



**Literacy Design
Collaborative**

4A. The Florida State Constitution: Structure, Function, and Purpose: District Field Test Version

by Daryl Saunders, Denise W. Crabtree, Lauren Pantoja, Autumn McKenzie, Judith L. Irvin, and Marilyn D. Kline

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 direction, guidance, and oversight for each module and the collection as a whole. If you have suggestions to

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improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module students will explore Florida's Constitution and how it establishes and protects the rights of the Citizens of Florida. They will explain how the Florida Constitution guides the structure, function, and purpose of the government.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading primary and secondary sources on Florida's state government, write an essay in which you explain how the Florida Constitution guides the structure, function, and purposes of the state government, and protects the rights of its citizens. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.4.C.1.1

Focus

Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

SS.4.C.3.1

Focus

Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

SS.4.C.3.2

Focus

Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

Florida Standards

LAFS.4.RI.1.2.

Focus

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.W.1.2.

Focus

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

LAFS.4.SL.1.1.

Focus

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Texts

-  [Florida's Government Handout 2.docx](#)
-  [County and City Government.docx](#)
-  [Florida's Government Handout 1.docx](#)
-  [Purpose of Florida's Constitution.docx](#)
-  [Preambles to Federal and State Constitutions.docx](#)
-  [Florida Constitutional Rights.docx](#)

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
C3 Core Idea Standard: SS.4.C.1.1	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

We, the People of the Territory of Florida, by our Delegates in Convention, assembled at the City of St. Joseph, on Monday the 3d day of December, A.D. 1838, and of the Independence of the United States the sixty-third year, having and claiming the right of admission into the Union, as one of the United States of America, consistent with the principles of the Federal Constitution, and by virtue of the Treaty of Amity, Settlement, and Limits between the United States of America and the King of Spain, ceding the Provinces of East and West Florida to the United States; in order to secure to ourselves and our posterity the enjoyment of all the rights of life, liberty, and property, and the pursuit of happiness, do mutually agree, each with the other, to form ourselves into a Free and Independent State, by the name of the State of Florida.

And with that declaration, Florida became a state. Since then Florida's Constitution has undergone many changes. As with our National Constitution, the intent of Florida's Constitution is to protect the rights of its citizens.

At every level, government must be fair and balanced. In this module we will discuss how the balance of power and other factors help keep our country strong and protect our rights. We will look at Florida's Constitution to analyze how it protects our rights as citizens. Then, to wrap things up, we will write an essay where we evaluate how all the features of government help us as Americans and as Floridians enjoy the freedoms of Democracy.

Extension

This module may be part of a larger study unit on Florida. Here are some websites that students can use to become acquainted with Tallahassee as the Capitol, Florida's symbols, and fun facts about Florida.

- <http://myfloridacapitol.com/virtual/quick/index.php>
- <http://myfloridacapitol.com/education/stfacts.php>
- <http://myfloridacapitol.com/education/symbols.php>
- <http://myfloridacapitol.com/kids/index.php>

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

NOTE-TAKING AND PARAPHRASING: Ability to select key information and rewrite in one's own words.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to reorganize and synthesize information learned throughout a unit of instruction.

Writing Process

COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. COMPARE/CONTRAST FEDERAL AND STATE PREAMBLES How does the Preamble to the U.S. Constitution compare to the Preamble to State Constitution of Florida?</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> completed the Venn diagram correctly by showing differences and similarities between the two Preambles. 	<p>Use slides 1-6 in the PowerPoint provided in the teacher resources.</p> <ol style="list-style-type: none"> Post or project a copy of the Preamble the U.S. Constitution and have students brainstorm what they remember about it. Explain that Florida also has a preamble to its constitution, and that they will be comparing the two. Pass out the Preamble Venn Diagram handout to students who will be working in pairs. <ul style="list-style-type: none"> Remind students of the purpose of this graphic organizer - to identify differences and similarities. Read both preambles and select a portion of the text (similarity) to model use of the Venn for students. Repeat the process as a class selecting a difference to ensure everyone understands the directions. Have students complete the organizer. Ask students to discuss with a partner why both the federal and state governments feel it is so important to insure domestic tranquility. This discussion will lead into the next activity.
<p>Standards:</p> <p>LAFS.4.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SS.4.C.1.1. : Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p>				
<p>Additional Attachments:</p> <p> Preamble Venn Diagram.docx</p> <p> Florida Constitution.pptx</p>				
30 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>2. IMPORTANCE OF A THE STATE CONSTITUTION OF FLORIDA Why is it important for Florida to have a State Constitution?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> complete a summary addressing the purpose of Florida's Constitution in relation to the state government and its 	<p>Use slides 1-6 in the PowerPoint provided in the teacher resources.</p> <ol style="list-style-type: none"> After passing out the Purpose of Florida's Constitution handout to student pairs, the teacher reads the preamble (next slide) aloud to students as they follow along, underlining phrases they think are important.

