



**Literacy Design  
Collaborative**

# 5D. Basic Principles of the U. S. Constitution: Limiting Government: District Field-Test Version

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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 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** examines the basic principles of the United States constitution. “A Constitution is not the act of a Government, but of a people constituting a government, and a government without a constitution is a power without right.” (Thomas Paine, 1791)

Constitutional limits are based on the idea that the power of the law, the rules laid down by the people's representatives, is superior to the power of any individual or group. In his influential pamphlet *Common Sense*, Thomas Paine noted that in absolute monarchies, the king is the law, while in free self-governing communities, the law is king. The separation of powers by means of a constitution ensures that no individual is able to dominate the government and create his or her own law. The constitution and the laws that grow out of it are a framework that cannot be broken and applies to all citizens. Students will write a speech to explain how the ideas found in the Constitution and the Bill Rights place limits on American government. While only the written speech will be scored, students are encouraged to deliver the speech to a small group of students.

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GRADES

**5**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **12hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE3 - Informational or Explanatory

How does the Constitution limit the powers of the United States government? After reading primary source documents and informational texts on the Constitutional limits of governmental power, write a speech in which you explain how one principle found in the Constitution limits the powers of American government. Support your response with evidence from the text/s.

## Standards

### Social Studies Next Generation Sunshine State Standards

#### SS.5.C.3.1

Focus

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

#### SS.5.C.3.2

Focus

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

#### SS.5.C.3.3

Focus

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

#### SS.5.C.3.6

Focus

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

### Florida Standards

#### LAFS.5.RI.3.9.

Focus

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### LAFS.5.W.1.2.

Focus

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

#### LAFS.5.W.2.4.

Focus

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.)

## Texts

- 📄 **Schoolhouse Rock Preamble Lyrics.pdf**
- 🔗 **Schoolhouse Rock – Three Ring Government**
- 🔗 **Rule of Law (requires free registration)**
- 📄 **Popular Sovereignty Background.docx**
- 📄 **Letter from Mrs. E. Jackson.docx**
- 📄 **Petition to Congress Anthony Gage Stanton.docx**
- 🔗 **The Constitution Simplified**
- 📄 **The Constitution in Plain English.pdf**
- 🔗 **Three Branches of Government**
- 📄 **Close Reading Constitution.docx**
- 🔗 **Separation of Powers**
- 🔗 **Checks and Balances**
- 🔗 **U.S. v. Alvarez (Separation of Powers)**
- 🔗 **Popular Sovereignty**
- 🔗 **Selma's "Bloody Sunday" remembered**
- 🔗 **Schoolhouse Rock - Women's Suffrage movement**
- 📄 **Rule of Law pp 2-7.pdf**
- 🔗 **Facts of Congress - Federalism**
- 🔗 **Individual Rights**

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

|  | Emerging  | Approaches Expectations   | Meets Expectations   | Advanced  |
|--|---|---|--|---|
|  | 1   | 2   | 3  | 4   |
| <b>Topic / Main Idea</b>                                     | Introduces the topic and an unclear main idea.  | Introduces the topic and a <b>clear</b> main idea with an <b>inconsistent focus</b> on the main idea.   | Introduces the topic and a clear main idea with a <b>consistent focus</b> on the main idea.  | Introduces the topic and a clear and <b>specific</b> main idea with a consistent focus on the main idea.  |
| <b>Use of Sources</b>  | Includes <b>few</b> relevant details from sources.  | <b>Summarizes, paraphrases, or quotes relevant</b> details from sources with <b>minor inaccurate or incomplete elements</b> .<br>Includes a list of sources.  | Summarizes, paraphrases, or quotes relevant details from sources.<br>Includes a list of sources.   | Summarizes, paraphrases, or quotes <b>well-chosen</b> details from sources.<br>Includes a complete list of sources.   |
| <b>Development</b>   | Includes <b>minimal</b> facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.          | Includes <b>relevant</b> 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) <b>that help develop the main idea</b> .   | <b>Explains</b> facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.   |
| <b>Organization</b>  | 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, <b>with a clear beginning, middle and end</b> .<br><b>Uses transitions (e.g., another, for example, also, because) to connect information</b> . | Sequences sentences and groups related information <b>logically</b> in paragraphs or sections that introduce and develop the main idea, and provide a conclusion.<br>Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect <b>or compare</b> information. | Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a <b>unifying</b> conclusion.<br><b>Consistently and precisely</b> uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information |
| <b>Conventions</b>   | Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.<br>Language use is inappropriate | Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.<br>Uses language and domain-specific vocabulary <b>with minor errors</b> .                  | <b>Consistently applies</b> standard English conventions appropriate to the grade level. <b>Minor errors</b> , 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</b> . <b>Attempts to use untaught conventions, appropriate to grade level</b> .  |
| <b>C3 Core Idea</b><br><b>Standard:</b><br><b>SS.5.C.3.1</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***

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness” (*Declaration of Independence*, 1776)

The individual rights of life, liberty, and the pursuit of happiness are guaranteed. But how does the Constitution limit the power of American government to protect these rights? You will engage in a series of reading and writing tasks using primary source documents and informational texts to understand the ideas and concepts in our founding documents that guarantee and protect individual rights and limit the power of government.

Your job is to write a speech to explain how one of the following ideas limits the powers of our federal government as expressed in the Constitution and the Bill of Rights:

- separation of powers
- checks and balances
- popular sovereignty
- rule of law
- federalism
- individual rights

## ***Extension***

The written speech will be scored for this module. We highly encourage teachers to facilitate students' making the speech to a small group. In the delivery of the speech, students may opt to develop a visual aid to accompany their speech (such as poster, power point, or musical accompaniment).

