


Fifth Grade Social Studies Curriculum Bundle #7

Title	Suggested Dates
The U.S. Constitution and the New Government 	January 5 – 29, 2010 (16 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • The Bill of Rights guarantees certain rights to all U.S. citizens. • The Constitution developed a framework to balance the power of government. • Power is distributed between state and federal governments as well as the three branches of government. 	<ul style="list-style-type: none"> • Why is it important to balance governmental powers? • What rights are you guaranteed as a citizen? • Why do you think the U.S. Constitution is called a living document?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>5.25B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>Analyzing skills include:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • identifying cause-and-effect • Comparing and contrasting • Finding the main idea • Summarizing • Making generalizations and predictions • Drawing inferences and conclusions 	<p>5th Grade Social Studies Horizons Text Book Pages 347 – Shay’s Rebellion 351 – starts the Constitutional Convention 355 - Debate and Compromise, shared powers (Roger Sherman) 370 – Bill of Rights 360 and 368 – James Madison 358 - Preamble 358-363 – Three Branches of Government and Checks and Balances 374 – Washington elected president</p>
<p>5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>5.25D identify different points of view about an issue or topic;</p>	<p>This integrates easily with ELA (author’s purpose). Directly teach at least once a semester.</p> <p>Students should be regularly identifying the point of view of an author or historical perspective in both Social Studies content and the Language Arts materials.</p> <p>Examples: Writing of the Constitution and the compromises, States entering the country as free and slave, Tory/Patriot in the Revolutionary War, the Northern and Southern Perspectives of the Civil War, etc.</p>	<p>“Colonial Leaders that Helped Shape Our Nation” lesson plan on p. 61 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 5.2A, 5.19C, 5.25B, C and ELA TEKS 5.1, 5.8C, 5.10, 5.11, 5.15A, C)</p> <p>“The Great Compromise” (Sept. 2007) from Texas Law-Related Education (Helps teach TEKS 5.3A, 5.25B and ELA TEKS 5.13C, 5.11D)</p>

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<p>5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>5.26A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • U.S. Constitution • Checks and balances • Preamble • U.S. Federal System • Petition • Bill of Rights • Assemble • Due Process Rights <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	<p>“Three Branches of the Classroom” (Sept. 2006) from Texas Law-Related Education (Helps teach TEKS 5.17A and ELA TEKS 5.1C)</p> <p>“Constitutional Bingo: By the Number” (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.17, 5.21, 5.26B)</p> <p>“JFK and MLK—Two Great Leaders” (Jan. 2007) from Texas Law-Related Education (Helps teach TEKS 5.5B, 5.19A, 5.23C and ELA TEKS 5.15C)</p> <p>“Presidential Scavenger Hunt” (Feb. 2006) from Texas Law-Related Education (Helps teach TEKS 5.20AB, 5.25C and ELA TEKS 5.13DF)</p> <p>“Applying the Bill of Rights” (Nov. 2003) from Texas Law-Related Education (Helps teach TEKS 5.21A and ELA TEKS 5.10B)</p> <p>“Bill of Rights—Our Town, USA” (Nov. 2006) from Texas Law-Related Education (Helps teach TEKS 5.21AB and ELA TEKS 5.11D, 5.10H)</p> <p>“The Bill of Rights—Plain and Simple”</p> <p>PowerPoint Game (Sept. 2008) from Texas Law-Related Education (Helps teach TEKS 5.21, 5.25B, 5.26D)</p>
<p>5.3 History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <p>5.3A identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution; and</p>	<p>Madison: “Father of the Constitution,” supported strong central government, Virginia Plan, 3 branches of government. Wrote the first 12 amendments to the Constitution, 10 of which became the Bill of Rights, one of the others became the 27th Amendment in 1992. President of the United States during War of 1812. Wife was Dolly Madison.</p> <p>Sherman: favored states’ rights. Great Compromise (House of Representatives and Senate). Member of committee that drafted Declaration of Independence, helped draft Articles of Confederation. Participated in Constitutional Convention, signer of the Declaration of Independence, Constitution, and Treaty of Paris</p> <p>Such as: Alexander Hamilton: Leader of the Federalists George Washington: was elected President of the Constitution, his resolve helped the commitment of the members of the convention to continue through long difficult months of meeting. Went on to be elected as the first president of the new Nation.</p>	<p>Websites</p> <p>Biographies</p> <p>James Madison from Harcourt School.com</p> <p>James Madison (in Spanish) from Harcourt School.com</p> <p>Roger Sherman from Harcourt School.com</p> <p>Charters of Freedom from the National Archives</p> <p>Text of US Constitution – Each name of the signers is a link to a bio page</p> <p>Biographies from TEA</p> <p>Maps</p> <p>Ratification of the Constitution from Maps 101</p> <p>Primary Source Documents</p>

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<p>5.3 History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:</p> <p>5.3B summarize the events that led to the creation of the U.S. Constitution including the Weakness of the Central Government under the Articles of Confederation.</p>	<p>Including:</p> <ul style="list-style-type: none"> • Weakness of the Articles of Confederation – there was no ability to enforce the laws that were passed. • Daniel Shays, farmer rebellion (Shays Rebellion) <p>Such As:</p> <ul style="list-style-type: none"> • Weakness of the Articles of Confederation: Weak central government, no president, no power to collect taxes, making laws was difficult because representatives of 9 states out of 13 needed to approve laws at the national congress, there was no court to settle disputes between states, foreign countries recognized the national government’s weaknesses and were reluctant to enter into relationships with the new country. • 1787, Constitutional Convention. Virginia Plan (3 branches of government), New Jersey Plan, Great compromise (Roger Sherman), Slavery (3/5 Compromise) • 1788 Constitution becomes law. Democratic republic, 3 branches of government, checks and balances, state and federal powers (federalism), federalists supported Constitution (Federalist essays), anti-federalists feared states would lose freedom • 1791 Bill of Rights – the promise of addition of the Bill of Rights was instrumental in the approval of the US Constitution. 	<p>Articles of Confederation from TEA’s primary sources Washington’s First Inaugural Address from TEA’s primary sources Washington’s Second Inaugural Address from TEA’s primary sources Washington’s Farewell Address from TEA’s primary sources</p> <p>Primary Source Documents-Based Questions (DBQ) lessons Creation of the Constitution DBQ lesson plan from SHIPS Citizenship DBQ lesson plan from SHIPS Roles of the President DBQ lesson plan from SHIPS</p> <p>Videos Bill of Rights on BrainPop (Password information is on the Intranet > Technology > Passwords.) U.S. Constitution on BrainPop Presidential Power on BrainPop Branches of Government on BrainPop</p> <p>Connected Tech Activity: Regions, States, and Populations</p> <p>United Streaming: Search for -- “TLC Elementary School: We the People: A History of US” --“The Constitution” clip – 4:04 United Streaming: Search for --“Bill of Rights” clip – 4:20 --“Judicial Branch, The: Our Federal Government” --“Almost painless guide to the judicial branch, the” --“Legislative Branch, The: Our Federal Government” --“Almost painless guide to the legislative branch, the” --“Executive Branch, The: Our Federal Government”</p>
<p>5.7 Geography. The student understands the concept of regions. The student is expected to:</p> <p>5.7C locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.</p>	<p>Including: States that existed at the time of the writing of the constitution. Paying attention to the small states and large states according to population due to the constitutional debates.</p> <p>Teacher Notes:</p> <ul style="list-style-type: none"> • All 50 states should not be taught during this bundle. Look specifically at the regions as they affected the debates that went into the creation of the constitution. 	

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<p>5.16 Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:</p> <p>5.16B explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution</p>	<ul style="list-style-type: none"> • Establish justice • Insure domestic tranquility • Provide for the common defense • Promote general welfare • Secure the liberties to ourselves and future generations 	<p>--“Almost painless guide to the executive branch, the” --“Founding our Federal Government” --“Almost Painless Guide to the U.S. Constitution, The” --“Sssshhhh! We’re Writing the Constitution!”</p> <p>School House Rock --Preamble --The Ring Government --I’m Just a Bill</p>
<p>5.17 Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:</p> <p>5.17A identify and explain the basic functions of the three branches of government;</p>	<ul style="list-style-type: none"> • Executive (i.e. President, Vice-President, and Cabinet) – carrying out the laws (day to day business) • Legislative (i.e. Congress which consists of the House of Representatives and the Senate) – to make laws • Judicial (i.e. Supreme Court) – to decide if laws are constitutional 	<p>Literature</p> <ul style="list-style-type: none"> • <u>Shh! We’re Writing the Constitution</u> by Jean Fritz • <u>We the Kids</u> illustrated by David Catrow (Preamble to Constitution) • <u>A History of US, Book 3: From Colonies to Country</u> by Joy Hakim • <u>A History of US, Book 4: The New Nation</u> by Joy Hakim
<p>5.17 Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:</p> <p>5.17B identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and</p>	<p>Checks and balances make sure no one branch becomes too powerful. Branches balance powers, checking each other’s functions. Including:</p> <ul style="list-style-type: none"> • Executive branch can veto or approve laws • Legislative makes the laws or can override Presidential veto • Judicial decides if laws are constitutional and interprets the law 	<ul style="list-style-type: none"> • <u>Fever 1793</u> by Laurie Halse Anderson • <u>If You Were There When They Signed the Constitution</u> by Elizabeth Levy <p>Lesson Plans Ben’s Guide to Government 3-5 and 6-8: http://bensguide.gpo.gov/</p>
<p>5.17 Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:</p> <p>5.17C distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p>	<p>The constitution delineates specific roles to the national government reserving everything else for the states.</p> <ul style="list-style-type: none"> • National Government (e.g. military, currency, national laws, foreign trade, postal system) • State Government (e.g. state laws, education and state highways) 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p>

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<p>5.20 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>5.20A identify leaders in the national governments, including the president and selected members of Congress, and their political parties; and</p>	<ul style="list-style-type: none"> • Current representation 	<p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p> <p>“Westward Expansion” (April 2005) from Texas Law-Related Education (Helps teach TEKS 5.4BC, 5.8B, 5.26D and ELA TEKS 5.13CDE)</p> <p>“We the Astronauts” (Nov. 2004) from Texas Law-Related Education (Helps teach TEKS 5.16B and ELA TEKS 5.22A, 5.19I)</p>
<p>5.20 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>5.20B identify and compare leadership qualities of national leaders, past and present.</p>	<p>Including:</p> <ul style="list-style-type: none"> • George Washington – 1st President and the precedents he set in office. <p>Such As:</p> <ul style="list-style-type: none"> • Independent thinkers, risk takers, honesty, such as: Washington, Lincoln, FDR, Kennedy, LBJ 	
<p>5.21 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:</p> <p>5.21A summarize the reasons for the creation of the Bill of Rights;</p>	<ul style="list-style-type: none"> • Fundamental rights guaranteed in writing • Limit national power to prevent abuse of individual and states rights • States insisted the Bill of Rights would be written and added to the constitution in order for them to vote to ratify the Constitution. 	
<p>5.21 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:</p> <p>5.21B describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;</p>	<p>Including:</p> <ul style="list-style-type: none"> • freedom of religion • freedom of speech • freedom of the press • right to assemble • right to petition the government 	
<p>5.21 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:</p> <p>5.21C describe important due process rights including trial by jury and the right to an attorney;</p>	<p>Including:</p> <ul style="list-style-type: none"> • trial by jury • right to an attorney <p>Teacher Note: These were intended to prevent individual rights from being violated.</p>	
<p>5.21 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S.</p>	<p>Including</p> <ul style="list-style-type: none"> • Amendment 15 – States may not prevent someone from voting because of race or color. 	

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<p>Constitution. The student is expected to:</p> <p>5.21D summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.</p>	<ul style="list-style-type: none"> • Amendment 19 – Right for women to vote. <p>Such As:</p> <ul style="list-style-type: none"> • Amendment 24 – No citizen shall be prevented from voting because they do not pay a poll tax. • Amendment 26 – All citizens 18 years and older have the right to vote. 	
<p>5.22 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>5.22A identify significant examples of art, music, and literature from various periods in U.S. history; and</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • Art: Washington Crossing the Delaware, Signing of the Constitution and Signing of the Declaration of Independence. • Music: National Anthem, America the Beautiful and Battle Hymn of the Republic • Literature: Common Sense, Lewis and Clark’s Journals 	