

WAYNESBURG UNIVERSITY

The Constitution Learning Unit

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Waynesburg University TPS Unit



TEACHING *with* PRIMARY SOURCES

Title of Learning Unit: The Constitution

Subjects:

- Social Studies-Examining the Constitution Preamble and its key concepts
- Language Arts-Writing process is completed when making a class Prologue
- Geography- Studying Philadelphia
- History- Studying historical documents, as well as historical figures

Grade Level/Range: 3-5

Overarching Goal or Concept for the Learning Unit:

During the unit, students will develop an understanding of how the United States government came to be through the creation of the Constitution.

Overview:

During the learning unit, students will walk through history learning about the creation and approval of the United States Constitution. Students will learn about the various parts of the document including the Preamble, the Constitution, and the Bill of Rights. Students will also learn about important men who helped create the Constitution. The class will also create and amend their own classroom Constitution.

Written By: Annie Broadwater, Shannon Falleroni, Casie Brigich, Ang Hagy, and Kaitlyn Berkebile

Date: 12/3/13

Pre-instructional Assessment/Introduction:

To introduce the unit, the Constitution will be presented to the entire class. The instructor will gauge students' prior knowledge by asking them to identify the document and share any knowledge they have about it. Students will then participate in a complete introductory lesson.

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The United States Constitution/Activity #1:

Created By: Annie Broadwater

Overview of Lesson: Students will understand the need for, and the process, of writing the United States Constitution, and how it was created. Students will learn about the fifty-five men involved in the signing of the constitution. Students will also learn about where the signing of the Constitution took place.

PA Standards:

Standard

8.1.3.A: Identify the difference between past, present and future using timelines and/or other graphic representations.

RI.4.3 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.

Investigative Question for this activity:

What events happened throughout the creation of the United States Constitution?

Objective(s):

1. Given the events of the US constitution, TSW create a timeline by placing the events in chronological order 1 of 2 tries.

Materials:

1. Timeline
2. Events for the timeline
3. Literacy: *A More Perfect Union The Story of Our Constitution*

Print Sources:

1. Scene at signing of the Constitution of the United States - <http://www.loc.gov/pictures/item/98501334/>
2. A map of Philadelphia and parts adjacent: with a perspective view of the State House - [http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field\(NUMBER+@band\(g3824p+ct000294\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3824p+ct000294)))
3. A N.W. view of the state house in Philadelphia - <http://www.loc.gov/pictures/item/2004671521/>
4. The foundation of American Government - <http://www.loc.gov/pictures/item/93504023/>

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Student Learning Process:

1. The teacher will have the students think of a time during the year when the environment of the class/school didn't "feel" right or wasn't working, and as a result new rules or organization structures were put in place. Discuss the reason for the change and the process of that change. Introduce the book, *A More Perfect Union the Story of Our Constitution*, and explain how the reason for and the process for creating the constitution are the same.
2. The teacher will read the book, *A More Perfect Union the Story of Our Constitution*. Before the story the teacher will have the students give predictions as to what they think will happen. Throughout the story the teacher will point out important facts (Ex. 13 states, the men who were chosen, where the constitution signing took place.) After the story the teacher will then ask the students to explain how the Constitution was created, referring to the events of the story.
3. The teacher will show the students pictures of the State House, Bill of Rights, the signing of the US Constitution, and the Preamble. For each picture the teacher will have students identify details, and identify who created the primary sources, when, and for what purpose
4. The teacher will then ask the students questions to check for understanding:
What events led to the writing of the Constitution?
What was the need for and purpose of the Constitution?
Who were the important people involved in the creation of the Constitution?

Closure:

The students will break into groups. Each group will get a packet of events that occurred in the book *A More Perfect Union The Story of Our Constitution* that lead up to the signing of the US Constitution. Each group must work together to put the events into chronological order. Once each group has finished the teacher will go around to each group to check for understanding. The teacher will then go over the correct order with the students, and why. The teacher will then give the groups a second chance to put the events in the right order. Once the students are finished the teacher will then check the students work.

Modifications/Accommodation Techniques for Students with Special Needs:

The student will have a key on the back of the timeline events to guide the student. This will allow the student to attempt to put the timeline events in order, but still have a key to self-check his or her work.

