

The Constitution: Putting the Pieces Together

Grade Level: Fourth Grade

Written by: Paula McCain, Michelle Albrecht, Becca Daley, Barbara Loomis, Silvia Frost
Hardy Oak Elementary School, San Antonio, TX

Length of Unit: Nine lessons

I. ABSTRACT

This is a fourth grade unit written to help students develop a better understanding of the purpose of the Constitution and the establishment of a federal government. Students put together puzzle pieces that represent the fundamental concepts of this unique document in order to understand the beliefs and values that guided the overall plan of our government. A special focus on a variety of assessments and multi-sensory strategies is included.

II. OVERVIEW

- A. Concept Objectives (List the same ones used within the individual lessons.)
 - 1. The student understands important ideas in historic documents. (TEKS-SS 4.16)
 - 2. The student understands how people organize government. (TEKS-SS 4.15)
 - 3. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
- B. Content from the *Core Knowledge Sequence*
 - 1. Making a Constitutional Government p. 95
 - a. Main ideas behind the Declaration of Independence
 - b. Making a New Government: From the Declaration to the Constitution
 - c. The Constitution of the United States
- C. Skill Objectives
 - 1. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS-SS 4.22A)
 - 2. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - 3. The student identifies different points of view about an issue or topic (TEKS-SS 4.22D).
 - 4. The student comprehends selections using a variety of strategies by establishing and adjusting purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (TEKS-LA 4.10B).
 - 5. The student comprehends selections using a variety of strategies to determine a text's main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
 - 6. The student comprehends selections using a variety of strategies to draw inferences such as conclusion or generalizations and support them with text evidence and experience (TEKS-LA 4.10H).
 - 7. The student identifies the elements of frame of reference that influenced the participants in an event (TEKS-SS 4.22E).
 - 8. The student uses presentation software to communicate with specific audiences (TEKS-TECH 11B).

9. The student identifies the purposes and explains the importance of the Declaration of Independence and the U.S. Constitution (TEKS-SS 4.16A).
10. The student identifies and explains the basic functions of the three branches of federal government (TEKS-SS 4.16B).

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Pearson Learning Group. *Pearson Learning Core Knowledge: History and Geography*. Parsippany. New Jersey: Pearson Education, Inc., 2002 0-7690-5025-5
 2. Weston, Beth. *“Cobblestone: Our Bill of Rights” Volume 12 Number 9*. Peterborough, New Hampshire: Cobblestone Publications Inc., September 1991. ISSN# 0199-5197.
 3. Hirsch, E.D. *What Your Fourth Grader Needs to Know*. New York: Doubleday Dell Publications Group, Inc., 1992. 0-385-31260-1.
- B. For Students (Identify topics introduced in previous units or grade levels that provide students with necessary prior knowledge.)
 1. Middle Ages (monarchy, Magna Carta, Feudalism)
 2. American Revolution

IV. RESOURCES

1. Campagna Ph.D, Daniel. *Democracy, Law, and Justice*. U.S.A.: Mark Twain Media Inc., 1996. 1-58037-006-3.
2. Sammis, Kathy. *Focus on U.S. History: The Era of Revolution and Nation-Forming*. Portland, Maine: J. Weston Walch Publisher, 1997. 0-8251-3336-X
3. Shh. . . We’re Writing the Constitution

V. LESSONS

Lesson One: Monarchy vs. Democracy

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student understands how people organize government. (TEKS-SS 4.15)
 2. Lesson Content
 - a. Definition of “republican” government: republican = government by elected representatives of the people
 3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS-SS 4.22A)
 - b. The student identifies different points of view about an issue or topic (TEKS-SS 4.22D).
- B. *Materials*
 1. Four different 24 piece puzzles (have larger pieces) and 4 baggies. Mix up 2 puzzles by putting half the puzzle pieces of each in one bag. Do the same thing with the remaining 2 puzzles so that you have 4 puzzles that do not match.

2. Four Notepads
 3. Create a Venn-diagram for students (monarchy/democracy/both)
 3. Democracy Handout – page 1 of *Democracy, Law and Justice*
 4. Puzzle Piece One (Democracy) – See Appendix A for template and instructions
 5. 5. copies of Appendix B: Unit vocabulary for each student
 6. Braded folder for each student
 7. Large plastic baggie for each student (for student puzzle pieces)
- C. *Key Vocabulary*
1. monarchy – a government run by one ruler, usually a king or queen, who reigns for life and by heredity
 2. democracy – government by the people, exercised either directly or through representatives
 3. Republic – A nation whose head of state is not a monarch, and in modern times is usually a President
 4. Democratic Republic – a government in which citizens elect representatives to run the government
- D. *Procedures/Activities*
1. Divide students into four groups and pass out bags of puzzle pieces.
 2. Tell students to put together the puzzles and that they may not talk as they work.
 3. As students realize that their puzzles will not fit together, stop them and give each group a notepad. Tell them that the objective of this activity is for each group to complete one puzzle and that they may communicate only in writing!
 4. They should be allowed to walk around the room and discover which group has the other half of their puzzle pieces and come up with a plan which allows each group to be able to complete one puzzle.
 5. After the four puzzles are completed, explain to the students that we are going to be studying the United States Constitution and all the “pieces” that were used to make it a living document.
 6. Explain: Today we want to compare a monarchy versus a democracy. Discuss key vocabulary and point out to students that when they first started working to complete their puzzles that the teacher was the only one in the room with any “power” representing a monarchy. Only when students were allowed to communicate with each other were “the people” given any “power” representing a democracy.
 7. Pass out the Venn diagram to students.
 8. Brainstorm with students what they already know about a monarchy (from Middle Ages study) form of government and help them fill out the Venn diagram.
 9. Now pass out the “Democracy” handout with students and have them read it with a partner.
 10. Discuss the differences in the two types of government. Students will fill out the Democracy side of the Venn diagram.
 11. Now have students brainstorm in their groups how the two types of governments are alike and fill in the center.
 12. Explain to the students that the United States is a Democratic Republic where citizens elect representatives to run the government.

13. Pass out puzzle piece one and Appendix B: Unit vocabulary to each student. Review definitions of Democratic Republic, monarchy, and democracy.
- E. *Assessment/Evaluation*
1. Students complete Venn-diagram comparing Monarchy and Democracy. Students must list 4 characteristics of a monarchy (from class discussion), 4 characteristics of a democracy (information gathered from page 1 of *Democracy, Law, and Justice*), and 4 overlapping characteristics. Each of the characteristics are worth 8 points (assignment is worth 96 points total).

Lesson Two: Declaration of Independence

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands important ideas in historic documents.
 2. Lesson Content
 - a. Main Ideas Behind the Declaration of Independence
 3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS-SS 4.22A)
 - b. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - c. The student comprehends selections using a variety of strategies by establishing and adjusting purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (TEKS-LA 4.10B).
 - d. The student comprehends selections using a variety of strategies to determine a text’s main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
 - e. The student identifies the purposes and explains the importance of the Declaration of Independence and the U.S. Constitution (TEKS-SS 4.16A).
- B. *Materials*
1. 4 large poster board squares
 2. resource materials regarding the Declaration of Independence such as books, dictionaries, internet access, etc.
 3. pencils/colored pencils/or crayons
 4. Copy of The Declaration of Independence: A Transcription for each student. See website:
http://www.archives.gov/exhibit_hall/charters_of_freedom/declaration/declaration_transcription.html
 5. Appendix C: Mapping out the Declaration
 6. Appendix D: Understanding the Fine Print
 7. Puzzle piece 2: The Declaration of Independence
- C. *Key Vocabulary*
1. Equal – balanced, uniform, same
 2. Unalienable – to have natural rights.

3. Pursuit – an effort to secure or attain.
4. Institute – establish or organize.

D. *Procedures/Activities*

1. Divide class into four groups of students. Assign each group one of the following phrases: “All men are created equal,” “unalienable rights,” “Life, liberty, and the pursuit of happiness,” and “right of the people. . .to institute a new government.”
2. Each group brainstorms what they think the assigned phrase means (they may use dictionaries, books, internet, etc. as resources).
3. Teacher discusses ideas with each group as they work in order to be sure that they understand what the phrase actually means.
4. Teacher distributes one piece of poster board to each team and instructs one member to write his/her group’s assigned phrase and definition on the top of the poster.
5. Each person in the group will generate one illustration displaying how the assigned phrase is apparent in his/her own life. For example, a student may draw a picture of himself smiling as he rides his bicycle in order to demonstrate his understanding of the phrase “Life, liberty, and the pursuit of happiness.” At the end of this activity, each poster will show 4-5 different ways the phrases are important in our lives today.
6. Students present their posters to class and display them on classroom walls.
7. Teacher explains that these 4 phrases are the ideas that sparked the writing of the Declaration of Independence.
8. Teacher shows class a copy of The Declaration of Independence and explains that this document is one that preserves freedoms (students should remember background information about The Declaration from their study of the American Revolution). Teacher introduces the three important ideas maintained in The Declaration of Independence: 1)The main purpose of the government is to protect human rights. 2) Governments get their power from the consent of people. 3) When a government fails to protect the rights or takes them away from people, the people have the right to change or abolish the government and form a new one.
9. Teacher distributes The Declaration of Independence: A Transcription, Appendix C: Mapping out the Declaration, and Appendix D: Understanding the Fine Print. In teams, students follow the procedures described in “Mapping out the Declaration” and answer questions from “Understanding the Fine Print.” Students may use dictionaries or other resource materials to help them understand difficult vocabulary found in The Declaration of Independence.
10. Teacher brings class back together when all teams are finished with the assignment. Class discusses their answers to “Understanding the Fine Print.”
11. Pass out Puzzle Piece two.
12. Ask the following questions listed to check for student understanding. These questions will be included in the unit review and final exam. 1) What are the 3 main functions of the Declaration of Independence (see procedures # 7 for answers); 2) Explain the phrase “unalienable rights”

in your own words (natural rights given at birth); 3) When was the Declaration of Independence adopted? (July 4, 1776)

E. *Assessment/Evaluation*

1. Students will complete a group poster with the following criteria :
 - a) Students must state the assigned phrase (see procedure #1) (20 points).
 - b) Students explain what the phrase means in their own words (20 points).
 - c) Students illustrate how assigned phrase is apparent in his/her own life (30 points).
 - d) Students present group poster and explain illustrations (30 points).
2. Students answer questions about abstract vocabulary found in the Declaration of Independence utilizing a variety of resources ("Understanding the Fine Print).
3. Teacher observation during class discussion and group projects.

Lesson Three: Articles of Confederation

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands how people organize government. (TEK-SS 4.15)
2. Lesson Content
 - a. Articles of Confederation: weak central government
3. Skill Objective(s)
 - a. The student comprehends selections using a variety of strategies determine a text's main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10 F)
 - b. The student comprehends selections using a variety of strategies to draw inferences such as conclusions or generalizations and support them with text evidence and experience. (TEKS-LA 4.10 H)
 - c. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - d. The student identifies different points of view about an issue or topic (TEKS-SS 4.22D).

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography book, pgs. 255-259*
2. Puzzle Piece: Articles of Confederation
3. 5 quart size baggies
4. Create 5 sets of the following words on index cards: classroom, limited library, lunchroom, nurse's office, computer lab, school notices, restrooms, water, school office, desk space, library, pencil sharpener, instruction, friends
5. Place one set of words into each baggie
6. Appendix E: Articles of Confederation Quiz

C. *Key Vocabulary*

1. Federalism- A system of government in which power is between a central government and member states.
2. Article- A section or an item of a written document.
3. Confederation- A loose union of countries or states; a league or alliance. This was the type of national government the U.S. had under the Articles of Confederation

D. *Procedures/Activities*

1. Read and discuss pages 255-256 from the History and Geography. Talk about the problems that arose due to everyone of the 13 states having their own constitution. Ask students how this made it difficult for the central government to enforce national issues.
2. Ask students what would happen if we allowed 13 students to make up rules and laws for themselves and a partner. Question students as to how effectively the teacher could enforce all of these rules at once (it would be impossible--the teacher would be very ineffective in the classroom.).
3. Teacher passes out one baggie to each of the 5 groups. Tell students they are to classify the labeled index cards found inside the baggie. Students should have 2 categories (classroom and school office). Under the classroom category students should place the following: limited library, instruction, pencil sharpener, friends, and desk space. Under the school office category there should be: school notices from office, library, lunchroom, restrooms, computer lab, water, and nurse's office. Ask students if one category can supply all students' needs, why or why not.
4. Students read and discuss pages 257-259 from the *Pearson Learning Core Knowledge History and Geography book*. Students should be able to compare their classifying activity to the reading selection.
5. Brainstorm things that the federal government provides today that it did not provide during the times of the Articles of Confederation (at present, the federal government requires citizens to pay taxes, provides protection, and provides safe foods to eat).
6. Pass out Appendix E: Articles of Confederation Quiz. Students select the most appropriate choice on all ten questions.
7. Pass out Puzzle Piece three. Students write "The Articles of Confederation" and a brief explanation of this term on puzzle piece.
8. Ask the following questions: 1. What conclusions can you make regarding the effectiveness of the central government under the Articles of Confederation? (It was weak b/c each state has too much power and conflicted with the power of federal government). 2. What could Congress not do under the Articles? (tax the states). 3. How did the delegates view the central government? (weak and unimportant).

E. *Assessment/Evaluation*

1. Assess student's ability to classify information by inferring and using background knowledge while completing Classifying Activity.
2. Evaluate students' ability to use a variety of reading strategies by having them complete the ten-question multiple-choice quiz (Appendix E: Articles of Confederation Quiz).

Lesson Four: Constitutional Convention

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student understands important ideas in historic documents (TEKS-SS 4.16).
 - b. The student understands how people organize government. (TEKS-SS 4.15)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
- a. Constitutional Convention: Arguments between small and large states, the divisive issue of slavery “three-fifths compromise.”
3. Skill Objective(s)
- a. The student comprehends selections using a variety of strategies to determine a text’s main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
 - b. The student identifies the elements of frame of reference that influenced the participants in an event (TEKS-SS 4.22E).
- B. *Materials*
- 1. Textbook: *Pearson Learning Core Knowledge History and Geography book*, pp. 274 – 277.
 - 2. Video: *SHHH, We’re Writing the Constitution!*
 - 3. 1 copy per student of Appendix F: They Were There (Constitution)
- C. *Key Vocabulary*
- 1. Rights – something due to one by law, custom, or nature.
 - 2. Ratify – to approve or accept.
 - 3. Posterity – generations to come.
 - 4. Constitution – the document that establishes the basic principles of the American government.
- D. *Procedures/Activities*
- 1. The teacher and students will read and discuss pages 274 – 277 of the *Pearson Learning Core Knowledge History and Geography book*. The teacher should emphasize the following key points:
 - a. The ability to amend the constitution.
 - b. The need of the states to ratify the new constitution.
 - c. The constitution became the Supreme Law of the Land.
 - d. Inclusion of The Bill of Rights.
 - 2. The teacher and students preview Appendix F: They Were There (Constitution)
 - 3. Students complete Appendix F as they view the video, *SHH! We’re Writing the Constitution*.
 - 4. Pass out Puzzle Piece four. Students write “Constitutional Convention” and a brief explanation of this term on puzzle piece.
 - 5. Ask the following questions: 1) What were the delegates’ main concerns about the new Constitution? (It had no Bill of Rights) 2. What does *ratify* mean? (approved or accepted)
- E. *Assessment/Evaluation*
- 1. Appendix F: They Were There (Constitution)

Lesson Five: Preamble

- A. *Daily Objectives*
- 1. Concept Objective(s)

- a. The student understands important ideas in historic documents. (TEKS-SS 4.16)
- 2. Lesson Content
 - a. Preamble to the Constitution
- 3. Skill Objective(s)
 - a. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - b. The student comprehends selections using a variety of strategies to determine a text’s main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
 - c. The student identifies the purposes and explains the importance of the Declaration of Independence and the U.S. Constitution (TEKS-SS 4.16A).

B. *Materials*

- 1. Poster of the Preamble
- 2. Appendix G: Preamble Promenade
- 3. Write/type the Preamble in the format shown below. Cut each phrase into strips and place all strips into baggie. Each group will need one “Preamble Baggie”

“We, the People of the United States,
 in order to form a more perfect union
 establish justice
 insure domestic tranquility,
 provide for the general welfare,
 and secure the blessings of liberty to ourselves and our posterity
 do ordain and establish this Constitution for the United States of America

C. *Key Vocabulary*

- 1. Preamble – “to walk before”.
- 2. “We, the people of the United States ...” – everyone who is a citizen of the United States.
- 3. Form – create
- 4. Perfect – flawless
- 5. Union – country

D. *Procedures/Activities*

- 1. Ask: What is the Preamble to the Constitution? What does “preamble” mean? Point out that the Preamble is the introduction that states the purpose or the main idea of the Constitution.
- 2. Pass out a set of Preamble phrases to each group and tell them to put them in the proper sequence.
- 3. Display a poster of the Preamble.
- 4. Have each group compare their version of the Preamble to the poster. Any group that does not have it in the right order may make the necessary corrections.

5. Have the class read the Preamble together.
 6. Now explain to students that we are going to play a game called “Preamble Promenade.” Number the corners of your classroom (1,2,3,4). The teacher will read a phrase of the preamble and the four answers from Appendix G: Preamble Promenade. Students will “promenade” or walk to the corner of the room that corresponds to the meaning of the phrase that they think is correct. The teacher will tell students which answer is correct.
 7. Students rewrite the Preamble in their own words.
 8. Pass out puzzle piece five.
 9. Ask the following questions: 1. Who is meant by “We the people?” (all citizens living in the United States) 2. What does the word “preamble” mean? (to walk in front of)
- E. *Assessment/Evaluation*
1. Students demonstrate understanding of the Preamble by re-writing the text of the document in their own words.
 2. Teacher observation during “Preamble Promenade” (Appendix G)

Lesson Six: Separation of Power

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important ideas in historic documents (TEKS-SS 4.16).
 - b. The student understands how people organize government. (TEKS-SS 4.15)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
 - a. The separation and sharing of powers in American government: three branches of government: Legislative branch, Executive branch, and Judicial branch.
3. Skill Objective(s)
 - a. The student identifies the purposes and explains the importance of the Declaration of Independence and the U.S. Constitution (TEKS-SS 4.16A).
 - b. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - c. The student identifies and explains the basic functions of the three branches of federal government (TEKS-SS 4.16B).

B. *Materials*

1. *Pearson Learning Core Knowledge History and Geography book, page 270*
2. Text copy of U.S. Constitution (overhead or hardcopy)
3. Large facsimile of a tree on butcher paper, bulletin board, etc. with three large branches labeled: Judicial, Legislative, Executive.
4. Leaves made from cardstock or construction paper with answers from Appendix I: Separation of Power Tree written on one side, and points 1-3 on the other side. One leaf per student.

5. Puzzle piece six: “Separation of Power” for each student.
- C. *Key Vocabulary*
1. Legislative Branch – makes laws for the country
 2. Executive Branch – person who sees that the laws are carried out and is responsible for running the government.
 3. Judicial Branch – These courts decide cases involving the Constitution and settle arguments about the law.
 4. Federal -
- D. *Procedures/Activities*
1. Teacher reads aloud and students discuss page 270 in the *Pearson Learning Core Knowledge History and Geography* book about the three branches of government, Judicial, Executive, and Legislative. Mention may be made of James Madison’s specific contribution to the idea of Separation of Powers. He was determined to have all the Constitutional delegates reach an agreement, and this was a balanced government plan. He arrived at this plan through a great deal of study and research involving governments throughout history.
 2. Teacher refers to text copy of Constitution to show students that Article I establishes the Legislative Branch, Article II establishes the Executive Branch, and Article III establishes the Judicial Branch.
 3. Teacher discusses the characteristics of the House of Representatives and the Senate. The House of Representatives is made up of delegates from each state. The number of delegates is determined by the population of the state. In other words, the larger states have more delegates than the smaller states. However, the Senate allows two representatives from each state. Therefore, in the Senate, the states all have an equal voice. Teacher leads a discussion on the positive and negative aspects of equal and unequal representation.
 4. Divide students into small groups of 4 or 5. Pass out one leaf to each student. Select a student from each group (one at a time) to place their leaf on the appropriate branch of the tree after you ask, “On which branch of our government tree would your leaf belong?” If the student places the leaf on the correct branch, his/her team receives the number of points found on the back of the leaf. If the student is incorrect, his/her group will not receive the points. Discuss with students the proper placement of the leaf. After all of the leaves have been placed, the group with the largest point total wins the game. This is largely an inductive lesson as students will have to use inferring skills and will not have much prior knowledge on this topic.
 5. Use the Separation of Powers tree to lead further class discussion on why this is an effective way to keep the power in the government evenly balanced.
 6. Display the tree somewhere in the classroom where it can be used for additional discussion and lessons.
 7. Pass out puzzle piece six: Separation of Powers to each student.
 8. Ask the following questions: 1. Which branch of government is responsible for raising and supporting an army? (Legislative branch). 2. What is the main purpose of the Judicial branch? (to enforce the laws). 3. Why is it necessary to have a separation of powers? (it ensures that no one group of people has too much power).

- E. *Assessment/Evaluation*
1. Informal assessment of the “answer” leaves being placed on the Separation of Powers tree.
 2. Student participation in class discussion.

Lesson Seven: Checks and Balances

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important ideas in historic documents (TEKS-SS 4.16).
 - b. The student understands how people organize government. (TEKS-SS 4.15)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
 - a. Checks and balances, limits on government power, veto
3. Skill Objective(s)
 - a. Students will write to express and reflect on ideas (TEKS-LA 4.15A).
 - b. Students apply criteria to evaluate writing (TEKS-LA 4.20A).
 - c. The student comprehends selections using a variety of strategies to determine a text’s main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
 - d. The student identifies the purposes and explains the importance of the Declaration of Independence and the U.S. Constitution (TEKS-SS 4.16A).
 - e. The student identifies different points of view about an issue or topic (TEKS-SS 4.22D).

B. *Materials*

1. Balance scale
2. *Pearson Learning Core Knowledge History and Geography book pp.271-273*
3. Transparency of p.72 from *Focus on U.S. History: The Era of Revolution and Nation Forming*
4. Text copy of U.S. Constitution (overhead or hardcopy)
5. A copy of page 72 for each student
6. Appendix J: Writing Rubric
7. Venn Diagram completed from Lesson 1

C. *Key Vocabulary*

1. Federal- describing a political organization in which power is shared between a central authority and a number of areas or states.
2. Checks and Balances- limits imposed on all branches of government by giving each the right to amend acts of the other branches.
3. Amend- To change the wording of a motion, bill, constitution, etc. by formal procedure. For example, Congress may amend the constitution.
4. Compromise – a settlement of differences between two or more sides reached by each side giving up some of what it wanted.

D. *Procedures/Activities*

1. Teacher introduces Checks and Balances by showing students a balance scale. Teacher asks the class “What is needed to balance this scale?” Students should conclude that each side must have equal weight in order to be balanced.
 2. Using the Pearson book, the class will read together pages 271-273 of the *Pearson Learning Core Knowledge History and Geography book*. Be sure to review the separation of power involving the three branches of government.
 3. Teacher illustrates location of Checks and Balances under Article IV of the Constitution.
 4. Teacher discusses transparency 72 while students complete their own copy.
 5. Discuss new vocabulary terms (federal, checks and balances, and amend). Students may refer back to the pages read to gain understanding.
 6. Students take out Venn Diagram completed in lesson one. Review Monarchy and Democracy. Students compare and contrast the two governments. Ask students which form of government uses the Checks and Balances system. Students add Checks and Balances to the Democracy side of their Venn Diagram.
 7. Pass out Appendix J: Writing Rubric to each child. Pair students with a partner.
 8. The partners will read the rubric and discuss how Monarchy and Democracy are alike and different. Students will brainstorm their ideas in the space provided on the rubric sheet.
 9. Have students return to their desk and review components of a classificatory (compare/contrast) composition. Instruct students to use their Venn Diagram and pages 271-273 to assist them in writing a classificatory paper.
 10. Students will independently write a composition in which they compare and contrast Monarchy and Democracy.
 11. When students have written rough draft, allow them to get back together with partner to peer edit. Partners will edit each other’s work looking for the items listed on Appendix J: Writing Rubric
 12. Pass out puzzle piece seven. Students write “Checks and Balances” and a brief explanation of this term on puzzle piece.
 13. Ask the following questions: 1. What was the three-fifths compromise? (5 slaves counted as 3 citizens of the U.S.) 2. What do checks and balances mean in relation to our government? (Each branch can check or “stop” other branches in order to keep the government balanced).
- E. *Assessment/Evaluation*
1. Worksheet page 72 from *Focus on U.S. History: The Era of Revolution and Nation Forming*
 2. Students compare and contrast Monarchy and Democracy by writing a classificatory essay and use a writing rubric (Appendix J) for guidance and teacher evaluation.

Lesson Eight: Bill of Rights

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important ideas in historic documents (TEKS-SS 4.16).
 2. Lesson Content
 - a. Bill of Rights
 3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS-SS 4.22A)
 - b. The student analyzes information by making generalizations and predictions, and drawing inferences and conclusions. (TEKS-SS 4.22 B)
 - c. The student uses presentation software to communicate with specific audiences (TEKS-TECH 11B).
 - d. The student comprehends selections using a variety of strategies by establishing and adjusting purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (TEKS-LA 4.10B).
 - e. The student comprehends selections using a variety of strategies to determine a text’s main (or major) ideas and how those ideas are supported with details (TEKS-LA 4.10F).
- B. *Materials*
1. Appendix H: The Birth of the Bill of Rights
 2. This lesson requires computers for research and constructing technology presentations (i.e. Power Point or Hyper Studio). Each pair of students will need access to a computer.
 3. Workbook pages 26-7 from *Basic Skills/U.S. History, Government, and Citizenship 4-5*.
 4. Appendix K: Bill of Rights Presentation Rubric
- C. *Key Vocabulary*
1. Federalist – individuals who approved of the Constitution.
 2. Anti-Federalist – individuals who opposed the Constitution without the Bill of Rights
- D. *Procedures/Activities*
1. Teacher distributes and reads aloud Appendix H: “The Birth of the Bill of Rights” to students.
 2. Teacher assigns each student a partner. Each partnership is assigned one Amendment from The Bill of Rights.
 3. Students research their Amendment using books and/or internet websites.
 4. Students produce a slide show presentation using Power Point or Hyper Studio, following the criteria listed in Appendix K: Bill of Rights Presentation Rubric.
 5. Students present their slide shows for the class and answer any questions their classmates may have about the Amendment.
 6. After all presentations are given and discussed, teacher distributes workbook pages 26-7 from *Basic Skills/U.S. History, Government, and Citizenship 4-5*.
 7. Students read and complete pages 26-7 independently.

8. After all students have completed workbook pages, teacher moderates a class discussion of student responses.
9. Pass out Puzzle Piece Eight. Students write “Bill of Rights” and an explanation of the purpose of these Amendments (to protect the rights of the individual) on the puzzle piece.
10. Teacher asks the questions listed below to check for student understanding. These questions will be included in the unit review and final exam. 1) Explain how one Amendment from the Bill of Rights applies to your life (answers will vary). 2) What is an Amendment and why is it important? (An Amendment is a legally adopted change to a law. It is important because it allows the Constitution to be a living document and therefore to change according to the time period.)

E. *Assessment/Evaluation*

1. Appendix K: Bill of Rights Presentation Rubric
2. Student responses from workbook pages 26-7 from *Basic Skills/U.S. History, Government, and Citizenship 4-5*.
3. Class discussion/teacher observation

Lesson Nine: Putting the Pieces Together

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands important ideas in historic documents (TEKS-SS 4.16).
 - b. The student understands how people organize government. (TEKS-SS 4.15)
 - c. The student understands the importance of effective leadership in a democratic society. (TEKS-SS 4.19)
2. Lesson Content
 - a. unit review
3. Skill Objective(s)
 - a. The student applies critical thinking skills to organize and use information acquired from a variety of sources. (TEKS-SS 4.22A)

B. *Materials*

1. Four cut up copies of the We the People Puzzle (Appendix B) and placed into bags
2. Four dry erase boards, markers and erasers
3. Appendix L: Putting the Pieces Together Game Sheet

C. *Key Vocabulary*

1. All words from previous lessons.

D. *Procedures/Activities*

1. Divide class into four groups and give each group a dry erase board, marker and eraser.
2. Tell them that we are ready to put all the pieces of the Constitution together.
3. Have one student from each group stand up.
4. Ask a question from the Putting the Pieces Together (Appendix L). The students write their answer on the dry erase board. If their response is correct, give them the applicable puzzle piece. For example, a correct

- response to a question from Piece 1: Democratic Republic would get Piece 1.
- 5. Now another student from each group stands. Ask a question from Piece 2: Declaration of Independence.
- 6. Continue to play the game until a group receives all eight pieces and puts the Constitution together.
- 7. Appendix M: Unit test should be given the following day.
- E. *Assessment/Evaluation*
 - 1. Appendix M: Unit Test

VI. CULMINATING ACTIVITY: Wax Museum

1. **Preparation:** This project requires limited research at school, the majority of the work will take place at home.
2. Assign each student a specific historical figure of the American Revolutionary War time period. Students research biographical information about their characters.
3. Students will write a 3 to 5 minute script (in narrative form) using accurate historical information gathered from their research. This script will be assessed for a Language Arts grade.
4. Students create a device to “turn the character on.” The button should make a muted sound so it won’t disturb other characters during the Wax Museum presentations. For example, a baby squeak toy could be covered to become an “on” button.
5. Students research the type of clothing that people wore during the American Revolutionary war and create a costume for their characters.
6. Students memorize their written script.
7. Students will need 3 to 4 weeks to research their character, write their script, create their costumes, and memorize their speeches. Students will work both in class and at home to accomplish these tasks.

Wax Museum Day:

Students will come to school dressed in their costumes. Teacher assigns each student a place in which they will stand for the Wax Museum presentation. All students stand completely still as if they are statues one might see in a real wax museum. Invite parents and/or other classes to visit the Wax Museum. As visitors come in, direct them to “start” the presentations by pressing the students’ “buttons.” Once a student’s button has been pressed, the student “comes to life” as his or her Revolutionary character and recites the speech.

VII. HANDOUTS/WORKSHEETS

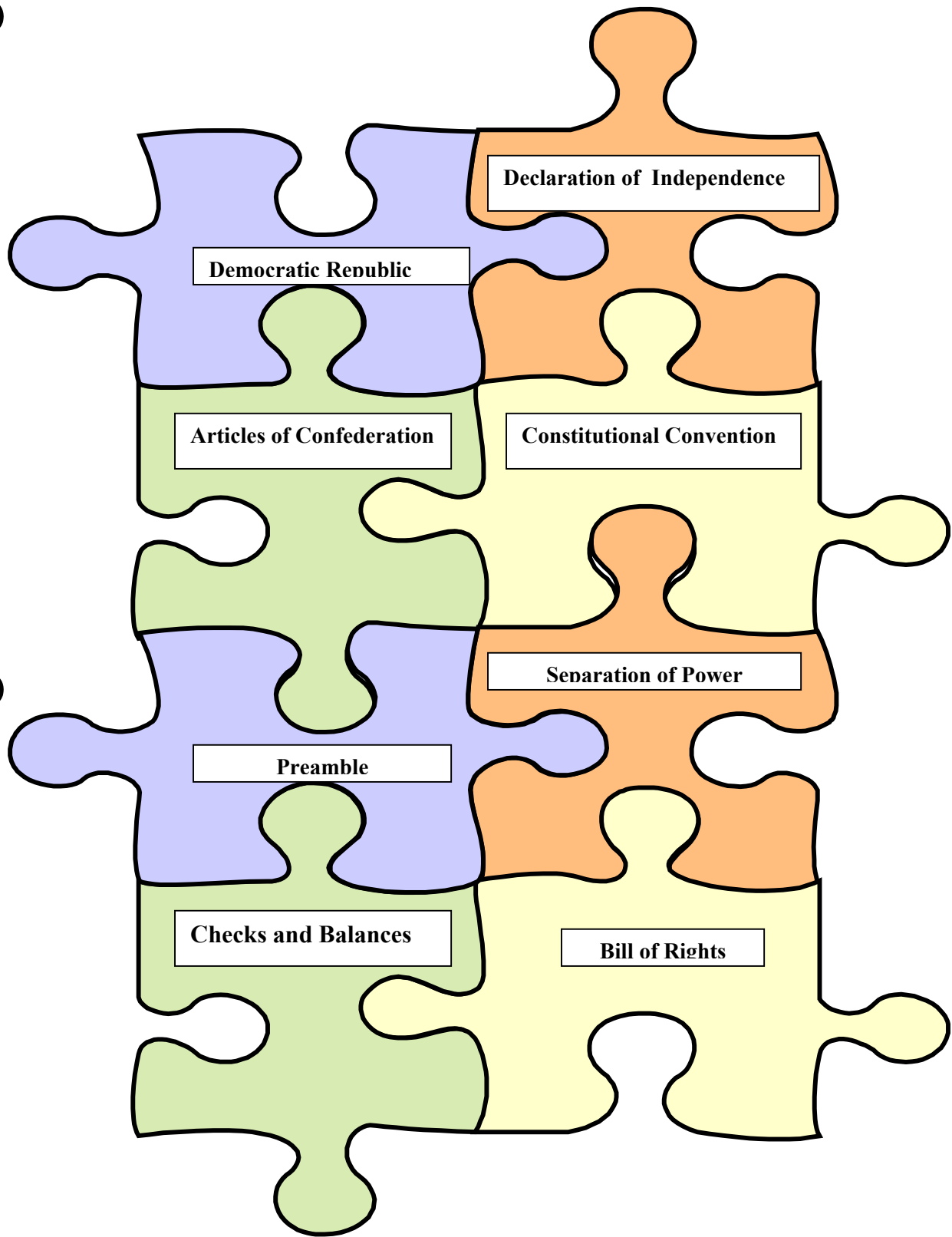
- A. Appendix A: Constitution Puzzle
- B. Appendix B: Unit Vocabulary
- C. Appendix C: Mapping out the Declaration
- D. Appendix D: Understanding the Fine Print
- E. Appendix E: Articles of Confederation Quiz
- F. Appendix F: They Were There (Convention)
- G. Appendix G: Preamble Promenade
- H. Appendix H: The Birth of the Bill of Rights
- I. Appendix I: Separation of Power Tree
- J. Appendix J: Writing Rubric

- K. Appendix K: Bill of Rights Presentation Rubric
- L. Appendix L: Putting the Pieces Together
- M. Appendix M: Unit Test

VIII. BIBLIOGRAPHY

- A. Bjornlund, Lydia. *The Constitution and the Founding of America*. San Diego, California: Lucent Books, Inc., 2000. 1-56006-586-9.
- B. Campagna Ph.D, Daniel. *Democracy, Law, and Justice*. U.S.A.: Mark Twain Media Inc., 1996. 1-58037-006-3.
- C. Forte, Imogene & Frank, Marjorie. *Basic/Not Boring Social Studies Skills: U.S. History, Government, and Citizenship*. Nashville, Tennessee: Incentive Publication Inc., 1998. 0-86530-407-6.
- D. Hakim, Joy. *A History of U.S. The New Nation 1789-1850 Book 4*. New York: Oxford University Press, 1993. 0-19-512757-9.
- E. Hargrove, Julia. *George Washington's Farewell Address*. Carthage, Illinois: Teaching and Learning Company, 2000. 1-57310-221-0.
- F. Hirsch, E.D. *What Your Fourth Grader Needs to Know*. New York: Doubleday Dell Publications Group, Inc., 1992. 0-385-31260-1.
- G. Kachaturoff, Grace. *Highlights in American History From Its Beginnings to 1850*. Torrence, California: Frank Schaffer Publications Inc., 1994 0-86734-566-7.
- H. Masoff, Joy. *American Revolution 1700-1800*. New York: Scholastic Inc., 2000. 0-439-05109-6.
- I. Pearson Learning Group. *Pearson Learning Core Knowledge: History and Geography*. Parsippany. New Jersey: Pearson Education, Inc., 2002 0-7690-5025-5
- J. Quiri, Patricia. *A True Book The Bill of Rights*. Danbury, Connecticut: Children's Press. 1988. 0-516-20661-3.
- K. Rife, Douglas. *History Speaks...The Star Spangled Banner*. Carthage, Illinois: Teaching and Learning Company, 1998. 1-57310-130-3.
- L. Sammis, Kathy. *Focus on U.S. History: The Era of Revolution and Nation-Forming*. Portland, Maine: J. Weston Walch Publisher, 1997. 0-8251-3336-X
- M. Sterling, Mary Ellen. *Thematic Unit U.S. Constitution*. Huntington Beach, California: Teacher Created Material, Inc., 1993, 1-55734-582-1.
- N. Weston, Beth. "Cobblestone: Our Bill of Rights" *Volume 12 Number 9*. Peterborough, New Hampshire: Cobblestone Publications Inc., September 1991. ISBN# 0199-5197.
- O. Wolff, Jean. *Hands on Social Studies Grades 5th-6th*. Grand Rapids, Michigan: Instructional Fair, Inc., 1993. 1-56822-005-7.
- P. *Shh. . . We're Writing the Constitution* (video) Scholastic Publications 1990 Westin Woods Westport, CT 0-566008-274-7

Appendix A



Appendix B: Unit Vocabulary

LESSON 1:

Monarchy – A government run by one ruler usually a king or queen who reigns usually for life and by heredity.

Democracy – A government by the people, exercised either directly or through representatives.

Republic – A state in which the head of the government is not a monarch, and is usually an elected or nominated president.

Democratic Republic- A government in which citizens elect representatives to run the government.

LESSON 2:

Equal – Balanced, uniform, same

Unalienable – To have natural rights.

Pursuit – An effort to secure or attain.

Institute – Establish or organize.

LESSON 3:

Federalism – A system of government in which power is between a central government and member states.

Article – A section or item of a written document.

Confederation – A loose union of countries or states; a league or alliance. This was the type of national government the U.S. had under the Articles of Confederation.

LESSON 4:

Rights – Something due to one by law, custom, or nature.

Ratify – To approve or accept.

Posterity – Generations to come (future).

Constitution – The document that establishes the basic principles of the American government.

LESSON 5:

Preamble – “to walk before”

“We, the people of the United States ...” – everyone who is a citizen of the United States.

Form – Create

Perfect – flawless

Union – Country

LESSON 6:

Legislative Branch – Makes laws for the country

Executive Branch – Person who sees that the laws are carried out and is responsible for running the government.

Judicial Branch – These courts decide cases involving the Constitution and settle arguments about the law.

Federal – Describing a political organization in which power is shared between a central authority and a number of areas or states.

LESSON 7:

Checks and Balances – Limits imposed on all branches of government by giving each the right to amend acts of the other branches.

Amend – to change the wording of a motion, bill, constitution, etc. by formal procedure. For example, Congress may amend the Constitution.

Compromise – a settlement of differences between two or more sides reached by each side giving up some of what it wanted.

LESSON 8:

Federalist – individuals who want a strong central government and approved of the Constitution.

Anti-Federalist – individuals who opposed the Constitution without the Bill of Rights.

Mapping out the Declaration

YOUR JOB:

- 1) Read the background information about the Declaration of Independence (first paragraph).
- 2) Using three different colors of highlighters, highlight the first sentence of each SECTION on your copy of the Declaration of Independence: A Transcription. Label each section (Introduction, Section #1, Section #2, Section #3). Use the information below to help you.
 - The Declaration of Independence includes an introduction (the first paragraph) and three sections.
 - The FIRST SECTION declares the rights of the citizens of the United States. It begins, “We hold these truths to be self-evident. . .”
 - The SECOND SECTION states the wrongs done by Britain (namely King George II) against the United States. This section starts, “Such has been the patient sufferance of these colonies”
 - The THIRD SECTION(the final section) of the Declaration of Independence states that the colonies wish freedom and independence from Britain.
- 3) Read section #1, “skim” section #2, and read section #3 of the Declaration of Independence: A Transcription.
- 4) On the lines **above** each section, write what you think the section means according to what you have read. Be careful about SECTION THREE! Read your information closely; discuss it with your group. You are not allowed to ask your teacher!
- 5) Answer questions 1-5 on “Understanding the Fine Print” using the Declaration of Independence, a Transcription and a dictionary.

Appendix D

Understanding the Fine Print

Answer the questions below in complete sentences using the information you learned while reading The Declaration of Independence: A Transcription and information discussed in class.

1) In the first paragraph of the Declaration, who were the “people”?

2) What does the phrase from The Declaration of Independence, “We hold these truths to be self-evident” mean?

3) What does the word “unalienable” mean?

4) Using the transcription of the Declaration of Independence, write and explain the meaning of two “wrongs” performed by the British government.

a) _____

b) _____

5) Write the main idea of section three of The Declaration of Independence using words that you understand.

Appendix D: Articles of Confederation Quiz

Read the following sentences below and select the letter that best completes the sentence.

1. The 2nd Continental Congress met in _____ in _____.
 - a. Texas, 1776
 - b. Washington, 1775
 - c. Philadelphia, 1775
 - d. Britain, 1775
2. The delegates at the 2nd Continental Congress met to discuss _____.
 - a. War debt
 - b. Protests against Parliament
 - c. Peace treaties
 - d. Printed money
3. The Articles of Confederation gave Congress _____ power to do things.
 - a. Too much
 - b. Very little
 - c. No
 - d. Absolute
4. Congress could not _____ under the Articles of Confederation.
 - a. Settle arguments
 - b. Borrow money
 - c. Tax states
 - d. Make treaties
5. The central government could not make the states contribute their fair share of money to the _____.
 - a. Congress
 - b. War debt
 - c. Postal Service
 - d. Navy
6. Under the Articles of Confederation Congress had the ability to declare war but could not raise _____.
 - a. An army
 - b. Taxes
 - c. Awareness
 - d. Money
7. Unfortunately, the government of the United States of America had no one person as its _____.
 - a. Head
 - b. King
 - c. Representative
 - d. Delegate
8. Congress had the right to raise a navy but _____ states went ahead and had their own.
 - a. 9
 - b. 13
 - c. 10
 - d. 12
9. Delegates viewed the central government as _____.
 - a. Unimportant
 - b. Too controlling
 - c. Frightening
 - d. Important
10. Americans were concerned about creating a central government with too much power. After six years, they saw _____.
 - a. It didn't have enough power.
 - b. It was not important.
 - c. It was time to get rid of it.
 - d. It was time to get a king.

Appendix E: They Were There (Convention)

Name _____

Watch “Shhhhhh We’re Writing the Constitution” and use the Word Bank below to fill in the blanks with the proper delegate.

In 1787, from the middle of May to the middle of September, a group of 55 delegates met to make a document that would unify the government of the 13 existing colonies. These men were well educated and knowledgeable.

1. _____ This New York lawyer was born and raised in the Caribbean Islands. He was in favor of a strong central government with power to help all the states.
2. _____ The oldest of the delegates, he endured so much pain when he was bounced about in a carriage that he had to be carried to the meetings in a sedan chair.
3. _____ He was given the nickname “the man who wrote the Constitution” for his participation in the polishing of the final draft of the constitution.
4. _____ This Delaware representative wrote to his 4 year old daughter, Maria, whom he called “Pa’s Precious.”
5. _____ In writing the Virginia Plan this governor and his delegation offered two houses of a national congress, one elected by the people and the other by state legislators.
6. _____ At first he was doubtful that the nation could be united. He played a key role in the convention as its unanimously- elected president.
7. _____ This Virginian was small, “ no bigger than a piece of soap.” With his great ambition he hand-recorded all that was said throughout the convention.
8. _____ It took historians almost two years to find out the man who penned the Constitution. This man was also a clerk of the Pennsylvania House of Delegates.
9. _____ This Massachusetts man, known as “Grumbletonian,” did not back a national government. He wanted to simply revise the Articles of Confederation.
10. _____ This long winded and boring Maryland representative repeated himself so much that Madison did not bother to write it all down.

Word Bank:

Alexander Hamilton
Luther Martin
Jacob Shallus
George Washington
John Dickinson

Ben Franklin
Governor Morris
Edmund Randolph
James Madison
Elbridge Gerry

Adapted from: Thematic Unit U.S. Constitution p.14

Written by: Mary Ellen Sterling

Appendix F: Preamble Promenade

Preamble Promenade

What does “We, the people of the United States...” mean?

1. Everyone that is a citizen of the United States*
2. Everyone that is over 18 years of age
3. Members of the federal government
4. Citizens that belong to political parties

What does “...in order to form a more perfect union...” mean?

1. A marriage made in heaven
2. to set up a stronger central government which could serve the needs of the states more efficiently*
3. to set up a weaker central government which could serve the needs of the states more efficiently
4. to set up a central government for each state

What does “...establish justice...” mean?

1. to set up a court system that would serve the needs of the government
2. to set up a court system that would serve the needs of voters
3. to set up a court system that would serve the needs of all adults
4. to set up a court system that would serve all men equally under the law*

What does “...insure domestic tranquility...” mean?

1. to make sure that everybody is happy at home
2. to make sure that the states don’t fight among themselves
3. to bring about peace among the states and prevent open rebellion*
4. to make sure that all teachers don’t give too much homework

What does “...provide for the common defense...” mean?

1. to have a strong national army and navy that can defend all the states*
2. to provide each city with a police force
3. to have a strong Department of Public Safety for each state
4. to provide self defense lessons for all citizens

What does “...promote the general welfare...” mean?

1. to provide food stamps for those in need
2. to encourage what is good for all the people*
3. to help all generals in the armed forces
4. to encourage states to build better schools

What does “...and secure the blessings of liberty to ourselves and our posterity...” mean?

1. to obtain freedom for all people
2. to make sure that all citizens are happy
3. to make the United State a good place to live
4. to protect the personal rights of all U.S. citizens forever*

What does “...do ordain and establish this Constitution for the United States of America,” mean?

1. bring into being and create these laws under which the government of United States will exist*
2. approve this document to be given to the King of England
3. to make sure that the Constitution will be approved
4. to have these laws brought before the legislature

The Birth of the Bill of Rights

Appendix G: The Birth of the Bill of Rights

"[A] bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse."

--- Thomas Jefferson December 20, 1787

In the summer of 1787, delegates from the 13 states convened in Philadelphia and drafted a remarkable blueprint for self-government -- the Constitution of the United States. The first draft set up a system of checks and balances that included a strong executive branch, a representative legislature and a federal judiciary.

The Constitution was remarkable, but deeply flawed. For one thing, it did not include a specific declaration – or bill – of individual rights. It specified what the government could do but did not say what it could not do. Furthermore, and most importantly, it did not apply to everyone. The "consent of the governed" meant **propertied** white men only.

The absence of a "bill of rights" turned out to be an obstacle to the Constitution's **ratification** by the states. It would take four more years (from 1787-1791) of intense debate before the new government's form would be resolved. The **Federalists** opposed including a bill of rights on the grounds that it was unnecessary. The **Anti-Federalists**, who were afraid of a strong centralized government, refused to support the Constitution without a Bill of Rights.

In the end, popular opinion was decisive. Recently freed from the cruel English monarchy, the American people wanted strong guarantees that the new government would not trample upon their newly won freedoms of speech, press and religion, nor upon their right to be free from unreasonable searches and seizures. So, the Constitution's framers took note of Thomas Jefferson who argued: "A bill of rights is what the people are entitled to against every government on earth. . ."

The American Bill of Rights, inspired by Jefferson and drafted by James Madison, was adopted. In 1791 the Constitution's first ten amendments became the law of the land.



Adapted from: <http://www.aclu.org/library/pbp9.html>

Appendix H: Separation of Power Tree

Teacher instructions: Write one answer on each of the leaves that will be placed on the “Separation of Power” Tree. If you have 22 students, choose 22 answers and make 22 leaves. On the opposite side of each leaf, write the point value of the answer. (1 –3 points)

These answers (leaves) will be placed on the Legislative Branch of your tree:

1. It has the power to raise money through taxes (3 pts)
2. It has the power to make new currency (money) (3 pts)
3. It has the power to declare war (2 pts)
4. It has the power to make laws (1 pt)
5. It has the power to raise an army (2 pts)
6. It has the power to introduce new legislation (that may later become a law) (2 pts)
7. It has the power to bring charges and/or impeach the President for wrongdoing (3 pts)
8. Its members are elected by the citizens of the United States (1 pt)

These answers (leaves) will be placed on the Judicial Branch of your tree:

1. The Supreme Court is the head of this branch (1 pt)
2. It oversees the laws of the land (1 pt)
3. It decides on issues involving the Constitution (2 pts)
4. Its members are appointed by the President (2 pts)
5. Its members serve a life-term (2 pts)
6. It provides a system a courts for the entire nation (1 pt)
7. It settles arguments between two states (3 pts)
8. It settles arguments between another country and the United States (3 pts)

These answers (leaves) will be placed on the Executive Branch of your tree.

1. It is the Commander-in-Chief of all armed forces (military) (1 pt)
2. It has the power to make treaties with other countries (3 pts)
3. It has the power to appoint members to the Supreme Court (2 pts)
4. It has the power to run the government (1 pt)
5. It has the power to call a meeting of the Congress (3 pts)
6. It has the duty to protect Americans all over the world (2 pts)
7. It can grant pardons (free someone from prison before his time is up) (3 pts)
8. He/she is the head of his/her political party (Republican, Democrat, Independent) (1 pt)

Appendix I: Writing Rubric

Classificatory Writing Rubric: Monarchy vs. Democracy

Your paper will be graded based on the following criteria (100 points total):

Vocabulary: At least 5 words from today’s reading must be included in your paper. Be sure to underline vocabulary words and use them correctly in your sentences! (25 points) _____

Facts from class readings and discussions are included in your writing (25 points). _____

Your paper must be written in “classificatory style! Be sure that you have compared the ways in which monarchies and democracies are alike **and** how they are different (25 points) _____

Your paper includes correct capitalization, punctuation, and spelling. (25 points) _____

Total Points _____

Teacher comments:

Appendix J

Bill of Rights Presentation Rubric

Your technology project will be graded according to the following criteria:

Slide #1:	The exact wording of your assigned Amendment (5 points)	_____
Slide #2	Definition of Amendment in your own words (20 points)	_____
Slide #3	Importance of Amendment in 1791 (why did early Americans feel this Amendment was necessary?) (30 points)	_____
Slide #4	Use of text and clip art to demonstrate the importance of your Amendment in today's world. (30 points)	_____
Slide #5	Names of team-members (5 points)	_____
	General knowledge of Amendment demonstrated during class question and answer session. (10 points)	_____
	Total points	_____

Appendix K

Putting the Pieces Together

Ask the following questions as each puzzle piece is presented at the end of a lesson.

Piece 1: Democratic Republic

1. What is a democratic republic? ANSWER: It is a government in which citizens elect representatives to run the government.
2. What is a democracy? ANSWER: government by the people, exercised either directly or through representatives
3. What is a monarchy? ANSWER: a government run by one ruler, usually a king or queen, who reigns for life and by heredity

Piece 2: Declaration of Independence

4. When was the Declaration of Independence written? ANSWER: July 4, 1776
5. State in your own words the meaning of “unalienable rights.” ANSWER: Natural rights that are given at birth.
6. True or False? The 3 main functions of the Declaration of Independence are: a) Explain that the government’s purpose is to protect human rights. b) The government gets power from the consent of the people. c) When a government fails to protect rights or takes them away from people, the people have the right to change or abolish the government and form a new one. ANSWER: True

Piece 3: Articles of Confederation

7. True or False? The government was stronger because each state had too much power and this conflicted with the power of the federal government. ANSWER: False (it was weak)
8. What could Congress not do under the Articles of Confederation to pay off the war debt? ANSWER: They could not tax the states.
9. How did the delegates view the central government? ANSWER: They viewed it as unimportant (because the central government had very little power and states could do whatever they wanted)

Piece 4: Constitutional Convention

10. What were the main concerns about the new Constitution? ANSWER: It had no Bill of Rights.
11. What does “ratify” mean in the following sentence: Everyone agreed that before the new constitution could go into effect it had to be **ratified** by the states. ANSWER: Ratified means it had to be approved or accepted.

Piece 5: Preamble

12. What does the word Preamble mean? ANSWER: It means “to walk before”
13. What is meant by “We the people....?” ANSWER: all citizens of the United States

Piece 6: Separation of Power

14. Why is it necessary to have a separation of powers? ANSWER: This is to ensure that no one group of people has too much power.
15. Which part of the government is responsible for raising and supporting an army? ANSWER: It is the legislative branch.
16. What the main purpose of the judicial system? ANSWER: They are responsible for enforcing the laws.

Piece 7: Checks and Balances

17. True or False? In relation to our government functions checks and balances means that each branch can check on or stop other branches from doing things in order to keep the government balanced. ANSWER: True
18. What was the 3/5 Compromise? ANSWER: Every 5 slaves counted as 3 people/citizens.

Piece 8: Bill of Rights

19. Give an example of a Bill of Right that applies to your life right now. Explain how it applies to you and what would it be like if you didn’t have this right? ANSWER: Answers will vary
20. What does amendment mean? ANSWER: Change
20. True or False? Amendments allow the constitution to be a living document that can change according to the times. ANSWER: True

Appendix L: Unit Test

1. Write the Preamble correctly on a separate sheet of paper.

in order to form a more perfect union, provide for the common defense,

“We, the People of the United States, establish justice

insure domestic tranquility, promote the general welfare,

and secure the blessings of liberty to ourselves and our posterity

do ordain and establish this Constitution for the United States of America.”

True or False?

- _____ 2. In a democratic republic citizens do not elect representatives to run the government.
- _____ 3. The Declaration of Independence was adopted on July 4, 1776.
- _____ 4. The Articles of Confederation did not give the federal government enough power.
- _____ 5. The main concern about the Declaration of Independence was that it did not have a Bill of Rights.
- _____ 6. Ratified means to be approved or accepted.

Use the word bank below to fill in the blanks.

Monarchy

Democracy

Unalienable Rights

Bill of Rights

7. The main concern about the Constitution was that it had no _____.
8. A _____ is a government run by one ruler, usually a king or queen, who reigns for life and by heredity
9. A government by the people exercised either directly or through representatives is a _____.
10. Natural rights that are given at birth are _____.

Short Answer:

11. What are the three branches of government?
12. Why is it necessary to have a separation of powers?
13. What does amend mean?
14. Why is the Constitution considered a living document?
15. How does the Bill of Rights apply to your life today?