



**Literacy Design  
Collaborative**

# 3A. By the People, For the People: Government and the Constitution: District Field-Test Version

by Judith L. Irvin

*Adapted from "3A. By the People, For the People: Government and the Constitution: District Field-Test Version" by Christy D. Gabbard and Judith L. Irvin*

This module is part of *The Florida Civics Project Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block. Others teach the modules during the time allocated for social studies.

The modules in *The Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided

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direction, guidance, and oversight for each module and the collection as a whole. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at [jirvin@NLProject.org](mailto:jirvin@NLProject.org).

**This module** is designed to help students to understand individual responsibility, the importance of community, and the concept of government for the common good. Students will explore how the government was established through a written Constitution, the purpose of the Constitution, and the relationship of the government with a written Constitution.

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GRADES

**3**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **6hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE3 - Informational or Explanatory

After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution and the purpose of the Constitution. Support your response with evidence from the text/s.

## Standards

### Social Studies Next Generation Sunshine State Standards

#### SS.3.C.1.1

Explain the purpose and need for government.

Focus

#### SS.3.C.1.2

Describe how government gains its power from the people.

Focus

#### SS.3.C.1.3

Explain how government was established through a written Constitution.

Focus

#### SS.3.C.2.1

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Focus

#### SS.3.C.3.4

Recognize that the Constitution of the United States is the supreme law of the land.

Focus

### Florida Standards

#### LAFS.3.RI.1.1.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Focus

#### LAFS.3.W.1.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Focus

## Texts

🔗 [A More Perfect Union: The Story of Our Constitution by Betsy Maestro and Giulio Maestro](#)

🔗 [We The Kids by David Catrow](#)

🔗 [If You Were There When They Signed the Constitution](#)

## Student Work Rubric - Informational or Explanatory Task - Grade 3

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a <b>general</b> main idea, with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea, <b>maintaining a focus</b> on the main idea.	Introduces the topic and a <b>specific</b> main idea, maintaining a <b>consistent</b> focus on the main idea.
<b>Use of Sources</b>	Includes no details from sources related to the topic or prompt.	Includes <b>few</b> details from sources related to the topic or prompt.	Includes details from sources related to the topic <b>and</b> prompt.	Includes <b>well-chosen</b> details from sources related to the topic and prompt.
<b>Development</b>	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with <b>minor inaccurate or incomplete elements</b> .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	<b>Explains</b> relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the <b>main idea</b> .
<b>Organization</b>	Sentences are out of logical order or lack an evident structure.	<b>Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.</b>	Sequences sentences <b>and groups related information</b> to introduce the topic, develop points, and provide a concluding statement or section. <b>Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.</b>	Sequences sentences and groups related information in <b>paragraphs or sections</b> that introduce the topic, develop points, and provide a concluding statement or section. <b>Consistently</b> uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor</b> errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors. Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 3 examples)</b>	Uses simplistic word choice (e.g., plural and grade-level words) with some errors Uses capital letters inconsistently Uses commas, apostrophes rarely	Uses simple sentences and simple word choice (e.g., plural and grade-level words) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns and contractions inconsistently	Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words Capitalizes proper nouns, titles and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions	Uses simple and compound sentences Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive.
<b>C3 Core Idea Standard: SS.3.C.1.1</b>	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

## ***Background for Students***

The founders of our country considered certain ideas essential to the formation of the United States government. These ideas include such ideas as the common good, representation, separation of powers, and checks and balances. In this module you will read about some of the big ideas that are evident in the U.S. Constitution which still serves as the basis of our government. You will also explore how the government was established through a written Constitution, the purpose of the Constitution, and the relationship of the government with a written Constitution.

## ***Extension***

Students partner (or work in collaborative groups of 3) to decide on a creative medium through which they will represent their ideas about the Constitution and the common good. They will complete a creative work as a partnership or group and the work will be displayed/promoted/or published beyond the walls of the classroom.

