

Web Integration Lesson Plan

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Coyote Creek Elementary – 5th Grade

Douglas County School District

Saturday Cohort V – Spring 2002

Title: Shh! We're Writing the Constitution

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Grade Level/Discipline: 5th Grade Social Studies – Government

Length of Lesson: This unit of Government will span over three (3) weeks.

Context: Over the course of the school year, students have been studying the history of America and how our Founding Fathers established the government we have today. Most recently, students have learned about the Revolutionary War and the state of the new country post-war.

Topic: Government & The Constitution

Instructional Goal: Students will:

- Learn about the three branches of the government.
- Learn about the contents of the Constitution (Articles & Amendments).
- Create their own classroom constitution at the end of the unit.

Standards Addressed: The following Douglas County Standards and Checkpoints will be addressed during this unit:

Social Studies	STANDARD	CHECKPOINT
Standard 2: Culture	The student demonstrates an understanding of culture as the learned behavior of people, including their belief systems, languages, social relationships, institutions and organizations, and forms of expression.	2.2 Understands the history, interactions and contributions of the various people and cultures that came to the United States over time. 2.4 Understands the significance of common people and historical figures who believed in democratic values.
Standard 4: Interaction	The student demonstrates an understanding of interaction between people and groups, how they modify their environment, and the consequences of dependencies, adaptations, and modifications.	4.5 Explains how public policy is formed and carried out at local, state and national levels and the roles that individuals and groups play in the process.
Standard 6: Chronology	The student demonstrates an understanding of the chronological organization of events and major eras.	6.1 Knows the chronological order of important events in American History. 6.2 Knows the chronology of historical developments and events and their causes and effects.
Standard 8: Systems	The student demonstrates an understanding of systems, institutions and structures.	8.1 Understands why personal and civic responsibility is important, and knows examples of each. 8.8 Knows the basic purposes and characteristics of government. 8.9 Identifies important ideas or principles that make an effective rule or law.

Language Arts		
	STANDARD	CHECKPOINT
Standard 3: Writing	The student writes to communicate for a variety of purposes and audiences.	<p>3.1 (Process) Generates topics, plans, composes, revises, and edits writing.</p> <p>3.2 (Purpose/Audience) Uses varied forms of writing (e.g., essay, story, poetry) to address different purposes (e.g., reflect, entertain, inform) and audiences (e.g., familiar/unfamiliar).</p> <p>3.3 (Organization) Organizes writing in a focused and logical manner (e.g., introduction, body, conclusion).</p> <p>3.4 (Content) Develops and supports main ideas with relevant details in single- and multi-paragraph writing.</p> <p>3.5 (Style/Voice) Uses stylistic elements (e.g., word choice, figurative language, sensory details, expression of feelings) to add clarity, interest, and variety to writing.</p> <p>3.6 (Conventions) Produces a legible product and recognizes and uses conventions for writing such as punctuation, capitalization, spelling, and grammar (e.g., noun/verb agreement, indentation, quotation marks) using appropriate resources (e.g., dictionary, thesaurus) when necessary.</p>
Standard 4: Reading	The student demonstrates the ability to read and comprehend a variety of grade level/course appropriate text.	<p>4.2 Uses a variety of strategies (e.g., asking questions, drawing conclusions, using clues from text to support generalizations, distinguishing between fact/opinion and cause/effect) to comprehend narrative and expository text.</p> <p>4.4 Knows how literary elements (e.g., character, dialogue, figurative language) can be used to make sense of narrative text.</p> <p>4.5 Knows how text features (e.g., glossary, tables, graphs, diagrams) and text structure (e.g., cause and effect, compare and contrast, problem/solution) can be used to make sense of expository text.</p>
Technology		
Computer Concepts for Research	The student will use the Internet.	

Summary of Lesson: This is actually a complete unit, not a single lesson plan. While reading the book Shh! We're Writing the Constitution by Jean Fritz, students will learn about the process the Founding Fathers went through while writing the Constitution. Upon having a more clear understanding of the Constitution, students will be better prepared to draft their own class constitution.

Use the lesson plans from the "Shh! We're Writing the Constitution" WebQuest. You can modify any of the activities to fit the needs and interests of your students. The possible changes to the WebQuest have been noted in this document.

While preparing this unit, I discovered a CD-Rom at the local library that contained the information within the book, as well as various activities. The Teacher's Guide that accompanies the CD-Rom contains lesson plans & extensions for each section of the book, CD-Rom operating directions, and bulletin board ideas. This could be a great supplement for the unit.

Roles of Teacher/Student:

Teacher: Provide students with the appropriate guidance needed to navigate the WebQuest. Also provide students with the materials listed in the original lesson plans, along with the additional resources and materials listed below.

