by a jury and legal representation. 7.) Right to a jury trial of your peers, civil case too. 8.) Bail or fines must be reasonable, and punishment must fit the crime. 9.) Rights outlined in the Constitution cannot be denied. 10.) States can create own laws.
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Student note-taking on other PowerPoint presentations will be checked for understanding. Student notes will be given point values up to 5 points based on: Quality of detail, accuracy of information, and level of critical thinking evident (comprehension, analysis, synthesis, evaluation)

<u>Democracy</u>	Based on Bloom's Taxonomy: (chart next page) Did the notes include: <u>Comprehension</u> : Brief paraphrase of main idea (1 point) <u>Application</u> : Briefly state key ideas (1 point) <u>Analysis</u> : Briefly break down key components with detail (1 point) <u>Synthesis</u> : Briefly suggest how concept is used today (1 point) <u>Evaluation</u> : Brief statement "in your opinion" how this component is important today (1 point)
Citizen Participation	
Equality	
Political Tolerance	
Free/Fair elections	
Economic Freedom	
Human rights	
Multi-Party System	
Due Process of Law	
Rule of Law	
Federalism	
Checks and Balances	
Limited Government	



Use the following for notes on **Democracy** and **Components of the Constitution**

Bloom's Taxonomy

	Helpful Verbs	Potential Activities...
Knowledge (recalling information)	Define, identify, list, order, recognize.	Make lists. Make a fact chart.
Comprehension (Understanding meaning)	Explain, describe, indicate, classify, distinguish, interpret, paraphrase.	Retell in own words. Write summary. Illustrate sequence.
Application (using learning in new situations)	Apply, demonstrate, illustrate, examine, conclude.	State what would happen if... Group the characteristics of information. From information given, state how it's useful.

Higher Order Thinking Skills (HOT Zone)

Analysis (ability to see parts and relationships)	Analyze, categorize, compare/contrast, debate, diagnose.	State similarities. Give reasons for motives. Create a questionnaire. Analyze outcomes.
Synthesis (show justification and come up with decision...parts of info to create original whole)	Create, revise, predict, formulate, predict, combine, suggest.	What are possible solutions? Suggest how info is useful to day. How does information change things?
Evaluation (judgment based on criteria)	Conclude, discuss, assess, debate, defend, give opinion, justify, prioritize, select.	Is there a better solution to...? Defend information. How effective is the information? What do you think about...?



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<u>Components of the Constitution</u>	<u>Based on Bloom's Taxonomy</u> (notes on previous page) Did the notes include: <u>Comprehension</u> : Brief paraphrase of main idea (1 point) <u>Application</u> : Briefly state key ideas (1 point) <u>Analysis</u> : Briefly break down key components and add detail (1 point) <u>Synthesis</u> : Briefly suggest how concept is applied today (1 point) <u>Evaluation</u> : Brief statement "in your opinion" how this amendment is important today
First Amendment	
Second Amendment	
Third Amendment	
Fourth Amendment	
Fifth Amendment	
Sixth Amendment	
Seventh Amendment	
Eighth Amendment	
Ninth Amendment	
Tenth Amendment	



(3 of 3 Assessments) Students will be evaluated on responses to an academic prompt which will require them to analyze and compare parts of the Constitution.

Prompt for Lesson One ~ Our Government Today...What a system!

Assignment: Respond to two of the following prompts: Use grade level appropriate vocabulary, integrating unit notes, and your best language conventions.

1. Explain what “checks and balances” means. Why was having a “checks and balances” system an important concept when the constitution was written? How might our government be different if this system wasn’t included? Explain your answers with supporting facts.
2. Explain how the Bill of Rights gives you more protection under the law. Give three examples how your life might be different if the first ten amendments didn’t exist. Explain how this would affect your way of living. If you had to eliminate one of the Amendments, which would you choose? Explain what effects might arise with your choice of elimination. Include specific examples to support your reasoning.
3. If there were only two branches of government, which branch would you delete? Explain what effects would result in our society by deleting the branch you chose. If you were to ADD another branch to our government, what would it be? Explain how it might help our society. Include specific examples to support your reasoning.



Lesson Title: *A New Constitution....Your Turn!*

Unit: From the Articles of Confederation to the Constitution