Here is the task: *You are going to represent your thinking, your ideas about the constitution and common good, by creating an interesting piece of media that can be shared with a specific audience beyond the walls of the classroom.*

Ideas might include a:

- *piece of art that includes words taken from your writing as well as images you find or create*
- *podcast that features different voices responding to the ideas of the Constitution and the common good*
- *poem capturing your ideas*
- *short story with the theme of the common good*
- *song that captures the importance of a constitution*
- *dramatic reading of your essay*

## *Section 2: What Skills?*

### ***Preparing for the Task***

**ACTIVATING PRIOR KNOWLEDGE:** Ability to connect the teaching task to previous experience

**ACTIVE LISTENING:** Ability to listen to and comprehend read-alouds of informational text

### ***Reading Process***

**ESSENTIAL VOCABULARY:** Ability to understand key academic terms and phrases

**NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**CONTENT COMPREHENSION:** Ability to understand content essential to mastering the task

### ***Transition to Writing***

**IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to identify elements essential to completing the task

### ***Writing Process***

**DEVELOPMENT OF THE INTRODUCTORY SENTENCE:** Ability to develop an introductory sentence that appropriately establishes the intent of the writing and engages the audience with the purpose of the writing.

**INCLUDING THE EVIDENCE AND ANALYSIS IN A FIRST DRAFT:** Ability to develop supporting sentences that identify relevant evidence from the readings and support the controlling idea

**DEVELOPING THE CONCLUDING SENTENCE:** Ability to develop a sentence to draw a final conclusion related to the controlling idea.

**FINAL DRAFT:** Ability to complete a written product ready for publication

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
40 mins	<p><b>ACTIVATING PRIOR KNOWLEDGE:</b> Ability to connect the teaching task to previous experience</p>	<p><b>1. BUILDING BACKGROUND KNOWLEDGE THROUGH WORDS AND IMAGES</b></p> <p>Based on the presentation, what observations can you make about the role of government and the idea of support for the common good?</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>• Write brief connections to each image.</li> <li>• Use evidence from the photograph to support their opinion.</li> <li>• Discuss their interpretations with their small group.</li> <li>• Write down questions about the role of government and support for the common good.</li> <li>• Reflect on how their questions will lead them to understandings about government and common good.</li> </ul>	<p><b>Teacher note:</b> If students do not have background knowledge about community and government, they may need a discussion about how citizens participate in their communities. The general structure of the attached organizer can be applied to photographs from any time period/ location.</p> <p>Also, if students are not familiar with the term "reflection," you may need to explain it and give examples. (A reflection can be your image in a mirror or it can be what you think about something you see or hear.)</p> <p><b>Whole Group Introduction</b></p> <p>Before you begin this mini-task, define and discuss the concept of <i>common good</i> with the students. <i>Common Good</i> can be defined as what is beneficial to most or all of a particular group. Brainstorm examples of common good for the classroom. Once students understand the concept of <i>common good</i>, continue with the images and reflection sheet.</p> <p><b>Say:</b> <i>Information is often captured in photographs especially when depicting the past. We can tell a lot about a time period by carefully examining key photographs. Even if we don't know exactly what's going on in the photo, we can make inferences or guesses about what is happening in the photograph. Then, we can read to learn more and better interpret them.</i></p> <p><i>Today you will view seven slides showing people in their communities. You'll have two minutes to write your initial impression of the slide and what you think is occurring (this can be adapted to a turn and talk following each slide depending on the writing skill of the group). Next, you will meet in small groups to share these impressions and to come to a consensus on what's happening in the photograph. Finally, we will share together as a class. To complete these activities, you'll have to be a careful observer and recorder.</i></p> <p><b>Modeling/ Activity (15 minutes)</b></p> <p>Show each of the slides for 1-2 minutes and give students time to write their initial impression on their Reflection Sheet. These should be recorded under the "First Reflection" column.</p> <p>Depending on the needs of your students, you may want to model this for the first picture. You may also want to provide students with a set of sentence starters such as:</p> <ul style="list-style-type: none"> <li>• I notice...</li> </ul>