Formal Assessment: None

Informal Assessment: The teacher will observe the students' timelines to check for understanding. The teacher will also check for participation, and cooperation.

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Learners Today, Leaders Tomorrow/Activity #2

Created By: Kaitlyn Berkebile, Casie Brigich, Annie Broadwater, Shannon Falleroni, Ang Hagy

Overview of Lesson: The students will interpret the school motto, and The Constitution song sheet to create their own individual document, and border. The students will complete this by collaborating with other students. The students will then share their designs with the class.

PA Standards:

8.1.4.B Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.

5.2.4.D Describe how citizens participate in school and community activities.

Common Core Standard:

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

Investigative Question for this activity:

What border would be appropriate for your school motto?

Objective(s):

1. Given the students own individual document, TSW give 3 reasons why they chose to incorporate the images/words they chose with 100% accuracy.
2. Given the Constitution Song and discussing the school motto, TSW make their own border for the school motto with 100% participation.

Materials:

1. Pictures to cut out
2. Scissors
3. Pencils/Pens
4. Markers/Crayons
5. Paper with motto and border
6. Decoration supplies for border
7. Promethean Board

Print Sources:

The Constitution! - [http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field\(DOCID%2B@lit\(as200560\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/amss:@field(DOCID%2B@lit(as200560)))

Student Learning Process:

Introduce the lesson by putting The Constitution Song Sheet document on the Promethean board. Take a moment and have students look at it and read a few sentences in their heads. Allow small group discussions to give students the opportunity to share their observations and

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thoughts about the document. Tell them to pay attention to how the border also helps explain the words. Gather back as a whole group and have students share their ideas about the border and how it represents the document. Tell them they will do a similar task with the school motto. This will take about 10 minutes. (Informal assessment would be student responses.)

- The center will occur in an area close to the Promethean Board so that students can reference the original document.
- Have directions written on a piece of paper at the center so students know what to do. The directions would state, read the school motto, and decide on pictures and designs that would represent the school motto. Create your own border incorporating these designs and use as many of the supplies as needed.
- Have a sheet of paper with the school motto written in the middle and a blank border sitting on the table. Each student will take a piece of paper.
- They must read the motto and then create a border that interprets what the school motto means to them. They are able to use pictures, symbols, different colors, etc. to get their point across.
- The student will then write 3 reasons why this border represents the motto on the back of the paper. (This will be collected for review.)

The center rotations occur every 30 minutes.

Closure:

Share the border with the center group and tell one of the three reasons why they chose that design.

Modifications/Accommodation Techniques for Students with Special Needs:

The student will receive his or her own Constitution Song Sheet. The student will also have the school motto read to him or her. The student will be provided extra time to complete the task. The student can also dictate the reasons instead of writing them.

Informal Assessment: The teacher will observe the students participation in creating their borders, and also their cooperation. The teacher will also gather students' responses to The Constitution Song Sheet.

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Mapping Out Philadelphia History/Activity #3

Created By: Shannon Falleroni

Overview of Lesson: During this lesson, students will compare Philadelphia during the signing of the Constitution to Philadelphia today. They will have an opportunity to look at a map of Philadelphia and the State House from the time the Constitution was written. They will learn about landmarks and important buildings that were around during the signing.

PA Standards:

E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

7.1.4.A: Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

Investigative Question for this activity: What was Philadelphia like during the time the Constitution was written in the 1780's?

Objective(s):

1. During the lesson, the student will be able to identify and explain one distinct feature in the area of map they are given.
2. During the lesson, the student will be able to identify one difference between the area of map they have with a current map.

Materials: Library of Congress items (listed below), pencil, paper, chalkboard or SmartBoard, computer

Print Sources:

1. Title: A map of Philadelphia and parts adjacent: with a perspective view of the State-House URL: <http://www.loc.gov/item/98690000>
2. Title: A N.W. view of the state house in Philadelphia taken 1778/C.W. Peale delin. ; J.T. sculp. URL: <http://lcweb2.loc.gov/service/pnp/ppmsca/30500/30579r.jpg>

Online Collections/Exhibits/Websites:

<http://www.slideshare.net/eshotwell/the-constituional-virtual-field-trip-presentation>

Student Learning Process:

1. I will start by reviewing the items that we had touched on the past few days about the Constitution. (Overview)
2. Put a small part of the Philadelphia map with State House up on the board.
3. Ask "Does anyone know what this could be part of?"

