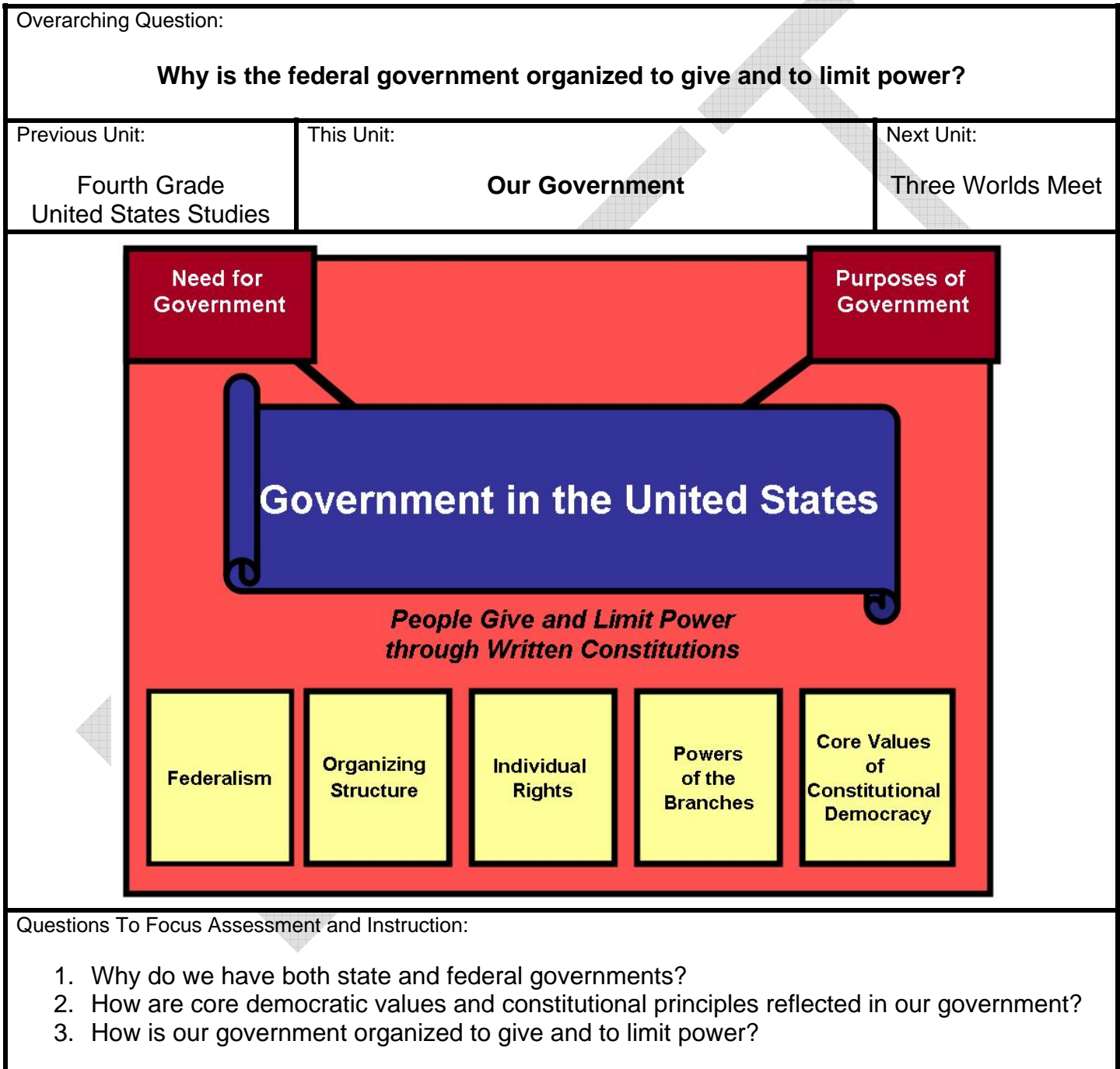


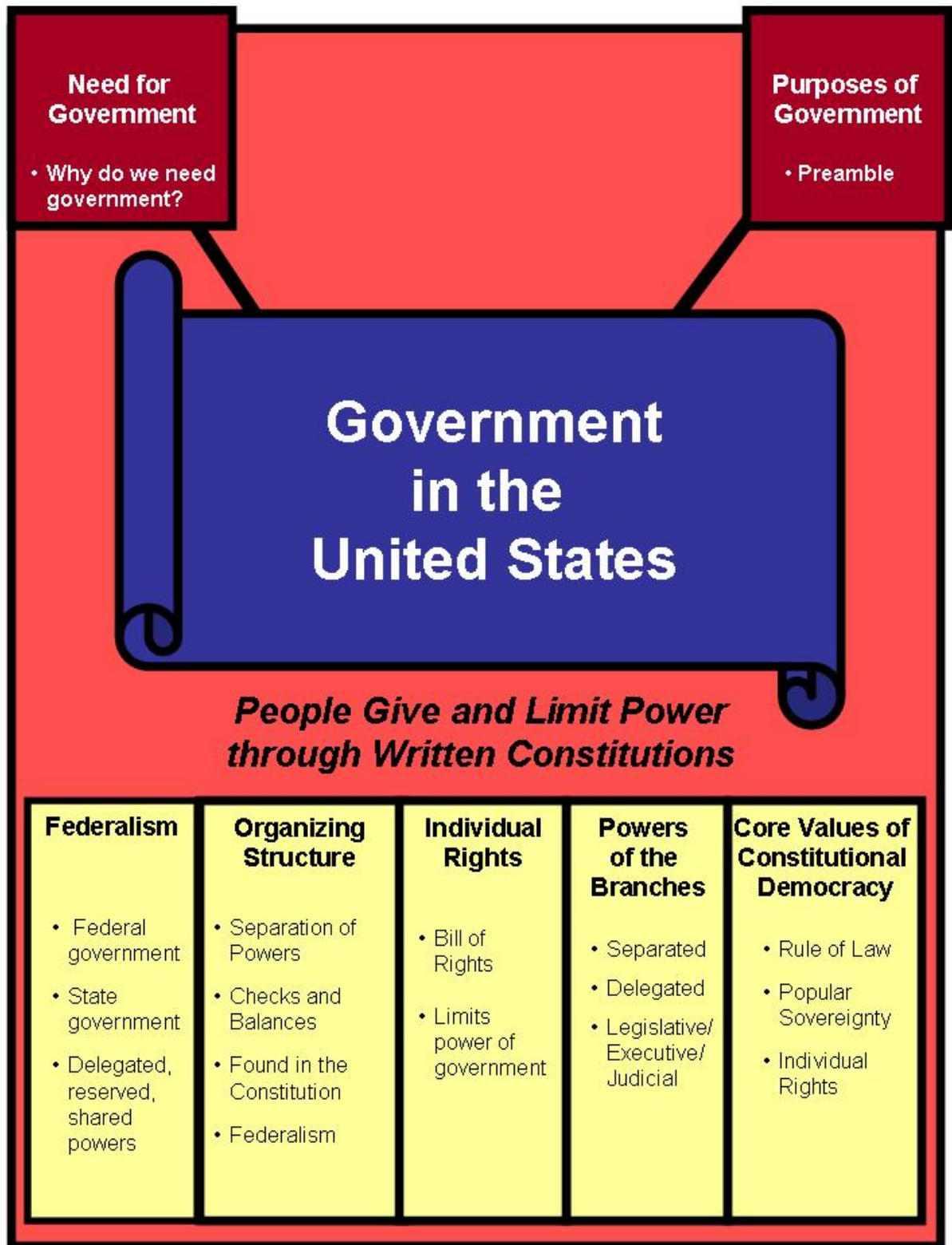
Fifth Grade Social Studies: Integrated Early American History

Unit 1: Our Government

Big Picture Graphic



Graphic Organizer



Unit Abstract:

This unit provides students with an opportunity to review essential civics and government concepts learned in previous grades. It also establishes a common foundation that sets the stage for deeper discussions about government throughout the year as students explore the question: Why is the federal government organized to give and to limit power? Students begin by examining what life would be like in the absence of government and hypothesize about the reasons people form governments. Next, students review core democratic values and principles upon which our government is based and investigate how they are rooted in the organization of the federal government. In doing so, concepts such as limited government, popular sovereignty, rule of law, and individual rights are stressed. Students analyze and explain how the Preamble to the Constitution reflects the purposes of government and explore other parts of the Constitution for evidence of federalism, limited government, and individual rights. In learning about federalism, students compare the powers delegated to the federal government and those reserved to the states (or the people). Contemporary examples of government in action are used throughout the unit. Moreover, this unit provides teachers with the opportunity to connect classroom rules with ideas about government, including why people form governments, what happens without rules or laws, and the importance of the rule of law. Finally, this unit allows for a seamless connection to Constitution Day, which is required by federal law.

