

Teacher's Name:
Employee Number:
School:

Social Studies Lesson Plan: SS.3.C.1.3
Explain how government was established through a written Constitution

1. **Title: Explain How Government Was Established Through a Written Constitution**

2. **Overview - Big Ideas:**

Enduring Understandings

- Understand that a government is established through a written Constitution
- Comprehend the purpose and function of a Constitution
- Understand a constitutional government
- Attain a greater understanding of the government of the United States from learning about its Constitution

Essential Questions – (What provocative questions will you use to foster inquiry, understanding and transfer of learning?)

- How was the United States' government established through a written Constitution?
- What is the difference between the Constitution and a constitutional government?
- What is a constitutional government?

3. **Lesson Objectives:**

Standards - (Next Generation Sunshine State Standards for Social Studies)

Third Grade NGSSS-SS Benchmarks

- SS.3.C.1.3: Explain how government was established through a written Constitution

Tested Seventh Grade NGSSS-SS Benchmarks Relevant to this Lesson

- SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

4. **Key Vocabulary:** Constitution, limit, rights, responsibilities, power, elections, Congress

5. **Evidence of Student Understanding (Assessment) in this Lesson:**

What key knowledge and skills will students acquire as a result of this lesson?

After completing this lesson, the student will be able to understand and explain how the government was established through a written Constitution. They will also understand what a Constitutional government is and identify the limits and powers of the government.

What will students be able to do as a result of such knowledge and skills?

As a result of acquiring said knowledge and skills, the students will be able to complete the activities (see attachments) associated with this lesson. In addition, the students will be able to write a classroom constitution with the teacher's assistance.

Both **formative and summative assessments** are included

6. **Materials Needed:** (Resources you will use in this lesson)

Attachment A: List of rules and laws

Attachment B: Reading-What Is a Constitution?

Attachment C: Post Quiz

7. **Steps to Deliver the Lesson:**

Lesson Opening: Divide the class into groups of 3 to 5 students per group. Have each group select a recorder and a representative since the

groups will be presenting their findings to the class. Write or post the list of rules/laws for the groups to see. Read orally each rule or law. For each rule or law, have students decide if that rule or law explains something about how a government is to be run. This can be done on chart paper. Groups should also be prepared to explain the rule/law and what it regulates. On the other side of the chart, students can write the rules/laws that do not explain something about how a government is to be run. After discussing each group's findings, explain to students that the rules/laws that tell how a government should run are part of its Constitution.

- a. Discuss vocabulary associated with lesson. Ensure understanding of vocabulary words by having the children individually create vocabulary word cards. These can be posted on the word wall to use as future reference during the unit of study and beyond. Students can also play a matching game with each other's cards.
- b. Have students respond to the following questions before reading the selection associated with the lesson.

Questions about the government-

What are the purposes of the government?

How is the government organized? What parts does it have? What does each part do?

How is the government supposed to carry out its business? How are rules made?

How are people chosen to serve in the government?

Questions about citizens-

Who is a citizen?

Are citizens supposed to have control over their government? If so, how do they control it?

What rights and responsibilities, if any, are citizens supposed to have?

- c. Reading: Using effective reading strategies appropriate for your class, read with students the reading associated with the lesson "What Is a Constitution?" (Attachment B). Monitor student's comprehension by stopping periodically to discuss and answer questions at the end of the reading selection, such as: What can you learn about a nation's government by studying its Constitution? Why is it necessary to limit the powers of the government? How are the powers of the government limited? What is the difference between a constitution and

a constitutional government? Can there be a dictatorship if there is a constitution? Explain.

- d. Have students draw a picture with a caption to show that they understand what a constitutional government is. Students will orally present their illustrations.
- e. Have students take the post-quiz associated with the lesson (Attachment C). Review quiz with students and check for understanding as needed. Reteach concepts not mastered.

8. Specific Activities: (From Guided to Independent)

Activities designed to facilitate the gradual release of teacher responsibility, from teacher-led to independent

- a. After students have completed attachments A, B and C, have them write (as a class) a classroom Constitution. The constitution must follow the idea that the government (teacher) should not have absolute power. The students will choose a representative to bring the constitution to the teacher and together they will make changes and rewrite until a Constitution is written that is accepted by both sides.
- b. Allow students who are struggling with reading and/or ELL, to work with a buddy for assistance.
- c. Monitor the students' abilities in writing the responses to the writing prompts. Model writing with the students demonstrating difficulties.
- d. Have students share their writing with the class.

9. Differentiated Instruction Strategies:

How to accommodate a variety of student learning needs, remediation strategies as well as enrichment strategies.

- a. While students are completing the graphic organizer, work individually with students who are having difficulty with reading.
- b. While students are completing the letter persuading an adult to become a volunteer, work on an individual basis with students who are having difficulty.

Technology Integration:

Activities incorporating technology; e.g., addressing lesson content through online resources.

- c. Students and teacher can view Kids.gov K-5, PBS Kids: *The Democracy Project* and *Congress for Kids* websites to view how the government was established through a written Constitution.
http://www.kids.gov/k_5/k_5_government.shtml

10. Lesson Closure: Description of methods to draw ideas together, review concepts, etc.

- a. After completing the post-quiz and reviewing with the class, ask students reading and vocabulary questions to wrap up the lesson.
- b. For home learning: Have students think about what would happen if a government did not have limits on its power. Have students write a 2-3 paragraph description of what might happen if a government's power is not limited (e.g., people's rights may be violated, etc)

Attachment A

Rules and Laws

- 1. Congress cannot make any laws that unfairly limit your right to speak freely.**
- 2. Don't speak with your mouth full.**
- 3. Take turns on the swings in the playground.**
- 4. The president of the United States must be elected every 4 years.**
- 5. You must finish your assignment before going to recess.**
- 6. A person must be 16 years old to get a driver's license.**

Attachment B

What Is a Constitution?

from We the People: The Citizens & the Constitution

A **constitution** is a set of rules and laws which explain how a government is organized and how it should be run. Most constitutions are written, some are partly written and others are not written at all. Every nation has a constitution. Even unfair governments have constitutions. Studying the constitution of a country will help you to know about that country and be able to answer questions about the government and its citizens.