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4. Have students notice that there is only one area of the map up on the board. Let them know that they will be broken up into groups and writing down what they see on their map and where the location may be.
5. Break students into 4 or 5 groups.
6. "What facts do you see about your map? What stands out? What do you think it is? What are the names?"
7. Allow for rich group discussions.
8. Each group will write down what they see on the map and then as a group we will compare/contrast the different areas and the predictions they have made about their area of the map.
9. After listening to all the groups talk about the area of the map that they had, we will as a group discuss what the map is of. (Philadelphia)
10. Then show the picture of the State House and discuss the importance.
11. After discussion, teacher will go to website listed above and take a "virtual tour" of Philadelphia and some historical landmarks.
12. Discuss each landmark and the importance. Have students also guess the landmarks and their importance.

Closure: Together as a whole group, hold a discussion about what we have covered today. Review where the Constitution was signed, the changes it has made, and the landmarks that are still available to see. Talk about what we will cover in the near future including the Preamble, Bill of Rights, the signing and so on.

Modifications/Accommodation Techniques for Students with Special Needs:

Students will receive their own small area of the map to look at rather than sharing one, and can hold it up next to a current map to see immediate differences.

Informal Assessment: The teacher will listen in and observe the discussions of the groups. The students must each say one distinct feature they found in the area of their map, and also do the same with the differences in this map compared to current maps.

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Classroom Prologue based off of Constitution Prologue/Activity #4

Created By: Casie Brigich

Overview of Lesson: Students will examine the key concepts in the Constitution Preamble. They will discuss the meaning of each of the key ideas in the preamble. Then students will brainstorm ideas for a class preamble. Students will then write their own copy of the class preamble document.

PA Standards:

1.2 Reading Informational Text: Students read, understand, and respond to informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade-level text, including figurative language

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.4.E: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K: Choose words and phrases to convey ideas precisely.

Investigative Question for this Activity: What does the preamble mean?

Objectives:

1. After examining the Constitution Preamble, the student will be able to state 2 observations orally.
2. After examining the Constitution Preamble, the student will be able to make at least 1 suggestion for the class preamble.
3. After examining the Constitution Preamble, the student will be able to write a class preamble using the writing rubric with 95% accuracy.

Materials:

- Writing rubric (attached)
- Paper to guide discussion for teacher about key phrases in the Preamble (attached)
- Paper to guide writing a class preamble for teacher use (attached)
- Writing paper
- Pencils

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- Primary Source copy for each student that they can write on
- Smartboard/chalkboard/overhead projector
- Highlighters-7 colors if available (otherwise colored pens to underline material)

Print Sources:

- Preamble writing guide for teacher use comes from Teacherspayteachers.com
- Writing Rubric
- Discussion Guideline for teacher use on the Preamble

George Washington Papers at the Library of Congress, 1741-1799: Series 4. General Correspondence. 1697-1799

Constitution, Printed, with Marginal Notes by George Washington, September 12, 1787

<http://memory.loc.gov/mss/mgw/mgw4/097/0200/0243.jpg>

Student Learning Process:

1. Begin a discussion about the importance of rules in the classroom. Teacher should just scaffold but let the students lead the discussion to their best of ability.
2. Scaffold the discussion to make students begin to think about how the rules of the classroom are similar to laws. Ask in what ways they are the same thing and in what ways they are different.
3. Ask why do we have laws and rules?
4. Break students up into groups of 4-5 students and give each group a copy of the Constitution primary source.
5. Tell students that we are going to focus on the first paragraph of this document.
6. Allow the students time to read this in a group.
7. Have students write down anything that they notice about this first paragraph. Pay special attention to the details of what it is saying.
8. Tell them that this is an important paragraph of the entire document so try to come up with some ideas of why this might be important.
9. Tell the students that we are going to break this paragraph down into the parts and discuss them.
10. Make sure each student has a copy of the document that they can highlight-also give them highlighters-they can take notes on their own documents to help them remember what the key terms mean
11. Write "We the People" on the board.
 - a. Ask students: Where do you see this part in that paragraph?
 - b. Tell them to box this in because it is extremely important.
 - c. Ask students: Why do you think they would start this paragraph that way?
 - i. Lead students into understanding that this is to say that all citizens in America receive the rights that are stated in the rest of the Constitution
12. Write "Establish justice" on the board.
 - a. Ask students to identify this in the paragraph and highlight it with one color.
 - b. Ask students what justice means.