Focus Questions

1. Why do we have both state and federal governments?
2. How are core democratic values and constitutional principles reflected in our government?
3. How is our government organized to give and to limit power?

Content Expectations

- 4 - C1.0.2: Explain probable consequences of an absence of government and of rules and laws.
- 4 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 - C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 - C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 - C3.0.4: Describe how the powers of the federal government are separated among the branches.
- 4 - C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).
- 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

Integrated GLCEs

W.PR.05.01: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. (English Language Arts)

Key Concepts

checks and balances
Constitution
federalism
government
individual rights
limited government
popular sovereignty
purposes of government
rule of law
separation of powers

Duration

2 weeks

Lesson Sequence

- Lesson 1: Why Do We Have a Government?
- Lesson 2: How is Our Government Organized to Limit Power?
- Lesson 3: Federalism: How is Power Distributed?
- Lesson 4: How Does the Bill of Rights Serve to Limit the Powers of Government?

Assessment

Selected Response Items

Constructed Response Items

Performance Assessments

4 – C2.0.1 4 – C3.0.3 4 – C3.0.4 4 – C3.0.5	Have students write an answer to the question: “How is our government organized to limit power?”
4 – C3.0.2 5 – U3.3.6	Construct a Venn diagram that gives examples of the powers delegated to the federal government, powers reserved to the states, and the powers that are shared by both state and federal government. Use the examples from the Venn diagram to explain in writing the principle of federalism and why some rights remain with the people.

4 – C3.0.3 4 – C3.0.4 4 – C3.0.5	Construct a poster display that describes the powers of each branch of government and explains through examples how the system of checks and balances works.
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Resources

Equipment/Manipulatives

Chart paper
Construction paper
Glue or Tape
Highlighters
Markers or crayons
Overhead projector or document camera and projector
Scissors
Spiral notebooks or a folder with paper, one per student

Student Resource

**Ben's Guide to U.S. Government for Kids*. 31 August 2009 <<http://bensguide.gpo.gov>>.

**Branches of Government*. Ben's Guide to U.S. Government for Kids. 31 August 2009 <<http://bensguide.gpo.gov/3-5/government/branches.html>>.

The Bill of Rights Rap. You Tube. 31 August 2009 <<http://www.youtube.com/watch?v=qSA8LX0xNLg>>.

How Laws are Made. Ben's Guide to U.S. Government for Kids. 31 August 2009 <<http://bensguide.gpo.gov/3-5/lawmaking/example.html>>.

How Laws are Made. Kids in the House. Office of the Clerk. U.S. House of Representatives. 31 August 2009 <<http://kids.clerk.house.gov/grade-school/lesson.html?intID=17>>.

*Quigley, Charles N. and Ken Rodriguez. *We the People*. Calabasas, CA: Center for Civic Education, 2003. 22-38, 123-130.

*Sobel, Syl. *The U.S. Constitution and You*. New York: Barron's Educational Series, 2001.

State vs. Federal Government. Ben's Guide to US Government for Kids. 15 August 2009 <<http://bensguide.gpo.gov/3-5/government/index.html>>.

The Constitution of the United States of America. Ben's Guide to U.S. Government for Kids. 31 August 2009 <<http://bensguide.gpo.gov/9-12/documents/constitution/index.html>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

*TLC Elementary School: Separation of Powers . Discovery Channel School. 2006.
United Streaming. 2 Sept. 2008 <<http://streaming.discoveryeducation.com/>>.

Teacher Resource

*Center for Civic Education. 31 August 2009 <<http://www.civiced.org/>>.

*Civics Lesson Plans. New York Times Learning Center Website. 31 August 2009
<<http://www.nytimes.com/learning/teachers/lessons/civics.html>>.

The Constitution. 31 August 2009 <<http://www.usconstitution.net/gifs/docs/cpage1.jpg>>.

**Law Day Lessons for Schools*. American Bar Association 31 August 2009
<<http://www.abanet.org/publiced/lawday/schools/lessons>>.

The Preamble. Teachertube. 31 August 2009
<[http://www.teachertube.com/viewVideo.php?video_id=7578&title=Schoolhouse Rock The Preamble](http://www.teachertube.com/viewVideo.php?video_id=7578&title=Schoolhouse_Rock_The_Preamble)>.

Resources for Further Professional Knowledge

Ben's Guide to U.S. Government Grades 9 – 12. 31 August 2009 <<http://bensguide.gpo.gov/9-12/index.html>>.

CIRCLE: Center for Information and Research on Civic Learning and Engagement. 31 August 2009
<<http://www.civicyouth.org/>>.

Citizenship Education. 31 August 2009
<http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp>.

Civitas. 31 August 2009 <<http://www.civnet.org/>>.

Monk, Linda R. *The Words We Live By: Your Annotated Guide to the Constitution*. New York: Stonesong Press, 2003.

National Center for Learning and Citizenship. 31 August 2009
<http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm>.

National Alliance for Civic Education. 31 August 2009 <<http://www.cived.net/>>.

United States Federal Government. 31 August 2009 <<http://www.hq.org/usfederal-govt.html>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

Instructional Organization

Lesson 1: Why Do We Have a Government?

Content Expectations:

4 - C1.0.2: Explain probable consequences of an absence of government and of rules and laws.

4 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Integrated GLCEs

W.PR.05.01: Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

Key Concepts: constitution, government, limited government, popular sovereignty, purposes of government, rule of law

Abstract:

In this lesson students examine the reasons people establish governments by imagining what their school, local community, and country would be like without government or rules/laws. Students then use the Preamble to the Constitution to explore the concept of popular sovereignty and the purposes of government. Using the principle of popular sovereignty, students then create a preamble and a classroom constitution based on the rules they think will be important for establishing a high quality learning environment for the school year. Finally, students ponder how popular sovereignty and the rule of law limit the power of the government.

Lesson 2: How is Our Government Organized to Limit Power?

Content Expectations:

4 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

4 - C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

4 - C3.0.4: Describe how the powers of the federal government are separated among the branches.

4 - C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

Key Concepts: checks and balances, Constitution, limited government, separation of powers

Abstract:

This lesson begins by students reviewing what they remember about the three branches of government from fourth grade. As a whole class activity, students then briefly examine portions of the first three articles of the Constitution and begin to collect evidence of the functions and powers of the three branches of government and separation of power. In small groups, students then examine information sheets and additional excerpts from the Constitution to add to their evidence. Students then review the process of how a bill becomes a law in order to explore the specific powers of each branch and checks and balances within the lawmaking process. Finally, the students ponder how separation of power and checks and balances limit the power of the government.

Lesson 3: Federalism: How is Power Distributed?

Content Expectations:

- 4 - C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

Key Concepts: Constitution, federalism, limited government

Abstract:

In this lesson students explore how the people delegate power in our federal system. Through classroom discussion and informational reading, students learn that some powers are given to our federal government and other powers are reserved for state governments. Students also learn about shared powers. Finally, in a “Power Sort” game students decide which level of government would have the power in different situations. As a debriefing activity following the game, students discuss why it is important to divide power between the federal and state governments and how federalism limits the power of the government.

Lesson 4: How Does the Bill of Rights Serve to Limit the Powers of Government?

Content Expectations:

- 4 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Key Concepts: Constitution, individual rights, limited government

Abstract:

In this lesson, students review the Bill of Rights and then work collaboratively to create a classroom Student Bill of Rights to be used in conjunction with the Preamble and the Constitution that students

had created in Lesson 1. Students also begin to develop questioning techniques about the origins of the Bill of Rights and why the principle of limited government is so evident within the Preamble, Constitution, and Bill of Rights. Finally, students engage in a writing activity where they reflect on what life would be like without the principles that limit the power of government.

DRAFT