

Life in a New Nation

Social Studies Unit



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Table of Contents

Introduction	Pg. 3
Assessment Tools	
Pre-assessment	Pg. 5
Post-assessment	Pg. 6
Unit Web	Pg. 8
Lesson Plans	
Writing	Pg. 9
Creation of Government	Pg. 10
Math	Pg. 11
Constitution and Ratification	Pg. 13
Art	Pg. 14
Social Studies	Pg. 15
Creation of Washington D.C	Pg. 17
Science	Pg. 18
P.E. Gross Motor	Pg. 21
Reading	Pg. 24
Math	Pg. 25
Cooking	Pg. 26
P.E. Fine Motor	Pg. 28
Storytelling	Pg. 30
Drama	Pg. 34
Music	Pg. 35
Technology	Pg. 38
Trade Books	Pg. 39
Field Trip	Pg. 41
Parent Letter	Pg. 43
Bulletin Board	Pg. 44
Work Cited	Pg. 45

Life in a New Nation

Theme/Goals/Objectives/etc.

Grade Level: Fifth Grade

Unit Theme: Life in a New Nation: The start of the government after the Revolutionary War.

Goals: 1.) Students gain a better understanding of how the new government came about and how our country was created.

Rational: Students need to learn the Revolutionary War and the government that was created afterwards so that they can have an appreciation for what our country is today. This will show them what our ancestors went through, so that they can walk down the street a free person. The students learn about this during the fifth grade because this is what they have build up to. In third grade they learn about community, in fourth grade they learn about the State of Indiana and its history, so in fifth grade they move up to learning about our whole country. The Revolutionary War and the government that was created afterwards is in the United States History area, this means it should be taught in fifth grade.

Objectives:

1. Students will learn about major people who were involved with Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.
2. By learning the National Anthem, students will learn about the people of this time and the fight that they had for our country.
3. Students will learn the way that the colonies were governed during the time of the war and immediately after the war.
4. By drawing a map of the United States, the students will label regions, major rivers, and mountain ranges

Standards:

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give

examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence.

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

5.3.3 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Assessment Tools
The Pre-assessment
People and Vocabulary of Unit 5

_____ #1 Northwest Ordinance	a. Shawnee leader
_____ #2 Great Compromise	b. Describe how new states would be created
_____ #3 The Federalist	c. Said Congress would be made up of two houses
_____ #4 Pierre L'Enfant	d. Essays that appeared in New York newspapers in support of the Constitution
_____ #5 York	e. Took part in the Lewis and Clark expedition
_____ #6 Tecumseh	f. Helped design Washington, D.C.

Answer Key:

1. (b.)
2. (c.)
3. (d.)
4. (f.)
5. (e.)
6. (a.)

Post-assessment

Debate

Students will have a debate in class. The class will split into half and half will be the Federalist and the other half will represent the Anitfederalist. The groups will debate whether or not the 13 states should ratify the Constitution. Each member of each group should write an argument for or against ratification based on which side they are on. These will be presented in a formal debate in the classroom.

Directions:

*Have each member of the debate team prepare his or her argument and reasons to support it in written form.

*Students who will be watching the debate can write the headings *Before* and *After* on a sheet of paper. Have them write their opinions about ratifying the Constitution before they watch the debate, and then write it again after watching the debate.

*Each student should have the chance to debate their position on the Constitution.

Assessment: Rubric provided below. Students must get 9 out of 12 to pass the post-assessment.

