



TEACHING *with* PRIMARY **SOURCES**

Title of Learning Unit: Digging into the Constitution

Subjects: Political Science, History, Economics, Geography, Civics, Culture

Grade Level/Range: 9-10

Overarching Goal or Concept for the Learning Center: The learning center is designed to view and interact with the United States Constitution in a new way, to identify its historical, political, and social impact.

Overview: The learning unit examines the Constitution and different aspects of the culture of 1787. Lessons range from learning about important individuals (like George Washington) who helped in the making of the Constitution, to the significance that geography had as Founding Fathers were travelling to Philadelphia that hot summer. Also, students will look into the structure of the government they see today and how it was created over two hundred years ago. The Constitution has shaped the lives of Americans and students can learn this in an interesting way that they can relate to.

Developed By: Daniel Buzzard, Timothy Fields, Laura Faust, and Mollie Pugh

Date: March 20, 2012

Lesson 1: Geography of 1787

Created By: Laura Faust

Overview of Lesson: Using cooperative learning groups, whole-class discussion, and the analysis of primary sources students learn about geography of the colonial times and the importance of waterways.

PA Standards: 8.3.9.B: Compare the impact of historical documents, artifacts, and places that are critical to the U.S.

Investigative Question for this activity: What was the geography of America when the Constitution written?

Objective(s):

1. Explore the importance of waterways in colonial times.
2. Discuss why the Founding Fathers would have picked Philadelphia as the place to gather for the writing of the Constitution.

Library of Congress Primary Sources Utilized:



Title: A map of Philadelphia and parts adjacent: with a perspective view of the State-House

Author/Creator: N. Scull and G. Heap; L. Hebert sculpt.

Date Created: 1752

URL: <https://www.loc.gov/item/98690000/>

Materials: Pencil, paper, computer, smart board/projector.

Print Sources:

Blank copy of black-line map of the United States of America.

Student Learning Process:

1. Introduce the 1752 map of Philadelphia to the students.
2. Ask the students:
 - A) When do you think this map is from?

- B) Why do you think it was important?
- C) What do you notice about this map?
- 3. Class Discussion about the map and the time period:
 - A) Why did the Founding Fathers pick Philadelphia?
 - B) Why was it important geographically?
- 4. Discuss water ways:
 - A) Why were they important at this time?
 - B) How did the people at this time travel?
 - C) How long would it take to get across the country at this time?
- 5. Give students blank map of America now:
 - A) Have students select a location they would pick if they were with the Founding Fathers.
 - B) Students must have a list five reasons why they picked that location.

Closure: Review the lesson with the students revisiting questions from earlier such as, Why Philadelphia? What role did waterways play?

Modifications/Accommodation Techniques for Students with Special Needs:

Visual Disability: Students should have the opportunity to view a large copy of the primary sources up close so they can see full details.

Formal Assessment: Students will be provided a blank map and asked to pick a new location where they would hold the Constitutional Convention if it were today. After picking the location, must have five reasons why they picked it. It will be graded simply on completion.

Informal Assessment: Observation to ensure all students are participating.

Lesson 2: Who was Benjamin Franklin?

Created By: Laura Faust

Overview of Lesson: Cooperative learning, class discussion and primary sources to learn about Benjamin Franklin.

PA Standards: 8.4.12.A: Evaluate the role groups and individuals played in the **social, political, cultural, and economic** development throughout world history. 8.3.9.B: Compare the impact of historical **documents, artifacts, and places** which are critical to the U.S.

Investigative Question for this activity: Who was Benjamin Franklin?

Objective(s):

1. To discover how Benjamin Franklin helped shape America.
2. What was Ben Franklin's role in developing the Constitution?
3. Investigate who Ben Franklin was on a personal level.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: Franklin on new penny, Lincoln on new nickel?

Author/Creator: Henry Smythe Jr.

Date Created: 1/22/1937

URL: <http://hdl.loc.gov/loc.pnp/hec.22321>

Thumbnail Image:



Title: The foundation of American government / Hy. Hintermeister.

Author: Henry Hintermeister

Date Created: c. 1925

URL: <http://www.loc.gov/pictures/item/93504023/>

Thumbnail Image:



Title: Scene at signing of the Constitution of the United States

Author: Christy, Howard Chandler

Date Created: ca. 1960

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

Materials: Pencil, paper, computer, smart board/projector.

Print Sources:

- A) Quotes about/from Benjamin Franklin
- B) Copies of the Primary sources for the students.
- C) Essay question.
- D) Rubric for essay question.

Online Collections/Exhibits/Websites:

<http://www.loc.gov/exhibits/treasures/franklin-home.html>

Student Learning Process:

1. Divide the students into groups of three or four.
2. Once students are in groups, give some students a photograph of Benjamin Franklin and other students a quote.
3. While students are in groups they will be encouraged to investigate the primary sources, focusing on:
 - A) What can you assume from them?
 - B) Can you tell what kind of person he was from these?
 - C) What kind of impact do you think he made?
4. After some group discussions, students will then gather as a class and discuss their findings together as a class.
5. After the short discussion, as a class we will explore the website “Benjamin Franklin in his own words.”
6. As a class students will explore the site:
 - A) Students will take notes on the website focusing on each category of the website.
 - B) As students take notes they will focus on the important facts about his personal, and career life.
7. After exploring the website, students will complete the essay assignment, which will be graded.

Closure: Finish the class with an essay question that will be graded: Discuss Benjamin Franklin as a person and how did he shape America, were your assumptions with the primary sources accurate?

Modifications/Accommodation Techniques for Students with Special Needs:

Gifted Students for Learning Disabled: Since the class period is devoted to class discussions all students will be able to participate. Students will be monitored through the class assist them in staying focused.

Physical Disability: for vision impaired, have the primary sources and website in hand so students can see it in full detail.

Formal Assessment:

Students will complete an essay question to enforce what they have learned in the class, and will be graded on if they understand the material covered.

Informal Assessment: The teacher will observe the class and make sure the students participation.

Quotes from/about Benjamin Franklin:

- A) "Let all men know thee, but no man know thee thoroughly" -Benjamin Franklin
- B) "I never passed half an hour in his company without hearing some observation or anecdote worth remember" -James Madison
- C) A life of leisure and a life of laziness are two things. There will be sleeping enough in the grave. -Benjamin Franklin

Essay question:

Write paragraph about Benjamin Franklin. Was your assumptions right, why or why not? How did he help shape America? Name an interesting fact that you learned about him. Since the assessment is a short assignment, it will only be worth 10 point.

Rubric for essay question:

Qualities & Criteria	Poor (1-3)	Good (4-6)	Excellent (7-10)
<p>Format/Layout</p> <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Follows requirements of length, font and 	<p>Follows poorly the requirements related to format and layout.</p>	<p>Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.</p>	<p>Closely follows all the requirements related to format and layout.</p>
<p>style (Weight 15%)</p>			
<p>Content/Information</p> <ul style="list-style-type: none"> • All elements of the topics are addressed • The information is technically sound • Information based on careful research • Coherence of information <p>(Weight 50%)</p>	<p>The essay is not objective and addresses poorly the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.</p>	<p>The essay is objective and for the most part addresses with an in depth analysis most of the issues referred in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.</p>	<p>The essay is objective and addresses with an in depth analysis all the issues referred in the proposed topic. The provided information is necessary and sufficient to discuss these issues.</p>
<p>Quality of Writing</p> <ul style="list-style-type: none"> • Clarity of sentences and paragraphs • No errors and spelling, grammar and use of English • Organization and coherence of ideas <p>(Weight 20%)</p>	<p>The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.</p>	<p>The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.</p>	<p>The essay is well written from <u>start</u> to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.</p>

Lesson 3: George Washington and the Constitution

Created By: Timothy Fields

Overview of Lesson: The students will gain knowledge about the President of the Constitution, George Washington. They will receive a brief lecture on the nation's first president and will also look at his Papers at the Library of Congress to receive a better understanding.

PA Standards: 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.9.B: Compare the impact of historical documents, artifacts, and places, which are critical to the U.S.

Investigative Question for this activity: Why was George Washington such an important person in the construction of the Constitution?

Objective(s):

1. The students will become more familiar with the life of our first president.
2. Students will learn his roles in developing the Constitution.
3. Students will gain a better understanding of the Constitution.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: 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

Author/Creator: George Washington

Date Created: 1741-1799

URL: <https://www.loc.gov/item/mgw435950/>

Materials: Writing utensil, provided questions sheet, Smart board/chalkboard

Print Sources:

1. George Washington Essay

Student Learning Process:

1. Each student will recall known information about George Washington and/or the Constitution (Wonder and Investigate)
 - a. *What information can be gathered from this source?* To start this lesson, a lecture will be given on George Washington's involvement in the construction of the Constitution looking at the document at hand. Students will then look at the copy of the Constitution edited by George Washington himself, recalling that the Bill of Rights can pull information. This version edited by Washington also shows how well of a writer Washington was in this point of history. By reading through this source, students will have a better appreciative feeling towards the Constitution because the Constitution did shape our nation to what it is today.
 - b. *What might it mean?* By reading through Washington's notes on the pages of the Constitution draft, it shows the time and thought he put into the writing of the Constitution. On the second page, an entire paragraph is crossed out several times by Washington, and followed by a hand-written paragraph.
 - c. *What additional information is necessary for understanding the significance of this primary source?* All students would need a background on the life of George Washington to the point of the Constitution being written. Just knowing he was the country's first president would not cut it. A background of the Constitutional Convention would also be necessary to understand Washington's edited version of the Constitution. The definition of "Constitution" should also be well defined.
2. Students will be placed into groups of eight. Within the groups, Washington's edited Constitution will be split among the students. Each student will be required to write an essay about his or her section of the Constitution. (Investigate and Construct)
 - d. *What new information can be gathered from the other sources in this group?* By each student re-reading a different section of the Constitution, he or she can comprehend that section and give a better explanation of it to the students in all of the other groups who were assigned the same section. After understanding Washington's notes, each student's essay of the group will be combined into one big essay.
 - e. *What do the primary sources as a group mean?* The primary source allows students to understand the Constitution both before and after being edited. Before Washington edited the Constitution, our country may have never accepted it. His corrections gave him the name "President of the Constitution."
 - f. *What is the historical context of this time period?* At this time in the history of America, George Washington was about to be unanimously elected the first president of the United States. The Constitutional Convention was also held to fix the Articles of Confederation. The Constitution later took the place of the Articles of Confederation, even after the convention had edited them. The Constitution stated original ideas of forming a "government." This document created the upbringing of the nation's governmental settings.