			<p>citizens' rights.</p>	<p>2. Teacher models examining a portion of the preamble and restating in his or her own words.</p> <ul style="list-style-type: none"> ● By choosing the phrase, "secure its benefits," the teacher models how to think through an analysis. For example, what word does the pronoun "its" refer back to? Locate the word "liberty" to which the pronoun "its" refers; have students explore the word "secure" from other, more familiar contexts; and model paraphrasing. We want to secure the benefits of liberty that our constitution gives us. Sample paraphrase – "Another way to say this is that we want to protect our freedom." Have students record, "protect our freedom" in the proper space on the handout. ● Repeat the process as a whole group with a different phrase from the handout. ● In pairs, students read the remaining original phrases and translations of the Florida Preamble, and then summarize the main idea in their own words. ● Students then respond in writing to the prompt, "Why is it important for Florida to have a State Constitution??"
<p>Standards:</p> <p>LAFS.4.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.4.RI.1.2. : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>SS.4.C.1.1. : Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Purpose of Florida's Constitution.docx 📄 Florida Constitution.pptx 📄 Purpose of Florida's Constitution Sample Responses.docx 				
<p>15 mins</p>	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>3. KNOW AND DO CHART Using the graphic organizer, circle words or phrases that describe what you need to know and box words or phrases that indicate what you need to do. Then summarize what you need to know and do in your own words in the boxes provided.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● complete the graphic organizer ● demonstrate an understanding of what they need to know and do to complete the task. 	<ul style="list-style-type: none"> ● Using the Know & Do handout, model how to break down and identify the key details in the task. <ul style="list-style-type: none"> ○ Read the prompt aloud. ○ Draw a circle around something you will need to know before you can respond to the task. Then transfer that to the appropriate box in the organizer. ○ As a class, identify something students will need to do to respond to the task, and transfer that to the appropriate box below. ○ Have students complete the Know

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				and Do Chart.
Standards:				
<p>LAFS.4.RI.1.2. : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>				
Additional Attachments:				
<p> Know & Do Chart.docx</p> <p> Know & Do Chart Sample Response.docx</p>				
15 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>4. RUBRIC ANALYSIS Circle words or phrases from the rubric that describe the elements of a successful essay. Discuss with your partner the areas that will be the most challenging for you.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> discuss key aspects of the rubric that will result in achieving the highest score on their essays. 	<ul style="list-style-type: none"> Provide students with the rubric that will be used to score their essays. (Some examples are included in Teacher Resources.) Have student focus on the descriptors for scoring a 4 (or the highest level) and circle what needs to be included in the essay to earn this score. <ul style="list-style-type: none"> Ask students to note any aspects of the rubric that aren't clear to them. Ask students to note any aspects of the rubric that may be particularly challenging for them. Have students discuss their findings with their partners. <ul style="list-style-type: none"> Can their partner clarify confusing parts? Does their partner have any suggestions for challenging parts? As groups share out whole class, note any common areas of challenge to address through focused mini-lessons.
	Standards:			
<p>LAFS.4.RI.1.2. : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>				
Additional Attachments:				
<p> Informational Rubric Grades 4-5.pdf</p> <p> StudentFriendlyELA TextBasedWritingRubric ForFloridaLAFS.pdf</p> <p> Kid Friendly Performance Task Expectations.docx</p>				
Reading Process				
30 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>5. VOCABULARY LOG In your notebook, list words and phrases essential to the texts. Record a definition in your own words and use the word correctly in a sentence. If necessary, use a dictionary, electronic dictionary, or other resource to find the correct meaning for your log.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> complete a Vocabulary Log containing challenging word or phrases, correct definitions, and sentences using the words correctly. 	<p>Have students reserve a section of their notebook for vocabulary. While they are reading, they are to record and define unfamiliar words using the context, a friend, or a dictionary.</p> <p>In addition, the teacher chooses a few vocabulary terms specific to civics as its addressed in this module, e.g., domestic tranquility, inalienable rights. (Domain-</p>