Rubric for Debate

Name: _____

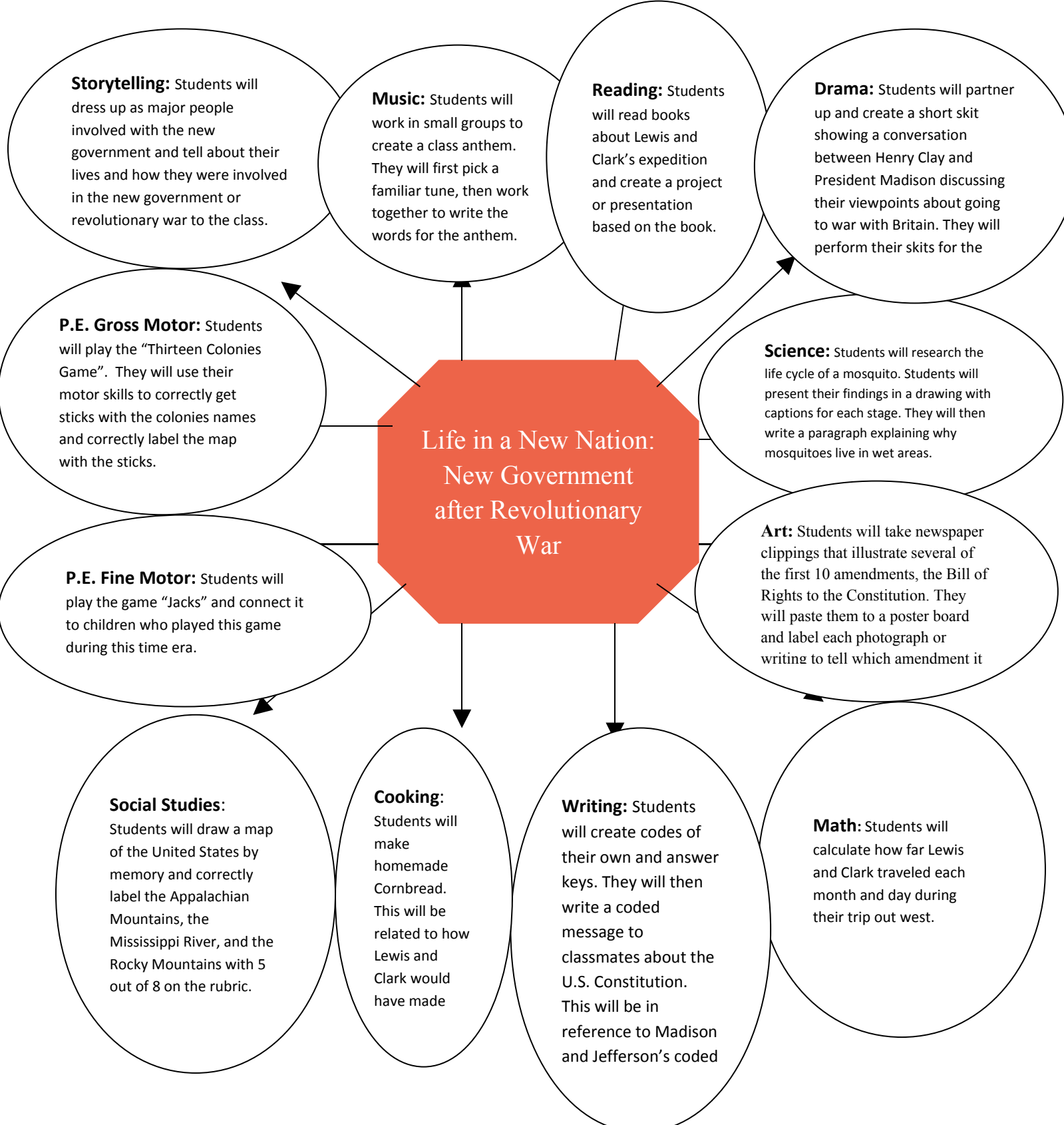
Date: _____

	1	2	3	4
Debate	Is unable to clearly articulate ideas. Uses few or no facts	Is uncertain of some ideas, but can state opinion about ratifying Constitution clearly. Does not support ideas with many facts or logical reasons.	Supports most ideas with facts. Speaks Clearly and appropriately.	Supports all ideas with facts and logical reasons. Speaks clearly and uses appropriate expression.
Writing of Debate	Student does not write out speech and uses limited to no facts.	Student does not write out what he or she is planning to say during the debate. He/She uses facts while saying debate.	Student writes out what he/she is planning to say. Uses limited facts.	Student writes out what he/she is planning to say while debating. Debate contains facts and logical reasoning.
Writing During Debate	Student writes down a few things. Does not really connect with the debate.	Student writes his/her beliefs only either before or after the debate. Is missing one section.	Student writes down his/her opinion before and after watching the debate. Writes down no facts.	Student writes down his/her opinions before and after watching the debate. Writes down facts that were said.

Total: /12

Unit Web

Life in a New Nation



Life in a New Nation (Writing)

Lesson Plan by Abby White**Lesson:** Write a Coded Message **Length:** 45 minutes**Age or Grade Intended:** 5th Grade**Academic Standard(s):****Language Arts:** 5.5.5 Use varied word choices to make writing interesting.**Social Studies:** 5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.**Performance Objective:** Students will study coded messages from Madison and Jefferson and then create their own coded message with a variety of word choices to a classmate that the classmate can decode and turn in.**Assessment:** Informal assessment: Students will trade with a partner and decode their messages. If the message is decodable then the student will have completed the lesson. If it is not decodable, student needs to redo letter until it is. Coded messages and decoded messages need to be turned into to be checked for completion.**Advanced Preparation by Teacher:**

*Write a coded message

*Provide paper and writing utensils

Procedure:**Introduction/ Motivation:** We have learned how during war times people cannot always be trusted to pass information correctly onto other people. During the war there were many passages that needed to be passed back and forth between the for fathers of our country. To be able to do this without anyone else finding out what was being said, Madison and Jefferson created coded messages. Have you ever wanted to create a message that only the person you wrote it for could read? (Bloom's Knowledge and Gardner's Intrapersonal intelligence) Today we are going to write coded messages.**Step-by-Step Plan:**

1. Show example of the coded message that the teacher wrote.