				<ul style="list-style-type: none"> <li>● I can see...</li> <li>● The thing that jumps out at me in this picture is...</li> <li>● When I see ____, it makes me think that...</li> <li>● The person or people in the photograph look...</li> <li>● I think the people in this photograph are...</li> </ul> <p><b>Small Group (15 minutes)</b></p> <p>Group 2-3 students together.</p> <p>Display the photographs again and give groups 2-3 minutes to discuss each photograph and their interpretations. Encourage them to come to agreement on what each represents and look for specific evidence in the photo to support their ideas.</p> <p>Students should record the ideas developed in small groups on their organizer under "Second Reflection."</p> <p><b>Share Out (5-7 minutes)</b></p> <p>As you display each photograph for the third time, invite groups to share out their interpretations of each. In the case of disagreement, give students time to work out their opinions and encourage them to use evidence from the photo to support their ideas. Encourage respectful disagreement.</p> <p><b>Connection Activity</b></p> <p>Ask students to write 2-3 observations at the bottom of their reflection organizer about the role of government and the common good. Have students give several examples of the "common good" such as food drives, book drives, community clean-ups, and voting. Help students see that citizens in a community, members of the same (local, state, national) government, do things to contribute to the common good of the whole community (state, nation).</p>
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Standards:

**SS.3.C.2.1** : Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

**LAFS.3.SL.1.1.** : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**LAFS.3.SL.1.1.D.** : Explain their own ideas and understanding in light of the discussion.

Additional Attachments:

 [Reflection on Images.docx](#)

 [Images of Government and Community revised.pptx](#)

20 mins	<p><b>ACTIVATING PRIOR KNOWLEDGE:</b> Ability to connect the teaching task to previous experience</p>	<p><b>2. LISTING "THINGS TO KNOW" ABOUT THE TASK</b></p> <p>Using your Cornell Note Taking Guide, work with your group to underline the parts of the task that you need to "know" and circle the parts of the task that</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● underline the things they need to "know"</li> <li>● circle the things they need to "do"</li> </ul>	<p>1. Project or display the Teaching Task.</p> <p><i>After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution and the purpose of the Constitution. Support your response with evidence from the text/s.</i></p> <p>2. Ask students to review the Cornell Note Taking Guide. Model marking the text as you ask them to</p>
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		<p>you need to "do."</p>		<ul style="list-style-type: none"> <li>● underline the parts of the task that students need to "know" (the numbered items)</li> <li>● circle the parts of the task about what they have to "do" (read, write a report, support with evidence)</li> </ul> <p>3. Tell students that they will take notes on this sheet throughout the module and use it to write the final product.</p>
<p>Standards:</p> <p><b>SS.3.C.1.1</b> : Explain the purpose and need for government.</p> <p><b>SS.3.C.1.3</b> : Explain how government was established through a written Constitution.</p> <p><b>LAFS.3.RI.1.1</b> : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Additional Attachments:</p> <p><b>3A Cornell NoteTaking Guide.docx</b></p>				
<p>30 mins</p>	<p><b>ACTIVE LISTENING:</b> Ability to listen to and comprehend read-alouds of informational text</p>	<p><b>3. PREAMBLE TO THE CONSTITUTION: DISCUSSION PROTOCOL FOR SMALL GROUPS</b> After listening to <i>We the Kids</i>, think carefully about the Preamble to the Constitution and choose one phrase of the Preamble and explain why you think is important.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>● Records a thoughtful response</li> <li>● Actively participates as a speaker in the group debrief</li> <li>● Actively participates as a listener in the group debrief</li> <li>● Takes notes on Note Taking Guide about the purpose of the Constitution</li> </ul>	<p>This strategy was adapted from Facing History's "Save the Last Word for Me" protocol [link attached to this lesson]. You may need to discuss what a Constitution is with students if they have never had an introduction to it. Otherwise, the Preamble will be meaningless.</p> <ol style="list-style-type: none"> <li>1. Read <i>We the Kids</i> to the class or have them listen to the YouTube reading of the book (link attached).</li> <li>2. Provide students with the Preamble printed on one side of an index card or paper and explain the process of the protocol:             <ul style="list-style-type: none"> <li>● Students mark one phrase of the Preamble that stood out for them.</li> <li>● On the back of the card or paper, they write out why the phrase is important to the meaning. Guide them with the prompt, "What would have been left out or missing if these words weren't in the Preamble?"</li> <li>● They should be prepared to share out within their groups.</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>● Break students up into groups of three to four.</li> <li>● Give each student in a group a letter, label one student X, one Y, and the other Z. Invite the X students to read one of their highlighted phrases from the front of their index card. Once X is done, students Y and Z discuss the sentence or idea (without talking to student X) perhaps using some of these questions:             <ul style="list-style-type: none"> <li>■ What do you think it means?</li> <li>■ Why do you think these words are important?</li> <li>■ Who might the words be important to?</li> </ul> </li> </ul> <p>After 2 minutes, ask the X students to read the back of the index card or paper (or explain why they picked the idea on the front of the card or paper). Repeat for students Y and Z.</p> <p><b>Connection to Teaching Task</b></p> <p>As a group, have students discuss which one of the</p>