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- c. Ask why they would want to establish justice at this time. Scaffold them into thinking about their freedom against England.
13. Write “Insure Domestic Tranquility”:
 - a. Have students identify and highlight with a different color
 - b. Ask students what each of the words mean.
 - c. Scaffold them into what the meaning might be about-keeping the peace within the country’s borders
14. Write “Provide for the Common Defense”:
 - a. Have students identify and highlight with a new color
 - b. Tell students that this line goes along with the last
 - c. If states can’t fight each other, what do they do? (stick together); scaffold students into the understanding that this means that states fight with each other, defending the nation.
15. Write “Promote the General Welfare”:
 - a. Have students identify and highlight with a new color
 - b. Ask students what welfare means and scaffold to an appropriate answer (to be taken care of)
 - c. Discuss with students that the Federal Government is to help take care of citizens as long as they can
16. Write “Secure the Blessings of Liberty to Ourselves and Posterity”:
 - a. Have students identify and highlight with a new color
 - b. Discuss what the word posterity means
 - c. Discuss what the country might want to secure
17. Write “Ordain and Establish this Constitution for the United States of America”
 - a. Have students identify and highlight with a new color
 - b. Ask what ordain means
 - c. Have students brainstorm what this sentence might mean
 - i. Scaffold them into understanding that this says the document and the people give the country it’s power
18. Have students work in groups to come up with a class constitution
19. Tell them that we want to use a lot of the same ideas in the Constitution Preamble and the way that it is set up.
 - a. Ask, “What might be a good way to begin our class preamble then?”
 - b. Tell them we can use the same big ideas, the same vocabulary but that it needs to be put into class friendly terms. Do an example with students:
 - i. I could say In order to form a more perfect class
20. Each student is responsible for writing their own even though it will have the same ideas as their groups.
21. The teacher should work with groups to help format the preamble, using the included writing guideline to help formulate ideas.
 - a. Struggling students can be given this writing guideline to help them formulate ideas and write in ideas
 - b. It doesn’t have to all be one sentence, but shouldn’t be an excessive number of sentences either.

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22. After students get a rough draft written in their group, assign new groups that include a student from each group to begin the editing and revising steps of the writing process.
23. Have students work to finalize their writing to be shared with the class.
24. Students can type their preambles.

Closure:

The students will type up the preamble to practice their technology and typing skills. The students will also practice their reading fluency skills by reading this document and even memorizing it to recite it.

The students will then read the class constitution, already generated by the teacher.

Modifications/Accommodation Techniques for Students with Special Needs:

There is a writing guideline attached that can help them formulate their ideas. The groups will be mixed ability as well to help students brainstorm and receive additional support from peers.

Formal Assessment:

The teacher will collect each student's final draft and grade it based off of the writing rubric (attached) formal assessment.

Informal Assessment:

The teacher will move from group to group to hear student ideas and informally note if the students are participating and on track with their thoughts.

Preamble

We the students in _____
class, in Order to form a more
perfect _____, establish
_____, insure
_____, provide for the
common _____, promote
the general _____, and
secure the Blessings of
_____ to ourselves and
our _____, do ordain and
establish this Constitution
for _____

Writing Rubric for Class Preamble

_____/3 The sentence begins with a capital letter.

_____/5 The sentence is complete.

_____/3 The sentence has lowercase letters throughout, except for proper nouns.

_____/4 Proper punctuation is used, commas are correctly Placed.

_____/5 The format of the Constitution Preamble is used as a Model.

_____/20 Total Points

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Discussion Guide for Preamble

We the People:

- Establishes a government dealing with the people directly
- The power of the Government comes from no other source than the people themselves
- Sets apart the Constitution from any previous documents
- Strongly exhibits the intent behind the Constitution
- ALL CITIZENS IN AMERICA receive the rights written in the Constitution

Establish Justice:

- This has to do with the reason why there was a Revolution against England and they wanted to make sure they would have justice under the Constitution