## *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.

### ***Reading Process***

**SUMMARIZATION:** Ability to summarize text to capture main ideas and concepts in a usable format.

**APPLYING NEW KNOWLEDGE:** Apply knowledge learned in documents to basic principles of the Constitution.

**NOTETAKING:** Ability to read purposefully and select relevant information.

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

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING:** Ability to develop a line thought and text structure appropriate to an informational or explanatory task.

**DEVELOPMENT:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION:** Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage and tone as appropriate to audience and purpose, and to submit a final piece that meets expectations.

**EDITING:** Ability to proofread and format a piece to make it more effective.

**ORAL PRESENTATION:** Ability to deliver an oral presentation to a student audience.

## Section 3: What Instruction?

| PACING   | SKILL AND DEFINITION  | PRODUCT AND PROMPT   | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|--|---|--|---|--|
| <b>Preparing for the Task</b>  |   |  |   |  |
| 30 mins  | <p><b>TASK ENGAGEMENT:</b><br/>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p> | <p><b>1. ESSENTIAL CONCEPTS OF THE PREAMBLE: CLARIFYING DEFINITIONS</b><br/>Today you will define key terms from the Preamble to the Constitution. Be prepared to explain the evidence that helped you define each term.</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>watch the video on the Preamble</li> <li>share definitions with a partner</li> <li>write an exit slip explaining the purpose for writing the U. S. Constitution</li> </ul> | <ol style="list-style-type: none"> <li>Pass out the Essential Vocabulary for the Preamble card and a copy of the lyrics to students and explain that these vocabulary terms will be used in a video on the Preamble to the Constitution.</li> <li>Instruct students to try to define each concept as they watch the video. (Allow them to use the handout of the lyrics as a reference.)</li> <li>Have students share definitions and explanations with a shoulder partner and discuss how they determined the meaning of each term. Encourage them to adjust their definitions and explanations based on their discussions.</li> <li>Once students have had ample time to discuss with their partners, have students share their thinking on the vocabulary and solicit the reasoning/evidence from the text. During sharing out, use questioning to guide students toward the correct meanings of the essential concepts of the Preamble. Circulate and monitor as students finalize definitions to ensure that each student has the correct meaning for each term.</li> <li>Ask students to write an exit slip answering this question: What was the purpose for writing the U. S. Constitution?</li> </ol> <p><b>Note:</b> Students may have learned about the Preamble in a previous module or lesson. You can use this mini task to review the essential concepts of the Preamble or skip it and move directly to mini task 2.</p> |
| <p>Standards:</p> <p><b>LAFS.5.L.3.4.A.</b> : Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>LAFS.5.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 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>LAFS.5.RI.2.4.</b> : Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> |   |  |   |  |
| <p>Additional Attachments:</p> <p> <b>Essential Vocabulary Preamble.docx</b></p> <p> <b>Schoolhouse Rock Preamble Lyrics.pdf</b></p> <p> <b>The Preamble (Schoolhouse Rock)</b></p>   |   |  |   |  |
| 20 mins  | <p><b>TASK ENGAGEMENT:</b><br/>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and</p>           | <p><b>2. ACTIVATING BACKGROUND KNOWLEDGE ABOUT THE CONSTITUTION: BUILDING A CIRCLE MAP</b><br/>What do we know about</p>   | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>fully participate in the collaboration of the whole-class</li> </ul>   | <ol style="list-style-type: none"> <li>Create a large circle map with the word <b>Constitution</b> in the middle (see example). Under the word, have students write the definition of constitution.</li> <li>Divide students into groups of 3-4, and give each group a pack of sticky notes.</li> <li>Tell students that our Guiding Question for this</li> </ol>  |

|   |   |   |  |  |
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|   | <p>concerns.</p>  | <p>the Constitution?</p>  | <p>Circle map</p> <ul style="list-style-type: none"> <li>● create sticky notes</li> <li>● add to the discussion in their small group and/or with whole-class.</li> </ul>   | <p>activity is, <b>"What do we know about the Constitution?"</b></p> <ol style="list-style-type: none"> <li>4. Tell students that they will have 1 minute to think about this question independently to gather their thoughts, then 2 minutes to brainstorm and discuss the guiding question in their groups.</li> <li>5. After the time allotted, tell students they can only write one idea or thought on each of the sticky notes.</li> <li>6. Ask one student from each group to attach the sticky notes to the class Circle Map.</li> <li>7. Draw student attention to the frame of reference, and complete the Circle Map with these guiding questions:             <ul style="list-style-type: none"> <li>● How do you know this information? Use black marker</li> <li>● Why is this information important for us to know? Use red marker</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>● As a class, review the sticky notes on the class Circle Map.</li> <li>● Ask students to describe the purpose of a constitution and how it affects society in the United States.</li> <li>● Tell students that now that we have activated prior knowledge about the Constitution, it is time to dig deeper into this important document.</li> </ul> |
| <p>Standards:</p> <p><b>LAFS.5.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 5 topics and texts, building on others' ideas and expressing their own clearly.</p> |   |   |  |  |
| <p>Additional Attachments:</p> <p> <a href="#">Circle Map Guiding Questions_ and_ Frame_of_Reference.pdf</a></p>   |   |   |  |  |
| <p>30 mins</p>  | <p><b>TASK ENGAGEMENT:</b><br/>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p> | <p><b>3. PREVIEWING THE CONSTITUTION: IDENTIFYING FOUNDATIONAL PRINCIPLES</b><br/>Today you will review the U. S. Constitution and make some guesses about what the basic principles of this document mean.</p> | <p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>● review the Constitution and articulate some impression of the document</li> <li>● explain the purpose of the U. S. Constitution</li> <li>● indicate how well they know each basic principle</li> <li>● make a guess about what each principle means</li> </ul> | <p>The purpose of this mini task is to have students review the Constitution as a document. You can use one of two versions depending on the needs of your students. Also, appropriate text may be found in your textbook or other resources.</p> <ul style="list-style-type: none"> <li>● The Constitution (link provided)</li> <li>● The Constitution in Plain English (see attachment)</li> </ul> <ol style="list-style-type: none"> <li>1. Have students scan one of the three versions of the Constitution and share their initial impressions of the document.</li> <li>2. Ask students to re-state (from mini task 1) the purpose of the Constitution.</li> <li>3. Explain to students that the Constitution was founded on six basic principles. You may wish to put them on chart paper to jot notes as the module progresses. They are:             <ul style="list-style-type: none"> <li>● Separation of Powers</li> <li>● Checks and Balances</li> <li>● Popular Sovereignty</li> <li>● Rule of Law</li> </ul> </li> </ol>  |