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three parts of the task the Preamble of the U.S. Constitution addresses (purpose of the Constitution). Using their Cornell Note Taking Guide, have students record their notes about the purpose of the Constitution and cite evidence from the Catrow book. Remind students that they will use this Note Taking Guide when writing their final product.

Note to teacher: This discussion strategy requires all students to participate as active speakers and listeners. Its clearly defined structure helps shy students share their ideas and ensures that frequent speakers practice being quiet. It is often used as a way to help students debrief a reading or film.

Standards:

**SS.3.C.1.1** : Explain the purpose and need for government.

**SS.3.C.1.2** : Describe how government gains its power from the people.

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

**LAFS.3.W.3.8** : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**LAFS.3.SL.1.1.B** : Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**LAFS.3.SL.1.1.D** : Explain their own ideas and understanding in light of the discussion.

Additional Attachments:

 **We the Kids: The Preamble to the Constitution of the United States by David Catrow**

 **Facing History and Ourselves: Save the Last Word for Me**

 **Facing History and Ourselves**

 **Preamble.docx**

**Reading Process**

30 mins

**ESSENTIAL VOCABULARY:**

Ability to understand key academic terms and phrases

**4. VOCABULARY REVIEW OF IMPORTANT WORDS IN THE CONSTITUTION**

Use your Vocabulary Log to define important vocabulary from the "Articles of the United States Constitution" article.

Students meet expectations if they

1. Write a definition for each vocabulary word
2. Participate in partner-sharing

1. Post the Word List for all students to see, and check for any prior knowledge students may have.
2. Provide students with a copy of the Articles of the Constitution and the Vocabulary Log handouts,
  - Read the Articles of the Constitution aloud as students follow along, focusing on the highlighted key vocabulary terms. Explain that, where possible, they will use context clues (words in the text) to figure out the meanings of these words.
  - Model for students using the first two words on the list. Constitution is defined within the text, but there are no context clues preamble. Discuss the term preamble and attempt a definition. Then use a dictionary and refine the definition as needed.
  - Have students re-read the text and discuss word meanings with a partner or small group before writing a definition for each remaining word.
  - Rotate as students work to help them use context clues.
  - Have groups share their definitions and use a dictionary when needed.