Insure Domestic Tranquility:

- Keeping peace within the country's borders
- Shays' Rebellion-farmers in Massachusetts against the state for having to repay war debts

Provide for the Common Defense:

- States to defend the nation together, as a whole

Promote the General Welfare:

- Well-being of citizens would be taken of as well as the Federal Government was able to

Secure the Blessings of Liberty to Ourselves and our Posterity:

- Help protect the country's hard-earned rights for liberty, unjust laws, and freedom from a tyrant government

Ordain and Establish this Constitution for the United States of America:

- Stating that the document and the people give the country it's power

Introduction to the Bill of Rights/Activity #5

Created By: Angele Hagy

Overview of Lesson: I will talk about what an amendment is and how it came about that there were amendments to the Constitution. The Bill of Rights were important amendments to the Constitution. The class will examine the Bill of Rights and how those amendments adjusted the Constitution. The class will then look at their constitution that they created and create their own bill of rights or amendments to the constitution.

PA Standards:

CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text

Investigative Question for this activity: What exactly was the Bill of Rights and what does it mean to us?

Objective(s):

1. Students will be able to use a dictionary to look up the word amendment with 100% accuracy.
2. Students will be able to construct their own Bill of Rights after reviewing their class Constitution.

Materials:

1. Primary sources
2. Smart Board
3. Video
4. Template for class Bill of Rights
5. http://www.coloringpages101.com/printable_page/65740/Simple_Shapes/scroll
-online printable classroom bill of rights worksheet

Print Sources:

Online Collections/Exhibits/Websites:

1. A bill of rights as provided in the ten original amendments to the Constitution of the United States in force December 15, 1791. [n. p. 195-],
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/4. U.S.>

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2. Constitution as originally adopted.

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/constitution.pdf>

3. Bill of Rights video

<http://www.youtube.com/watch?v=yYefLm5dLMQ>

Student Learning Process:

1. Does anyone know what the word amendment means?
2. I will have all the kids look up amendment in the dictionary.

After our Constitution was written, there were some changes that needed to be made. These changes were called amendments to the Constitution. The Bill of Rights included 10 amendments to the Constitution.

3. I will then show the students the video about the Bill of Rights.
4. I will give the students a short Bill of Rights true false mini quiz just to see how much they pulled from the video.
5. We will have a class discussion about how these amendments have changed our lives.
 - a. Think about your life if you were forced to house US soldiers in your home. What if they took your room?
 - b. What would happen if we were unable to have newspapers or speak our opinions? Think about how this would affect social media?
 - c. How would you feel if the police could barge into your house at any time? How would that make you feel?
 - d. Do you think these amendments were a good decision or a bad decision?
6. I will put the Constitution on the board and have the class brainstorm amendments to our class constitution. We will come up with four amendments to the class constitution.

Closure:

I will put the Bill of Rights on the board and pass out the Class Bill of Rights worksheets and have them write their own. They can also decorate it like the example.

Modifications/Accommodation Techniques for Students with Special Needs:

Students who need accommodations will receive extra help looking through the dictionary or will be able to use a form of technology to look up the definition. Extension- Students who finish early will create an extra amendment on their own to add to their class Bill of Rights.

Formal Assessment:

Students will take a small five question true false quiz that asks questions from the video on the Bill of Rights.

Informal Assessment:

Students Bill of Rights will be collected and reviewed simply for completion and participation in the activity. I will also take into account participation in the class discussion.