				<p>specific vocabulary is best learned when it becomes needed to understand content.) Consider limiting your list to no more than five truly essential words.</p> <p>For this brief list, use the strategies below as terms are encountered in students' readings. (A sample PowerPoint is attached.)</p> <p>Guided Practice</p> <p>Support interaction with the word with some or all of the strategies listed below. Any or all of these activities can be individual, small group, or whole group:</p> <ul style="list-style-type: none"> ● Provide an image, sound or video that represents the word ● Chose true or false statements about the word. Ask students to explain their choice. ● Ask students to choose a context that makes sense and explain their answer. ● Ask students to think of examples ● <i>Ask questions to categorize the word</i> <p>Independent Practice</p> <p>Lastly, ask students to define the word on their own and use it in writing. This might be challenging for students who speak English as a second language. You might ask these students to work in small groups, work with you in a small group, or work with you one-on-one.</p> <ol style="list-style-type: none"> 1. In your own words, what is _____? 2. Use the word in two or three complete sentences. <p>Reference</p> <p>Beck, I. L., McKeown, M. G., & Kucan, L. (2002). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: Guilford Press.</p>
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Standards:

- LAFS.4.L.3.4.A.** : Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- LAFS.4.RI.2.4** : Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Additional Attachments:

 **Vocabulary PPT Framework.pptx**

40 mins	<p>NOTE-TAKING AND PARAPHRASING: Ability to select key information and rewrite in one's own words.</p>	<p>6. FLORIDA'S CONSTITUTION: A SUMMARY OF THE STRUCTURE AND FUNCTION OF GOVERNMENT How does Florida's constitution</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● complete the organizer by taking 	<p>1. The Florida Constitution is linked to the white box on Slide 7 in the PowerPoint. Select it and scroll through the constitution to show the structure of the document.</p>
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		<p>explain the structure and function of state government? Using the two texts provided, complete the organizer on the structure and functions of Florida's government as it is explained in the Florida Constitution.</p>	<p>notes from each text on the structure and function of Florida's state government.</p>	<ol style="list-style-type: none"> 1. Discuss the text structure of The Florida Constitution with students, e.g., organized into "articles," section headings, subheadings, etc. 2. Pass out Florida's Government Handouts 1 and 2, and the graphic organizer for Structure and Function. Review the terms structure and function, linking them to examples that will be meaningful for the students. 3. Review the directions, then model by reading a portion of the text and identifying the branch of government. Locate information on structure and underline. Repeat for function with a circle. Demonstrate how you transfer your information to the graphic organizer to begin your note taking. 4. Have students work independently to read, underline, and circle. 5. Monitor as students share their annotating with a partner and collaborate on the process of taking notes using the graphic organizer. 6. Review notes as a class.
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Standards:

- LAFS.4.RI.3.9** : Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.4.RI.1.3** : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- SS.4.C.3.1** : Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
- SS.4.C.1.1** : Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Additional Attachments:

-  **Florida Constitution.pptx**
-  **Graphic Organizer for Structure and Function.docx**
-  **Florida's Government Handout 1.docx**
-  **Florida's Government Handout 2.docx**