**Word List:**

				<ol style="list-style-type: none"> <li>1. Constitution</li> <li>2. Preamble</li> <li>3. Federal government</li> <li>4. Articles</li> <li>5. Framers</li> <li>6. Ratified</li> <li>7. Congress</li> <li>8. Executive branch</li> <li>9. Judicial branch</li> <li>10. Amendment</li> </ol>
<p>Standards:</p> <p><b>SS.3.C.3.4</b> : Recognize that the Constitution of the United States is the supreme law of the land.</p> <p><b>LAFS.3.L.3.4.</b> : Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><b>LAFS.3.L.3.4.A.</b> : Use sentence-level context as a clue to the meaning of a word or phrase.</p>				
<p>Additional Attachments:</p> <p> <b>Vocabulary Articles of the United States Constitution.docx</b></p> <p> <b>Vocabulary Log.docx</b></p>				
<p>40 mins</p>	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>5. NOTE TAKING - THE CONSTITUTION</b>                  How did the U. S. Constitution get written?                  What is its purpose?</p>	<p>Students meet expectations if they use information from the article to respond to the questions on the graphic organizer.</p>	<p>In this mini-task, students will need their notes from the Listing "Things to Know" about the Task activity (#2), their copy of the <i>Articles of the United States Constitution</i> handout, and a copy of the attached graphic organizer.</p> <ol style="list-style-type: none"> <li>1. Tell students that they will reread <i>Understanding the Articles of the United States Constitution</i> and take notes that will help them to write their response to the task.</li> <li>2. Review the task with students, and ask them what they need to know and do for this task.</li> </ol> <ul style="list-style-type: none"> <li>● After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution and the purpose of the Constitution. Support your response with evidence from the texts.</li> <li>● Review the graphic organizer, explaining how the two questions at the top come from their task.</li> <li>● Reread the article together.</li> <li>● Approaching one section at a time, model for students how you locate information in the first two paragraphs of the text and decide which question is being answered.</li> <li>● As a whole class, repeat the process with the next two paragraphs, asking students which question the information answers.</li> <li>● Place students in pairs or small groups to complete the organizer for Articles 1 through 7. Circulate to assist as they discuss the important information to record.</li> <li>● Whole group - Have students share out their responses first to one question and then the other.</li> <li>● Have students complete and exit slip - How will this activity help you write your report?</li> </ul>

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Standards:	
<p><b>SS.3.C.1.1</b> : Explain the purpose and need for government.</p> <p><b>SS.3.C.1.3</b> : Explain how government was established through a written Constitution.</p> <p><b>SS.3.C.3.4</b> : Recognize that the Constitution of the United States is the supreme law of the land.</p> <p><b>LAFS.3.RI.1.1</b> : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	
Additional Attachments:	
<p> <b>Understanding the Articles of the United States Constitution.docx</b></p> <p> <b>Graphic Oragnizer United States Constitution.docx</b></p> <p> <b>GO Sample Response.docx</b></p>	

40 mins	<p><b>CONTENT COMPREHENSION:</b> Ability to understand content essential to mastering the task</p>	<p><b>6. HOW GOVERNMENT GETS POWER: READING AND REASONING</b> How do the president, the Congress, the Florida legislature, or the governor gain their power?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• read about government, leaders, and voting</li> <li>• complete the graphic organizers</li> <li>• discuss voting scenarios with a partner and the class.</li> </ul>	<p>This lesson is attached under Teacher Resources and was developed by the <i>Florida Joint Center for Citizenship</i> and is used by the Miami-Dade public schools. You can find other wonderful resources at <a href="http://www.floridacitizen.org">www.floridacitizen.org</a></p> <p>In this lesson, students are asked to</p> <ol style="list-style-type: none"> <li>1. read about government, leaders, and voting</li> <li>2. complete some graphic organizers</li> <li>3. read three scenarios and tell who you agree with and state reasons why</li> </ol> <p>Background for students:</p> <p>One of the most important ideas in the U. S. government is that the government gets its power from the people. Citizens elect leaders to represent them and these leaders make the laws. The people elect the president of the U. S. who has the power to accept or veto the laws congress passes. Citizens make their views known in several ways.</p> <p>Today you will read about government, leaders, and voting and complete some graphic organizers. You will then read three scenarios about voting and tell why you agree or disagree with each scenario.</p>
	Standards:			
<p><b>SS.3.C.1.2</b> : Describe how government gains its power from the people.</p> <p><b>LAFS.3.RI.2.6</b> : Distinguish their own point of view from that of the author of a text.</p> <p><b>LAFS.3.W.1.1</b> : Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>LAFS.3.SL.1.2</b> : Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
Additional Attachments:				
<p> <b>SS.3.C.1.2 Government's Power from the People.docx</b></p>				

Standards:			
<p><b>SS.3.C.1.2</b> : Describe how government gains its power from the people.</p> <p><b>LAFS.3.RI.2.6</b> : Distinguish their own point of view from that of the author of a text.</p> <p><b>LAFS.3.W.1.1</b> : Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>LAFS.3.SL.1.2</b> : Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
Additional Attachments:			
<p> <b>SS.3.C.1.2 Government's Power from the People.docx</b></p>			

<b>Transition to Writing</b>				
30 mins	<p><b>IDENTIFYING SIGNIFICANT ELEMENTS:</b> Ability to</p>	<p><b>7.REFINING NOTES AND CITING EVIDENCE FOR THE TASK</b></p>	<p>Students meets expectations if they</p> <ul style="list-style-type: none"> <li>• participates with</li> </ul>	<p>1. Have students take out the Note Taking Guide and the graphic organizer on <i>Understanding the Articles of the Constitution</i>.</p>

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<p>identify elements essential to completing the task</p>	<p>With a partner, make sure you have complete notes for the task and cite evidence for each of your points.</p>	<p>a partner to produce notes for each of the three sections of the task</p> <ul style="list-style-type: none"> <li>● cite evidence from the readings for each section.</li> </ul>	<ol style="list-style-type: none"> <li>2. Have students work in groups to make sure they have notes in all both boxes and addressing the two parts of the teaching task.</li> <li>3. Have students check to make sure they have citations to either the article or the <i>We the Kids</i> book in each of the boxes.</li> <li>4. You may wish to use the attached Note Taking Guide that has space for an Introduction and Conclusion.</li> </ol>
<p>Standards:</p> <p><b>SS.3.C.1.1</b> : Explain the purpose and need for government.</p> <p><b>SS.3.C.1.3</b> : Explain how government was established through a written Constitution.</p> <p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>LAFS.3.SL.1.1</b> : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>			
<p>Additional Attachments:</p> <p> <b>3A Cornell NoteTaking Guid Intro Conc.docx</b></p>			

**Writing Process**

<p>30 mins</p>	<p><b>DEVELOPMENT OF THE INTRODUCTORY SENTENCE:</b> Ability to develop an introductory sentence that appropriately establishes the intent of the writing and engages the audience with the purpose of the writing.</p>	<p><b>8. WRITING WORKSHOP: CONTROLLING IDEA</b> Write a clear sentence that establishes the controlling idea, the purpose of your report, and engages the audience.</p>	<p>Meets expectation if the sentence follows the LDC rubric for controlling ideas.</p>	<p>Have students gather their notes about the U.S. Constitution from their reading.</p> <p>Review the task:</p> <p><i>After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution and the purpose of the Constitution. Support your response with evidence from the text/s.</i></p> <p>Essential elements of the workshop include:</p> <ul style="list-style-type: none"> <li>● Mini-lesson, here clarifying the task and helping students understand how to write a controlling idea. Give them some examples of controlling ideas that establish the purpose of the report and engage the reader.</li> <li>● Writing time for students</li> <li>● Writing conferences (conferences with students regarding their controlling ideas)</li> <li>● Sharing student writing. This may be in small groups or the entire class.</li> </ul>
<p>Standards:</p> <p><b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				
<p>30 mins</p>	<p><b>INCLUDING THE EVIDENCE AND ANALYSIS IN A FIRST DRAFT:</b> Ability</p>	<p><b>9. WRITING WORKSHOP: EVIDENCE AND ANALYSIS</b> Select evidence to include</p>	<p>Meets expectations according to the "development and organization"</p>	<p>Have students highlight evidence from their notes that they can use to develop their controlling idea.</p> <p>Essential elements of the workshop include:</p>