- g. *How does the new information change the students' initial reactions?* After reading his or her section of the edited Constitution, each student will have a more appreciative aspect on the Constitution. If it were not for this document of American history, the United States would not be where it is today. Student reactions should improve and be more appreciative for history class.

Modifications/Accommodation Techniques for Students with Special Needs:

If a student with a hearing impairment were in class for this lesson, an assistive device would be worn in order for that student to properly hear the instructions. An interpreter could also be resourceful to help the student through the writing process of his or her own essay. If typing the essay out on a computer would be easier for the student, the entire class would be moved to a computer lab. One-on-one instructions would also be given to the student in a secluded area of the room to keep from distractions. Having the interpreter also hear the instructions while not being distracted would allow for better understanding for the student. If a student with low vision were in class for this lesson, their portion of the Constitution would be enlarged to a size that he or she could easily read. This may include enlarger their portion of the document on a computer screen for better sight and reading capabilities.

Informal Assessment: Students will be assessed based on their participation within the group and how well they wrote about their portion of the Constitution in the essay. Assessment will also include cooperation during the lecture and group session.

George Washington Essay

Name: _____
Date: _____

Directions: In order to show your understanding of the given portion of the Constitution, construct an essay that relates to George Washington's notes and also the text that was already within the Constitution. This essay is to be completed individually and not collaborated with another's work. After this essay is completed, you may rejoin your group to combine all eight students' essays into one, forming your own Constitution.

Lesson 4: Legislative, Executive, and Judiciary Branch

Created By: Mollie Pugh

Overview of the Lesson: This lesson will be a good overview of the executive, legislative, and judicial branch. Before students learn about the three branches of government, and the specific functions of each one, it is crucial to teach them how the Constitution gave these three branches of government power.

PA Standards: 5.1.9.D: Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution

5.3.9. A: Examine the process of checks and balances among the three branches of government, including the creation of law.

Investigative Question for this Activity: What role does the U.S. Constitution have in developing a system of checks and balances?

Objectives:

- 1) Examine the U.S. Constitution's role in creating the government.
- 2) Identify the three branches of government and their duties.
- 3) Determine how the system of checks and balances works in the U.S. government.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: United States Constitution

Author: George Washington

Date Created: 17 September 1787

URL: <http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html>

Materials: Pens/pencils, Smartboard/chalkboard, tape, loose-leaf paper

Print Sources:

- a) Slips of paper that have “President,” “House of Representatives,” “Senate,” and “Supreme Court” listed on them
- b) “The Three Branches of Government” Worksheet
- c) Copies of the United States Constitution

Online Collections/Exhibits/Websites:

<http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html>

Student Learning Process:

- 1) Write on board “Executive Branch,” “Legislative Branch,” and “Judicial Branch” on the Smartboard/chalkboard before the students enter the classroom.
- 2) As the students enter the room hand each student a slip of paper that have “President,” “House of Representatives,” “Senate,” and “Supreme Court” listed on them.
- 3) Have each student place tape on the back of the slips of paper and place them under the words “Executive Branch,” “Legislative Branch,” and “Judicial Branch” on the Smartboard/chalkboard to guess what branch of government each belongs to.
 - a. Students will be using any prior knowledge they have about the branches of government.
 - b. What branches of government do you think each person/group belongs to?
 - c. Students will be thinking about what each branch of government does.
- 4) Review some of the placements of the slips of paper to see what the majority of students believe the branches of government to consist of.
 - a. Students will be able to measure their knowledge by comparing their answers with their peers.
 - b. Teacher will know what needs to be emphasized more throughout the lesson.
- 5) Give each student a copy of the primary source “The U.S. Constitution” and “The Three Branches of Government” worksheet
- 6) Have students read aloud through Article 1, alternating students throughout the sections.
 - a. What does the Legislative Branch do?
 - b. Who is a part of the Legislative Branch?
- 7) After reading through Article 1, complete the Legislative Branch section on the “Three Branches of Government” worksheet.
- 8) Have students participate by helping fill in the blanks and answering the questions.
- 9) Have students read aloud through Article 2, alternating students throughout the sections.
 - a. What does the Executive Branch do?
 - b. Who is a part of the Executive Branch?
- 10) After reading through Article 2, complete the Executive Branch section on the “Three Branches of Government” worksheet.
- 11) Have students participate by helping fill in the blanks and answering the questions.
- 12) Have students read aloud through Article 3, alternating students throughout the sections.
 - a. What does the Judicial Branch do?
 - b. Who is a part of the Judicial Branch?
- 13) After reading through Article 3, complete the Judicial Branch section on the “Three Branches of Government” worksheet.
- 14) Have students participate by helping fill in the blanks and answering the questions.
- 15) Have students store “The Three Branches of Government” worksheet in their notes.

Closure: Exit Ticket: Display the following questions on the board for students to complete on a piece of loose-leaf paper to turn in before they leave the classroom: Do you think one branch of government is more important than another branch? Do you think all branches of government are equally important? Explain your answer.

Modifications/Accommodation Techniques for Students with Special Needs: Giving worksheets with some answers already filled in, for visually impaired giving them worksheets with bigger font

Formal Assessment: Exit Ticket is used to determine how much the students understood the basics of Article 1, 2, and 3 of the Constitution. It should only be graded on completion and effort, but not as right or wrong answers.

Informal Assessment: Participation in completing “The Three Branches of Government” worksheet.

Name _____

Date _____

Three Branches of Government

Directions: After reading the first three Articles of the United States Constitution, fill in the answers to the questions/blanks for each branch of government.

Legislative Branch

The Legislative Powers are given to _____.

Congress is made of two bodies, the _____ and _____.

Requirements to be a member of the House of Representatives are:

Requirements to be a member of the Senate are:

What are some powers that Congress is granted in the Constitution?

Executive Branch

The powers of the executive branch are given to the _____.

Requirements to be the President:

What are some powers the Constitution grants the President?

Judicial Branch

The power of the Judicial Branch is given to the _____.

What powers does the Constitution give to the Judicial Branch?

Lesson 5: Culture in the Constitution

Created By: Mollie Pugh

Overview of Lesson: The U.S. Constitution is a document that was written after a great deal of planning and debate. This lesson will explore different proposals that helped develop the Constitution. The proposals were all different because of the different cultural backgrounds and areas that each state had. Students will learn about the different perspectives states had when presenting the Virginia Plan and the New Jersey Plan.

PA Standards: 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

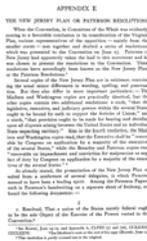
Investigative Question for this activity: What impact did cultural differences have in creating the United States in the Constitution?

Objectives:

- 1) Compare and contrast the New Jersey Plan and the Virginia Plan.
- 2) Identify the importance of the New Jersey Plan and the Virginia Plan.
- 3) Determine how cultural differences impacted the creation of the United States Constitution.

Library of Congress Primary Sources:

Thumbnail Image:



Title: The New Jersey Plan

Author/Creator: William Patterson

Date Created: 15 June 1787

URL: <https://www.loc.gov/exhibits/creating-the-united-states/interactives/constitution/executive/enlarge2.html>

Thumbnail Image:



Title: The Virginia Plan
Author/Creator: Edmund Randolph
Date Created: 29 May 1787
URL: <https://www.loc.gov/exhibits/creating-the-united-states/interactives/constitution/executive/enlarge3.html>

Materials: Smartboard/chalkboard

Print Sources:

- a) “Virginia Plan V. New Jersey Plan” printed from <https://www.wssd.org/cms/lib/PA01001072/Centricity/Domain/725/New%20Jersey%20Plan%20vs.%20Virginia%20Plan.pdf>
- b) “What Plan Would You Choose?” Worksheet **Online Collections/Exhibits/Websites:**

During Instruction:

- 1) While students are entering the classroom, have the following questions displayed on the board that they should respond to for the first 7 minutes of class: “If you were creating a Constitution for a new country, like the United States Constitution was created in 1787, how would you structure the government? Would it have one branch or multiple branches? What laws would be created in the Constitution? Why would you create your government this way?”
 - a. Students will use their background knowledge to develop a country that they would find most beneficial to them.
 - b. Students will begin to think of how cultural background affects decisions that are made.
- 2) After the students have completed their write-ups, have some student share their thoughts on how they would structure their Constitution.
 - a. Why did you create your government to be function in such way?
 - b. What influenced your decisions?
- 3) Explain to students that when the Founding Fathers created the U.S. Constitution there was a great deal of debate on how the Constitution would develop the nation. Different plans were proposed because the states felt differently about how the government should be run. The size and leaders of the states influenced these differences. Just like their governments that the students created was influenced by their personal wants, so were the terms of the Virginia Plan and the New Jersey plan.
- 4) Hand out to students “The Virginia Plan” and the “New Jersey Plan” primary sources and the “Virginia Plan V. New Jersey Plan” article.
- 5) Have the students read over all handouts to gain an understanding of both plans.