2. Explain how you can write a coded message to another person. "Each letter of the alphabet gets a symbol or a sign of some sort. You then write these signs in your message. You need to make sure to create a key so that the other person is able to decode the message. Your messages should be three to five sentences long. (Gardner's Linguistic Intelligence)"
3. Hand out papers and writing utensils.
4. "You will be given 20 minutes to create your message. Once time is up we will trade with a partner and they will have to be able to decode your message. (Gardner's Linguistic Intelligence) If they are unable to decode your message, you have to rewrite it until they are able to."

Closure: Do you think this would be hard to do during war times? (Bloom's Knowledge) Can you imagine how hard it is to write letters that mean so much but you have to make sure that the other person understands them the same way you do? (Bloom's Analysis) Will you ever write a letter like this to your friends? (Bloom's Analysis) Do you think this was a good idea to write letters this way? (Bloom's Analysis) We have learned that Madison and Jefferson used coded messages to discuss the making of our government. Tomorrow we are going to learn more parts of our government and learn how it all works together to make one.**Adaptations/ Enrichment:** Adaptations: Allow students to write a shorter message. If they still need help you can pair them up with an enriched student and have them work together on the message. Enrichment: Have students write a longer message.**Self-Reflection:** Were my students able to create a coded message? Were my students able to decode the coded message? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Mini Lesson on Creation of Government

Time: 10 minutes

Type: Lecture

Reason: Helps transfer into checks and balances.

While lecturing the material below, pause for students to ask questions on what you are reading. Students should have their books opened to page 348 in their textbooks.

“As you learned in your last unit, the reason we broke away from Great Britain was because of how they governed their people. While the United States government was being created, they kept this in mind. Great Britain’s government is a little different from ours, but we did learn from their mistakes and the way their government was set up. Great Britain’s government consists of a constitutional monarchy and a parliamentary democracy. The head of their state is a King and Queen. The head of their government is a Prime Minister which is comparable to our President. The government has three duties like ours does, but their three duties overlap. Our government does not have a King, but has President which is elected into his/her position. Our government has three separate powers. This is a difference between us and Great Britain. Tomorrow we will learn about how these three separate sections work and who keeps them doing the job that they need to do.”

