How did Shays’ Rebellion impact the writing of the U.S. Constitution?

**SS.5.C.1.1**

Explain how and why the United States government was created.

http://resourcesforhistoryteachers.wikispaces.com/5.21

**LAFS.5.RI.1.2** – Determine accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.5.RI.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
SS.5.C.1.1
Explain how and why the United States government was created.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.RI.1.3

Essential Question
How did Shays’ Rebellion impact the writing of the U.S. Constitution?

Learning Goals/Objectives
- Students will understand the concept of cause and effect.
- Students will read and write about Shays’ Rebellion as one cause of the drafting of the U.S. Constitution.

Overview
Students will read to understand the causes of Shays’ Rebellion and how it impacted the writing of the U.S. Constitution. Students will practice the concept of “cause and effect”.

Materials
- U.S. History Timeline handout
- Shays’ Rebellion reading

Time
- 15-20 minutes

Activity Sequence

INTRODUCTION/HOOK
1. Write “Cause and Effect” on the board and ask a student to explain what this phrase means.
2. Discuss this concept as a whole class emphasizing to students that understanding cause and effect is an important social studies skill and that one helpful way to understand cause and effect is by looking at a timeline.

ACTIVITY
3. Project and pass out the “U.S. History Timeline” handout.
4. Review the events listed as a whole class, providing students with a few key points on each event:
   - Revolutionary War – war between the American colonies and Great Britain and led to the creation of the United States.
   - Declaration of Independence – the document written by the Founding Fathers outlining the colonists’ complaints or grievances against Great Britain’s King George III. The document also declared the colonies freedom from Great Britain.
   - Articles of Confederation – the first constitution of the United States. The Articles placed most of the government power with the states and created a very weak national government.
   - Constitutional Convention – a meeting called to edit the Articles of Confederation in response to the issues created by having a weak national government. The Convention resulted in the writing of the U.S. Constitution.
5. Pass out the “Shays Rebellion” reading and explain to students that they are going to learn more about one event that caused the writing of the U.S. Constitution.
6. Read the passage aloud as a whole class. While reading, instruct students to mark text that explains the causes of Shays’ Rebellion, a definition for Shays’ Rebellion and the effects of Shays’ Rebellion.

CLOSURE
7. Place students into pairs and instruct students to use their notes and work together to fill in the box at the bottom of the timeline while using complete sentences and evidence from the reading to explain the cause, definition and effect of Shays’ Rebellion.
8. Review as a whole class.
U.S. History Timeline
1775-1787

1775
Start of the American Revolution

1776
Declaration of Independence

1781
Articles of Confederation

1783
End of the American Revolution

1786
Shays’ Rebellion

1787
Constitutional Convention

CAUSE - ________________________________________________________________

____________________________________________________________

SHAYS’S REBELLION (1786) -

____________________________________________________________

____________________________________________________________

____________________________________________________________

EFFECT - __________________________________________________________

____________________________________________________________
Shays’ Rebellion

The Articles of Confederation was written in 1776 and approved by the original thirteen states in 1781. The confederation was the first constitution of the new United States. Under the Articles of Confederation, most government power was with the states. States maintained their freedom and independence.

With states having the majority of government power, the central government had no control over the states’ actions. One major problem was that Congress did not have the power to tax, so it could not pay for the army and navy needed to defend the nation. By 1786 the economy of the United States was in trouble due to debt (money owed) from the Revolutionary War and because states were arguing over boundary lines and taxes.

This economic situation had a great impact on states and individual citizens, especially farmers and merchants. During the Revolutionary War, farmers were promised that they did not have to pay taxes on their land. Once the country had economic problems, these promises were not kept. Many farmers started to have their land taken away or threatened with foreclosure due to the unpaid taxes. A foreclosure is when a bank takes back property when taxes or debts are not paid.

These events led to Shays’ Rebellion, a revolt by 2,000 western Massachusetts farmers to prevent the land foreclosures. The group of farmers took county courthouses and prisons by force and released other jailed farmers. Congress did not respond because it was too weak and did not have its own army. The Massachusetts state army finally ended the rebellion. Shays’ Rebellion made it clear that the national government could not maintain order in the country.

After Shays’ Rebellion, Alexander Hamilton of New York organized a meeting in Philadelphia in 1787. This meeting, called the Constitutional Convention, was called to edit the Articles of Confederation. Instead, the Articles of Confederation were thrown out and the U.S Constitution was written instead. In part, the U.S. Constitution was written to correct the problems of the Articles of Confederation.
CAUSE - One major problem was that Congress did not have the power to tax, so it could not pay for the army and navy needed to defend the nation. By 1786 the economy of the United States was in trouble due to debt (money owed) from the Revolutionary War and because states were arguing over boundary lines and taxes.

SHAYS’S REBELLION (1786) - a revolt by 2,000 western Massachusetts farmers to prevent the land foreclosures

EFFECT - Alexander Hamilton of New York organized a meeting in Philadelphia in 1787. This meeting, called the Constitutional Convention, was called to edit the Articles of Confederation. Instead, the Articles of Confederation were thrown out and the U.S Constitution was written instead. In part, the U.S. Constitution was written to correct the problems of the Articles of Confederation.
What is a constitution?

**SS.5.C.1.2**

Define a constitution and discuss its purposes.

**LAFS.5.RI.2.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
SS.5.C.1.2
Define a constitution and discuss its purposes.

Correlated Florida Standard (See Full Text on Cover Page)
- LAFS.5.RI.2.4

Essential Question
What is a constitution?

Learning Goals/Objectives
- Students will create a vocabulary map for the term “constitution”.

Overview
Students will understand the term “constitution” through discussion and a vocabulary mapping activity. They will also discuss the purposes and need for a constitution.

Materials
- Constitution Brainstorm handout
- Constitution Vocabulary Map handout

Time
- 15-20 minutes

Activity Sequence
INTRODUCTION/HOOK
1. Pass out the Constitution Brainstorm handout and stimulate prior knowledge by having students tell you what they know about the word “constitution”.
2. Instruct students to fill in the brainstorming clouds on the handout during the discussion.

ACTIVITY
3. Write or project the definition of a constitution:
   Constitution - a written plan outlining how a country or organization is governed. It contains a set of basic standards or rules to govern a particular group. A constitution defines the principles of the organization and sets up a process to establish laws.
4. Discuss the reasons why groups of people need constitutions and rules. List reasons on the board.
   Examples may include: safety; organization; order
5. Divide the class into groups.
6. Distribute the Constitution Vocabulary Map handout.
7. Instruct students to complete the handout in their groups.

CLOSURE
8. Have groups share their maps.

OPTIONAL EXTENSION SUGGESTION
1. Engage the students in a discussion about creating a classroom constitution.
2. Divide students into groups and instruct each group to outline the purpose and need for creating a classroom constitution.
CONSTITUTION BRAINSTORM
Constitution Vocabulary Map

Define in your own words:

_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Synonyms:

_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Reasons for having a constitution:

_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Examples:

_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

Symbol:
What is the definition and origin of rights?

**SS.5.C.1.3**

Explain the definition and origin of rights.

http://www.loc.gov/search/?in=&q=John+Locke&new=true&st=

LAFS.5.RI.1.2 – Determine accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.W.3.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.5.SL.1.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

The Florida Joint Center for Citizenship
A Partnership for Florida’s Civic Health
http://floridacitizen.org

DadeSchools.net
giving our students the world
SS.5.C.1.3
Explain the definition and origin of rights.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.W.3.9, LAFS.5.SL.1.1

Essential Question
What is the definition and origin of rights?

Learning Goals/Objectives
- Students will be able to define natural rights.
- Students will understand the importance of John Locke and his relationship to the Declaration of Independence.

Overview
Students will read to understand the concept of natural rights and engage in small group discussion about rights.

Materials
- What are Natural Rights? reading
- Highlighters
- Chart Paper
- Markers

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence

INTRODUCTION/HOOK
1. Write the word “RIGHTS” on the board.
2. Engage students in a Think-Pair-Share by having students think about and write down what the word “rights” means to them. Place students into pairs and have students share their lists and discuss what life would be like if they didn’t have those rights.
3. Divide the class into three groups and assign each group one of the following natural rights: Life, Liberty or Pursuit of Happiness.
4. Instruct each group to brainstorm words and images they think of related to their assigned right.
5. Have each group share out.

ACTIVITY
6. Give students a copy of the “What are Natural Rights?” reading.
7. Have students read the passage independently and answer the questions in each box.
8. Monitor student understanding while they are reading.

CLOSURE
9. Have students complete an exit slip.

OPTIONAL EXTENSION SUGGESTIONS
1. Have students use a Venn Diagram to compare and contrast the ideas of philosophers John Locke and Baron de Montesquieu.
2. Have students visit the National Archives information center to view a copy of the Declaration of Independence and learn background information about the document:
   http://www.archives.gov/exhibits/charters/declaration.html
“What are Natural Rights?”

Directions: Preview the questions in each box. Read the passage below and highlight information that will help you answer each question. After reading, answer each question in complete sentences.

Natural rights are basic rights that all humans are born with and cannot be taken away by a government. Some of the most basic of these are the right to life, liberty, and property. Throughout history, natural rights have not been protected for all people. As early as history has been recorded, some people have been held in slavery and denied their freedom. People have lost their lives at the urge of a ruler or government that did not protect this right. Some people were denied the right to own property. Personal property has sometimes been taken from individuals with no regard to their rights of ownership. As United States citizens, we often take these rights for granted. How did our country arrive at the idea that natural rights were important to guarantee to all citizens? Many people, documents, and events have influenced American ideas on human rights.

What are natural rights?
_______________________________________________________________________________________
_______________________________________________________________________________________

What is an example of natural rights being denied? ______________________________________________
_______________________________________________________________________________________

In Europe, during the 17th and 18th century, many ideas about natural rights were discussed. Philosophers put forth the idea of individual freedoms and natural rights. One of those people was a 17th century English philosopher named John Locke. Locke felt that natural rights were very important. He believed that every person should have the opportunity to live a good life. He felt that man’s basic rights should include life, freedom, and ownership of property. John Locke also felt that government was needed to protect these rights. It is said that John Locke influenced Thomas Jefferson when writing the Declaration of Independence. Jefferson turned Locke’s ideas into the famous phrase ‘life, liberty, and the pursuit of happiness’, with happiness replacing property on the advice of his friend Ben Franklin. Both men thought that ‘property’ was too narrow!

Why is John Locke important?
_______________________________________________________________________________________
_______________________________________________________________________________________

What is the relationship between John Locke and the Declaration of Independence?
_______________________________________________________________________________________
_______________________________________________________________________________________

Adapted from Miami Dade lesson available at http://socialsciences.dadeschools.net/files/elementary_lessons-civic_integration/SS.5.C.1.3.pdf

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Name: _______________________________ Date: _______________________________
“What are Natural Rights?”

Directions: Preview the questions in each box. Read the passage below and highlight information that will help you answer each question. After reading, answer each question in complete sentences.

Natural rights are basic rights that all humans are born with and cannot be taken away by a government. Some of the most basic of these are the right to life, liberty, and property. Throughout history, natural rights have not been protected for all people. As early as history has been recorded, some people have been held in slavery and denied their freedom. People have lost their lives at the urge of a ruler or government that did not protect this right. Some people were denied the right to own property. Personal property has sometimes been taken from individuals with no regard to their rights of ownership. As United States citizens, we often take these rights for granted. How did our country arrive at the idea that natural rights were important to guarantee to all citizens? Many people, documents, and events have influenced American ideas on human rights.

What are natural rights? Natural rights are basic rights that all humans are born with and cannot be taken away by a government. Some of the most basic of these are the right to life, liberty, and property.

What is an example of natural rights being denied? Some people have been held in slavery and denied their freedom. Some people were denied the right to own property.

In Europe, during the 17th and 18th century, many ideas about natural rights were discussed. Philosophers put forth the idea of individual freedoms and natural rights. One of those people was a 17th century English philosopher named John Locke. Locke felt that natural rights were very important. He believed that every person should have the opportunity to live a good life. He felt that man’s basic rights should include life, freedom, and ownership of property. John Locke also felt that government was needed to protect these rights. It is said that John Locke influenced Thomas Jefferson when writing the Declaration of Independence. Jefferson turned Locke’s ideas into the famous phrase ‘life, liberty, and the pursuit of happiness’, with happiness replacing property on the advice of his friend Ben Franklin. Both men thought that ‘property’ was too narrow!

Why is John Locke important? John Locke. Locke felt that natural rights were very important. He believed that every person should have the opportunity to live a good life. He felt that man’s basic rights should include life, freedom, and ownership of property. John Locke also felt that government was needed to protect these rights.

What is the relationship between John Locke and the Declaration of Independence? It is said that John Locke influenced Thomas Jefferson when writing the Declaration of Independence.

Adapted from Miami Dade lesson available at http://socialsciences.dadeschools.net/files/elementary_lessons-civic_integration/SS.5.C.1.3.pdf
What are some of the grievances contained in the Declaration of Independence?

**SS.5.C.1.4**
Identify the Declaration of Independence’s grievances and the Articles of Confederation’s weaknesses.

**LAFS.5.RL.2.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Identify the Declaration of Independence’s grievances and the Articles of Confederation’s weaknesses.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.2.4

Essential Question
What are some of the grievances contained in the Declaration of Independence?

Learning Goals/Objectives
- Students will describe the grievances against the English contained in the Declaration of Independence.

Overview
Students will understand how the Declaration of Independence served as a form of protest against unfair conditions through analysis of select grievances from the Declaration of Independence.

Materials
- Declaration of Independence image
- Some Grievances of the Declaration of Independence handout
- Grievances Illustrated

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Introduce the word grievance (a complaint) and have students think of and share out ways they can use the word in a sentence.
2. Have students think about some grievances they have in life and make a list as a group on the board.
3. Project the image of the Declaration of Independence and share the following key points with students:
   - The document is a form of protest that lists grievances the American colonists had against the English.
   - The colonists were protesting against the actions of King George III of England.
   - The king is referred to as “He” in the document.

ACTIVITY
5. Review the grievances as a whole class and instruct students to take notes on the handout. Teacher Note: For this lesson, levelled text of the Declaration of Independence is used.
6. Divide the class into groups.
7. Assign each group two grievances from the handout.
8. Pass out two copies of the Grievances Illustrated handout to each group.
9. Instruct the students to write each of their assigned grievances in their own words and create a picture or symbol to explain each grievance.

CLOSURE
10. Have students share their explanations and drawings.

OPTIONAL EXTENSION SUGGESTIONS
1. Assign the following writing prompt to students: The Declaration of Independence contains a number of grievances about King George III. Argue why many people in the colonies thought it was important to gain independence from Great Britain.
2. Create a flyer depicting scenes that led up to one of the grievances cited in the Declaration of Independence.
In Congress, July 4, 1776.

The unanimous Declaration of the thirteen United States of America.

In the year of our Lord one thousand seven hundred and seventy-six, the Fifth day of September, the Representatives of the several States, assembled in Congress, do, in the presence and sight of Almighty God, above and in the presence of all the people, solemnly publish and declare, that these United States are free and independent States; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which Independent States, generally, may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.
### Some of the Grievances of the Declaration of Independence

<table>
<thead>
<tr>
<th>Grievances</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>He has refused to enforce laws.</td>
<td></td>
</tr>
<tr>
<td>He has forbidden the colonial legislature from passing laws.</td>
<td></td>
</tr>
<tr>
<td>He has refused to pass laws that would benefit particular colonies.</td>
<td></td>
</tr>
<tr>
<td>He made it difficult for the colonists to participate in the government.</td>
<td></td>
</tr>
<tr>
<td>He taxed citizens without the citizens giving their approval.</td>
<td></td>
</tr>
<tr>
<td>He did not allow people accused of crimes to have a trial by jury.</td>
<td></td>
</tr>
<tr>
<td>He chose the judges and their salaries.</td>
<td></td>
</tr>
<tr>
<td>He eliminated and changed the laws and charters of the colonial governments.</td>
<td></td>
</tr>
<tr>
<td>He expected states to give up their right to have someone represent them in government.</td>
<td></td>
</tr>
<tr>
<td>He has forced us to give his soldiers places to live.</td>
<td></td>
</tr>
<tr>
<td>He has forbidden us from trading with other countries.</td>
<td></td>
</tr>
</tbody>
</table>
Rewrite the assigned grievance

Explain the grievance in your own words: 

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________
What were the weaknesses of the Articles of Confederation?

**SS.5.C.1.4**
Identify the Declaration of Independence’s grievances and the Articles of Confederation’s weaknesses.


**LAFS.5.SL.1.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly
Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.SL.1.1

Essential Question
What were the weaknesses of the Articles of Confederation?

Learning Goals/Objectives
- Students will describe the weaknesses of the Articles of Confederation.

Overview
Students will identify the weaknesses of the Articles of Confederation.

Materials
- Image of the Articles of Confederation
- 5 Major Weaknesses of the Articles of Confederation handout
- 5 Major Weaknesses of the Articles of Confederation Teacher Guide
- Blank paper

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Project the image of the Articles of Confederation and explain the following key points about the document.
   - After the Revolutionary War, the new American states were independent from Great Britain.
   - They needed to create a system of government to run the new nation.
   - The first system created was known as the Articles of Confederation and was approved by the states in 1781, before the end of the war.
   - A confederation is a system of government where most government power is held with the states and little power is given to the central, or national, government.
2. Explain that the Articles of Confederation had some weaknesses.

ACTIVITY
3. Pass out the information sheet: 5 Major Weaknesses of the Articles of Confederation.
4. Discuss each of the weaknesses with the students and instruct the students to take notes on their handout while each weakness is discussed.
5. Divide the class into 5 groups, provide each group with a blank sheet of paper and assign one weakness to each group.
6. Explain to students that they are going to transport back into time when the Articles of Confederation was the law of the land. Explain to students that their task is to think about what daily life would look like for Americans living during the Articles of Confederation and how their assigned weakness would have impacted their lives. Instruct students to use their blank paper to brainstorm and write in complete sentences what the weakness would have looked life in real life. For example – A weak central government meant that the national government didn’t have the power to help in certain situations. One example is Shays’ Rebellion. When Massachusetts farmers revolted against their land being taken away and started taking over courthouses and other government property the national army was too weak to help. Instead the Massachusetts state army, and mercenaries hired by the state, had to step in and solve the problem.
7. Provide time for groups to work on their statements.

CLOSURE
8. Have groups share out.
To all to whom these presents shall come, greetings.

We, whose names shall be hereunto subscribed, do solemnly swear and affirm, that we have taken the deliberations and conclusions of the Convention of Delegates, as in truth they are with us, and that we do hereby sign and subscribe our names to the record of the same, as we do by the authority of the people of the United States.

In testimony whereof, we have hereunto subscribed our names, this twenty-third day of September, in the year of our Lord one thousand seven hundred and eighty-seven.

[Signatures]

## 5 Major Weaknesses of the Articles of Confederation

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A weak national (or central) government.</td>
<td></td>
</tr>
<tr>
<td>Congress could not tax or regulate trade.</td>
<td></td>
</tr>
<tr>
<td>One vote per state no matter the size of the population or land size.</td>
<td></td>
</tr>
<tr>
<td>The national government did not have an executive or judicial branch.</td>
<td></td>
</tr>
<tr>
<td>No common currency among the states</td>
<td></td>
</tr>
</tbody>
</table>
# 5 Major Weaknesses of the Articles of Confederation

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Notes</th>
</tr>
</thead>
</table>
| A weak national (or central) government.                                 | 1. All the power rested with the individual states.  
2. The national government had to get the permission and support from the states to do anything. |
| Congress could not tax or regulate trade.                               | 1. States would tax everything and collect the revenue.  
2. There was not a set tax amount from state to state.  
3. States would not trade with each other.  
4. Other countries did not want to trade with the states.  
5. The central government had very little money. |
| One vote per state no matter the size of the population or land size.  | 1. Tiny states like Rhode Island and Delaware had an equal voice with large states like New York and Pennsylvania.  
2. In order for the central government to pass laws 9 out of 13 had to approve them. |
| The national government did not have an executive or judicial branch.  | 1. There was no separation of powers.                                                                                                    |
| No common currency among the states                                      | 1. States printed their own money.  
2. National currency was worthless  
3. The economy was weak.                                                                                           |
How did concerns about individual rights lead to the inclusion of the Bill of Rights in the U.S. Constitution?

**SS.5.C.1.5**
Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the Constitution.


**LAFS.5.RI.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**LAFS.5.RI.2.6** – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view the represent.

**LAFS.5.RI.3.7** – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
**SS.5.C.1.5**

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the Constitution.

**Correlated Florida Standards (See Full Text on Cover Page)**
- LAFS.5.RI.1.3, LAFS.5.RI.2.6, LAFS.5.RI.3.7

**Essential Question**
How did concerns about individual rights lead to the inclusion of the Bill of Rights in the U.S. Constitution?

**Learning Goals/Objectives**
- Students will understand that compromise between Federalists and Anti-Federalists led to the inclusion of the Bill of Rights in the U.S. Constitution.

**Overview**
Students will watch a video multiple times in order to understand the debate between Federalists and Anti-Federalists. Students will demonstrate understanding through the completion of a video viewing guide, whole class discussion and graphic organizer.

**Materials**
- Federalists vs. Anti-Federalists handout
- Internet Access

**Time**
- 15-20 minutes with additional time for extension activities

**Activity Sequence**

**INTRODUCTION/HOOK**
2. Explain to students that the Bill of Rights is the first ten amendments to the U.S. Constitution and they protect our rights as citizens.
3. Explain to students that they will watch a short video focused on the historical debate on whether or not to include the Bill of Rights in the U.S. Constitution.
5. Ask students to share out any main ideas.

**ACTIVITY**
6. Pass out the Federalists vs. Anti-Federalists handout.
7. Explain to students that they will watch the video again and their task is to identify some of the people involved in each group, what their major claims were and how they reached an agreement.
8. Replay the video.
9. Place students into pairs to review their notes from the video and then share out as a whole class.

**CLOSURE**
10. Instruct students to work with their partner to complete the following “Somebody…Wanted…But…So..” statement on a post-it or notebook paper. Review as a whole class.

<table>
<thead>
<tr>
<th>Somebody…</th>
<th>Wanted…</th>
<th>But…</th>
<th>So…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Antifederalists</td>
<td>To protect individual freedoms</td>
<td>The Federalists wanted a strong central government</td>
<td>The Bill of Rights was added to the U.S. Constitution</td>
</tr>
</tbody>
</table>
OPTIONAL EXTENSION SUGGESTION

1. Place students into pairs and provide each partnership with the Federalist or Anti-Federalist? handout. Instruct students to work with their partner to determine if the quote is from a Federalist or Anti-Federalist and why. Teacher Note: The first quote is from Patrick Henry, an Anti-Federalist. His fear about the president becoming king illustrates his position. The second quote is from Alexander Hamilton, a Federalist. It shows his concerns about the weakness of the Articles of Confederation.
Federalists vs. Anti-Federalists

Directions: While watching the video, take notes to answer the questions for each group.

<table>
<thead>
<tr>
<th></th>
<th>Federalists</th>
<th>Anti-Federalists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are they?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are their claims?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the two groups reach an agreement?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: ______________________ Date: ___________
**Federalists vs. Anti-Federalists – Sample Answers**

Directions: While watching the video, take notes to answer the questions for each group.

<table>
<thead>
<tr>
<th></th>
<th><strong>Federalists</strong></th>
<th><strong>Anti-Federalists</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who are they?</strong></td>
<td>James Madison, George Washington, Alexander Hamilton</td>
<td>Thomas Jefferson, Patrick Henry</td>
</tr>
</tbody>
</table>
| **What are their claims?**| - Wanted a smaller central government  
- Thought that a government that was too powerful would threaten individuals rights and freedoms and lead to monarchy | - Wanted a strong central government  
- Thought that the Constitution gave a good balance of powers between the national and state governments. |
| **How did the two groups reach an agreement?** | They create a compromise: the Bill of Rights.                                |                                                                                     |
Federalist or Anti-Federalist?

Directions: With your partner, determine whether the quote is from a Federalist or an Anti-Federalist. Justify your response with evidence from the text and your knowledge.

“Away with your President! we shall have a king: the army will salute him monarch: your militia will leave you, and assist in making him king, and fight against you: and what have you to oppose this force? What will then become of you and your rights? Will not absolute despotism ensue?”

CIRCLE ONE: FEDERALIST ANTI-FEDERALIST

“The Confederation was framed amidst the agitation and tumult of society. It was composed of unfound materials put together in haste. Men of intelligence discovered the feebleness of the structure, in the first stages of its existence; but the great body of the people, too much engrossed with their distresses, to contemplate any but immediate causes of them, were ignorant of the defects of their Constitution. But, when the dangers of war were removed, they saw clearly what they had suffered, and what they had yet to suffer from a feeble form of government.”

CIRCLE ONE: FEDERALIST ANTI-FEDERALIST
How did the Federalist and the Anti-Federalist views of government differ?

SS.5.C.1.6
Compare Federalist and Anti-Federalist views of government.

https://www.docsoffreedom.org/readings/rule-of-law

LAFS.5.RI.1.3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
SS.5.C.1.6
Compare Federalist and Anti-Federalist views of government.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.3, LAFS.5.RI.2.5

Essential Question
How did the Federalist and the Anti-Federalist views of government differ?

Learning Goals/Objectives
- Students will understand the Federalist views of government.
- Students will understand the Anti-Federalist views of government.
- Students will differentiate between Federalist and Anti-Federalist views of government.

Overview
Students will listen to and read informational text regarding the Federalist and Anti-Federalist views of government. Students will work in groups and engage in a whole class discussion to complete a graphic organizer.

Materials
- Federalists vs. Anti-Federalists reading
- Federalists vs. Anti-Federalists handout

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence

INTRODUCTION/HOOK
2. Ask students to share out some of the ideas and concepts they heard and saw during the video.

ACTIVITY
3. Distribute the Federalists vs. Anti-Federalists reading.
4. Use jump in reading or other effective reading strategies appropriate for your class to read the first two paragraphs of the article.
5. Divide the class into two groups (Federalists and Anti-Federalists).
6. Each group will read their section of the reading.
7. Distribute the Federalists vs. Anti-Federalist handout.
8. Instruct groups to complete their section on the handout.
9. Have each group share their findings to the class. Instruct students to fill in the section of the handout for the other group.

CLOSURE (3 minutes)
10. Engage students in a class discussion to answer the question at the bottom of the handout. Encourage students to find evidence from their text or the video to answer the question.
Federalists vs. Anti-Federalists

When the American Revolutionary War ended, the colonists faced many problems. Even though people from different colonies had joined together to fight the British, they still felt that they were citizens of their own separate colonies. The Articles of Confederation set up a new government that was very loosely organized. The Articles gave most of the power to the states and very little power to the national government. Under the Articles of Confederation, there was no national executive branch or court system. The national government could not raise an army, collect taxes, or manage trade between the states. Even though the new government could print and coin money, many states printed their own money. Some even placed taxes on goods from other states. Just imagine the problems this created! To buy or sell goods in the next state, one might have to use that state’s money or even have to pay a tax. With no power to raise an army, the new nation was open to attack from other countries. Faced with debt, economic problems and struggles between the states, the Articles of Confederation were not working! Many were afraid that the states might separate into thirteen different countries.

Due to the many problems under the Articles of Confederation, each state was asked to send delegates (representatives) to a convention in Philadelphia in May 1787. The purpose of the convention was to discuss how to make the national government stronger. As the discussion and debate proceeded, a division took place among the delegates. One group, the Federalists, believed in a strong national government. The other group, the Anti-Federalists, favored states and individual rights.

Who Were the Federalists?

The Federalists believed that a constitution should set up a strong national government that would have power over the states. They believed that a large republic was the best way to protect individual rights and freedom. A republic is a form of government in which the people elect representatives to make laws for them. The members of this group were more likely to be wealthier merchants, bankers, lawyers, manufacturers, and plantation owners. The Federalists tended to be more educated. John Adams, George Washington, Benjamin Franklin, James Madison, John Jay and Alexander Hamilton were important Federalists. The Federalists were in favor of a national bank and did not think that a bill of rights was needed. They were in favor of ratifying (approving) the Constitution.

Who Were the Anti-Federalists?

The Anti-Federalists were against a strong national government. They believed that a constitution should allow each state to have its own independent government. Many Anti-Federalists didn’t have a lot of trust in government and feared that a strong national leader might have too much power and become like a king or dictator. They also felt that only a small republic could protect individual rights and freedom. The Anti-Federalists were mostly farmers and tradesmen and less likely to be wealthy. Among the important Anti-Federalists were Thomas Jefferson, Patrick Henry, Samuel Adams, George Mason, Edmond Randolph, and Elbridge Gerry. The Anti-Federalists were opposed to a national bank and believed that a bill of rights was important and necessary. They were opposed to ratifying (approving) the Constitution without a bill of rights.
Federalists vs. Anti-Federalists

How are the Federalists and Anti-Federalists **DIFFERENT**?

<table>
<thead>
<tr>
<th>FEDERALISTS</th>
<th>DIFFERENCES</th>
<th>ANTI-FEDERALISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who were the leaders?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were they in favor of ratifying the Constitution?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were they in favor of a strong national government?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What were the major occupations, social, and economic statuses of group members?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were they in favor of a national bank?</td>
<td></td>
</tr>
</tbody>
</table>

Are there any similarities between the Federalists and Anti-Federalists? What evidence can you find in the text?
### Federalists vs. Anti-Federalists ANSWER KEY

**How are the Federalists and Anti-Federalists DIFFERENT?**

<table>
<thead>
<tr>
<th>FEDERALISTS</th>
<th>DIFFERENCES</th>
<th>ANTI-FEDERALISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Adams, George Washington, Benjamin Franklin, James Madison, John Jay and Alexander Hamilton</td>
<td>Who were the leaders?</td>
<td>Thomas Jefferson, Patrick Henry, Samuel Adams, George Mason, Edmond Randolph, and Elbridge Gerry</td>
</tr>
<tr>
<td>Were in favor of ratifying the Constitution</td>
<td>Were they in favor of ratifying the Constitution?</td>
<td>Did not want to ratify the Constitution</td>
</tr>
<tr>
<td>Believed in a strong national government</td>
<td>Were they in favor of a strong National Government?</td>
<td>Favored states and individual rights</td>
</tr>
<tr>
<td>Wealthier merchants, bankers, lawyers, manufacturers, and plantation owners</td>
<td>What were the major occupations, social, and economic statuses of group members?</td>
<td>Farmers and tradesmen and were less likely to be wealthy</td>
</tr>
<tr>
<td>Were in favor of a national bank.</td>
<td>Were they in favor of a national bank?</td>
<td>Were opposed to a national bank</td>
</tr>
</tbody>
</table>

Are there any similarities between the Federalists and Anti-Federalists? What evidence can you find in the text?

Both sides wanted a republic and written Constitution that restricted the powers of the government and included what government officials could and could not do.
How are the political ideas of Patriots, Loyalists and “Undecideds” different during the American Revolution?

**SS.5.C.2.1**
Differentiate political ideas of Patriots, Loyalists, and “Undecideds” during the American Revolution.

http://www.loc.gov/item/99472459

**LAFS.5.RI.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**LAFS.5.RI.3.8** – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**LAFS.5.SL.2.4** – Report on a topic or text or present an opinion, sequencing ideas logically, using appropriate facts and relevant, descriptive details, to support main ideas or themes; speak clearly at an understandable pace
Differentiate political ideas of Patriots, Loyalists, and “Undecideds” during the American Revolution.

Correlated Florida Standards (See Full Text on Cover Page)

- LAFS.5.RI.1.3, LAFS.5.RI.3.8, LAFS.5.SL.2.4

Essential Question
How are the political ideas of Patriots, Loyalists and Undecideds different during the American Revolution?

Learning Goals/Objectives
- Students will read to understand one political view during the American Revolution.
- Students will listen and take notes to understand two other political views.

Overview
Students will work independently and in a group to read text to understand one political view during the American Revolution. Students will then use listening and note-taking skills to understand two other political views presented orally by their classmates.

Materials
- Patriot, Loyalist or Undecided? reading
- Loyalists, Patriots and Undecideds handout

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence

INTRODUCTION/HOOK
1. Post the following terms on the board: Patriot, Loyalist, and Undecided.
2. Activate prior knowledge by asking students to share out what they think they know about these three terms.

ACTIVITY
3. Pass out the Patriot, Loyalist, or Undecided? reading and handout.

4. Divide students into three groups and assign each group a political view.

5. Preview the two questions on the handout with the whole class: ‘Who were they?’ and ‘What did they believe?’

6. Instruct students to read their assigned section independently, highlight text that helps them answer the two questions, and take notes on their handout.

7. Ask students to review their answers in their group and work together to create a visual or symbol to represent their assigned view.

8. Have each group present their findings on their assigned view.

9. Instruct students to listen to the other groups and take notes on their handout.

CLOSURE
10. Have students summarize the views of Loyalists, Patriots, and Undecideds as an exit slip.

OPTIONAL EXTENSION SUGGESTIONS
1. Divide students into the three political views. Have each group create an Instagram profile. This profile is to include information such as profile pic (symbol), username, website, bio, posts, hashtags, followers, and who your group is following.

2. Have students use their completed chart to move their information into an informative essay explaining the difference of the Loyalists, Patriots, and the Undecideds.
Patriot, Loyalist, or Undecided?

During the American Revolution, the American colonists had to decide to support the War for Independence or remain loyal to the British and King George III. Some Americans could not decide which side to choose and remained “undecided” or neutral during the war.

Loyalists

The colonists who were against independence from Great Britain were known as Loyalists or “Tories”. Most Loyalists who opposed independence tended to be wealthy landowners, religious leaders, or people with close cultural, business or political connections to Britain. They justified Britain’s taxation on the colonies. There was a high concentration of Loyalists in New York City and in the Southern Colonies. Many Loyalists agreed that the American colonists had suffered at the hands of the British but the Loyalists hoped that a peaceful agreement with the British government was possible. However, Loyalists believed that the Patriots were the enemy and any call for independence from England was an act of treason. During the Revolution being a Loyalist was dangerous, especially in the Southern Colonies. Many Loyalists were attacked and killed. Their property was destroyed or taken away. Thousands of Loyalists fled the American Colonies for their own safety. Some Loyalists moved to England and many others moved to Canada.

Patriots

Those who supported independence from Great Britain were known as Patriots. Most Patriots supported independence because they felt that recent British laws on the American Colonies violated their rights as British citizens (e.g. taxing without consent, housing soldiers in citizens’ homes, and denying colonists the right to a trial). Many of the Patriots’ ideas on liberty came from the Magna Carta, an English document from the 13th century. The Magna Carta established the concept of “rule of law”, meaning that everyone must obey the law, even the king. The Patriots were also inspired by John Locke. From Locke came the belief that people have basic rights to life, liberty and property and the idea that government should be based on the consent (permission) of the governed. Many Patriots lived in the New England Colonies, especially Massachusetts. Some colonists who owned money to British creditors or banks often became Patriots since they hoped winning the Revolution could get them out of paying back their debt. The Patriots were the largest group among the colonists.

Undecided/Neutral

Those colonists that did not agree with either side were the Undecideds or Neutrals. They were undecided because they simply believed in a peaceful solution without having to choose a side. This group was willing to accept whatever the outcome of the war would be. Among this group were some Quakers and other colonists who wanted no part in any fight for independence.
<table>
<thead>
<tr>
<th></th>
<th>Who were they?</th>
<th>What did they believe?</th>
<th>Symbol or Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loyalists</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Patriots</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undecideds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LOYALISTS, PATRIOTS AND UNDECIDEDS

**Answer Key**

<table>
<thead>
<tr>
<th></th>
<th>Who were they?</th>
<th>What did they believe?</th>
<th>Symbol or Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loyalists</strong></td>
<td>*Colonists who opposed independence from Britain</td>
<td>* They justified Britain’s taxation on the colonies</td>
<td><img src="image" alt="Loyalist" /></td>
</tr>
<tr>
<td></td>
<td>* Wealthy landowners, religious leaders, or people with close cultural, business or political ties</td>
<td>* Hoped for a peaceful reconciliation with British government * Believed Patriots were the enemy</td>
<td></td>
</tr>
<tr>
<td><strong>Patriots</strong></td>
<td>*Colonists who supported complete independence from Britain</td>
<td>* Believed recent British laws on the American Colonies violated their rights as British citizens * Believed American colonists had suffered at the hands of the British * Inspired by John Locke</td>
<td><img src="image" alt="Patriots" /></td>
</tr>
<tr>
<td></td>
<td>* Were the largest group among the colonists</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undecideds</strong></td>
<td>*Colonists that did not agree with either side</td>
<td>* Believed in peaceful resolution without having to choose a side</td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td></td>
<td>* Quakers</td>
<td>* Willing to accept whatever the outcome of the war would be</td>
<td></td>
</tr>
</tbody>
</table>
How do forms of political participation compare between the colonial period and today?

**SS.5.C.2.2**

Compare forms of political participation in the colonial period to today.

**LAFS.5.SL.1.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.RI.2.6** – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
SS.5.C.2.2
Compare forms of political participation in the colonial period to today.

**Correlated Florida Standards (See Full Text on Cover Page)**
- LAFS.5.SL.1.2, LAFS.5.RI.2.6

**Essential Question**
How do forms of political participation compare between the colonial period and today?

**Learning Goals/Objectives**
- Students will compare political participation during the colonial period to today.

**Overview**
Students will understand the similarities and differences between a few types of political participation through the use of video, images and discussion.

**Materials**
- Internet access
- Political Participation images
- Blank notebook paper

**Time**
- 15-20 minutes

**Activity Sequence**

**INTRODUCTION/HOOK**
1. Ask students to define the term political participation.
2. Lead students to the idea that some ways individuals engage in political participation is by taking part in the government through activities such as voting, campaigning, protesting and learning about important issues.
3. Create a list as a whole class of what political participation looks like. Answers could include, voting, protesting, running for office, staying informed on issues and signing a petition.

**ACTIVITY**
4. Have students watch the following video, Colonists Protest British Policies: [http://www.history.com/topics/american-revolution/american-revolution-history/videos/colonists-protest-british-policies](http://www.history.com/topics/american-revolution/american-revolution-history/videos/colonists-protest-british-policies). Instruct students to write down ways colonists reacted to British policies based on what they see and hear in the video. Teacher Note: If needed, download the video before the lesson using [www.keepvid.com](http://www.keepvid.com)
5. Have students share out. Possible responses could include: objecting to British policies, attack stamp collectors, protest, Boston Tea Party.
6. Display the images on page 3 and share with students that the first image is from the Boston Tea Party and the bottom image is from a 2011 Earth Day protest.
7. Pose the following questions for discussion: How are these protest images similar? How are they different?

**CLOSURE**
8. Display the images from page 4 and instruct students to take out a piece of notebook paper.
9. Project the following questions and instruct students to respond to each question in complete sentences on their paper: What is happening in each of these voting images? What is similar? What is different? What can you summarize about political participation based on these images?
http://www.history.org/foundation/journal/spring07/elections.cfm

http://www.huffingtonpost.com/david-sable/when-is-voting-not-big-da_b_7261028.html
How have amendments to the U.S. Constitution expanded voting rights?

**SS.5.C.2.3**
Analyze how the Constitution has expanded voting rights from our nation’s early history to today.

**LAFS.5.RI.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**LAFS.5.RI.2.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.

**LAFS.5.SL.1.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SS.5.C.2.3
Analyze how the Constitution has expanded voting rights from our nation’s early history to today.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.3, LAFS.5.RI.2.4, LAFS.5.SL.1.2

Essential Question
How have amendments to the U.S. Constitution expanded voting rights?

Learning Goals/Objectives
- Students will read primary source text to understand the expansion of voting rights.
- Students will illustrate one amendment to demonstrate their understanding.

Overview
Students will gain an understanding of how amendments to the Constitution extended voting rights to Americans.

Materials
- Declaration of Independence voting image
- Amendments Expanding Voting Rights handout
- Index cards

Time
- 15-20 minutes

Activity Sequence

Introduction/Hook
1. Project the image of men voting for the Declaration of Independence.
2. Instruct students to take out their own notebook paper and make a list of what they see in the image.
3. Ask students to share out and list their ideas on the board.
4. Ask students the following question: Do you see anything or anyone that is missing from this image?
5. Have students share out and lead them to the understanding that throughout U.S. history not everyone has had the right to vote. Over the years, more and more people have been granted the right to vote through amendments to the Constitution, but even now not everyone is allowed to vote (examples: people with criminal or immigration statuses). Remind students that an amendment is a change to the U.S. Constitution.

Activity
6. Pass out the Amendments Expanding Voting Rights handout.
7. Review the directions as a whole class and complete the example for Amendment 15 together.
8. Place students into pairs and have them complete Amendments 19, 24 and 26.
9. Review the answers as a whole class.
10. Give each student an index card. Have each student choose an amendment to illustrate in order to create a group timeline. Have them title, illustrate and explain their amendment on their index card.

Closure
11. Place a strip of paper with the following years - 1870, 1920, 1964, & 1971 - on the board. Have the students come to the board and place their index card under the appropriate year to build a class timeline.
12. Review the time line and the expansion of voting rights in the United States Constitution.
Voting on the Declaration of Independence

http://www.loc.gov/photos/?q=voting+images+1800s
Amendments Expanding Voting Rights

Directions: After reading selected text for each amendment, answer the question: How were voting rights expanded by this amendment? Highlight or mark text in the amendment to show how you determined your answer.

AMENDMENT XV (15)
Passed by Congress February 26, 1869. Ratified February 3, 1870.
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

___________________________________________________________
___________________________________________________________
___________________________________________________________

AMENDMENT XIX (19)
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

___________________________________________________________
___________________________________________________________
___________________________________________________________

AMENDMENT XXIV (24)
The right of citizens of the United States to vote…shall not be denied or abridged by the United States or any State by reason of failure to pay poll tax or other tax.

___________________________________________________________
___________________________________________________________
___________________________________________________________

AMENDMENT XXVI (26)
The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

___________________________________________________________
___________________________________________________________
___________________________________________________________
Why are civic responsibilities important?

**SS.5.C.2.4**

Evaluate the importance of civic responsibilities in American democracy.

*LAFS.5.SL.1.1* – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SS.5.C.2.4
Evaluate the importance of civic responsibilities in American democracy.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.SL.1.1

Essential Question
Why are civic responsibilities important?

Learning Goals/Objectives
- Students will engage in a whole class think-aloud to comprehend civic responsibilities.
- Students will write about ways they can contribute as citizens.

Overview
Students will discuss, view and write about civic responsibilities.

Materials
- Index cards or post-its
- Civic Responsibilities of a Good Citizen handout
- Projector to view video

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Pass out an index card or post-it to each student.
2. Have them respond to the following question: What makes a good citizen? Instruct students to write their answer in a complete sentence on the index card or post-it.
3. Instruct students to do a mixed-pair share and read their response to their partner.

ACTIVITY
4. Pass out the Civic Responsibilities of a Good Citizen handout.
5. Read and review the responsibilities as a whole class.
6. Model through a think-aloud how obeying the law is a responsibility of a good citizen and why it is important. Teacher Note: Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. For more information visit: www.readingrockets.org
7. Choose 3-4 of the listed responsibilities to think-aloud and discuss as a class.

CLOSURE
9. Instruct students to use information from the discussion and video to make a list of five ways that they can make a contribution as a citizen of their community.

OPTIONAL EXTENSION SUGGESTION
1. Assign students the following writing prompt: There are many civic responsibilities. Some of those responsibilities are paying taxes, respecting the rights of others, obeying laws, and voting. Choose one of the listed responsibilities and explain why the responsibility is important for our community.
Civic Responsibilities of a Good Citizen

- Obeying the law
- Paying taxes
- Respecting the rights of others
- Being informed and paying attention to public issues
- Being aware and monitoring political leaders and governmental agencies to ensure that their actions represent what is best for the people
- Deciding whether and how to vote
- Participating in civic groups
- Performing public service
- Serving as a juror
- Serving in the Armed Forces
How do countries around the world interact with each other?

**SS.5.C.2.5**
Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

**LAFS.5.RI.1.2** – Determine accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**LAFS.5.RI.2.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.RI.2.4

Essential Question
How do countries around the world interact with each other?

Learning Goals/Objectives
- Students will read to understand different ways countries interact with one another.
- Students will organize their understanding on a graphic organizer.

Overview
Students will read informational text to understand how countries act as responsible citizens of the world. Students will apply and summarize their knowledge through the completion of a graphic organizer.

Materials
- How do countries of the world interact? reading
- How do countries of the world interact? handout

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Have a class discussion where the students answer the following questions.
   - What are the responsibilities of citizens?
   - In what ways do citizens go beyond their basic responsibilities?
   - How do governments and citizens participate in international organizations?

ACTIVITY
2. Pass out the How do countries of the world interact? reading and handout to students.
3. Read aloud the first paragraph as a whole class.
4. Move students into pairs.
5. Explain to students that they will work with their partner to read the rest of the passage and complete the chart on the handout. They will read in order to list and define five different ways countries interact.
6. Monitor student understanding as they work with their partner.

CLOSURE
7. Have students summarize their understanding of the ways countries interact by writing a summary statement at the bottom of the handout.
How do countries of the world interact?

Just as society requires and benefits from citizens being responsible, active, and engaged participants in solving problems in their communities by either voting, running for office, or writing their legislators, so too must entire countries act as responsible members of the world in working together to solve global problems. When countries work together to solve common problems they are acting as responsible citizens of the world.

Humanitarian Aid

To be a humanitarian means that you show concern for the pain and suffering of others. It is during a natural disaster that we see countries helping the victims through humanitarian aid. Countries from all over the globe send medicine, shelter, food, etc to the suffering people of the area where the disaster has occurred.

Diplomacy

Another way in which countries interact is through diplomacy. Diplomacy means to carry on a formal relationship with the governments of other countries. There are official representatives, or ambassadors from each country who meet and discuss what is important for their countries. They work to find ways to solve common problems in a peaceful manner.

Treaties

A treaty is a formal agreement or arrangement between two or more countries. Treaties can be agreements to promote trade among certain countries. Countries buy and sell factory and farmed goods to one another in the world market. Other treaties are agreements about specific issues like protecting the environment and some others even agree to help each other in times of war.

Military Force

When two or more countries cannot solve their disagreements peacefully, they sometimes use military force. Military force is the use of troops to stop a conflict. Sometimes, the disagreement might even result in war.

International Organizations

Often, when countries work together to solve problems, the work is done through an international organization. International organizations are groups of governments or people from different countries working together to solve an issue involving more than one country.

There is no single organization in the world that has the power to force countries to settle conflicts peacefully. There are some international organizations that may help countries reach agreements without going to war. One such organization is the United Nations. The United Nations was created in 1945. It was meant to be a general international organization to maintain peace and security for its members. The delegates of 50 nations drew up the United Nations Charter, which was adopted unanimously.
How do countries of the world interact?

<table>
<thead>
<tr>
<th>Name of Interaction</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Statement:

______________________________________________________________________________________________________________
______________________________________________________________________________________________________________
______________________________________________________________________________________________________________
### How do countries of the world interact? ANSWER KEY

<table>
<thead>
<tr>
<th>Name of Interaction</th>
<th>Humanitarian Aid</th>
<th>Diplomacy</th>
<th>Treaties</th>
<th>Military Force</th>
<th>International Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defintion</strong></td>
<td>show concern for the pain and suffering of others and provide assistance such as medical or food</td>
<td>to carry on a formal relationship with the governments of other countries</td>
<td>a formal agreement or arrangement between two or more countries</td>
<td>the use of troops to stop a conflict</td>
<td>groups of governments or people from different countries working together to solve an issue involving more than one country</td>
</tr>
</tbody>
</table>

**Summary Statement:**

Countries work together in different ways. Most of the time the way a country interacts with others is peaceful, sometimes it can involve military force.
How is the U.S. federal government organized? What are the three branches of government and what are their responsibilities?

**SS.5.C.3.1**
Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

http://www.house.gov/content/static/img/learn-branches.png

**LAFS.5.RI.1.2** – Determine two or more main ideas of a text; and explain how it is supported by key details; summarize the text.
**LAFS.5.RI.2.4** – Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.
**SS.5.C.3.1**

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the Constitution.

**Correlated Florida Standards (See Full Text on Cover Page)**

- LAFS.5.RI.1.2, LAFS.5.RI.2.4

**Essential Question**

How is the U.S. federal government organized? What are the three branches of government and what are their responsibilities?

**Learning Goals/Objectives**

- Students will understand that the U.S. federal government is separated into three branches.
- Students will identify the structure and responsibilities of each branch through close reading and vocabulary strategies.

**Overview**

Students will recognize that the U.S. federal government is separated into three different branches. They will identify the members in each branch and describe the responsibilities of each branch through close reading and small group work.

**Materials**

- The Branches of Government reading
- Post-its

**Time**

- 25-30 minutes with additional time for extension activities

**Activity Sequence**

**INTRODUCTION/HOOK**

1. Have these questions posted on the board or chart:
   - Is there any evidence that shows that the characters are working together as a team?
   - Was there evidence of a leader? How do you know?
   - What were the jobs of the other penguins?

2. Play the Madagascar Penguins Best and Funniest Team Work video from YouTube [https://youtu.be/DI4zp7yeuMU](https://youtu.be/DI4zp7yeuMU). Teacher Note: Stop the video at the 1:03 minute mark. If needed, download the video before the lesson at [www.keepvid.com](http://www.keepvid.com)

3. Lead a discussion with students about the video, using the posted questions to prompt student responses.

4. Explain that our nation’s government works together in the same way. The roles and powers of the government are divided into three different parts, known as the three branches of government. Each branch has a specific job but they all work together in order to make sure that the government runs successfully.

**ACTIVITY**

5. Pass out the Branches of Government reading.

6. Read aloud the first portion of the text, highlighting key vocabulary words such as government, Constitution, separate, branches, power. Have students underline these words in the text as you read aloud.

7. Separate students into groups and assign each group a portion of the text. Explain to students that each group will be responsible for one branch of government and will present their information to the class. Students will work together in groups in order to closely read their assigned section of the text. Teacher Note: Depending on the number of students in your class, you may have multiple groups reading the same section.

8. Give each group 3-5 post-it notes. Instruct students identify words they think are the most important words in the text as they read the passages. Explain that they words they choose must be related to and describe either the main ideas or supporting details within the text. Examples might include: the 3
branches of government, members of their branch, the powers of each branch, the Article in the Constitution that outlines their powers, and their branch’s main role. Have students write each word on one of their post-it notes. Teacher Note: The goal of this close read is for students to get familiar with the academic vocabulary while identifying the main ideas in the texts by using the “Ten Most Important Words” vocabulary strategy. For more information on this and other vocabulary strategies read - http://carearts.org/assets/files/classespdfs/Yopp_Yopp_2007.pdf

9. Have students post their selected words in order to form a bar graph. Create the bar graph by listing post-it’s with new words to form the column on the left of the chart. Words that are repeated form the rows to the right. Teacher Note: See an example bar graph below.

10. Give each group of students 2 minutes (timed) in order to present their section of the text. Explain to students that their presentation must include: the name of their branch of government, the members of their branch, the Article in the Constitution that outlines their branch’s power and their branches’ main job.

CLOSURE (4 minutes)

11. Bring students back together to evaluate the bar graph that was created by the students selected words. Engage students in a discussion using some of the following prompts:
   - What were some of the words that were selected by the students?
   - Are there any patterns or repeating words?
   - Why do you think that these words were chosen?
   - What do these words have to do with the topic of the three branches of government?

12. Display the Three Branches of Government poster from https://kids.usa.gov/sites/all/themes/kids/images/Three_Branches_Govt.png and have students make connections between the organization of the poster and the bar graph of vocabulary words created by their post it notes.

OPTIONAL EXTENSION SUGGESTION

1. Give each group or student partnership a set of the vocabulary cards. See page 6.

2. Using the information in the Branches of Government reading, have students sort the cards into three groups underneath the CONSTITUTION to identify the three branches of government, the members in each branch, and the main role of each branch.

3. Have students go back to the class list of the 10 most important words from earlier in the lesson. Ask students: “Are there any additional words on that list that students could add to their graphic organizer that might describe the 3 branches of government, the members in each branch, and the main role of each?”
The framers, or writers, of the U.S. Constitution wanted to form a government that did not allow one person to have too much authority or control. While under the rule of the British king they learned that this could be a bad system. Under the Articles of Confederation, the United States’ first constitution, the country learned that there was a need for a strong centralized government.

With this in mind the framers wrote the Constitution to provide for a separation of powers, or three separate branches of government. Each has its own responsibilities and at the same time they work together to make the country run smoothly and to assure that the rights of citizens are not ignored or disallowed. This is done through checks and balances. A branch may use its powers to check the powers of the other two in order to maintain a balance of power among the three branches of government.

The three branches of the U.S. Government are the legislative, executive, and judicial.

The Legislative Branch
The legislative branch of government is made up of the Congress and some government agencies, such as the Government Printing Office and Library of Congress that provide assistance to and support services for the Congress. Article I of the Constitution established this branch and gave Congress the power to make laws. Congress has two parts, the House of Representatives and the Senate.

The Executive Branch
The executive branch of Government makes sure that the laws of the United States are obeyed. The President of the United States is the head of the executive branch of government. This branch is very large so the President gets help from the Vice President, department heads (Cabinet members), and heads of independent agencies.

- **President**: Leader of the country and commands the military.
- **Vice President**: President of the Senate and becomes President if the President can no longer do the job.
- **Departments**: Department heads advise the President on issues and help carry out policies.
- **Independent Agencies**: Help carry out policy or provide special services.

The Judicial Branch
The judicial branch of government is made up of the court system. The Supreme Court is the highest court in the land. Article III of the Constitution established this Court. Congress has the power to create all other federal courts. Courts decide arguments about the meaning of laws, how they are applied, and whether or not they go against the Constitution.

Adapted from: [http://bensguide.gpo.gov/a-what-are-branches](http://bensguide.gpo.gov/a-what-are-branches)
Example Pictures of Vocabulary Bar Graph Created by Student’s Post-it Notes

<table>
<thead>
<tr>
<th>Vocabulary Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Branch</td>
</tr>
<tr>
<td>House of Representatives</td>
</tr>
<tr>
<td>Supreme Court</td>
</tr>
<tr>
<td>Article I</td>
</tr>
</tbody>
</table>
What are some ways the powers of the federal government are limited?

**SS.5.C.3.2**

Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

**LAFS.5.SL.1.1** – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

**LAFS.5.L.3.6** – Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships.

---

[Image of the United States Capitol Building]
SS.5.C.3.2
Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.SL.1.1, LAFS.5.L.3.6

Essential Question
What are some ways the powers of the federal government are limited?

Learning Goals/Objectives
- Students will understand the concepts of rule of law, separation of powers, checks and balances, federalism, and individual rights and their relationship to limiting government power.

Overview
Students will receive direct instruction and engage in a variety of discussions to understand some principles of the U.S. government. They will apply their understanding of the principles to scenarios.

Materials
- Limiting Government handout

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Ask students to describe some limits they have in their homes (e.g. can’t eat junk food, have to go to bed at a certain time etc.).
2. Explain that in order for our federal (national) government to run smoothly, it also has limits.
3. Ask students to brainstorm what some of those limits might be.

ACTIVITY
4. Pass out the Limiting Government handout to students.
5. Place students into pairs and randomly assign each pair two terms to read and restate the definitions in their own words
6. Have students share out so that all of the terms are read and discussed. Instruct students to complete their handout while terms are shared.
7. As students share out, use the Limiting Government Answer Key to provide direct discussion on how each of these principles limit government power.
8. Instruct students to take notes on their handout.

CLOSURE
9. Provide students with the following scenarios. Instruct students to work with their partner and use their own notebook paper to match each scenario with one of the principles on their handout.
   - The legislative branch has the power to make laws. (separation of powers)
   - The federal government is located in Washington, D.C.. Our state government is located in Tallahassee. (federalism)
   - The First Amendment is part of the Bill of Rights. Some of the rights included in the First Amendment are: freedom of speech, freedom of the press and freedom of religion. (individual rights)
   - Stealing is a crime. You parents, your principal and your state senator can all be arrested if they are caught stealing. (rule of law)

OPTIONAL EXTENSION SUGGESTION
1. Provide students with the following writing prompt: Which of the concepts we looked at today do you think could be most important in limiting the power of the government, and why?
2. Select three to five responses to share.
<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>DEFINITION</th>
<th>Restate in your own words</th>
<th>How does this principle limit government power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Sovereignty</td>
<td>belief that government was created by the will of the people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule of Law</td>
<td>belief that no one is above the law and the law applies to everyone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separation of Powers</td>
<td>the division of powers between the legislative, judicial, and executive branches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks and Balances</td>
<td>the sharing and balancing of power so that one branch cannot completely control the others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federalism</td>
<td>a type of government where power is shared between the levels of government (federal, state, local)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Rights</td>
<td>rights and freedom belonging to a person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Limiting Government – Answer Key

<table>
<thead>
<tr>
<th>PRINCIPLE</th>
<th>DEFINITION</th>
<th>Restate in your own words</th>
<th>How does this principle limit government power?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Sovereignty</td>
<td>belief that government was created by the will of the people</td>
<td>The people create and control government.</td>
<td>The people created government, so the people determine how much power government can have.</td>
</tr>
<tr>
<td>Rule of Law</td>
<td>belief that no one is above the law and the law applies to everyone</td>
<td>Everyone has to follow the law.</td>
<td>If everyone has to follow the law, no one person can decide not to follow the law and become too powerful.</td>
</tr>
<tr>
<td>Separation of Powers</td>
<td>the division of powers between the legislative, judicial, and executive branches</td>
<td>Government powers are separated into three branches.</td>
<td>By separating government power into three branches each branch has their own powers and one branch isn’t more powerful than the others.</td>
</tr>
<tr>
<td>Checks and Balances</td>
<td>the sharing and balancing of power so that one branch of government cannot completely control the others</td>
<td>One branch of government cannot become too powerful because the other branches can check on their actions.</td>
<td>Each branch has the ability to check the other branches power. This keeps the power in balance between the three branches and makes sure one branch doesn’t become too powerful.</td>
</tr>
<tr>
<td>Federalism</td>
<td>a type of government where power is shared between the levels of government (federal, state, local)</td>
<td>Three levels of government with different responsibilities</td>
<td>Separating government power into three levels limits what one level can do.</td>
</tr>
<tr>
<td>Individual Rights</td>
<td>rights and freedom belonging to a person</td>
<td>Rights of all people</td>
<td>Recognizing that people have rights means that the government has to respect those rights.</td>
</tr>
</tbody>
</table>
What are some of the powers granted to the federal and state governments?

**SS.5.C.3.3**

Give examples of powers granted to the federal government and those reserved for the states.

---

**Amendment X**

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.

---

**LAFS.5.SL.1.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Give examples of powers granted to the federal government and those reserved for the states.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.SL.1.2

Essential Question
What are some of the powers granted to the federal and state governments?

Learning Goals/Objectives
- Students will recognize the different powers that article I of the US Constitution gives to the National or Federal government and those given to the states.
- Students will understand the term Federalism.

Overview
Students will be able to understand how Federalism limits the power of government. Students will be able to understand that there are specific powers given to the national government and to the states, yet some powers are shared by both.

Materials
- What Powers Do They Have? handout
- Example of Powers handout
- Who Has What Power? Handout
- Post-it notes

Time
- 15-20 minutes

Activity Sequence
INTRODUCTION/HOOK (4 minutes)
1. Pass out the What Powers Do They Have? handout.
2. Brainstorm powers that the principal, teachers and students have. Discuss how each group has different powers. Some of these powers are shared and some of them are separate. As a class, fill in the chart.
3. Explain to students that the United States has a federal system of government. Under this system some government powers are for the federal (national) government, some powers are for the states and some powers are shared between the two.

ACTIVITY (10 minutes)
4. Pass out the Examples of Powers handout.
5. Read and discuss the handout as a whole class.
6. Pass out the Who Has What Power? handout and instruct students to write three powers for each category in their own words.
7. Have students share their answers with a partner.

CLOSURE (4 minutes)
8. Give students 2 post-it notes and have them put a T for true on one and an F for false on the other.
9. Give the students several scenarios and ask them to raise their T or F post-it to show if the statement is true or false. Examples of scenarios:
   - The governor of Florida has decided he wants to print money for the state. (F)
   - The federal government has decided to expand the post offices in Florida. (T)
   - The governor of Florida had decided to declare war against another country. (F)
   - The state of Florida has decided to change the requirements for teaching licenses in the state. (T)
What Powers Do They Have?

Principal

Teacher

Student
10th Amendment: 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.

Example of Powers

Federal Powers also known as Delegated Powers:
To regulate interstate and foreign trade
To coin and print money
To conduct foreign relations
To establish post offices and roads
To raise and support armed forces
To declare war and make peace
To govern American territories and admit new states
To pass naturalization laws and regulate immigrations
To make all laws necessary and proper to carry out its powers

State Powers also known as Reserved Powers:
To regulate trade within the state
To establish local governments
To conduct elections
To determine voter qualifications
To establish and support public schools
To incorporate businesses
To make marriage laws
To license professional workers

Shared Powers also known as Concurrent Powers:
To collect taxes
To borrow money
To establish courts
To charter banks
To enforce laws and punish law breakers
To provide health and welfare to the people

<table>
<thead>
<tr>
<th>Who Has the Power?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delegated Powers</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="American Flag" /></td>
</tr>
<tr>
<td><strong>Reserved Powers</strong></td>
</tr>
<tr>
<td><img src="image2.png" alt="Florida State Flag" /></td>
</tr>
<tr>
<td><strong>Concurrent Powers</strong></td>
</tr>
<tr>
<td><img src="image1.png" alt="American Flag" /></td>
</tr>
<tr>
<td><img src="image2.png" alt="Florida State Flag" /></td>
</tr>
</tbody>
</table>
What is the process for amending the U.S. Constitution?

**SS.5.C.3.4**
Describe the amendment process as defined in Article V of the Constitution and give examples.

**LAFS.5.RI.1.2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
**LAFS.5.RI.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
**LAFS.5.SL.2.5** – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
SS.5.C.3.4
Describe the amendment process as defined in Article V of the Constitution and give examples.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.SL.2.5

Essential Question
What is the process for amending the U.S. Constitution?

Learning Goals/Objectives
- Students will understand that amending the Constitution is a difficult process.
- Students will understand the processes for amending the Constitution.

Overview
Students will read a passage about the constitutional amendment process and create a flowchart or graphic representation to demonstrate their understanding of the processes.

Materials
- Changing the Constitution student reading
- Sample Flow Chart

Time
- 15-20 minutes with additional time for extension activities

Activity Sequence
INTRODUCTION/HOOK
1. Say to the students (or write on the board): There are X number of students in this class. How many students make up two-thirds of the class?
2. Ask students questions that when voted on would be difficult to get two-thirds in the majority. Examples might include:
   a. Should the class color be red, white, or blue?
   b. Should we remove the word “try” from use in the class?
   c. What would be the best class cookie—Oreo, snickerdoodle, lemon cream?
3. Tally student responses to the questions and determine if the two-thirds percentage has been met.
4. Lead the class in a discussion on the difficulty of reaching a two-thirds consensus.

ACTIVITY
5. Explain to students that Article V of the U.S. Constitution outlines ways that the Constitution can be changed or amended.
6. Pass out the “Changing the Constitution” student reading.
7. Read aloud the passage as a whole class. While reading, instruct students to mark or circle information about the amendment processes. Pause throughout the reading to check for student understand and clarify any misconceptions.
8. Project and/or pass out the “Sample Flow Chart” on page 4 and discuss the image as a whole class.

CLOSURE
9. Direct student attention back to the “Changing the Constitution” reading and have a student read aloud the first paragraph to the class.
10. Instruct students to respond to the following prompt in writing: “Based on what you have learned, explain why amending the U.S. Constitution is difficult. Cite evidence from the text and/or flowchart to support your answer.”

OPTIONAL EXTENSION SUGGESTION
1. Explain to students that they will create their own graphic representation or flowchart to explain the amendment process. Share with students that their graphic must include the two ways to propose and ratify amendments. It must also include the number of times each method has been used successfully.
2. Provide time for students to create their visual and have them share with the class.
Changing the Constitution

In the early 1800s, Chief Justice of the Supreme Court, John Marshall wrote that the United States Constitution was written “to endure for ages to come”. To ensure it would last, the framers made it possible to amend the document in the future. Not all proposed amendments are successful because the process is very difficult.

Article V (five) of the U.S. Constitution outlines two ways to propose amendments, or changes, to the U.S. Constitution and two ways to ratify a proposed amendment by the states. To ratify means to officially accept or approve.

To propose amendments to the U.S. Constitution:
1. Two-thirds (2/3) of each house of Congress has to vote in favor of a proposed amendment. This means that 290 of the 435 members of the House of Representatives and 66 of the 100 members of the U.S. Senate have to vote for the proposed amendment.
   OR
2. Two-thirds (2/3) of the states call for a constitutional convention and vote in favor of the proposed amendment. This method has not yet been used successfully.

To ratify amendments to the U.S. Constitution:
1. Three-fourths (3/4) of the state legislatures approve the amendment.
   OR
2. State ratifying conventions are held and three-fourths (3/4) of the state conventions approve the amendment. This method was used only once to ratify the 21st Amendment.

Thousands of amendments have been introduced but only 27 amendments have been added to the U.S. Constitution. The first 10 amendments are known as the Bill of Rights and were ratified in 1791. Some rights included in the Bill of Rights are: freedom of speech, freedom of assembly, rights related to a person arrested for a crime, states’ rights and others.

Other amendments to the U.S. Constitution ended slavery, defined citizenship, and prevented the states from denying citizens the right to vote.

AMENDING THE U.S. CONSTITUTION

Two-thirds (2/3) of each house of Congress vote in favor of a proposed amendment.

Used 27 TIMES

or

Two-thirds (2/3) of the states call for a constitutional convention and vote in favor of the proposed amendment.

or

3/4 of state legislatures approve the amendment

USED 26 TIMES

or

State ratifying conventions are held and three-fourths (3/4) of the state conventions approve the amendment.

USED 1 TIME
What are some fundamental rights of all U.S. citizens according to the Bill of Rights?

**SS.5.C.3.5**
Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

[Image of The Bill of Rights infographic]


**LAFS.5.RI.1.2** – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**LAFS.5.L.2.4** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**LAFS.5.SL.1.2** – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SS.5.C.3.5
Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.L.2.4, LAFS.5.SL.1.2

Essential Question
What are some fundamental rights of all U.S. citizens according to the Bill of Rights?

Learning Goals/Objectives
- Students will watch a video and read text to understand the rights listed in the Bill of Rights.

Overview
Students will watch a video and work in small groups to understand the Bill of Rights. Students will present on an assigned amendment and take notes while listening to others report on their assigned amendment.

Materials
- Analyze the Bill of Rights handout

Time
- 15-25 minutes with additional time for extension activities

Activity Sequence

INTRODUCTION/HOOK
1. Pass out the Analyze the Bill of Rights handout and explain to students that the handout contains some of the text of the amendments in the Bill of Rights. Explain to students that the Bill of Rights the first ten amendments of the U.S. Constitution.
2. Explain to students that they will view a short music video about the Bill of Rights and they are encouraged to take notes on any key words or phrases they hear about the individual amendments.

ACTIVITY
4. Divide the class into ten groups of two-three students per group.
5. Assign each group one amendment, have students discuss their amendment and summarize the main idea in their own words on the Analyze the Bill of Rights handout. Teacher Note: If needed, use a student-friendly version of the Bill of Rights. For example, http://www.utb.edu/vpaa/cce/Documents/Celebrate%20Freedom%20Week/BORights%20Chart%20Elem.pdf

CLOSURE
6. Instruct each group to share out the summary for their assigned amendment.
7. Instruct students to take notes on their handout while groups present.
8. Pose the following questions for discussion: How does the Bill of Rights protect our rights? In your opinion, which right is the most important right? Why?

OPTIONAL EXTENSION SUGGESTION
1. Students will respond with a quick write: which of the concepts we looked at today do you think could be most important in limiting the power of the government, and why.
2. Teacher will randomly select three to five responses to share.
Analyze the Bill of Rights

Directions: Rewrite the amendments in your own words.

Amendment I (one)
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.

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Amendment II (two)
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.

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Amendment III (three)
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.

_______________________________________________________________________________________________
_______________________________________________________________________________________________

Amendment IV (four)
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.

_______________________________________________________________________________________________
_______________________________________________________________________________________________

Amendment V (five)
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.

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Amendment VI (six)
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.

Amendment VII (seven)
In suits at common law, where the value in controversy shall exceed twenty dollars, the right of 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.

Amendment VIII (eight)
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

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

Amendment X (ten)
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.
What role do the courts play in settling conflicts between citizens?

SS.5.C.3.6
Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

http://www.catea.gatech.edu/grade/legal/structure.html

LAFS.5.RL.1.2 – Determine accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.
LAFS.5.SL.1.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
SS.5.C.3.6
Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

Correlated Florida Standards (See Full Text on Cover Page)
- LAFS.5.RI.1.2, LAFS.5.RF.4.4, LAFS.5.SL.1.1

Essential Question
What role do the courts play in interpreting law and settling conflicts between citizens?

Learning Goals/Objectives
- Students will understand the structure and roles of the federal court system.

Overview
Students will understand the structure and roles of the federal court system through whole class and paired reading and discussion.

Materials
- The Federal Court System reading
- Highlighters

Time
- 15-20 minutes

Activity Sequence
INTRODUCTION/HOOK
1. Write the word “courts” on the board.
2. Instruct students to brainstorm words or phrases that come to mind when they think of the word “courts”. For example: judges, jury, and trials.
3. Explain to students that there is a federal and state court system and this activity will focus on the federal system.
4. Share the following key points about the federal court system with students:
   - The third branch of the US government is the judicial branch.
   - Article III of the U.S. Constitution explains the structure and powers of the courts.
   - Article III created the U.S. Supreme Court and gave power to Congress to create lower federal courts.
   - There are three levels of federal courts.
   - The federal court system deals with disputes about laws that apply to the entire United States.

ACTIVITY
5. Pass out The Federal Court System reading. Explain to students that they will read to understand the three levels of the federal court system through reading, marking and summarizing informational text as a whole class and then with a partner.
6. Read aloud the “United States District Courts” section as a whole class. Model marking or highlighting important ideas in the text.
7. Work as a whole class to summarize the main idea of the passage.
8. Move students into pairs and instruct students to work with their partner to complete the “Courts of Appeal” and “Supreme Court” sections.
9. Monitor student work.

CLOSURE
10. Work as a whole class to respond to the following prompt: What is the role of the federal courts in interpreting the law and settling conflicts between citizens?
THE FEDERAL COURT SYSTEM
United States District Courts

There are 94 U.S. District Courts in the United States. Every state has at least one district court, and some large states, such as California, have as many as four. The District Courts are trial courts and federal cases start here because these courts have the authority to hear cases for the first time. District courts are the only federal courts in which witnesses testify and juries hear cases. They hear both civil (conflicts among citizens) or criminal (relating to crimes) cases. These courts are the first opportunity at the federal level to settle legal conflicts between citizens.

Summary Statement:_____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The United States Courts of Appeal

Some people who lose their cases in the U.S. District Court might appeal their case to the next level which is the U.S. Courts of Appeal. To appeal means to ask a higher court to review the case. These courts have the power to review decisions made by the District Courts. Cases at this level are headed by a group of three judges, called a panel. There is never a jury. The three judges review the case to see if the trial court made a mistake or did not treat the defendant fairly; it doesn’t decide guilt or innocence. There are 13 United States Courts of Appeals, each one covering a certain geographic area.

Summary Statement:_____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The United States Supreme Court

The United States Supreme Court is the highest court of the land and is located in Washington D.C. It mainly reviews cases that have been heard before by lower courts but it also has the authority to hear cases for the first time in certain cases involving diplomats (representatives of other countries) and in cases between states. It is made out of nine judges, called justices. Often, cases that make it to the Supreme Court are disputes about whether or not a law goes against the U.S. Constitution. The power of the Supreme Court to decide whether or not a law goes against the Constitution is called judicial review. Once the Supreme Court has struck down a law that is unconstitutional, that’s it! No more appeals.

Summary Statement:_____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
THE FEDERAL COURT SYSTEM – ANSWER KEY

United States District Courts

There are 94 U.S. District Courts in the United States. Every state has at least one district court, and some large states, such as California, have as many as four. The District Courts are trial courts and federal cases start here because these courts have the authority to hear cases for the first time. District courts are the only federal courts in which witnesses testify and juries hear cases. They hear both civil (conflicts among citizens) or criminal (relating to crimes) cases. These courts are the first opportunity at the federal level to settle legal conflicts between citizens.

Summary Statement: The District Courts are the first level of courts in the federal system. They are a trial court that hears civil and criminal cases.

The United States Courts of Appeal

Some people who lose their cases in the U.S. District Court might appeal their case to the next level which is the U.S. Courts of Appeal. To appeal means to ask a higher court to review the case. These courts have the power to review decisions made by the District Courts. Cases at this level are head by a group of three judges, called a panel. There is never a jury. The three judges review the case to see if the trial court made a mistake or did not treat the defendant fairly; it doesn’t decide guilt or innocence. There are 13 United States Courts of Appeals, each one covering a certain geographic area.

Summary Statement: The Courts of Appeal hear cases from the District Courts. These courts review decisions made by the District Courts with a three-judge panel.

The United States Supreme Court

The United States Supreme Court is the highest court of the land and is located in Washington D.C. It mainly reviews cases that have been heard before by lower courts but it also has the authority to hear cases for the first time in certain cases involving diplomats (representatives of other countries) and in cases between states. It is made out of nine judges, called justices. Often, cases that make it to the Supreme Court are disputes about whether or not a law goes against the U.S. Constitution. The power of the Supreme Court to decide whether or not a law goes against the Constitution is called judicial review. Once the Supreme Court has struck down a law that is unconstitutional, that’s it! No more appeals.

Summary Statement: The U.S. Supreme Court is the highest court in the country. It mainly hears cases from lower courts but can also hear some cases for the first time. The Supreme Court has the power of judicial review.