- a. What advantages/disadvantages does each plan have?
- b. What does each plan entail for setting up the government?
- 6) Divide the students into two groups randomly to set up a debate.
- 7) Have students sit in their groups on opposite sides of the room.
- 8) Give the students directions to debate the New Jersey Plan and Virginia Plan as if they were William Patterson or Edmund Randolph and discuss how the plans suit the individual state's needs.
- 9) Allow the students a few minutes to master their assigned plan and prepare an opening statement to begin the debate.
- 10) Have students debate informally for about 10 minutes about the plans.
 - a. What are the main points are addressed in each plan?
 - b. What plan best suits the new direction the United States is going in?
 - c. Why do each plans suit the needs of the individual states and their citizens?
- 11) Students will then return to their seats.

Closure: Have the students complete the “What Plan Would You Choose?” worksheet. This can be completed for homework if not finished within the class period.

Modifications/Accommodations Techniques for Students with Special Needs: Read aloud to the necessary students the primary sources and the “Virginia Plan V. New Jersey Plan” handout.

Formal Assessment: Completion of “What Plan Would You Choose?” Worksheet.

Informal Assessment: Students must participate and contribute to the debate and also sharing their own government that they created for the opener.

Name_____

Date_____

What Plan Would You Choose?

What are the differences of the Virginia Plan and the New Jersey Plan? Why were the plans so different?

If you were a founding father, what plan would you choose? Or would choose to create a different plan? Why?

Based on what you know about the Constitution, what plan did the Founding Fathers choose to develop the government? How do you know this was the plan that was chosen?

Lesson 6: Requirements for being a US President

Created By: Dan Buzzard

Overview of Lesson: In this lesson students will analyze and understand the requirements, listed in the United States Constitution, for being the President of the United States. In groups, students will receive a copy of the Constitution and a picture of the Constitutional Convention. With these in mind, students will develop their own understanding of who can be a President and what, in their mind, a President should look like. Lastly, students will apply the knowledge they have learned by doing a group activity and a review worksheet.

PA Standards: 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S. RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Investigative Question for this activity: How does the Constitution restrict who can be the President of the United States?

Objective(s):

1. Analyze the Constitution in regard to the Presidency.
2. Identify the requirements of becoming the President of the United States.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: United States Constitution

Author: George Washington

Date Created: 17 September 1787

URL: <http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html>

Thumbnail Image:



Title: The foundation of American government
Author/Creator: Hintermeister, Henry, b. 1897, artist
Date Created: [Newark, New Jersey : Osborn Co.], c1925.
URL: <http://www.loc.gov/pictures/item/93504023/>

Materials: Construction Paper, Markers, Colored Pencils, Pencils, Chalkboard/Smart board, Copy of Constitution, Picture of Constitutional Convention

Print Sources:

a) President Worksheet

Online Collections/Exhibits/Websites:

Student Learning Process:

1. When students arrive in the classroom divide students into groups of 3 or 4.
 - a. What are the reasons behind grouping?
 - b. What students work better with others?
2. Hand out copy of Constitution and picture of the Constitutional Convention
3. Then, as a class, analyze the Constitution. (Construct-and-Wonder Phase)
 - a. After analyzing, what questions do students have?
 - b. What will students need to know for the activity?
4. As a class, then list, on the board, the requirements of becoming a President. (Investigate Phase)
 - a. Do students think any of these rules are too strict?
 - b. What rules would they get rid of?
 - c. Are there any rules they would add to the list if they could?
5. Each student must reassure they have a good grasp of the requirements.
 - a. Does each student have a good enough grasp of the information in order to contribute to the group?
6. Once completed, hand out materials necessary to draw their own President.
7. In the group, students decide who will be the artist of the group.
 - a. Who will draw and who will come up with the attributes?
8. Once decided, groups must brainstorm and figure out what they want their President to look like. (Construct Phase)
 - a. With the picture of the Constitutional Convention in hand, what will they opt to make their President look like that?
 - b. What kind of background will they give their President?
9. Now, students will start to draw their President.
 - a. What should it look like?

10. Once this is started, students in the group, that aren't drawing, will start to come up with the Presidents attributes, keeping in mind the requirements set forth by the Constitution.
 - a. What will be his background information?
 - b. What will be his attributes?
11. Once finished, each group will display their President around the room. (Express Phase)
 - a. What do you want the rest of the class to know?
 - b. What have you learned?
 - c. How did you apply what you have learned to your drawing?
12. One at a time, a representative from each group will present their president. (Reflect Phase)

Closure: Conclude day with students completing President Worksheet.

If time allows, have students look more closely at each group's President's attributes and decide if they, indeed, could be President by the requirements of the Constitution.

Modifications/Accommodation Techniques for Students with Special Needs: Allow for more time to explain, thoroughly, the requirements for those students. These modifications will be utilized for students with slight to moderate learning disabilities. Students with visual disabilities will be able to acquire their own copy of the Constitution. Have gifted students look up additional information, on their own time, about what scholars believe makes a good President. Knowing this, how would it factor into how they made their own President?

Formal Assessment: As a formal assessment, students will complete the "President Worksheet".

Informal Assessment: Informal assessment will consist of recording class participation.

President Worksheet

Points: 10

Name: _____

Directions: Closely read each question. Decide if these three men, provided their information, could be President. If so, simply put yes. With the requirements of the Constitution in mind, if you find they wouldn't be able to be President, clearly explain why.

1. Sebastian Frankenstein is a Presidential hopeful that was born in Springfield, IL. Bob is 45 and was elected Governor of Springfield 2 years ago and has since set his eyes on President. He has lived in the United States his whole life. He enjoys playing guitar, hunting, and fishing. Can he be President? If not, explain why.
2. John Miller is Presidential hopeful that was born in Japan. His parents were both citizens of the U.S. John, now 34, has lived in the United States ever since he 17. John is a strong Communist activist and hopes to revamp the United States government. Can he be President? If not, explain why.
3. Brandon Moore is a man, 76, from a small town in Pennsylvania. He was born in PA to parents of mixed decent. Although born in the US, at a young age of 4, his whole family, including him, moved to Canada. Mr. Moore moved back to the US five years ago and has been interested in politics ever since. Can he be President? If not, explain why.

Lesson 7: Market Economy and the US Constitution

Created By: Dan Buzzard

Overview of Lesson: Through this lesson, students will gain an understanding of how the United States Constitution itself was set up to back a market system economy. In groups, students will review the Constitution identifying different parts that hold this true. Students will then apply this knowledge by matching the characteristics with the appropriate articles. Students will also analyze and gain an understanding for the phrase “promotion of general welfare”. Lastly, the day will conclude with students will display what they have learned by completing an essay assessment.

PA Standards: 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S. 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Investigative Question for this activity: How does the Constitution shape the economic system of the United States?

Objective(s)

1. Identify provisions of the U.S Constitution that support a market economy.
2. Identify provisions in the Constitution and match them with the basic characteristics of a market economy.
3. Analyze the phrase “promotion of general welfare” and how it relates to today’s society.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: United States Constitution

Author: George Washington

Date Created: 17 September 1787

URL: <http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html>

Materials: Pencil or Pen, Copies of Constitution, Chalkboard/Smart board, Worksheet, Essay Test, Rubric, KWL Chart

Print Sources:

- a) Provisions of the U.S. Constitution with Basic Characteristics of a Market Economy.
- b) Market Economy and the Constitution: Essay Test
- c) Essay Grading Rubric

Online Collections/Exhibits/Websites: N/A

Student Learning Process:

1. Hand out the KWL chart in order to evaluate the students prior knowledge (Connect-and-Wonder Phase)
 - h. What information do you already know?
 - i. What information do you want to know?
 - j. What information have you learned? (post)
2. First students fill out the “Know” section of the worksheet.
 - a. What prior knowledge do you have?
 - b. What are you unsure of?
 - c. What have you heard?
 - d. What have teachers taught you prior?
3. Have students then move on to filling out the “What you want to know” section.
 - a. What are you interested in?
 - b. Is there anything you are unsure of that has peeked your interest?
4. Give a brief overview of how the Constitution backs a market economy.
 - a. What is there to learn?
 - b. What is important for the activity?
5. Have students split into groups of 3 or 4.
 - a. Who works better with others?
 - b. Any complications we may run into?
6. Once in groups, hand out a copy of the Constitution. (Investigate Phase)
 - a. Why use primary resources?
 - b. What can be learned from primary resources?
7. Next, hand out a copy of the worksheet entitled “Provisions of the U.S. Constitution with Basic Characteristics of a Market Economy.”
 - a. What are the directions?
 - b. What can be learned from this?
8. Having heard my brief lesson, have students match provisions of the Constitution with basic characteristics of a Market economy. (Construct Phase)
 - a. What does all this mean?
 - b. What are some real life examples that students could relate to?
9. Once done, have students volunteer to discuss what their group found. (Express Phase)
 - a. What have you learned?

- b. What do you feel you need to share?
10. Now finished, propose the phrase “Promotion of General Welfare” (Reflect Phase)
 - a. Have students heard this phrase?
 - b. What do students think it means?
 - c. Can they think of any examples?
11. As a class, have students discuss whether they think the government stretches its boundaries with programs such as Welfare.
 - a. What opinions do you hold?
 - b. What do you think the government does right/wrong.
12. Students, one at a time, will volunteer to express their beliefs.
13. Hand out and explain rubric and essay test
14. Collect and review test.

Closure: Ask the question, “Do you think the Founding Fathers would be happy with how the counties economy is run today?” If not what suggestions or changes do you think they would make?

Modifications/Accommodation Techniques for Students with Special Needs: Allow for more time to explain, thoroughly the actual articles from the Constitution. These modifications will be utilized for students with slight to moderate learning disabilities. For visually impaired students, supply them with their own copy of the Constitution that they can utilize. For gifted students, have them research the characteristics of a market economy more in depth. Have them research where else in the world these characteristics have been utilized.

Formal Assessment: The formal assessment will be the “Market Economy and the Constitution: Essay Test”.

Informal Assessment: Informal assessment will consist of recording class participation

Provisions of the U.S. Constitution with Basic Characteristics of a Market Economy.

Directions: Match Provisions of the U.S. Constitution with Basic Characteristics of a Market Economy. Some characteristics will be used more than once.

Name _____

- | | |
|----------------------|-------------------------------------|
| 1. ___ Art.1 sec. 8 | a) Private property |
| 2. ___ Art. 1 sec. 9 | b) Freedom of Enterprise and Choice |
| 3. ___ Art.1 sec. 1 | c) Motive of Self-interest |
| 4. ___ Amd. IV | d) Competition |
| 5. ___ Amd. V | e) Markets and Prices |
| 6. ___ Amd. IX | f) Limited Government |
| 7. ___ Amd. X | |
| 8. ___ Amd. XIV | |

Market Economy and the Constitution: Essay Test

Points: 30

Directions: Answer 1 only. Using as much information you learned during this unit to, answer one of the following. SHOW ME HOW MUCH YOU KNOW!

Name: _____

1. Please pick two of the six characteristics of a market economy that we discussed and explain how the United States Constitution backs them. Be as specific as possible providing examples of articles and amendments.
2. Combining what you have learned about the phrase “promotion of general welfare” and what you have experienced in today’s society, do you think the government today has overstepped its boundaries? Be specific and site examples.

Essay Grading Rubric

Name:

Question Number:

25% - Composition

_____ Spelling and Grammar (0 – 10): Did you proofread your paper carefully?

_____ Argument Clarity (0 – 10): Do I understand what your point is?

_____ Language Usage (0 – 5): Did you avoid use of meaningless jargon and fluff?

25% - Subject Knowledge

_____ Relevance of Information (0 – 10): Are you on topic?

_____ Subject Understanding (0 – 10): Do you understand what you're talking about?

_____ Terminology Usage (0 – 5): Are you using the correct terminology?

25% - Contribution

_____ Insight (0 – 5): Did you contribute to my understanding of the topic?

_____ Analysis (0 – 10): Did you explore the topic in depth?

_____ Argument (0 – 10): Are your arguments backed up with facts?

25% - Examples

_____ Examples provided (0 – 10): Did you provide at least three examples?

_____ Examples Quality (0 – 15): Were the examples relevant?

Comments:

Lesson 9: The Bill of Rights (First 10 Amendments to the Constitution)

Created By: Timothy Fields

Overview of Lesson: Students will first complete the pre-lesson worksheet to see what they already know about the Bill of Rights. Then there will be a lecture on the Bill of Rights and a handout will be given entailing what each Article means. Part two of this handout is a section where the students must decide whether or not they would change the amendments to fit today's America or if they would keep it the same and why or why not. The students will later be assessed by a matching quiz to show that they now have an understanding of the Bill of Rights.

PA Standards: 8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

Investigative Question for this activity: Is the Bill of Rights still a crucial part of life in America today?

Objective(s):

1. Students will gain a better understanding of the Bill of Rights
2. Students will form a Bill of Rights, as it would fit in today's world.

Library of Congress Primary Sources Utilized:

Thumbnail Image:



Title: An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera

Author/Creator: James Madison

Date Created: December 15, 1791

URL:

<http://www.loc.gov/teachers/classroommaterials/connections/time-capsule/history.html>

Materials: writing utensil, provided worksheets, Smart board/chalkboard

Print Sources:

1. Bill of Rights Pre-Lesson Worksheet
2. The Bill of Rights Handout/Exercise
3. Bill of Rights Matching Quiz

Student Learning Process:

1. To begin the lesson, each student will write down all amendments in the Bill of Rights that they know off of the top of their head. (Wonder and Investigate)
 - a. *How much do they know?* If a student can put at least 3 to 5 of the Bill of Rights down on paper in their own words, that shows they at least know what the Bill of Rights is and can describe it in one way or another.
 - b. *Are these good things or bad?* It is a good thing if students can describe a portion of the 10 Bill of Rights. It is bad if students do not even know what the Bill of Rights are, where they came from, or what document the Bill of Rights begin.
 - c. *What additional information is necessary for understanding the significance of this primary source?* The history behind the Bill of Rights is needed to properly understand the document. Students should learn that the Bill of Rights was needed because there were no set rules in America at that time. The Bill of Rights accompanies the Constitution, which set a standard for our growing country.
2. After students have had time to write what they know about the Bill of Rights distribute a worksheet with the Bill of Rights written on it. Review these with the class
3. Students will get into small groups and construct their own changes to the Bill of Rights to accommodate today's different world.
 - a. *What new information can be gathered from the other sources in this group?* Each student in a group could collaborate their thoughts on a certain bill with the rest of the group. The group could decide on which ideas they like or dislike and compose their very own Bill of Rights to resemble today's world.
 - b. *What do the primary sources as a group mean?* The actual copy of the Bill of Rights shows the students what was happening in 1789 and the years prior when the Constitution was written. The Bill of Rights resembles the actions that needed to occur for America to have some sort of guidelines for people to follow. The original Bill of Rights can be used as a primary source for the students to discuss whether or not changes should be made to the bills to resemble our nation now.
 - c. *What is the historical context of this time period?* At this time in America, the Bill of Rights was the first ten amendments to the Constitution becoming the law of the land. There was an extensive debate about adding the Bill of Rights because it became an obstacle to the Constitution's ratification by the states. The Anti-Federalists refused to support the Constitution without a bill of rights. The Federalists opposed including a bill of rights because it was found to be unnecessary.
 - d. *How does the new information change the students' initial reactions?* Students will have most likely never known any piece of information or even heard of the Bill of Rights until after this lesson. After taking the quiz, students will have all 10 articles

memorized whether they did well or poorly on the quiz. The group activity allows students to teach each other about the Bill of Rights. Knowing the Bill of Rights allows for knowledge on the Constitution to be gained as well. Students should cherish knowing the Bill of Rights since these articles were the start of America forming a government.

Modifications/Accommodation Techniques for Students with Special Needs:

If students with low vision were present, different copies of the Bill of Rights would be handed out. These copies would be in a much larger print. When in small groups constructing their accommodations to the Bill of Rights, the low vision students would be given the same papers as the other students but in a larger print so that they could still partake in the activity. If a student with a hearing impairment were present, an interpreter would be allowed to help the student through the group activity, the matching quiz, and the first activity of recalling any of the Bill of Rights known by the student. If an interpreter were not needed, the teacher would wear a tiny microphone, or another assistive device, to amplify the sound of his or her voice for the student to hear instructions. If the teacher gave one-on-one instructions to the student, the teacher would directly face the student without any obstructions on or behind the teacher.

Formal Assessment: Students will be assessed by a matching quiz where they will match the article number with its definition.

Post-Instruction: Each lesson has been designed to give an assessment at the end. This is to gauge students in their learning of that day. By the end of the unit, student should have a good knowledge of the history and importance of the United States Constitution. A unit assessment could be created, however, the assessments for each lesson will also suffice.

Bill of Rights Pre-Lesson Worksheet

Name: _____
Date: _____

Directions: This worksheet is to see how well you already know the Bill of Rights and facts about them. This will not be graded, yet you should attempt to fill out as much as you can.

Part I: Give a definition, or description in your own words, of the 10 Articles

I.

VI.

II.

VII.

III.

VIII.

IV.

IX.

V.

X.

Part II:

What year was the Bill of Rights created?

What document does the Bill of Rights start off?

What is the Bill of Rights?

THE BILL OF RIGHTS HANDOUT/EXERCISE

Article I: Freedom of Speech, Press, Religion, and Petition

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article II: Right to keep and bear arms

A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

Article III: Conditions for quarters of soldiers

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Article IV: Right of search and seizure regulated

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V: Provisions concerning prosecution

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Article VI: Right to a speedy trial, witnesses, etc.

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Article VII: Right to a trial by jury

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of the trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Article VIII: Excessive bail, cruel punishment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article IX: Rule of construction of Constitution

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X: Rights of the States under Constitution

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Directions: After reading the articles of the Bill of Rights, discuss among the group whether or not the articles could be altered to relate to today’s America. If your group feels an article does not need to be altered to fit today’s views, please give a statement as to why the article should not be altered. If your group would like to change an article, reconstruct the title and definition of the article. This is to be a group effort.

I.

II.

III.

IV.

V.

VI.

VII.

VIII.

IX.

X.

Bill of Rights Matching Quiz

Name: _____

Date: _____

Directions: Match the correct article from the Bill of Rights with its correct title by placing the letter of the title in the space preceding the article number.

1. _____ Conditions for quarters of soldiers
2. _____ Right to a trial by jury
3. _____ Rights of the States under Constitution
4. _____ Freedom of Speech, Press, Religion & Petition
5. _____ Provisions concerning prosecution
6. _____ Right to keep and bear arms
7. _____ Right to a speedy trial, witnesses, etc.
8. _____ Rule of construction of Constitution
9. _____ Right of search and seizure regulated
10. _____ Excessive bail, cruel punishment

A. Article I B. Article II C. Article III D. Article IV

E. Article V F. Article VI G. Article VII H. Article VIII

I. Article IX J. Article X