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	<p>to develop supporting sentences that identify relevant evidence from the readings and support the controlling idea</p>	<p>in your report from both the texts we have studied. Be sure to select evidence that supports your controlling idea.</p> <p>Write the first draft of your report.</p>	<p>element of the LDC writing rubric</p>	<ul style="list-style-type: none"> <li>● Mini-lesson, here on selection of supporting details that support the controlling idea and how to use evidence appropriately</li> <li>● Extended writing time for students to use to write the first draft of their essays</li> <li>● Writing conferences (conferences with students regarding their writing and specifically writing coherent sentences that contain evidence and support for the controlling idea)</li> <li>● Sharing student writing--in groups or whole class.</li> </ul>
<p>Standards:</p> <p><b>SS.3.C.1.1</b> : Explain the purpose and need for government.</p> <p><b>SS.3.C.1.3</b> : Explain how government was established through a written Constitution.</p> <p><b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>LAFS.3.W.1.2.A</b> : Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>LAFS.3.W.1.2.B</b> : Develop the topic with facts, definitions, and details.</p> <p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				
<p>30 mins</p>	<p><b>DEVELOPING THE CONCLUDING SENTENCE:</b> Ability to develop a sentence to draw a final conclusion related to the controlling idea.</p>	<p><b>10. WRITING WORKSHOP: CONCLUSIONS</b></p> <p>Conclude your report with a final sentence, related to the controlling idea, that closes out your thoughts and leaves the reader with something to think about.</p>	<p>Meets expectations according to the "Development and Organization" element(s) of the LDC writing rubric</p>	<p>Essential elements of this workshop include:</p> <ul style="list-style-type: none"> <li>● Mini-lesson, here modeling and analyzing examples of concluding sentences for students</li> <li>● Writing time for students to complete their conclusions</li> <li>● Writing conferences (conferences with students regarding their writing and specifically their concluding sentence)</li> <li>● Sharing student writing either in small groups or whole class</li> </ul>
<p>Standards:</p> <p><b>LAFS.3.W.1.2</b> : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>LAFS.3.W.1.2.D</b> : Provide a concluding statement or section.</p> <p><b>LAFS.3.W.2.4</b> : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				
<p>40 mins</p>	<p><b>FINAL DRAFT:</b> Ability to complete a written product ready for publication</p>	<p><b>11. REVISION, EDITING, AND FINAL DRAFT</b></p> <p>Carefully read the first draft of your report.</p> <p>Look for ideas that are not supported with evidence.</p> <p>Look for questions that are not answered or points that are confusing.</p> <p>Check for mistakes in spelling and grammar.</p> <p>Revise your work into a final draft and submit your report.</p>	<p>Meets expectations if meets expectations of the LDC module rubric. Students should be using the module rubric along with their teacher to assess their own writing.</p>	<p>Essential elements of this workshop include:</p> <ul style="list-style-type: none"> <li>● Mini-lesson, here on how to identify errors and revise writing</li> <li>● Extended revision time for students</li> <li>● Writing conferences. This would be a good time for students to exchange papers with their peers and have peers assess the report using the LDC rubric.</li> <li>● Sharing student writing in groups or whole class</li> </ul> <p>Have students submit the final draft of their report.</p>

Standards:

**SS.3.C.1.1** : Explain the purpose and need for government.

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

**SS.3.C.3.4** : Recognize that the Constitution of the United States is the supreme law of the land.

**LAFS.3.W.1.2** : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**LAFS.3.W.2.4** : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**LAFS.3.W.2.5** : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## ***Instructional Resources***

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided