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Huntsman Seminar 2017
Teaching Unit Plan
5th Grade

The focus of my unit plan will be Fifth Grade Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

Objective 1 Assess the underlying principles of the U.S. Constitution as the framework for the United States' form of government, a compound constitutional republic.

Day 1

Students will brainstorm, on their own, 'What rights and responsibilities does the United States Constitution and the Bill of Rights give us?' After about 3-5 minutes, students will share their ideas with a group of four other students. We will then share ideas as a class and record the ideas on a giant sticky note.

Objective 1 Indicator a.

Explain to students that there are several documents that were used to help the founding fathers develop the Constitution.

Students will be given a paper with excerpts or summaries of one of the following text; Magna Carta, Iroquois Confederacy, Articles of Confederation and Virginia Plan. Find these documents at <https://www.ourdocuments.gov/index.php?flash=true&> or <https://www.docsoffreedom.org/> Students will read the paper. They will circle key terms; put a question mark over terms they don't know and write ten words to explain what they read. Next, students with the same article will be put in groups of 4-5 students. They will discuss the text and will read their ten word summaries. Students will then be given a small poster board that they will design to explain the historical document they read and discussed. They will present their posters to the class.

Day 2

As a class, using the posters groups created the previous day, students will complete a graphic organizer for each text.

Day 3

Objective 1 indicator b.

Students will analyze the goals outlined in the Preamble.

Students will watch the You Tube video 'School House Rock Preamble-Hip Hop Remix.'

I will read aloud We The Kids: The Preamble to the Constitution of the United States. Before I begin reading, each student will get a sticky note to write one

interesting thing they learned about the Preamble. Students will do a quick “Whip around,” sharing what they wrote down.

Read aloud as a class the Preamble, clarifying the meaning as you read. Students will write the Preamble in cursive to take home and share with their family.

Challenge students to memorize and recite the Preamble for their own colorful copy of it!

Day 4 & 5

Objective 1

Students will complete a scavenger hunt on the U.S. Constitution. Students will work in partners or groups of three. They will each have a copy of the Constitution.

Day 6

Objective 1 indicator c. Students will distinguish between the role of the Legislative, Executive and judicial branches of the government.

Students will complete the Ted Ed lesson ‘How is power divided in the United States of America?’

Students will use the information they learned from the Ted Ed lesson to complete a flipbook on the three branches of the United States Government.

Day 7

Objective 1 indicator d. Students will explain the process of passing a law.

Using the lesson plan from Kids.gov. <https://kids.usa.gov/teachers/lesson-plans/government/how-a-bill-becomes-law/index.shtml> Students will first read the info graphic. They will complete the ‘How a Bill becomes a Law’ card activity.

Students will work with a partner to complete the vocabulary used in Congress word match. They may use the website <https://bensguide.gpo.gov/glossary> to help them complete the assignment.

Day 8

Objective 1 indicator e. Students will describe the concept of checks and balances.

Students will go to

https://www.congressforkids.net/Constitution_checksandbalances.htm they will learn about how the three branches of the government work. They will show what they learned by completing the ‘How It Can Be Checked’ form.

Day 9-10

Objective 1 indicator f. Students will discover the basis for the patriotic and citizenship traditions we have today.

Each pair of students will be given a patriotic word list including 16 words (flag, United States of America, Statue of Liberty, Mt. Rushmore, Abraham Lincoln, Bald Eagle, Liberty Bell, George Washington, Lincoln Memorial, Vote, Star Spangled Banner, Washington Monument, Capitol, White House, Constitution, and Ballot Box.) They will find the QR Code that matches each word. They will use their code reader to learn about the word. They will write two-three sentences about what they read about.

Objective 2 Assess how the U.S. Constitution has been amended and interpreted over time and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

Day 11

Objective 2 indicator a. Students will explain the significance of the Bill of Rights. Students will watch the You Tube video 'Bill of Rights Disney Version,' and 'Bill of Rights (Shake it Off).'

The class will complete a foldable about the Bill of Rights. Then, the class will play Bill of Rights Bingo.

https://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf

Day 12-13

Objective 2 indicator b. Students will identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g., women, enslaved people.)

Read aloud Lillian's Right to Vote. Students will write a paragraph about the story, how it made them feel and what it made them think. They will pair-share their writing.

Students will participate in a "Freeze Frame." Using a historical photograph of children working, students will take the place of the people in the photo. Other students will "strike a pose" to react according to the time of the image. Have a brief discussion about the photograph.

Print 10 photographs of children working (before the child labor laws were passed) have students use the 'Analyze a Photograph' page for two different photographs. Go to <https://www.archives.gov/education/lessons/hine-photos/activities.html> for the entire lesson plan.

Have at least 20 picture books about different women (Go to hereweeread.com for a list.) and minorities on their quest for equal rights. Students will pick a book, read it with a partner, write a summary about the book, and find another book, read it, and summarize it. Then, they will complete a Venn diagram comparing the two books.

Day 14-1

Objective 2 indicator c. Students will analyze the impact of the Constitution on their lives today (e.g. freedom of religion speech, press, assembly, and petition.)

In pairs, or on their own, students will go to

<http://www.scholastic.com/browse/collection.jsp?id=504> and choose two articles to read. They will complete a who, what, where, when, why and how paper about the articles they read.

Students will learn how to identify fake news. Start by showing students the video on <http://www.pbs.org/newshour/bb/media-literacy-can-help-students-discern-fake-news/> go to http://www.pbs.org/newshour/extra/lessons_plans/lesson-plan-how-to-teach-your-students-about-fake-news/ for the entire lesson plan.

The following days will be inserted into this unit at appropriate times.

Day 16 Visit the Utah State Courts

Day 17 During the legislative session, visit the State Capitol.

Day 18 Students will go online to learn about the candidates running in the election on November 7th.

Day 19 We will have a guest speaker come visit our classroom. This speaker will be a Magna government official. (since our school is in Magna.)

Day 20 We will have a mock election in our classroom on November 7, 2017.