Any Questions?

Life in a New Nation (Math)

Lesson Plan by Abby White**Lesson:** Check and Balance**Length:** 30 Minutes**Age or Grade Intended:** 5th Grade**Academic Standard(s):****Social Studies:**

6.2.5 Describe how major forms of government in Europe and the Americas protect or protected citizens and their civil and human rights.

Mathematics:

6.7.9 Make precise calculations and check the validity of the results in the context of the problem.

Performance Objective: Through a teacher given math example and a worksheet describing the government's checks and balances, students will learn how the government uses a system of checks and balances the same way they check and balance a math equation with at least 75% accuracy.

Assessment: Students will be graded on their ability to get at least 9 out of 12 on their worksheet.

Advanced Preparation by Teacher:

- Make copies of worksheet for students.

Procedure:

Introduction/ Motivation: How many of you use the checks and balance system when you do math? (Bloom's Application) Well you should because that is the best way to make sure you are doing your problems right, but there is another cool way that the check and balance system is used. Does anyone have an idea how? (Bloom's Knowledge) (If students do not guess) Well our government is set up in the same way. We have learned about the Executive, Legislative, and Judicial branches, but what we have not learned yet is who watches over each of them. Today we are going to learn who watches over each branch.

Step-by-Step Plan:

1. Put up on the board $75 \times n = 225$. (Gardner's Logical-Mathematical Intelligence) Go through the steps of solving the problem. As you do show the students how you always have to keep the equation in balance.
2. Once you are done with the problem, explain how each of the branches always makes sure each other are in balance by checking each other. Have students turn to page 348 in their textbooks, 4th paragraph (In second column). Students may reference this section while you are teaching the lesson (Gardner's Linguistic Intelligence) and after you are done teaching the lesson.
3. "So that one branch of government does not get too powerful, the government set up a system of checks and balances. For example, Congress, the Legislative Branch, has the right to pass laws, but the President, the Executive Branch, has the right to veto the law. This is a check. Congress can still pass the law after this but 2/3rds of them have to vote to pass the law. This is a check that Congress has on the President. The Judicial Branch can overturn something the Executive Branch or the Legislative Branch does in the courts if they feel it is going against the Constitution. They all each check each other so that they all have equal power."
4. Hand out worksheets. "On this worksheet if goes over what each branch is and what they do. It then asks you how each branch checks each of the other branches. (Gardner's Intrapersonal Intelligence) You may use the book to answer the questions. (Gardner's Linguistic Intelligence) You have 15 minutes to work on this. Whatever you do not finish will be homework."

Closure: Who can tell me what the Legislative Branch does? (Makes Laws) (Bloom's Knowledge) Who can tell me what the Executive Branch does? (Put laws into practice) (Bloom's Knowledge) Who can tell me what the Judicial Branch does? (Sees that the laws are interpreted according to the Constitution)

(Bloom's Knowledge) There is one main thing to really remember from this lesson; no law can be passed without two other Branches agreeing them.

Adaptations/ Enrichment: For adaptation and enrichment, pair the two together. This allows the student who needs help some one on one help, and it gives a challenge to the enrichment child to help the child who needs help. Enrichment: Give the student more math problems to try and then have them show the checks and balances on each math problem. Have them do the social studies worksheet after this and explain more in depth about the checks and balances. Adaptation:

Self-Reflection: Did my students understand the concept of check and balance? Did bringing math into explanation help them better understand the concept? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Mini Lesson on Constitution and Ratification

Time: 10 minutes

Type: Lecture

Reason: Helps transfer from creation of government to creation of Constitution.

While teaching lecture, pause for students to ask question if needed. Students should have book opened to page 353 in text.