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|--|---|--|--|---|
|  |   |  |  | <ul style="list-style-type: none"> <li>● Federalism</li> <li>● Individual Rights</li> <li>● Pass out <i>Basic Principles of the U. S. Constitution</i> and ask students to indicate how well they know each principle and to make a guess about what it means.</li> </ul>   |
| Standards:   |   |  |  |   |
| <p><b>LAFS.5.RI.2.6.</b> : Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>SS.5.C.3.2</b> : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p>  |   |  |  |   |
| Additional Attachments:  |   |  |  |   |
| <p> <a href="#">The Constitution Simplified</a></p> <p> <a href="#">The Constitution in Plain English.pdf</a></p> <p> <a href="#">Basic Principles of the Constitution.How Well I know.docx</a></p> <p> <a href="#">The Constitution</a></p> |   |  |  |   |
| 15 mins  | <p><b>TASK ANALYSIS:</b><br/>Ability to understand and explain the task's prompt.</p>                             | <p><b>4. ANALYZING THE TASK: CONSTRUCTING A BRACE MAP</b><br/>What steps will you need to take to successfully complete the task for this module? Carefully read the prompt and complete the Brace Map, putting the demands of the prompt in your own words.</p> | Students meet expectations if they successfully complete the Brace Map.  | <ol style="list-style-type: none"> <li>1. Provide a copy of the Brace Map Handout to each student, and read the task to them. (Note: The teaching task should be posted prominently in the classroom for the duration of the module.)</li> <li>2. Ask students to read over the task silently and use their reading strategies to help them make meaning of what they are reading (i.e. picturing in their minds what they are being asked, considering context clues).</li> <li>3. Using the Brace Map, model for students how to begin breaking the prompt into its parts by looking at the reading portion. (e.g., First, I'm going to need to read.) Involve the class by asking questions such as, "What will be the topic of your reading? and How will you capture important information?"</li> <li>4. Have students continue to break the rest of the prompt into its parts until they can explain in their own words what steps they will need to take to respond to this task.</li> </ol> |
| Standards:   |   |  |  |   |
| <p><b>LAFS.5.RF.4.4.</b> : Read with sufficient accuracy and fluency to support comprehension.</p>   |   |  |  |   |
| Additional Attachments:  |   |  |  |   |
| <p> <a href="#">Brace Map Template 2.png</a></p> <p> <a href="#">Brace Map Handout.docx</a></p>  |   |  |  |   |
| <b>Reading Process</b>   |   |  |  |   |
| 1 hr   | <p><b>SUMMARIZATION:</b><br/>Ability to summarize text to capture main ideas and concepts in a usable format.</p> | <p><b>5. THE ORGANIZATIONAL STRUCTURE OF THE FEDERAL GOVERNMENT:</b></p>   | Students meet expectations if their foldables are accurate and complete. | <ol style="list-style-type: none"> <li>1. Review the prompt with students and explain that they will be taking notes from a variety of sources to create a foldable on the organizational structure and powers of the federal government in the <i>Constitution</i>. (<b>Note:</b> If students need review of the three branches of</li> </ol>  |

|  |   |   |   |  |
|--|---|---|---|--|
|  |   | <p><b>CREATING A FOLDABLE</b></p> <p>Create a foldable on the organizational structure and powers of the federal government in the U.S. Constitution.</p> |   | <p>government, you may wish to use the links in <i>Congress For Kids</i> attached in the Teacher Resources.)</p> <ol style="list-style-type: none"> <li>Have students create a Layered Book foldable. (Link under Teacher Resources)</li> <li>The front page of the foldable will serve as a title page. Have students label the following 5 pages, in this order:             <ul style="list-style-type: none"> <li>Preamble</li> <li>Article I</li> <li>Article II</li> <li>Article III</li> <li>Amendments</li> </ul> </li> <li>Using the Preamble Document Analysis Sheet already completed earlier in this unit, have students take notes on the page labeled Preamble, to include important concepts and ideas from this part of the <i>Constitution</i>, for example the six purposes of the Constitution as set forth in the Preamble. Make sure students cite their source(s).</li> <li>Find an image of the United States Constitution and have students scan it to see what the original document looked like. Have students note the different parts of the Constitution.</li> <li>Using the document <i>The Constitution in Plain English</i>, have students skim the entire document and construct the foldable with the five parts of the Constitution.</li> <li>Bring students' attention to Article III about the Judicial system. Discuss different levels of courts (county, state, federal). Point out that the Supreme Court is the supreme law of the land and has made final decisions in several cases over the years.</li> </ol> |
| <p>Standards:</p> <p><b>LAFS.5.W.3.8.</b> : Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>LAFS.5.RI.1.1.</b> : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>SS.5.C.3.6</b> : Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.</p> <p><b>SS.5.C.3.1</b> : Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.</p> |   |   |   |  |
| <p>Additional Attachments:</p> <p> <b>Creating Foldables</b></p> <p> <b>Congress For Kids.3 branches of government.docx</b></p> <p> <b>constitution in plain english.pdf</b></p>  |   |   |   |  |
| <p>1 hr</p>  | <p><b>SUMMARIZATION:</b><br/>Ability to summarize text to capture main ideas and concepts in a usable format.</p> | <p><b>6. THE U.S. CONSTITUTION SEPARATION OF POWERS: EXAMINING ARTICLES 1, 2, AND 3 OF THE CONSTITUTION</b></p>   | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>explain the separation of</li> </ul> | <ol style="list-style-type: none"> <li>Post a copy of the final task for the next few activities. In addition, hand out <i>The Basic Principles of the U.S. Constitution: How Each Principle Limits the Power of Government</i>. This handout will be used in the next few mini-tasks to help students synthesize their thinking about each principle and</li> </ol>   |