Student: Each student will be responsible for navigating through the WebQuest and any linked sites. They will also play an active role in class discussions and small group work.

Integration of Technology: During this unit, students will use the internet, specifically the above WebQuest, to further their knowledge of the Constitution and the United States Government. Students will also use the supplemental CD-Rom during the unit.

Learning Objectives:

- ❏ Students will read and summarize the book Shh! We're Reading the Constitution.
- ❏ Students will write questions using higher level thinking skills related to the daily reading.
- ❏ Students will explain the purpose/roll of each branch of government.
- ❏ Students will participate in small group discussions and debates.
- ❏ Students will create summaries and illustrations of the Articles & Amendments.
- ❏ Students will participate in the writing of a class Constitution.

Resources & Materials:

Teacher Materials:

- ❏ See each "Part" in the WebQuest
- ❏ See the Branches of Government Hanger directions below
- ❏ Typed (and laminated) summary of each Article
- ❏ Construction paper
- ❏ Yarn
- ❏ Laminator
- ❏ CD-Rom for Shh! We're Writing the Constitution

Student Materials:

- ☒ See each “Part” in the WebQuest
- ☒ See the Branches of Government Hanger directions
- ☒ In my classroom I have 5 computers (with 17 students)
- ☒ Social Studies Textbooks
- ☒ Dictionaries & Thesauruses
- ☒ Large & medium sized index cards
- ☒ Two sizes of tag board
- ☒ Coloring utensils (colored pencils/markers)

Unit Agenda & Procedure:

As previously mentioned, I have modified the contents of the WebQuest and have noted the possible changes on this unit plan. In the WebQuest, each day’s lesson is designated as a “Part.” For example: Part 1. In the changes below, you will need to first review the Part from the WebQuest that has been referred to.

General Information:

1. Prior to the lessons, prepare the vocabulary words for students. On each vocabulary page you prepare, put the word’s definition and page number on which it can be found.
2. Throughout the unit write the small-group discussion questions on large index cards. This will allow students to record their thoughts and feelings. These will later be shared with the entire class.
3. Several “Parts” pose the opportunity to be divided into two days.
Day 1: Conduct discussion & prediction activities, preview vocabulary, read appropriate section in the book, have students write summary, and questions.
Day 2: Divide the class into their cooperative groups. Two groups can work on the computer completing the “on-line” reading/researching, while the other groups can be discussing their summaries, questions, and working on the other “off-line” work. (While reading/researching online, have all students in front of a monitor while group members take turns reading aloud.)

Part 1:

1. After students have completed their 13 State Map, have them use their Social Studies textbook to check their answers.
2. Distribute the prepared vocabulary sheet. Have students volunteer to read the definitions. Be sure that students understand the words.
3. After completing the chart for the measuring activity, have students independently create a bar or line graph showing the amount of miles traveled by each delegate.

Part 2:

1. Before students begin listing school rules, it may be helpful to review the rules stated in your school handbook.
2. Distribute the prepared vocabulary sheet. Have students volunteer to read the definitions. Be sure that students understand the words.
3. After reading about the three branches of government, have students build a “Branches of Government Hanger.” (See the end of this document for directions.)

4. The research aspect of this part may be deleted. Much of this information may have been covered in an earlier unit on Colonial America.

Part 3:

1. Distribute the prepared vocabulary sheet. Have students volunteer to read the definitions. Be sure that students understand the words.

Part 4:

1. Distribute the prepared vocabulary sheet. Have students volunteer to read the definitions. Be sure that students understand the words.
2. The Hot Seat Activity of this part may be replaced with a small research project.

Part 5:

1. Distribute the prepared vocabulary sheet. Have students volunteer to read the definitions. Be sure that students understand the words.
2. The Riddle Activity of this part may be replaced with a more detailed look at the Preamble and Constitution. For a creative way to teach the Preamble & Articles, and for a great wall display, use the following activity:

Preamble & Articles of the Constitution

PREAMBLE:

1. Using the Preamble page from the WebQuest, enlarge it to fill at least a legal sized piece of paper. (Be sure to leave the underlined words.) You will want to mount this on a piece of construction paper and laminate for durability.
2. Make copies of the same page (only the smaller version) and distribute to students.
3. Read through the Preamble, looking for any prior knowledge students may have. (Students will quickly recognize that many of the words and phrases in the Preamble are difficult to understand.)
4. In their cooperative groups, assign groups to 2-3 words each. Supply them each with a thesaurus and dictionary.
5. Have them look up the words and using large note cards, record the synonyms.
6. After all groups are done, have them share out their findings.
7. Place the enlarged Preamble on the wall. Using string to connect the synonym note cards to the underlined words and phrases.