“As we learned in the last two lessons, the government created The Constitution which divides the government into three branches, identifies shared and reserved powers, and provides a system of checks and balances. The only problem that was found with this was that sometimes laws need to be changed because times change. Also other laws need to be added. That is when the states created the ability to ratify laws. When you ratify a law it is to change it and then make it effective. The reason that ratification started was because of the Bill of Rights. The Bill of Rights pledge to guarantee personal freedoms by placing specific limits on government. (Bill Of Rights are on page 354, have students look them over and ask any questions about them that they may need to ask.) The ratification of the Bill of Rights is called The Amendments. Tomorrow we are going to go over the Amendments and you are going to create a poster board of them from newspaper clippings.”

Any Questions?

Life in a New Nation Unit (Art)

Lesson Plan by Abby White**Lesson:** Poster Board of Amendments **Length:** 45 minutes**Age or Grade Intended:** 5th Grade**Academic Standard(s):****Visual Art:** 5.6.2 Utilize new interests, current events, or personal experiences as subject matter in artwork.**Social Studies:** 5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.**Performance Objective:** Given current newspapers, students will create a poster board that represents at least five parts of the Constitution and the Bill of Rights in today's times.**Assessment:** The teacher will assist the students in locating appropriate newspaper clippings. After completion, the teacher will collect the posters and check to make sure the students have at least five clippings with five reasoning's. The posters may be hung around the room or around the classroom in the hallway.**Advanced Preparation by Teacher:**

- Poster paper, coloring utensils, construction paper, scissors and other materials to make the posters.
- Collection of current newspapers.
- Make sure the 10 amendments are hanging somewhere around the room for the students to reference.

Procedure:**Introduction/ Motivation:** We have already learned about how hard it was to make the Constitution and the Bill of Rights. Many laws that were passed in the Constitution and the Bill of Rights still affect us today. How many of you know what some of these rights we have as citizens are? (Bloom's Knowledge) What we are going to do today is look in the newspaper for stories that prove this to be true. (Gardner's Linguistic Intelligence)**Step-by-Step Plan:**

1. Handout newspapers.
2. "You are going to go through the newspapers and look for either articles or pictures that represent parts of the Constitution and the Bill of Rights." (Gardner's Visual-Spatial)
3. "You are then going to get a poster board and glue the clippings to the board and label how they represent parts of the Constitution and the Bill of Rights." (Bloom's Application and Gardner's Linguistic Intelligence)
4. Go through a newspaper with the class and show them an example of an article that would work for the assignment.
5. Get out the poster boards and materials that will be needed for the students.
6. Allow them to pick out their materials and get to work.
7. Give them about 30 minutes of time to search for articles and glue them to their board and label them. You might want to give a ten minute heads up so they know their time is coming to an end.

Closure: What are some articles that you found? (Bloom's Knowledge) Can you imagine how hard it would have been to come up with these laws that still help us today? (Bloom's Analysis) Discuss as a class what law you think should be created today that would still work 200 years from now. (Gardner's Interpersonal)**Adaptations/ Enrichment:** For adaptation, the teacher could allow the student to only do two or three clippings on their poster board instead of five. If a student is unable to do this, the student could just write out the amendments by hand. This will allow for them to at least get a little more acquainted with them.

For enrichment, the teacher could have the student do seven or eight clippings instead of five. Students could also write a personal connection to the Amendment that they find.

Self-Reflection: Were the students able to find at least five clippings from newspapers about the Constitution and the Bill of Rights? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Life in a New Nation Unit (Social Studies)

Lesson Plan by Abby White

Lesson: Mental Mapping **Length:** 25 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Social Studies: 5.3.3 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Performance Objective: Students will draw a map of the United States by memory and correctly label the Appalachian Mountains, the Mississippi River, and the Rocky Mountains with 5 out of 8 on the rubric.

Assessment: Rubric provided below.