40 mins	<p>NOTE-TAKING AND PARAPHRASING: Ability to select key information and rewrite in one's own words.</p>	<p>7. STRUCTURES AND FUNCTIONS OF LOCAL GOVERNMENT GRAPHIC ORGANIZER How do important local government responsibilities differ from the responsibilities of the state government?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> • complete graphic organizer identifying roles specific to local levels of government. • complete final response that summarizes the roles exclusive to local government. 	<p>Note: You may wish to insert some websites or other information on the local government where you live in this mini task.</p> <ol style="list-style-type: none"> 1. Provide students with the text and graphic organizer. 2. Read aloud the attached text about Florida's county, school district, and city government structures and functions. Discuss topic-specific and difficult vocabulary as you read. Ask them to focus on what role county, school district, and city governments play. 3. Have students re-read the text silently, and ask them to underline key
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				<p>details about the structure and to circle key details about local government functions.</p> <ol style="list-style-type: none"> After reading, break students into small groups. Ask them to share their key details, one at a time. As the students share, they should record the key detail in the column that correlates to each level of government. Continue until students have shared all their key details. Come back together as a group and ask students to share the key details to ensure students have the details they need. Working individually, have students complete the G.O. by summarizing the roles of local government.
<p>Standards:</p> <p>LAFS.4.SL.1.1.A. : Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LAFS.4.RI.1.2. : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>SS.4.C.3.2. : Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p>				
<p>Additional Attachments:</p> <p> County and City Government.docx</p> <p> FL Local Gov Graphic Organizer.docx</p>				
<p>1 hr and 30 mins</p>	<p>NOTE-TAKING AND PARAPHRASING: Ability to select key information and rewrite in one's own words.</p>	<p>8. RIGHTS OF CITIZENS POSTER PROJECT AND PRESENTATION What are some of the rights guaranteed to its citizens by Florida's Constitution? With your group, paraphrase a right from the Constitution and create a poster representing that right.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> complete a poster that includes the paraphrased right and illustrations that represent the right. explain the right shows an understanding. paraphrase rights using the Grid 	<p>Materials: "Rights and Responsibilities" article, poster paper, markers, defining the rights document</p> <ol style="list-style-type: none"> Ask the students to think about one right they have in school or at home. As a whole class, talk about a few of those rights. Then ask the students to think about rights that they have as a citizen. (Remind them that they have studied the U.S. Bill of Rights.) Using chart paper or the board, record and discuss their ideas. Give each student the Rights Paraphrasing Grid handout and a large piece paper or a poster board. Explain that they will be paraphrasing a right, or putting it into their own words, creating a poster to represent that right, and presenting to the class. Note: The handout has some of the rights from Florida's Constitution. You may wish to choose others. <ul style="list-style-type: none"> Divide the class into small groups and assign one right from the sheet to each group. Select one right and model the steps

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			<p>you would use to understand and rewrite it. (Draw attention to the vocabulary words that have been defined below each right.)</p> <ul style="list-style-type: none"> ● Monitor groups as they rewrite to offer additional support as needed. ● Instruct groups to include their paraphrased right with their illustrations on the poster. ● As each group shares their poster and explains the right to the class, other students are to complete their Paraphrasing Grid.
<p>Standards:</p> <p>LAFS.4.SL.1.2. : Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.4.RI.1.3. : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SS.4.C.1.1. : Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p>			
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📎 Florida Constitution.pptx 📎 Rights Possible Responses.docx 📎 Rights Paraphrasing Grid.docx 			

Transition to Writing

30 mins	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to reorganize and synthesize information learned throughout a unit of instruction.</p>	<p>9. GIVE ONE, GET ONE GRAPHIC ORGANIZER</p> <p>Share evidence that you have collected and collect new evidence from classmates to expand understanding and prepare for responding to the task.</p>	<p>Students complete the Give One, Get One graphic organizer with 3 pieces of information and add at least two additional pieces of information from a classmate.</p>	<p>This activity is appropriate after students have read a text with a particular purpose in mind. It could also be used to collect background information on a particular topic.</p> <ol style="list-style-type: none"> 1. Explain the expectations/purpose for the activity: you can build your knowledge around a topic by discussing it with others and building on each other's knowledge. 2. Give students the Give One, Get One graphic organizer. Review directions with students, then have them record their examples of evidence across the top row on page 2 of the GO in the boxes labeled Give One. 3. Next, have students take their graphic organizer and move around the classroom to share information one-on-one with a classmate. Have them use the boxes labeled Get One to record new evidence provided by a classmate. Instruct students to take turns with a classmate where one person shares a piece of information from a Give One box while the other student listens and records in a Get
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- One box. This may need to be modeled by a pair of students before the students do it.
4. Once everyone has had opportunity to Give and Get information from at least two classmates, have the whole class discuss the information listed.
 5. Remind students to add new information they hear during the class discussion to their Get One column. You can model this activity by generating your own Give One list and display it during the class discussion and then add something new to your own Get One column as students are sharing information.
 6. Encourage students to ask clarifying questions.
 7. Debrief. Ask students to reflect on how this activity helped them. Did any questions surface about information you were sharing? Did you have any disagreements about information/how did you resolve them? What was something that surprised you? Did you find this activity helpful/would you use it again?

Reference: Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. The Jossey-Bass Education Series. Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.

Standards:

LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LAFS.4.SL.1.1.D : Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LAFS.4.SL.1.1.B : Follow agreed-upon rules for discussions and carry out assigned roles.

SS.4.C.1.1 : Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Additional Attachments:

 [Give One Get One GO.docx](#)

Writing Process

40 mins

COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.

10. OPENING STATEMENT FOR ESSAY

Consider the notes you've taken and summarized from your reading. Write the first paragraph of an answer to the full prompt:

Meets Expectations:

- Initial paragraph is complete and contains a strong controlling idea.

- Pass out the first page of the Identify the Topic Sentence handout. Remind students that the topic sentence, or controlling idea, is not always the first sentence. Choose a paragraph and model for students the process of finding the controlling idea.

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		<p>After reading primary and secondary sources on Florida's state government, write an essay in which you explain how the Florida Constitution guides the structure, function, and purposes of the state government, and protects the rights of its citizens. Support your response with evidence from the texts.</p>		<ul style="list-style-type: none"> ● Have students work in pairs to identify the controlling idea for the remaining paragraphs. Then have them discuss what all the paragraphs have in common. ● Invite pairs to share out what they have discovered and use their findings to create a list of "to-dos" for the opening paragraph they write. ● Here is an example of things that could be in that checklist: <ul style="list-style-type: none"> ○ Introduction Paragraph... <ul style="list-style-type: none"> ■ ...grabs your attention ■ ...moves from general to specific ■ ...flows smoothly ■ ...provides necessary background info ■ ...addresses the audience ● Students then work individually to write opening paragraphs. Teacher circulates to answer questions. Given the checklist students create, have them swap paragraphs and "grade" each others' using the checklist.
<p>Standards:</p> <p>LAFS.4.W.1.2.A. : Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>LAFS.4.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> Identify the Topic Sentence Writing Worksheet.pdf</p>				
<p>30 mins</p>	<p>COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.</p>	<p>11. DEVELOPING BODY PARAGRAPHS GRAPHIC ORGANIZER</p> <p>Organize your thoughts for a solid body paragraph that includes evidence and clear explanations.</p>	<p>Students complete the GO with strong evidence and an explanation of how the evidence supports the topic.</p>	<p>This strategy will need to be modeled before students are expected to use it for the first time.</p> <ol style="list-style-type: none"> 1. Direct students to take out their introductory paragraphs which they will use to plan the contents for their body paragraphs. 2. TOPIC: Write a topic sentence referencing the first item from your introductory paragraph. 3. EVIDENCE: Provide one specific piece of evidence from the text to support your topic. Cite the evidence appropriately. Evidence should be introduced into the paragraph with a transition statement (For example, according to the text, etc.) 4. ANALYSIS: In your own words, explain why your chose this evidence. Why is the evidence important? How does it support your topic sentence? 5. EVIDENCE: Provide a second specific

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				<p>piece of evidence from the text to support your topic. Cite the evidence appropriately. Evidence should be introduced into the paragraph with a transition statement (For example, according to the text, in addition, etc.)</p> <p>6. ANALYSIS: In your own words, explain why you chose this evidence. Why is the evidence important? How does it support your topic sentence?</p> <p>7. TRANSITION: Sum up this paragraph and introduce your next topic (if applicable).</p>
<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.1.2.D. : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LAFS.4.W.1.2.C. : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>LAFS.4.W.1.2.B. : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>LAFS.4.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
<p>Additional Attachments:</p> <p> Body Paragraph Development.docx</p>				
1 hr	<p>COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.</p>	<p>12. WRITING EFFECTIVE CONCLUSIONS Draft a conclusion for your essay that emphasizes your controlling idea.</p>	<p>Meets expectations:</p> <ul style="list-style-type: none"> ● Student participates in discussion and partner work to identify strategies for writing effective conclusions. ● Student's conclusion includes a recap of the thesis. ● Student's conclusion includes at least one of the strategies for effective conclusions. ● Student provides feedback to a partner to identify if their thesis is recapped and any strategies used. 	<p>Part 1: Analyzing Conclusions in Models</p>
				<p>Display the following conclusion from the Structure of Local Governments handout for all students to see:</p> <p>In Florida, counties and cities are considered to have natural powers of their own, also known as Home Rule. Under Home Rule, they have the power to make decisions for themselves about what services to provide. Although counties and cities have some independence from the state, state laws always trump county laws.</p> <p>Read the conclusion out loud, and ask students to listen for how the author concludes his/her message to the reader. Tell them "we are looking for strategies the author used in concluding thoughts."</p> <p>With students' help, underline in the text specific language that portrays concluding thoughts communicated to the audience. Then, again with students help, create a list of what the author did to sum up the writing. Label the list "Strategies for Effective Conclusions" or something similar. (Additional sample conclusions are provided under Teacher Resources.)</p> <p>Ask students to work with a partner to</p>

identify what may be added to the list of characteristics of effective conclusions. Share with the class, adding to the class list.

