Student Learning Plan

Name: Brianne Dalfonso

Subject: Social Studies

Grade: 2

Goal: Constitution Day

Importance of the lesson, relevance for students

- The importance of this lesson is for students to recall dates, events and people.
- The importance of this lesson is for students to interpret the Constitution into their own thoughts and words.
- The importance of this lesson is for students to apply and analyze how we still use the Constitution in today’s society.

Related Primary and Secondary Sources:

- Constitution of the United States of America
- Overview of the different parts of the Constitution found at: http://thomas.loc.gov/teachers/constitution.html

Expected Duration:

These lessons will be taught over a week period for approximately 45 minutes each day during Constitution week.

Objectives

Academic Standards:

X Pennsylvania _____ National (SPA)
PA Standards

8.1.3.C Understand fundamental of historical interpretation

8.1.3.D Understand historical research

8.3.3.A Identify contributions of individual and groups to United States History.

8.3.3.B Identify and describe primary documented material artifacts and historical sites important to United States history.

Assessment method:

- Students will make a fold book based on all the different parts of the Constitution, which they will use to study for a teach made matching and fill in the blank test.
- During the dissection of the Constitution students will begin to make a list of what it means, and why we still follow a 100 year document.
- We will compare and contrast the government back then to the government now.
- One way to assess the students at the end of the week, each student will be able to explain in their own words the different parts of the constitution, how and why they came about, and briefly explain why the Constitution is still important today.

Objectives are:

X Cognitive    X Affective    _____Psychomotor

Student Objectives:  (related to assessment)

- Students will be able to recall important dates, events and people.
- The students will be able to interpret the Constitution into their own thoughts and words by using a least 5 sentences.
- The students will be able to apply and analyze how we still use the Constitution in today’s society.

Content Notes and Questions for Students:

Content Notes:

There are different parts of the U.S. Constitution (taken from: Primary Sources:  
http://thomas.loc.gov/teachers/constituion.html )
Articles of Confederation: The first constitution of the United States, on November 15, 1777. However, ratification of the Articles of Confederation by all thirteen states did not occur until March 1, 1781. The Articles created a loose confederation of sovereign states and a weak central government, leaving most of the power with the state governments. The need for stronger Federal government soon became apparent and eventually led to the Constitutional Convention in 1787. The present United States Constitution replaced the Articles of Confederation on March 4, 1789.

Constitution: The members of the Constitutional Convention signed the United States Constitution on September 17, 1787 in Philadelphia, Pennsylvania. The Constitutional Convention convened in response to dissatisfaction with the Articles of Confederation and the need for a strong centralized government. After four months of secret debate and many compromises, the proposed Constitution was submitted to the states for approval. Although the vote was close in some states, the Constitution was eventually ratified and the new Federal government came into existence in 1789. The Constitution established the U.S. government as it exists today.

Federalist Papers: were a series of eighty-five essays urging the citizens of New York to ratify the new United States Constitution. Written by Alexander Hamilton, James Madison, and John Jay, the essays originally appeared anonymously in New York newspapers in 1787 and 1788 under the pen name “Publius.” A bound edition of the essays was first published in 1788, but it was not until the 1818 edition published by the printer Jacob Gideon that the authors of each essay were identified by name. The Federalist Papers are considered one of the most important sources for interpreting and understanding the original intent of the Constitution.

Bill of Rights: On September 25, 1789, the First Federal Congress of the United States proposed to the state legislature’s twelve amendments to the Constitution. The first two, concerning the number of constituents for each Representative and the compensation of Congressman, were not ratified. Articles three through twelve, known as the Bill of Rights, became the first ten amendments to the U.S. Constitution and contained guarantees of essential rights and liberties omitted in the crafting of the original document.

The 13th Amendment: to the Constitution declared that “Neither slavery nor involuntary servitude...shall exist within the United States.” Formally abolishing slavery in the United States, the 13th Amendment was passed by the Congress on January 31, 1865, and ratified by the states on December 6, 1865.

14th Amendment: to the Constitution was ratified on July 28, 1868, and granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed. In addition, it forbids states from denying any person “life, liberty or property, without due process of law” or to “deny any person within its jurisdiction the equal protection of its laws.” By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans and is cited in more litigation than any other amendment.
15th Amendment: to the Constitution granted African American men the right to vote by declaring that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.” Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, southern states were able to effectively disenfranchise African Americans. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.

Professional Development

Thoughts before/after Teaching the Lesson: