Sara Brown

ELED 3140 P60

January 31, 2012

Davis

Lesson Plan

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| Name: Sara Brown | Date: January 31, 2012 | Age/Grade Level: 4th Grade |
| # of Students: 26 | # of IEP Students: 1-Hearning Impaired | # of ESL Students: 0 |
| Subject: Social Studies | Major Content: History | Lesson Length: 20 minutes |
| Unit Title: Our Government | Lesson Number and Title: 1- The Constitution |  |

*Academic Content Standards-*

History

Content Standard:5.0

History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Learning Expectations: 4.5.08 Understand the place of historical events in the context of past, present and future. c. Summarize the events that led to the creation of the United States Constitution.

Performance Indicators State: 4.5.spi.7. Determine why the United States Constitution was necessary (i.e., no single currency, no judicial branch, no enforcement of laws, small and large states

having unequal representation).

*Lesson Objectives-*

We can describe why the United States Constitution was necessary.

*Accommodations-*

One student is hearing impaired. The teacher should speak loud enough for the student to hear and clearly.

*Context-*

* This lesson will lead into expansion and reform. This lesson could be used in government to approach the subject of the branches of government.
* The students will have already learned about the Articles of Confederation.

*Resources, media, technology-*

http://coreknowledge.org/mimik/mimik\_uploads/lesson\_plans/184/American%20Government.pdf

<http://player.discoveryeducation.com/index.cfm?guidAssetId=6598EE68-E63A-49CE-A718-62E26D03EE56&blnFromSearch=1&productcode=US>

*References-*

Meltzer, J. (Writer) (2006). Tlc elementary school: Understanding government [Web]. Retrieved from http://player.discoveryeducation.com/index.cfm?guidAssetId=D331E6B4-6A3B-4F97-80B3-761B01D98648

Russell, K. (n.d.). *American government*. Retrieved from http://coreknowledge.org/mimik/mimik\_uploads/lesson\_plans/184/American Government.pdf

*The articles of confederation*. (2010, July 30). Retrieved from http://www.loc.gov/rr/program/bib/ourdocs/articles.html

*Why the articles of confederation failed*. (2011, January 14). Retrieved from http://www.discoveringthefoundingprinciples.com/2011/01/why-articles-of-confederation-failed.html

*Procedures-*

1. Set/Introduction/Entrance

The teacher will start class by saying, “Every class has rules that benefit students and teachers. What are some rules that we have to help students behave correctly?” The teacher will give appropriate time for the students to answer.

“Why do we have rules?” The teacher will give appropriate time for the students to answer. “Today we’re going to do something very special. We are going to start creating our own constitution and everyone will sign it. At your tables I want you to come up with 5 most important rules you think we should have and write them down on the paper that’s on your table.” The teacher will allow the students to work on this for a few minutes. The teacher will say, “Later we will put together our final constitution.”

1. Lesson Development

The teacher will say “Today our goal is to be able to explain why the United States Constitution was necessary. So what are we going to do today? Explain why the United Constitution was necessary.” The teacher will ask, “In previous classes we have mentioned the Articles of Confederation, who can tell me something about them?” The teacher will allow time for the students to answer. “The Articles of Confederation were ratified by all 13 states on March 1, 1781. What does it mean when I say that the 13 states ratified the Articles of Confederation?” The teacher will allow time for the students to answer. “The goal of the Articles was to unite the states without giving the central government too much power. At the time of the creation of the articles, the US was dealing with the Revolutionary War. So who can tell me why the articles would create a weak central government?” The teacher will allow time for the students to answer.

“It soon became apparent that there was a need for a stronger Federal government. The articles were too weak. Let’s take a look at problems with the articles of confederation.

* Each state had only one vote, no matter what size it was.
* 9 out of 13 states had to agree in order to create and pass laws.
* The government could not regulate trade.
* The government could not generate taxes so it didn’t have a source of money.
* The government could not enforce laws.
* The government could not effectively stop rebellion.

Because of all these things, a stronger government needed to be created. This is where the Constitution comes into play. In place of the Articles of Confederation, the United States Constitution was created. The Constitution is like the list of rules that you all came up with, except it is for the whole country. It is the supreme law of the land. It explains how the government works and brings order to the United States.”

1. Closure

The teacher will show the *TLC Elementary School: Understanding Government* video. The teacher will say, “Next time we will break down the U.S. Constitution. So what is it that we can do? Explain why the United States Constitution was necessary.”

1. If-time Strategies

Students will continue to work on the 5 most important rules at their tables. With the teacher, the students will create the classroom constitution and everyone will sign it.

1. Modifications

Enrichment: The students will read *...If You Were There When They Signed the Constitution* written by Elizabeth Levy and illustrated by Joan Holub.

*Student Assessment*

The students will create possible headlines for newspaper articles about why the United States Constitution was necessary/ problems with the Articles of Confederation.