

Daily/Unit Lesson Plan¹

Subject/Topic: “We the People” – Founding Documents **Date(s):** Fall 2016

Grade Level(s): 7th Grade

Teacher: Mandie Sayers

CHECK ONE:

- This is a plan for a full unit that will last two or more days.
- This is a **TWO** day lesson plan. *(If used for daily planning, completing all areas below may not be necessary if a previously designed unit plan is guiding the daily lesson.)*

PLANNING	
Standard(s)/Competencies: Virginia Standard CE.1a, e, f; CE.2c, d; CE.3a; CE.6	
Essential Understandings: What will students know, be able to do, or understand? (can be expressed as questions or statements) Who is the “we” in “We the People”? How has the Constitution changed over time? What does it mean that the Constitution is a “living document”?	
Learning Goal(s) (objectives in student-friendly language): Students will investigate how the original meaning of “We” in “We the People” has changed over time through wars, movements, and Constitutional amendments to become more inclusive of all Americans. Students will evaluate whether the goals set up in the Preamble are indeed being fulfilled today for everyone who is part of “We the People.”	
<p>Details: Vocabulary, Skills/Steps, People, Places &/or Concepts? Constitution; suffrage; amendment; disenfranchised; enfranchise</p>	<p>Materials and Technology Needed Labels for each station; Textbooks open to the Constitution, students’ personal devices, Laminated copy of documents for each station in folder, set of student pages for each person; colored pencils for one station, desks arranged into 5 groups</p>
PRIMARY SUMMATIVE ASSESSMENT(S):	
What will be accepted as evidence that students have learned? Students will complete a template guiding them through Primary Source Analysis and prompting questions for each station.	
Pre-Assessment Administered? <u> </u> YES <u> X </u> NOT APPLICABLE	
INSTRUCTION	
Introduction How will I provide a clear purpose to inform the students what they will be learning, why they are learning it, and how they will use the new learning? (e.g., activating prior knowledge/hook; framing lesson; establishing relevance; providing motivation, etc.) Write “We the People” on the board. Yesterday we reviewed the Preamble to the US Constitution. It begins with three simple words. Who thinks they can draw a picture of We the People. Choose 4-5 students to draw. Most likely they will have a very inclusive drawing. Connect their drawing of what it means today to the idea that it wasn’t always so.	
Active Instruction: What will I be doing? I will: 1. Lead 5 minute warm-up.	

¹ Developed by Fauquier County Public Schools, Dept. of Instructional Services, 2015 to correspond with Instructional Framework. This format is an adaptation of components from plans as defined by Dan Mulligan, Frey and Fisher (FIT), Marzano and Pickering, & Wiggins and McTighe. Template design, courtesy of

2. Give directions for each station. (Depending on student ability, we may do Station 1 at the same time by modeling one document as a class then letting groups finish)
3. Circulate to answer questions and provide guidance.
4. Manage time and call rotations.
5. Conclude with Timeline/Predictions Closure.

Active Learning: What will students be doing?

The students will:

Day1:

1. Participate in warm-up through drawing or observing and commenting.
2. Observe modeling by teacher on how to analyze the first primary source for Station 1 (Station 1 may be done as a class as it has twice as many sources as the other stations)
3. Work in a small group to finish source analysis of Station 1 documents.
4. Complete a rotation every 20 minutes in which they work together to analyze sources.
5. Closure: Quick discussion: So far, what have they observed about how the Constitution has changed?

Day 2:

6. Pick up where we left off yesterday. Finish station if time ran out.
7. Complete rotations.
8. Closure: Writing Reflection: How has the Constitution changed to support the ideals listed in the Preamble? Support your answer with three examples.

At-a-Glance: Active Teaching & Learning Strategies for This Lesson
(check all that apply)

<u>Teacher Actions</u>	<u>Student Actions</u>
<input checked="" type="checkbox"/> Modeling/Demonstration <input type="checkbox"/> Interactive Lecture <input checked="" type="checkbox"/> Lead Discussion <input checked="" type="checkbox"/> Ask High Level Questions (<i>What if? How do you know?</i>) <input type="checkbox"/> Read Aloud <input type="checkbox"/> Share Stories, Poems, Pictures <input checked="" type="checkbox"/> Lead Small Learning Groups <input type="checkbox"/> Meet with Individual Students <input checked="" type="checkbox"/> Work Alongside Students to Guide Learning <input checked="" type="checkbox"/> Scaffold Lesson <input type="checkbox"/> Gradual Release of Responsibility <input checked="" type="checkbox"/> Walk Around <input checked="" type="checkbox"/> Teach/Monitor in close proximity to the students <input checked="" type="checkbox"/> Recognize/Reinforce Differentiate <input type="checkbox"/> content <input checked="" type="checkbox"/> process <input checked="" type="checkbox"/> product <input type="checkbox"/> environment <input type="checkbox"/> Other Click here to enter text.	<input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Periodic Movement <input checked="" type="checkbox"/> Turn and Talk/Small Group Talk <input type="checkbox"/> Think Pair Share <input checked="" type="checkbox"/> Complete study guide/graphic organizer/notes/notebook (product focus) <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening and/or Viewing <input checked="" type="checkbox"/> Participation in centers/stations <input type="checkbox"/> Using manipulatives <input checked="" type="checkbox"/> Collaboration Problem Solving <input checked="" type="checkbox"/> asking <input checked="" type="checkbox"/> imagining/connecting <input type="checkbox"/> planning <input type="checkbox"/> creating <input type="checkbox"/> improving <input type="checkbox"/> Presenting/Oral Report <input type="checkbox"/> Publishing <input checked="" type="checkbox"/> Completing Performance Task <input type="checkbox"/> Other Click here to enter text.

Closure: How will I bring the lesson(s) to a close?

Students will collaborate to complete the timeline filling in the dates and reason for significance

related to the topic of "We the People."

Formative Assessment(s) *How will I check for understanding along the way? (e.g., exit slips? engagement check? turn/talk/share? Quiz? homework check?)*

[Click here to enter text.](#)

Summative Assessment(s): See page 1

Comments/Reflection:

Differentiation: If a class would struggle with the lack of chronological order moving between the stations, 5 packets of all sets of documents could be made. When the timer goes off, swap out the first packet for the next in chronological order. Students could still rotate between stations while teacher switches documents to incorporate movement and reset them for the next topic. If students need additional support, one primary document could be analyzed as a class at the beginning of each station.

Station Set-up:

Sources listed in order they appear in lesson plan document.

Station 1- “1787: We the People”

The US Constitution, Article I, Section 2, Paragraph 3 (textbook)

From James Madison’s Notes on the Constitutional Convention

John Dickinson’s personal notebook

Excerpts from James Madison’s Debates in the Federal Convention of 1787

Key for Painting

Painting

Occupations (secondary source)

Station 2 – “1865-1871: We the People”

US Constitution (textbook)

Devices or one laptop

Station 3 – “1920: We the People”

The First Convention

Votes for Women Broadside

The New York Times Colby Proclaims Women’s Suffrage

1916 and 1920 Presidential Election maps

US Constitution (textbook)

Station 4: “1924: We the People”

Voters: Native Americans from the Library of Congress (secondary source)

Photo of President Coolidge with four Osage tribe members

US Constitution (textbook)

Station 5: “1964: We the People”

1959 Poll Tax Receipt

Literacy Test Political Cartoons

Poll Tax Maps

US Constitution (textbook)

Devices or laptop

Station 6: “1971: We the People”

Photo of march for the right for 18 year olds to vote

Image of button

US Constitution (textbook)

Devices or laptop

colored pencils