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Bill of Rights Mini Quiz

1. The right to bear arms means that citizens have the right to own a gun to protect themselves and their property.

T F

2. The right to search and seizure allows the police to come into the homes of American citizens at any time.

T **F**

3. The 7th amendment to the constitution states that you have the right to a trial with a jury.

T F

4. States have no freedom to make their own laws. Laws are all made by the national government.

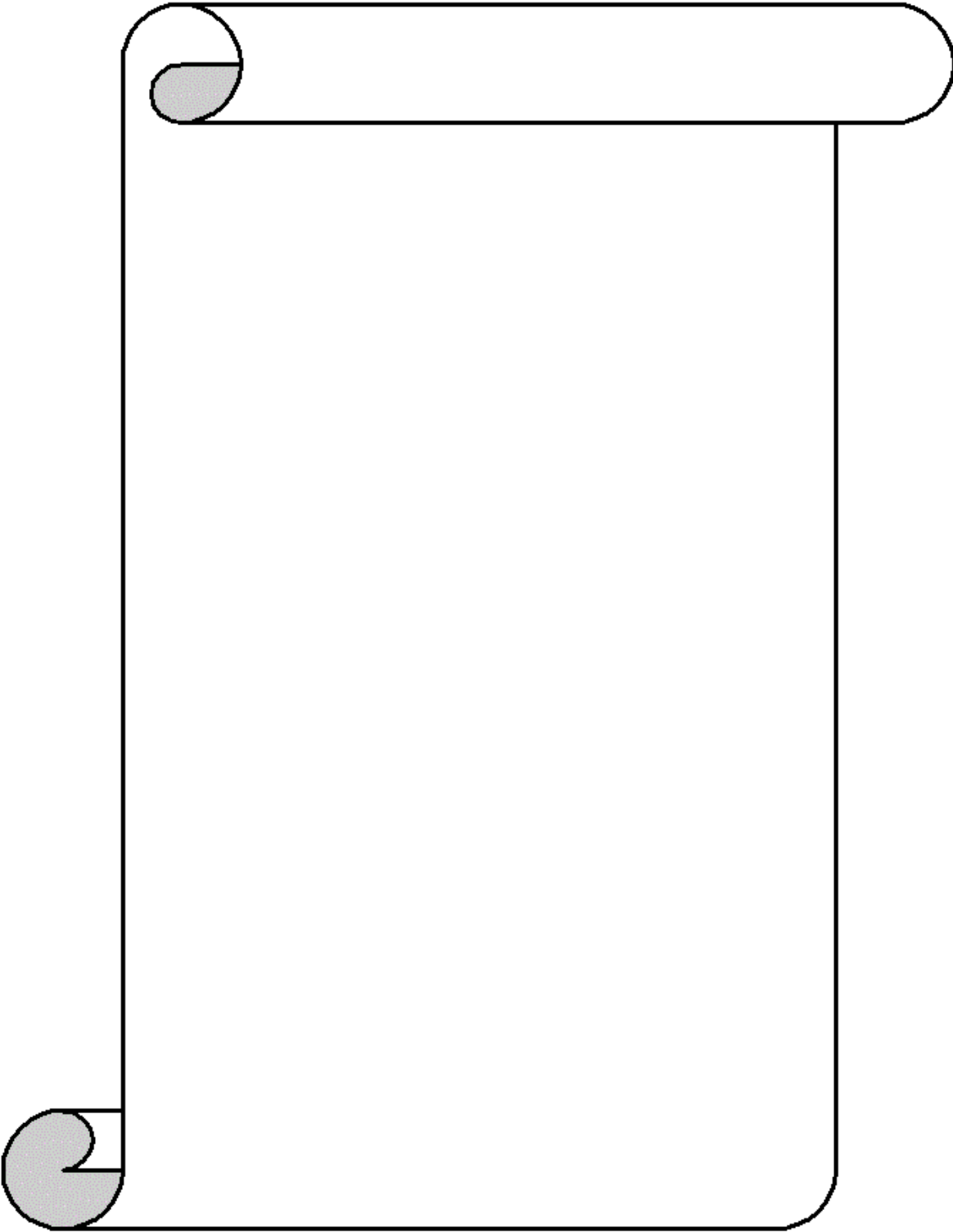
T **F**

5. The Bill of Rights was created 50 years ago.

T **F**

Answers are highlighted.

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VIP of the Constitution/Activity #6

Created By: Kaitlyn Berkebile

Overview of Lesson: During the lesson students will learn about a few of the most prominent men who signed the Constitution including George Washington, Ben Franklin, James Madison, and Alexander Hamilton. Students will work in groups to research the men and create a biography in a bag detailing their framer's life and his involvement in the creation of the Constitution. Students will also learn what a signature on the Constitution meant and will have the opportunity to sign the classrooms Constitution that was created previously in the unit.

PA Standards:

8.3.4.B: Locate historical documents, artifacts, and places critical to United States history.

CC.1.5.4.D: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support

Investigative Question for this activity: How was the Constitution approved and who are some of the prominent men who helped create and approve the document?