Provide 3-4 other examples of just conclusions on a handout. Ask students to work with a small group to read each and identify other characteristics they wish to add to the list.

Example strategy list:

Strategies Author's Use to Writing Conclusions

- a short summary of the topic
- repeat of the thesis
- a call to action
- restatement of why the topic is so important or why the reader should be concerned
- A quote that reflects the big picture
- a thought provoking question to leave the reader to think about

Post the chart for students to reference.

Part 2: Drafting an Conclusion

Tell students "Now that you have seen several examples of conclusions, I'd like you try one of these strategies to draft an conclusion for your paper. Be sure to include clear emphasis of your controlling idea."

Allow time for students to draft, then ask them to share with a partner.

Have partners listen to recognize the thesis statement and strategies from our list used to build the conclusion.

Allow time for students to draft, then ask them to share with a partner. Provide the following directions:

- Author reads conclusion to his/her partner.
- Partner listens to recognize the thesis and strategies from our list used to build the conclusion.
- Partner tells the author what they think is the thesis and what they think the author wants to leave the reader thinking, pointing out the language in the conclusion that makes him/her draw that conclusion.
- Author confirms or clarifies and makes notes of any needed revision.
- Partner identifies any strategies used from our class list.
- Author confirms or clarifies.
- Authors makes notes of any needed revisions.

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				Switch roles and repeat.
	<p>Standards:</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.1.2.E : Provide a concluding statement or section related to the information or explanation presented.</p> <p>LAFS.4.W.1.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
	<p>Additional Attachments:</p> <p> Sample Conclusions.docx</p>			
1 hr and 30 mins	<p>COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.</p>	<p>13. WRITING AN INFORMATIVE/EXPLANATORY ESSAY</p> <p>Write an informative/explanatory essay in response to the task:</p> <p>After reading primary and secondary sources on Florida's state government, write an essay in which you explain how the Florida Constitution guides the structure, function, and purposes of the state government, and protects the rights of its citizens. Support your response with evidence from the texts.</p> <p>Use your notes to guide your work.</p>	<p>The student demonstrates proficiency based on the LDC Informational/Explanatory Rubric for Grade 2-5 Teaching Tasks or the Florida Writing Rubric.</p>	<ol style="list-style-type: none"> 1. Tell students to take out the notes they collected and drafts they have started during this module to prepare to write their informative/explanatory essay in response to the writing task using. 2. Have students turn to a partner and share two things they learned during this module that prepared them to write their paper. Allow a few students to share their responses. 3. Review the Informational/Explanatory Performance Task Expectations Kid Friendly Version with students. This document focuses on the criteria that meet expectations from the rubric. It also clearly explains what the student must do in each scoring element of the rubric to meet expectations. Review the criteria which meet expectations for each component with the students. 4. As students write independently, circulate and conference with students to support the writing process.
	<p>Standards:</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
	<p>Additional Attachments:</p> <p> Kid Friendly Performance Task Expectations.docx</p> <p> Kid Friendly Performance Task Expectations.docx</p> <p> Student Friendly ELAText-Based Writing Rubric For FloridaLAFS.pdf</p>			
45 mins	<p>COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.</p>	<p>14. SMALL PEER GROUP WORKSHOP</p> <p>Read a classmate's essay and offer at least three specific comments or suggestions to improve the writing.</p>	<p>Meets expectations if the feedback includes at least three specific comments or suggestions, and the comments provide useful and constructive feedback for the writer.</p>	<ol style="list-style-type: none"> 1. Discuss the Peer Group Workshop Handout with students. 2. Arrange students into groups of three to edit other students' essays. Allow 10 to 15 minutes per paper. 3. Directions for students: <ul style="list-style-type: none"> o Read your group member's essay