Just because a nation has a constitution does not mean that it has a **constitutional government**. A constitutional government means that there are limits on the **powers** of government. A limit is a point beyond which someone or something cannot go. The United States Constitution says that there are certain kinds of laws that Congress cannot make. The US Constitution does not allow the president to do whatever they want. In a constitutional government, the constitution sets limits on what the people who run the government are allowed to do. It is not enough for a constitution to say what the limits on the powers of government are. The people who run the government must obey the constitution. A constitution must also provide ways to enforce the limits it sets forth. One way to ensure that this happens is to have regular and free **elections**. The citizens can vote to remove the people from office if they do not obey the constitution.

It is important to limit a government's power so that the government does not become a dictatorship. In a dictatorship, the people who run the government can do whatever they want to do. You can have a constitutional government and still have a dictatorship because the people who run the government are not obeying the constitution. It is the **right** and **responsibility** of the nation's citizens to see to it that this does not happen. Everyone must obey the laws and the rules established by the constitution.

How Government Was Established Through a Written Constitution - Post Quiz

Low Complexity Items:

1. Which of the following accurately describes the Constitution of the United States?
 - a. A completely written Constitution
 - b. A partly written, partly said Constitution
 - c. An unwritten Constitution
 - d. A completely spoken Constitution

2. How can studying the United States Constitution help you?
 - a. To know about the ethnic make-up of people who live here
 - b. To know about the geography of the United States
 - c. To know which branch of government has certain powers
 - d. To know the name of the governor of each state in the United States

3. How is the constitution designed to keep one person or state from having all the power?
 - a. By taking away the rights of the people
 - b. By claiming that each state only had one vote
 - c. By limiting the powers of the government and the president
 - d. By giving more powers to the vice-president

Moderate Complexity Items :

4. Why was the US Constitution written to balance the powers of government?
 - a. To protect the rights of citizens
 - b. To be able to make treaties with other nations
 - c. So that the country has a stronger federal government
 - d. To allow states to collect taxes from other states

5. Why are the states not allowed to print their own money?
 - a. Because that would give the smaller states too much power
 - b. Because only the federal government has the power to coin the money which is used by all of its citizens
 - c. Because only the federal system can tax citizens
 - d. Because sharing powers is not allowed

6. How did people in the United States gain certain freedoms, rights, and powers?
 - a. Citizens voted to give themselves power
 - b. The House of Representatives gave unlimited powers to citizens
 - c. The President grants freedom and rights to U.S. citizens
 - d. It was decided while the United States Constitution was being written.

High Complexity Items:

7. Read Article II, Section 2 from the US Constitution.

The President shall have the power to fill up vacancies during the recess of the Senate, by granting Commission which shall expire at the end of their next session.

What powers does this section of the US Constitution say that the President has?

- a. That the President is the person in charge of appointing Senators
- b. That the President has the power to appoint an empty Senate seat only while the Senate is on a break
- c. That the President is the one who vetoes the laws made by Senate
- d. That the President has the power to elect the Commander of the Navy

8. "*E pluribus unum*" is found on the seal of the United States. This means, from many we are one. How did this motto apply as they were writing the Constitution?
- a. The Constitution was written by many people with knowledge of Latin phrases
 - b. The approval of the Constitution brought together all fifty states into one country
 - c. The approval of the Constitution was the result of 13 states forming a union and accepting a federal government.
 - d. The writers of the Constitution had many ideas, but each writer was only permitted to submit one of his ideas.

9. Read the following sentence from the article:

In a constitutional government, the constitution sets limits on what the people who run the government are allowed to do.

Which of the following is an example of placing limits on what a person who runs the government is not allowed to do?

- a) Not pay a speeding ticket
- b) Ignore someone's free speech rights
- c) Spend tax money freely
- d) Pass laws without the approval of others

10. Read the following excerpt from the article:

It is important to limit a government's power so that the government does not become a dictatorship. In a dictatorship, the people who run the government can do whatever they want to do.

Which of the following is an example of a government that is a dictatorship?

- a) Different parts of the government checking the work and powers of other parts
- b) Allowing the people to vote for laws and elect their own representatives
- c) Forcing people to work a certain job even though it may not be what they want to do
- d) Obeying laws that all people must follow

Answer Key:

1. A
2. C
3. C
4. A
5. B
6. D
7. B
8. B
9. B
10. C

Civic Integration
Lesson Plan Quiz Blueprint
Lesson # 3
NGSSS-SS Main Benchmark: SS.3.C.1.3
Title of Lesson: How Government Was Established Through a Written Constitution
Grade Level: 3rd grade
Pacing Guide Connection: Civics

Question #	Benchmark Grade Level	Benchmark 7th Grade Tested	Answer	Complexity Level
1	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	a	Low
2	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	c	Low
3	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	c	Low
4	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	a	Moderate
5	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	b	Moderate

6	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	d	Moderate
7	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	b	High
8	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	b	High
9	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances	b	High DBQ
10	SS.3.C.1.3: Explain how government was established through a written Constitution	SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems	c	High DBQ