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|  |  | <p>Using this excerpt from the <i>U.S. Constitution</i>, write a summary in your own words that explains how the <i>U.S. Constitution</i> established a separation of powers among the branches of the federal government. Be sure to use evidence from the text to support your writing.</p> | <p>powers and is supported by evidence from the text</p> <ul style="list-style-type: none"> <li>• fill one the first row of <i>The Basic Principles of the U.S. Constitution</i> about how the separation of power limits the power of the government</li> <li>• cite evidence from Articles 1, 2, or 3 of the Constitution</li> </ul> | <p>select one principle to write about for the final task.</p> <p>2. Have students watch a quick video on the Three Branches of Government (<a href="https://www.youtube.com/watch?v=oOS7RGpvNVs">https://www.youtube.com/watch?v=oOS7RGpvNVs</a>) to activate background knowledge and provide a frame of reference for the lesson.</p> <ul style="list-style-type: none"> <li>• While watching the video, have students write down any information that may help them answer the prompt.</li> <li>• Review the concepts of Separation of Powers.</li> <li>• Distribute the handout Close Reading Constitution that contains excerpts from Articles I, II, and III.</li> <li>• Read the text aloud as students follow along to model fluency.</li> <li>• Explain that after closely reading the excerpts, students will summarize how <i>U.S. Constitution</i> limits the powers of each branch of government to protect the rights of the people.</li> <li>• Ask students to re-read the text independently, annotating the text as they read. (possible coding: LP for legislative power, EP for executive power, and JP for judicial power)</li> <li>• Have students review and discuss the text with a partner, continuing to annotate as they work.</li> <li>• Have students complete their summaries at the bottom of the handout.</li> <li>• Have students fill out the Row 1 of the <i>Basic Principles</i> handout.</li> </ul> <p>Note: <i>The Constitution in Plain English</i> has been attached in the event that some readers are unable to read the original excerpts.</p> |
|--|--|---|--|---|

Standards:

**LAFS.5.W.3.9.** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**SS.5.C.3.2** : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

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

Additional Attachments:

 [Basic Principles of the Constitution.Limits.rev.docx](#)

 [Constitution in Plain English.pdf](#)

 [Close Reading Constitution.docx](#)

 [Three Branches of Government](#)

 [U.S. Constitution](#)

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| 45 mins | <p><b>APPLYING NEW KNOWLEDGE:</b> Apply knowledge learned in documents to basic principles of the Constitution.</p> | <p><b>7. CHECKS AND BALANCES: APPLYING KNOWLEDGE TO A COURT CASE</b></p> <p>Why is it beneficial to have each branch of government have a</p> | <p>Students meet expectations if they actively participate in all activities.</p> | <p><b>Background for Students</b></p> <p>In this module, you will read about the balance of power, participate in a group sorting of the roles and responsibilities of each branch of government, read about the U.S. v. Alvarez case, and write a brief explanation of how the 3 branches worked to protect our</p> |
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different job?

rights and still solve a problem in this case.

**Separation of Powers**

Before the activity, create sets of cards (one term per card) for the students to sort.

|                    |                  |                          |
|--------------------|------------------|--------------------------|
| Legislative Branch | Executive Branch | Judicial Branch          |
| Congress           | Legislator       | House of Representatives |
| Senate             | President        | Vice President           |
| Cabinet            | Supreme Court    | Justice                  |
| Enforces Laws      | Makes Laws       | Interprets Laws          |

1. Have students brainstorm a list of the different people in a school and their primary job duties (ex. Teacher, Principal, Cafeteria Worker, Custodian)
    - Describe how the different jobs work together to make the school successful. Explain that our government works the same way. The government is divided into three branches. Each branch has a specific job.
    - Have student read "Checks and Balances" (<https://bensguide.gpo.gov/j-check-balance>) and "The Separation of Powers" ([http://www.socialstudieshelp.com/USRA\\_Sep-of-Powers.htm](http://www.socialstudieshelp.com/USRA_Sep-of-Powers.htm)).
    - Put students in pairs or small groups with a set of cards. Instruct them to sort the cards. Match each branch of government with the people who work for that branch. Then match the branch with its primary responsibility.
    - Review the people and job for each branch of government. As an example of the separation of powers in action, have students read the synopsis of *U.S. v. Alvarez* (<https://bensguide.gpo.gov/j-check-balance>).
    - In their notebooks, have students respond to this question: How did the 3 branches work to protect our rights and still solve a problem in this case?
    - In pairs, have students discuss why it is beneficial to have each branch of government have a different job. Ask several students to share out. (Encourage students to use evidence from *U.S. v. Alvarez* in their discussions.)
    - Have students fill out row 2 of the *Basic Principles of the U.S. Constitution* handout.
- Modified from The Three Branches of Government, <https://kids.usa.gov/teachers/lesson-plans/government/3-branches/index.shtml>

Standards:

**LAFS.5.W.3.9.** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LAFS.5.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.

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

**SS.5.C.3.3** : Give examples of powers granted to the federal government and those reserved for the states.  
**SS.5.C.3.2** : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.  
**SS.5.C.3.1** : Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

Additional Attachments:

- **Basic Principles of the Constitution.Limits.rev.docx**
- 🔗 **US vs Alvarez**
- 🔗 **The Separation of Powers**
- 🔗 **Checks and Balances**

|                |   |   |  |  |
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| <p>50 mins</p> | <p><b>APPLYING NEW KNOWLEDGE:</b> Apply knowledge learned in documents to basic principles of the Constitution.</p> | <p><b>8. POPULAR SOVEREIGNTY: EXAMINING PRIMARY SOURCES</b><br/>                 How does the principle of popular sovereignty limit the power of government?</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● write a paragraph explaining that preventing certain people from voting undermines the principle of popular sovereignty. Their responses must include evidence from the videos and/or documents that demonstrate their historical importance.</li> <li>● fill in row 3 of the <i>Basic Principles</i> handout explaining how popular sovereignty limits the power of government.</li> </ul> | <p><b>Background for Students</b></p> <p>Today you will explain the historical importance of the primary source documents (from the National Woman Suffrage Association and Mrs. E. Jackson and the historical video footage) to the concept of popular sovereignty. You will annotate and take notes on the texts, and then write a paragraph or two explaining the importance of these documents to the concept of popular sovereignty. You will then summarize what you learned by explaining how the principle of popular sovereignty limits the power of government.</p> <ol style="list-style-type: none"> <li>1. Discuss multiple meanings of the word "popular" with students to validate their knowledge of the word and so that they understand the use of the word in this context - of the people. Other vocabulary to teach prior to viewings and readings: sovereignty, ratification, and suffrage.</li> <li>2. Guiding question: How do people hold the power in the United States?</li> </ol> <ul style="list-style-type: none"> <li>● Have students view a brief video on popular sovereignty (<a href="https://www.youtube.com/watch?v=UhcFgm4i8">https://www.youtube.com/watch?v=UhcFgm4i8</a>) to help them understand the concept. Discuss the guiding question whole group.</li> <li>● Follow up by having them read and discuss the Popular Sovereignty handout.</li> <li>● Guiding question: What challenges has the principle of popular sovereignty faced in the United States?</li> <li>● Show the Schoolhouse Rock video on Women's Suffrage (<a href="https://www.youtube.com/watch?v=pFOieRHRzh8">https://www.youtube.com/watch?v=pFOieRHRzh8</a>) Direct students to record evidence that might help them answer the guiding question while viewing.</li> <li>● Pass out copies of the Petition to Congress and read aloud. Have students reread and annotate to identify parts that will help them respond to the guiding question. Then have them share their annotations with a shoulder partner and add to their own if needed.</li> <li>● Show the Selma's "Bloody Sunday" Remembered (<a href="https://www.youtube.com/watch?v=00xojzOYdz8">https://www.youtube.com/watch?v=00xojzOYdz8</a>) and discuss the events of March 7, 1965. Direct students to record evidence that might help them answer the guiding question while viewing.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>● Pass out copies of the Letter from Mrs. E. Jackson and read aloud. (Make certain students connect the events from the video to her motivation for writing.) Have students reread and annotate to identify parts that will help them respond to the guiding question. Then have them share their annotations with a shoulder partner and add to their own if needed.</li> <li>● Using their notes and annotations, have students write a paragraph or two explaining the importance of these documents to the concept of popular sovereignty.</li> <li>● Have students fill out row 3 in their <i>Basic Principles</i> handout.</li> </ul> |
|--|--|--|--|

Standards:

**LAFS.5.W.3.9** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LAFS.5.W.1.2** : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**LAFS.5.RI.3.9** : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**SS.5.C.3.2** : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Additional Attachments:

 [Petition to Congress Anthony Gage Stanton.docx](#)

 [Popular Sovereignty Background.docx](#)

 [Letter from Mrs. E. Jackson.docx](#)

 [Selma's "Bloody Sunday" Remembered \(3 min 40 sec\)](#)

 [Schoolhouse Rock Women's Suffrage Movement \(3 min\)](#)

 [Popular Sovereignty \(1 min 14 sec\)](#)

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| 1 hr | <p><b>APPLYING NEW KNOWLEDGE:</b> Apply knowledge learned in documents to basic principles of the Constitution.</p> | <p><b>9. THE RULE OF LAW: IDENTIFYING SIX FACTORS</b><br/>What are the six factors that make up of the Rule of Law?</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>● demonstrate the ability to apply the six factors that make up the Rule of Law to the presented scenarios</li> <li>● fill in row 4 of the <i>Basic Principles</i> handout</li> </ul> | <p><b>Background for Students</b></p> <p>Today you will participate in the skits about the Rule of Law and complete the worksheet and graphic organizer identifying the six factors that make up the Rule of Law in the skits. You will then explain how the Rule of Law limits the power of government.</p> <p>This lesson is from the iCivics website (<a href="https://www.icivics.org/">https://www.icivics.org/</a>) that offers free resources for teaching. <b><u>Student handouts are embedded in the Teacher Resource Packet.</u></b></p> <ol style="list-style-type: none"> <li>1. Ask students to imagine what life would be like if there were nobody to enforce the laws. What might happen? Have each student think of at least one possibility, then call on students to share what they thought of.</li> <li>2. Explain that they will be learning about the six factors that make up the Rule of Law by performing and watching skits that show what might happen if there were NO Rule of Law.</li> <li>3. Group students together and assign each group a Skit Script. Let students choose their roles. (The number of roles in each skit varies, so check that before you form the groups.)</li> <li>4. Allow the groups to read and practice the skits for 10 minutes, then regroup the class and distribute a Skit Reinforcement Worksheet to each student.</li> </ol> |
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|  |   |   |  | <ul style="list-style-type: none"> <li>• After each skit, have students complete the corresponding activity on the Skit Reinforcement Worksheet. The idea is to have them identify the concepts illustrated by each skit.</li> <li>• Review the answers to the skit reinforcement activity before going on to the next skit.</li> <li>• Distribute a Graphic Organizer to each student. Explain that they will use the bold words on the Skit Reinforcement Worksheet to fill in the blanks on the Graphic Organizer.</li> <li>• REVIEW the answers to the Graphic Organizer.</li> <li>• Distribute the Review Worksheet and go through the directions for each activity.</li> <li>• Consider doing the “Rule of Law—Where Does It Come From?” activity together as a class.</li> <li>• Close by asking students to silently recall all six factors of the Rule of Law. Call on students until all six factors discussed in the lesson have been named.</li> <li>• Have students fill in row 4 of the <i>Basic Principles</i> handout.</li> </ul> |
| <p>Standards:</p> <p><b>LAFS.5.W.3.9.</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>LAFS.5.SL.1.2.</b> : Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>LAFS.5.RF.4.4.</b> : Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SS.5.C.3.2</b> : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> |   |   |  |   |
| <p>Additional Attachments:</p> <p> <a href="#">iCivics - free instructional resources</a></p> <p> <a href="#">Rule of Law Teacher Resource Packet.pdf</a></p>  |   |   |  |   |
| <p>40 mins</p>   | <p><b>NOTETAKING:</b> Ability to read purposefully and select relevant information.</p> | <p><b>10. FEDERALISM: A THREE COLUMN CHART SHOWING THE POWERS GIVEN TO STATE AND FEDERAL GOVERNMENTS</b></p> <p>How does the principle of Federalism limit the power of government?</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• successfully complete the 3-column chart</li> <li>• fill in row 5 of the <i>Basic Principles</i> handout</li> </ul> | <p><b>Background for Students</b></p> <p>Amendment 10 of the Bill of Rights was intended to ensure that the federal government never attained too much power. The amendment states that any power that is not given to the federal government is given to the people or the states. Our system of federalism means that under the U.S. Constitution, certain powers are granted exclusively to either the federal government or the state governments, while other powers are shared by both. For example, the federal government has the power to establish post offices, and the states have the power to hold elections. Both the federal and the state governments can collect taxes.</p> <p>Today you will use a three-column chart to identify the powers granted to federal government, those reserved for states, and those shared by both. You will then fill in row 5 of the <i>Basic Principles</i> handout explaining how the principle of Federalism limits the power of government.</p> <p><b>Instruction</b></p>                   |

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|  |  |  | <ol style="list-style-type: none"> <li>1. Show students the Federalism video which is just a short review of the concept of federalism.</li> <li>2. Review Section 8, 9, and 10 of Article I of the Constitution (see <i>The Constitution in Plain English</i>). Have students brainstorm why it is necessary to spell out what powers are reserved for the federal government and which powers can be given to states.</li> <li>3. Discuss the concept of federalism with students and have them brainstorm a list of governmental powers. (<b>Note:</b> Your textbook may have a section on federalism you may wish to use.)</li> <li>4. Give students the Federal and State Power Handout. Read the 10th amendment and discuss what that means for citizens of the U.S.</li> <li>5. Have students construct a 3-column chart to record which powers are given to the federal government, which would be reserved for states, and which are shared by both. Have students compare answers in groups and then check as a whole class. They are to use previously read text (Constitution, Bill of Rights, textbook, etc.) to help them respond.</li> <li>6. Students then fill out row 5 of the <i>Basic Principles</i> handout explaining how Federalism limits the power of the government.</li> </ol> |
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Standards:

**LAFS.5.W.3.9.** : Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LAFS.5.SL.1.1.D.** : Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**LAFS.5.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.

**SS.5.C.3.3.** : Give examples of powers granted to the federal government and those reserved for the states.

Additional Attachments:

 [Basic Principles of the Constitution Limits.docx](#)

 [The Constitution in Plain English.pdf](#)

 [Federal & State Power Student.docx](#)

 [Federal & State Power Answer Key.docx](#)

 [Tenth\\_Amendment .docx](#)

 [Federalism Video](#)

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| 30 mins | <p><b>NOTETAKING:</b> Ability to read purposefully and select relevant information.</p> | <p><b>11. INDIVIDUAL RIGHTS: APPLYING THE PRINCIPLE</b><br/>How do individual rights limit the power of government?</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> <li>• view the video</li> <li>• fill out row 6 of the <i>Basic Principles</i> handout correctly</li> </ul> | <p>The topic of Individual Rights is covered extensively in Module 5C: The Bill of Rights. Individual Rights, however, are one of the basic principles of the U. S. Constitution. In this mini task, students examine the overall concept and apply this understanding to how individual rights limits the powers of government.</p> <ol style="list-style-type: none"> <li>1. Show students the uTube Individual Rights (link in Teacher Resources) twice. The first time, students understand the concept. The second time you may wish to stop the video and assist students in filling out row 6 in the <i>Basic Principles</i> handout.</li> <li>2. Have students fill out row 6 of the handout explaining how the principle of individual rights limits</li> </ol> |
|---------|---|---|---|--|

5D. Basic Principles of the U. S. Constitution: Limiting Government: District Field-Test Version

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|   |  |  |  | the power of government. |
| Standards:  |  |  |  |                          |
| <p><b>LAFS.5.W.3.9.</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SS.5.C.3.2</b> : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> |  |  |  |                          |
| Additional Attachments:   |  |  |  |                          |
| <p> <b>Basic Principles of the Constitution.Limits.rev.docx</b></p> <p> <b>Individual Rights</b></p>  |  |  |  |                          |

**Transition to Writing**

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| 20 mins  | <p><b>PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.</p> | <p><b>12. NARROWING THE TOPIC</b><br/>Review the basic principles of the Constitution which limit the power of American government using the <i>Basic Principles</i> handout you have been using. Select one principle that you feel strongly about for your speech.</p> | <p>Students meet expectations if they select an appropriate principle to focus on in their speech.</p> | <p>1. Begin by presenting this statement to students.</p> <ul style="list-style-type: none"> <li>In his influential pamphlet <i>Common Sense</i>, Thomas Paine noted that "In America THE LAW IS KING. For as in absolute governments the King is law, so in free countries the law ought to be King."</li> <li>As a class, discuss what Paine meant by this. (For example, the separation of powers by means of a constitution ensures that no individual is able to dominate the government and create his or her own law. The constitution and the laws that grow out of it apply to all citizens.)</li> <li>Think-Pair-Share strategy:</li> <li>Using the <i>Basic Principles of the U.S. Constitution</i> handout, have students review the principles of Separation of Powers, Checks and Balances, Popular Sovereignty, Rule of Law, Individual Rights, and Federalism, and the evidence they've collected for each principle.</li> <li>How do these terms relate to Thomas Paine's statement? Students do this first by themselves, then with a partner, then by sharing their answers with a group or the entire class.</li> <li>Have students select one principle for the topic of their speech.</li> </ul> |
| Standards:   |  |  |  |  |
| <p><b>LAFS.5.SL.1.1.B.</b> : Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>LAFS.5.RI.3.9</b> : Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> |  |  |  |  |

**Writing Process**

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| 1 hr | <p><b>PLANNING:</b> Ability to develop a line thought and text structure appropriate to an informational or explanatory task.</p> | <p><b>13. PLANNING</b><br/>Map out a plan for your speech.</p> | <p>Students meet expectation by the creation of a Tree Map outlining the main idea and details for their speech.</p> | <p>1. Ask students to define how speakers "hook" readers to grab their attention.</p> <p>2. Watch the YouTube video on "How to Start Your Speech"</p> <ul style="list-style-type: none"> <li>After viewing, make a list on the board of ways to open a speech which could include asking a question, telling a story, giving an example, or presenting a problem.</li> <li>Ask them to choose one suggestion from the board to "hook" their audience at the beginning of their</li> </ul> |
|------|---|--|--|---|

5D. Basic Principles of the U. S. Constitution: Limiting Government: District Field-Test Version

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|  |   |  |   | <p>speech.</p> <ul style="list-style-type: none"> <li>● Have students work individually to brainstorm ideas for their hooks.</li> <li>● Have students create a Tree Map (or similar graphic organizer) to capture the main ideas and textual evidence they will write about.</li> </ul>   |
| <p>Standards:</p> <p><b>LAFS.5.W.1.2.A.</b> : Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>   |   |  |   |   |
| <p>Additional Attachments:</p> <p> <b>Tree Map.docx</b></p> <p> <b>Various Graphic Organizers for Writing</b></p> <p> <b>How To Start Your Speech (YouTube)</b></p>   |   |  |   |   |
| 30 mins  | <p><b>DEVELOPMENT:</b><br/>Ability to construct an initial draft with an emerging line of thought and structure.</p>  | <p><b>14. FIRST DRAFT</b><br/>Complete the rough draft handout and write the rough draft of your speech.</p>   | <p>Students meet expectations if they complete the rough draft handout and write the rough draft of their speech.</p> | <ol style="list-style-type: none"> <li>1. Provide students with the Rough Draft handout. Explain that this is a guide that will help them further organize and develop their ideas.</li> <li>2. As students work to complete the handout and write their drafts, circulate and conference briefly to help students craft their speeches.</li> </ol>   |
| <p>Standards:</p> <p><b>LAFS.5.W.1.2.B.</b> : Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>LAFS.5.W.2.4</b> : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>SS.5.C.3.2</b> : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> |   |  |   |   |
| <p>Additional Attachments:</p> <p> <b>Rough Draft.docx</b></p>  |   |  |   |   |
| 1 hr   | <p><b>REVISION:</b> Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage and tone as appropriate to audience and purpose, and to submit a final piece that meets expectations.</p> | <p><b>15. REVISED DRAFT</b><br/>With your writing partner, decide whether anything needs to be added, rearranged, removed, or replaced in your speech. Then revise your draft.</p> | <p>Students meet expectations if they make note of suggestions and complete a revised draft.</p>                      | <ol style="list-style-type: none"> <li>1. Have students work with a writing partner for a second opinion using the ARRR approach: <ul style="list-style-type: none"> <li>● <b>Add:</b> What else does my audience need to know that I should add to my speech?</li> <li>● <b>Rearrange:</b> Consider the flow, pacing and sequencing of the speech. Is there a clearer way to present my evidence?</li> <li>● <b>Remove:</b> Is there extra information that doesn't quite address the focus of my speech?</li> <li>● <b>Replace:</b> How well did I explain why my evidence is important? Is there something I should rewrite and replace?</li> </ul> </li> <li>● Students record suggestions from their partners and make appropriate revisions to improve their speeches.</li> </ol> |
| <p>Standards:</p> <p><b>LAFS.5.W.2.5.</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>   |   |  |   |   |

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|         | <p><b>LAFS.5.W.2.4</b> : 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><b>SS.5.C.3.2</b> : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.</p> |   |   |  |
| 30 mins | <p><b>EDITING:</b> Ability to proofread and format a piece to make it more effective.</p>   | <p><b>16. PEER EDITING</b><br/>Today you will consider feedback from your peers so that you can prepare your final draft of your speech.</p>                        | <p>Meets Expectations if Student:</p> <ul style="list-style-type: none"> <li>Provides specific examples that will improve their peers' writing.</li> <li>Offers feedback to their peers that is respectful.</li> <li>Reflects on the feedback received to their own paper for final draft.</li> </ul> | <p>1. Assign students to pairs or small groups and provide a copy of the Proofreading Symbols handout.</p> <ul style="list-style-type: none"> <li>Students will pass their papers to each of their group members until each student has reviewed all the group's papers.</li> <li>Remind students that problems with grammar, spelling, and punctuation can result in a lack of clarity in their writing.</li> </ul>   |
|         | <p>Standards:</p> <p><b>LAFS.5.L.1.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>LAFS.5.L.1.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>LAFS.5.W.2.5</b> : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>   |   |   |  |
|         | <p>Additional Attachments:</p> <p> <b>Proofreading Symbols.pdf</b></p>   |   |   |  |
| 50 mins | <p><b>ORAL PRESENTATION:</b><br/>Ability to deliver an oral presentation to a student audience.</p>   | <p><b>17. PREPARING THE FINAL DRAFT OF THE SPEECH</b><br/>Today you will prepare your final speech. This product will be scored using the rubric in the module.</p> | <p>Students meet expectations if they produce a final speech.</p>   | <p>Give students time to write their final speech incorporating suggestions for revision.</p> <p><b>Note to teacher:</b> Only the written part of the speech should be graded, but students should be given an opportunity to actually deliver their speech.</p> <ol style="list-style-type: none"> <li>Provide students with the speech rubric and establish time limits for delivery.</li> <li>As students get into pairs, explain that this is the time for them to practice delivering their speech and getting feedback that will help them improve that delivery. <ul style="list-style-type: none"> <li>The listener uses the rubric to guide feedback that will help his/her partner be successful.</li> <li>Based on the feedback received, the speaker practices improving on areas identified by his/her partner.</li> <li>After 15 minutes, the partners switch roles.</li> </ul> </li> <li>Have students deliver their final speeches to a small group of students. Rotate through groups, assessing results.</li> <li>If there is time, have selected students deliver their speeches to the whole class.</li> </ol> |

Standards:

**LAFS.5.SL.2.4.** : Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SS.5.C.3.2** : Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Additional Attachments:

 **Speech Rubric.doc**

## ***Instructional Resources***

No resources specified

## *Section 4: What Results?*

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

No resources specified

### ***Teacher Reflection***

Not provided

## All Attachments

- 📄 Schoolhouse Rock Preamble Lyrics.pdf : <https://s.Idc.org/u/d77m7owywxq2dt55tq6pb4pe>
- 🔗 Schoolhouse Rock – Three Ring Government : <https://s.Idc.org/u/e8uyu48gb4iym8tstsmllbf11>
- 🔗 Rule of Law (requires free registration) : <https://s.Idc.org/u/3vn0z5l9rtrjrlni0l6gpcddj>
- 📄 Popular Sovereignty Background.docx : <https://s.Idc.org/u/ctg2c0orcpy0ypbgarryxxvmm>
- 📄 Letter from Mrs. E. Jackson.docx : <https://s.Idc.org/u/74r1fa8u9bw8memmn9ipfvw7f>
- 📄 Petition to Congress Anthony Gage Stanton.docx : <https://s.Idc.org/u/3voye40q5s6k38ept9hgjohb7>
- 🔗 The Constitution Simplified : <https://s.Idc.org/u/2y4vcrys6y0548t7xxdzjqni>
- 📄 The Constitution in Plain English.pdf : <https://s.Idc.org/u/a3r7lqrig9q6t3k9ozm7ffgz7b>
- 🔗 Three Branches of Government : <https://s.Idc.org/u/aopxhoi1gz8k2n2bxh00mv1mf>
- 📄 Close Reading Constitution.docx : <https://s.Idc.org/u/6dsni2pa4kf9ivwompk2behj0>
- 🔗 Separation of Powers : <https://s.Idc.org/u/1vjofsunjsdmh4kg53d303jnn>
- 🔗 Checks and Balances : <https://s.Idc.org/u/8dluedoit476kfixuy4bi9r7k>
- 🔗 U.S. v. Alvarez (Separation of Powers) : <https://s.Idc.org/u/8rrqri5mgsh3vn9jtq5q5rbne>
- 🔗 Popular Sovereignty : <https://s.Idc.org/u/d42cs89v8z7w8xalc90gn2swy>
- 🔗 Selma's "Bloody Sunday" remembered : <https://s.Idc.org/u/8ba3ej8h187qgaa2ewgb1kgyl>
- 🔗 Schoolhouse Rock - Women's Suffrage movement : <https://s.Idc.org/u/1a8bn7u16zpsvmhqyqhoz8ih5>
- 📄 Rule of Law pp 2-7.pdf : <https://s.Idc.org/u/ehb62oyinory1gnxu5p9hhkig>
- 🔗 Facts of Congress - Federalism : <https://s.Idc.org/u/6u8adf46p048phfo00dei8n8e>
- 🔗 Individual Rights : <https://s.Idc.org/u/3usjykyjibbqnpiv2ix0yf70>