Objective(s):

After research, students will work in groups to create a biography in bag, including at least 5 artifacts that detail their selected framer.

After creating their biography in a bag, groups will share their project with the class with 100% member participation.

Materials:

- White Board
- White Board Markers
- *Shh.. We're Writing the Constitution* by Jean Fritz
- Large photos of George Washington, Ben Franklin, Alexander Hamilton, and James Madison
- Small photos of George Washington, Ben Franklin, Alexander Hamilton, and James Madison
- Basket
- Scene at signing of the Constitution of the United States
- Brown bags
- Class constitution
- Pens
- Camera

Print Sources:

Fritz, Jean. (1987). *Shh! We're Writing the Constitution*. New York: Putnam Print.

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Christie, Howard. *Scene at Signing of the Constitution of the United States*. Image. [ca. 1960.] From Library of Congress *Prints and Photographs Online Catalog*.

<http://www.loc.gov/pictures/item/98501334/>

Student Learning Process:

Class Period 1

1. Enter classroom dressed as one would have in 1787.
2. Ask students to identify the topic they have been studying in social studies.
3. Ask students to identify key facts that they have learned about the Constitution since the beginning of the unit. (record these facts on the board)
4. Introduce *Shh! We're Writing the Constitution* and inform students that we are going to talk about things we have previously discussed in the unit as well as listen closely to the names of some of the delegates.
5. Read text stopping to review with student's key points that they have previously covered such as the location of the Constitutional Convention, issues that were discussed, and parts of the Constitution.
6. Make note and draw attention to prominent men mentioned in the text.
7. Upon completion of the text refer to page 35 where they discuss the signing of the Constitution. Tell students that you have a painting that shows what the scene actually looked like on that day in 1787.
8. Present to the students the primary source: The Scene at the Signing of the Constitution.
9. Discuss feelings and emotions that the men may have been feeling.
10. Post images of Washington, Hamilton, Franklin, and Madison. Introducing each man and locating them in the primary source if possible.
11. Tell students that men like these are the ones who put in long hours and dedication to create and approve the Constitution by signing their name on it.
12. Inform students that they will have the opportunity to research these prominent men in more depth and present a short project about their findings.
13. Break students into four groups by having them pick one photo out of a basket. (Photos will be of the four men and students group members will have the same individual.)

Class Period 2

14. Allow students to work together, researching their framer using the internet as well as resources in the library.
15. Allow students to work together to create their biography in a bag including at least 5 artifacts that represent their framer and his contribution to the Constitution.

Class Period 3

16. Have each group present their biography in a bag.

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Closure:

Review with students the classroom Constitution that they created earlier in the unit.
Ask students who created this document (answer would be the class).
Ask students to name some of the important men who helped create the Constitution of the United States (answers would be Franklin, Washington, Madison, Hamilton).
Ask how these people showed that they agreed with what was said in the Constitution.
(Answer would be by signing their name on the Constitution)
Inform students that to make their agreement with their class Constitution they are going to sign their name to it just as the framers did on September 17, 1787.
Allow students to take their turn signing the class Constitution.
Photograph this process
Post the Constitution, as well as the photos at the signing, in the classroom to reinforce the lesson and unit.

Modifications/Accommodation Techniques for Students with Special Needs:

Provide students with appropriate and prepared documents to research their individual rather than requiring them to conduct an open search.

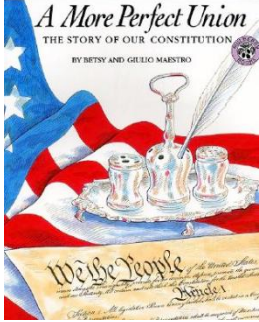

Formal Assessment:

Students will be evaluated on the completion of their biography bag (5 relevant artifacts) as well as participation in their group's presentation of their biography in a bag.





Informal Assessment: Teacher observations, questioning, and participation.

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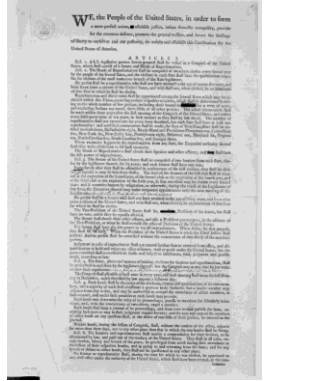

Bibliographic Organizer of Library of Congress Sources

<p>Name of Learning Unit: The Constitution</p> <p>Created by: Annie Broadwater, Shannon Falleroni, Casie Brigich, Ang Hagy, Kaitlyn Berkebile</p> <p>Date: 12/3/13</p>		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: The United States Constitution		
	<p>Title of Book: A More Perfect Union The Story of Our Constitution</p> <p>Author: Betsy and Giulio Maestro</p> <p>Setting and Time Period: The United States Philadelphia 1787</p>	Book Backdrop
	<p>Title: Scene at signing of the Constitution of the United States</p> <p>Creator(s): Christy, Howard Chandler</p> <p>Date Created/Published: 1960</p>	http://www.loc.gov/pictures/item/98501334/

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	<p>Title: A map of Philadelphia and parts adjacent: with a perspective view of the State House</p> <p>Creator(s): N. Scull and G. Heap; L. Hebert</p> <p>Date Created/Published: 1752</p>	<p>http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3824p+ct000294))</p>
	<p>Title: A N.W. view of the state house in Philadelphia</p> <p>Creator(s): Trenchard, James</p> <p>Date Created/Published: 1787</p>	<p>http://www.loc.gov/pictures/item/2004671521/</p>
	<p>Title: The foundation of American government</p> <p>Creator(s): Hintermeister, Henry</p> <p>Date Created/Published: 1925</p>	<p>http://www.loc.gov/pictures/item/93504023/</p>
<p>Lesson #2: Learners Today, Leaders Tomorrow</p>		
	<p>Title: The Constitution!</p> <p>Creator(s): Widdows, F.</p> <p>Date Created/Published: Unknown</p>	<p>http://www.loc.gov/resource/amss.as200560</p>

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Lesson #3: Mapping Out Philadelphia History		
	<p>Title: A map of Philadelphia and parts adjacent: with a perspective view of the State House</p> <p>Creator(s): N. Scull and G. Heap; L. Hebert</p> <p>Date Created/Published: 1752</p>	<p>http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3824p+ct000294))</p>
	<p>Title: A N.W. view of the state house in Philadelphia</p> <p>Creator(s): Trenchard, James</p> <p>Date Created/Published: 1787</p>	<p>http://www.loc.gov/pictures/item/2004671521/</p>
Lesson #4: Classroom Prologue based off of Constitution Prologue		
	<p>Title: George Washington Papers at the Library of Congress,</p> <p>Creator(s): George Washington</p> <p>Date Created/Published: September 12, 1787</p>	<p>http://memory.loc.gov/mss/mgw/mgw4/097/0200/0243.jpg</p>
Lesson #5: Introduction to the Bill of Rights		
	<p>Title: A bill of rights as provided in the ten original amendments to the Constitution of the United States in force</p> <p>Creator(s): N/A</p> <p>Date Created/Published: December 15, 1791</p>	<p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/broadside.pdf</p>

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Post-Instructional Assessment

In _____ (1787/1760), _____ (150/55) men gathered in _____ (Philadelphia/Pittsburgh) for the creation of the _____ (Constitution/National Anthem). The first part of the document is called the _____ (Preamble/Bill of Rights). The _____ (Preamble/Bill of Rights) are the 10 amendments to the original document.

Name 2 of the prominent men that were involved in the creation of the document.

1. _____

2. _____

(Ex: Washington, Franklin)

Please Sign your John Hancock below.

Answers are highlighted.

- Describe how you will assess the knowledge of the subject and/or the skills that students have gained during the learning unit.
 - See assessment above
- Describe how this information will be used to inform future lessons and/or activities to address deficits.
 - This assessment gives the teacher an idea of what needs reinforced in the unit as well as what students have mastered.
- Include a copy of the assessment tool if appropriate.
 - Included above
- Think about what you want students to gain. What questions will you need to answer to evaluate the effectiveness of this unit?
 - The questions we want answered are listed above in the assessment. The date, people involved, location, and parts of the Constitution.
- What information will help guide revisions of this unit for future implementation?
 - Ongoing assessments during lessons as well as the summative assessment at the conclusion of the unit.