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				<p>and add comments, suggestions, and questions in the margins.</p> <ul style="list-style-type: none"> o Try to add <i>at least three comments</i> per page. Use What? When? Why? Where? Who? How? questions when you want the essay's writer to provide more details. o Also, attempt to point out awkward phrases, confusing ideas, or otherwise unclear passages as you mark the writer's rough draft. o Provide specific possibilities for revision to the essay's writer. Focus on <i>purpose, clarity, content, textual support, organization, and how well the essay addresses the task's prompt.</i> o Allow time for the authors to ask clarifying questions.
Standards:				
<p>LAFS.4.W.2.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>LAFS.4.W.2.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>				
Additional Attachments:				
<p> Peer Group Workshop - Student Handout</p>				
25 mins	<p>COMPLETION: Ability to meet expectations with the submission of the final writing product, an informative/explanatory essay.</p>	<p>15. FINAL DRAFT Combine your edits and revisions into a final draft.</p>	<p>The student demonstrates proficiency based on the LDC Informational/Explanatory Rubric for Grade 2-5 Teaching Tasks or the Florida Writing Rubric.</p>	<p>Help students organize their edit and revision notes prior to writing.</p> <p>Have students write and proofread their final draft.</p>
Standards:				
<p>LAFS.K12.W.2.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>LAFS.K12.W.2.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				

Instructional Resources

Teacher Resource

-  **Lesson 1 Know and Do Chart Teacher.pdf**
-  **StudentFriendlyELATextBasedWritingRubricForFloridaL.pdf**
-  **InformationalRubric4-5.pdf**
-  **Cornell NoteTaking Guide Being a citizen Teacher.docx**

 **The Purpose of State Government Sample Answers.docx**

 **The Structure and Function of Florida's Government possible responses.docx**

 **DiscussionTrackingChart.docx**

Student Handout

 **Lesson 1 Know and Do Chart Student.docx**

 **The Purpose of the State Gov The Preamble.docx**

 **Note-taking Grid.docx**

 **Defining the rights.docx**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- Florida's Government Handout 2.docx** : <https://s.ldc.org/u/45ess22qh5lu1qjyslvm3z0lj>
- County and City Government.docx** : <https://s.ldc.org/u/a81mgmf6hhecuhg02ukftb9dj>
- Florida's Government Handout 1.docx** : <https://s.ldc.org/u/8h2y80x7kr245o02p109j7fbn>
- Purpose of Florida's Constitution.docx** : <https://s.ldc.org/u/dimgx9g0vbf8e3van0oz63wtw>
- Preambles to Federal and State Constitutions.docx** :
<https://s.ldc.org/u/5hd3spt9c8kf78df90pp6ozgw>
- Florida Constitutional Rights.docx** : <https://s.ldc.org/u/7jswjlkavhhrwh1x6ort1vyx2>
- Lesson 1 Know and Do Chart Teacher.pdf** : <https://s.ldc.org/u/2ggrcwsn4lzf88mirdp2z207>
- StudentFriendlyELATextBasedWritingRubricForFloridaL.pdf** :
<https://s.ldc.org/u/ek3fdsbe85k99j0zfgedbkcwz>
- InformationalRubric4-5.pdf** : <https://s.ldc.org/u/3dy4dv7ysvxii2gegv56simpl>
- Lesson 1 Know and Do Chart Student.docx** : <https://s.ldc.org/u/46t107k3gghl51y0pk145vh75>
- Cornell NoteTaking Guide Being a citizen Teacher.docx** :
<https://s.ldc.org/u/21cyjr54p0o4edj27whxb2ffn>
- The Purpose of State Government Sample Answers.docx** :
<https://s.ldc.org/u/74yckj9cfz1qghep8ggrdml3o>
- The Purpose of the State Gov The Preamble.docx** : <https://s.ldc.org/u/8yazaj4cccpf05fyp9df7of1e>
- The Structure and Function of Florida's Government possible responses.docx** :
<https://s.ldc.org/u/decz0h1o1jwwjp2vn93r7h5w8>
- Note-taking Grid.docx** : <https://s.ldc.org/u/e7icydik70ehdyez67547kfcn>
- Defining the rights.docx** : <https://s.ldc.org/u/b63jb5o6h0m03lofkp5bfhbz8>
- DiscussionTrackingChart.docx** : <https://s.ldc.org/u/a6539rpaqr1111kxkk2lsiu9>