ARTICLES:

8. Pair up students. (Can also use groups of three.)
9. Provide students with information about each Article of the Constitution. (This info. can be found in textbooks or prepared handouts.)
10. Discuss each Article and ask for questions/comments.
11. Provide each pair with a large piece of tag board and have them randomly draw an Article from a hat.
12. Using the tag board, students will create an illustration that explains their Article.
13. For the display, type, mount, and laminate a summary of each article. Place these summaries next to the students' illustrations.

Part 6:

1. After reviewing the Bill of Rights and other Amendments, students will add to the wall display from their previous work. (This work will be done independently.)
2. Provide each student with a smaller piece of tag board and a medium sized index card.
3. Have them draw 1-2 Constitutional Amendments from a hat.
4. Using the internet, textbook, encyclopedia, and other resources, students will learn what their Amendment means and summarize it on the index card.
5. Their index card may also contain an example of their Amendment at work.
6. They will then create an illustration that represents their Amendment.
7. For the display, mount Amendment summaries and illustrations next to each other. You may also want to use stenciled roman numerals to set-off each Amendment.

Part 7:

1. No modifications made.

Part 8 & Part 9:

1. Depending on the amount of time you have, you may eliminate the fan fare surrounding the ratifying of the Constitution.

Assessment:

- ❏ The various assignments throughout the unit will be assessed using the Grading Guidelines within the Evaluation section of the WebQuest.
- ❏ Student summaries will be graded using the Ideas trait of the 6 + 1 Trait Rubric.
- ❏ Student Constitutional Articles and Amendments will be graded on accuracy and neatness using the Presentation trait of the same rubric. The work will also be graded using the Convention trait.
 - ❏ This rubric can be found in PDF format on the NWREL's website:
<http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.pdf>
(Your district may have a 6 + 1 Trait Rubric that you could also use.)
- ❏ At the conclusion of the unit, students will answer several questions drawing on their new knowledge of the Constitution. These questions will serve more as a reflection on their knowledge as apposed to a test. (Questions can be found below.)

Technology Evaluation:

Teacher: Throughout this unit I will be working with the small groups while they are completing the on-line portion of each day's lesson. During this time I will be noting the areas in which they have a difficult time, and what they are successful at.

After the unit is completed, I will review the notes I took throughout the unit to develop a plan for future use of technology.

Student: Upon completion of the unit I will have students complete a Technology Use survey. (Survey can be found below.)

Variations/Differentiation:

I feel that this lesson meets the needs of all students with very little variation or differentiation. Students have the opportunity to work independently, with a partner, and in a small group. They also have the opportunity to collaborate on ideas and expand on each other's understandings.

For additional work, in the classroom or at home, the CD-Rom Teacher's Guide would be a perfect resource for this type of work.

This would be a great unit to conduct at the beginning of the school year. The Constitution created by the class could be a great behavior plan for students to follow throughout the year.

Hanger Mobile – Branches of Government

*Taken from: Super Social Studies! Quick & Easy Activities, Games, and Manipulatives – Pg. 55
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This activity is yet another way to help students better understand the organization of our system of government.

MATERIALS: Clothes hangers, paper, scissors, glue sticks or stapler, pencils, crayons or markers, and pieces of yarn or string

WHAT TO DO: Students should label paper with the three branches of government and glue or staple them to the bottom of a clothes hanger. On separate pieces of paper, have the children list the powers of each branch and attach them with yarn or string to the correct heading. As in the previous activity, color-coding each branch will help students gain a better understanding of the American system of government.

Technology Use Survey

Name _____

Date _____

Our class has completed our unit on government. Over the course of this unit, you completed a variety of on-line and off-line activities. To help me improve this unit, I would like you to answer a few questions. Please be honest.

1. Did you enjoy the on-line portion of our unit? YES NO

If yes, what specifically did you enjoy?

If no, what specifically would you like to have done differently?

2. If you had this assignment to do over, would you rather have only used your textbook? YES NO

If yes, why?

If no, why did you prefer using the computer?

3. What computer skills do you think that a student would need to complete this unit?

4. Do you think you had these skills before to the unit? YES NO

If yes, how did you learn the skills?

If no, how could I have helped you learn these skills before we began our unit?

5. Do you think that you have these skills after the unit? YES NO

If yes, what helped you learn these skills?

6. If I was going to teach this exact same lesson to next year's 5th grade class, what do you think I should do differently?

Government Unit Review

Name _____

Date _____

Please use the space below and any needed additional paper to answer the following questions. You do not need to recopy the questions, but please number them.

1. What part of the Constitution do you feel is the most important and why?
2. If you had been involved with the writing of the Constitution (the Preamble & the Articles) what might you have done differently and why? If you wouldn't have changed anything, why are you happy with the work they did?
3. Please explain the Article that you and your partner worked on.
4. Please explain the Amendment(s) that you worked on.
5. Are you proud to be an American and why?