Advanced Preparation by Teacher:

- Paper for students.

Procedure:

Introduction/ Motivation:

How many of you know the United States map by heart? (Bloom's Knowledge) After the government figured out how they were going to govern the United States, they decided to start exploring the rest of North America. This took lots of expeditions. Today we are going to create a map that you can use during chapter 11. This map will help you better see how far people were going while the new government was being created. How many of you know how far it is to California from here? (Bloom's Knowledge) This is something to keep in mind while creating your map and doing this project.

Step-by-Step Plan:

1. Have students get a piece of paper.
2. "Independently you need to draw the map of the United States from memory. (Gardner's Visual-Spatial Intelligence) You may not look at a map or your books. You also should not get any help from your classmates." Give students time to create their maps.
3. "Once your maps are created you need to label your maps with the (Put these on the board) Appalachian Mountains, the Mississippi River, and the Rocky Mountains. (Gardner's Visual-Spatial Intelligence) Your map should also have a compass rose on it. (Gardner's Visual-Spatial Intelligence) You should also label the oceans that touch the United States. (Gardner's Visual-Spatial Intelligence)"
4. Once students have created their maps, partner them up with a classmate. (Gardner's Interpersonal Intelligence)
5. "Together you guys need to plan a route from the Mississippi River to the Pacific Ocean. (Gardner's Visual-Spatial Intelligence) Once you have completed this, we will discuss as a class why you took the route that you took."
6. Once students have completed their maps, let each pair tell the class why they took the route that they took.

Closure: How long do you think this trip would take in today's time? (Bloom's Application) How long do you think this trip would have taken in 1804 when they did not have cars? (Bloom's Application) We are going to learn about how Lewis and Clark took this trip and what they discovered on the way and how long it took them. This map should help you better understand just how far they traveled.

Adaptations/ Enrichment: For enrichment and adaptation, the teacher will pair the two students up. The adaptive student will get the help that is needed and the enriched student will be able to do a little bit more work and will learn more from it. Adaptation: Allow student to only draw the outline of the United

States Map. Enrichment: Have student draw out borders of the thirteen original colonies as well as everything else.

Self-Reflection: Were my students able to label their maps correctly? Were my students able to understand the distance between the Mississippi River and the Pacific Ocean? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Mental Mapping Rubric

Name: _____

Date: _____

	1	2	3	4
Labeling the United States Map	Students labeled two or less parts of the map correctly.	Students correctly labeled four parts of the map correctly.	Students correctly labeled all but two parts of the map.	Students correctly labeled all parts of the map. (App. Mountains, Rocky Mountains, Miss. River, Compass rose, Pacific Ocean, Atlantic Ocean, Gulf of Mexico)
Planning a route from the Mississippi River to the Pacific Ocean	Students told the class about a route to the Pacific Ocean from the Mississippi River, but did not draw the route on the map.	Students tried to label a route to the Pacific Ocean from the Mississippi River, but did not complete it.	Students correctly labeled a route to the Pacific Ocean from the Mississippi River and were unable to tell the class about it.	Students correctly labeled a route to the Pacific Ocean from the Mississippi River and were able to tell the class about it.

Mini Lesson on Development of Washington D.C.

Time: 15 minutes

Type: Lecture

Reason: Helps transfer from creating United States map for explorers to creation of Washington D.C.

While teaching lecture, pause for students to ask question if needed. Students should have book opened to page 365 in text.

“Where the Nation’s Capitol was going to be was a large argument between congress and other government officials. It was a long ten year battle that was finally rectified in 1790 one year after Washington taking office. It was located not far from Washington’s home in Virginia. This area was called The District of Colombia. After Washington’s death in 1799 the Capitol was renamed Washington, D.C. The city was designed by Pierre L’Enfant and Benjamin Banneker. The reason the area was chosen was because it was on the Potomac River and was also located close to Washington’s home. The problem with the area was that it was really close to marshland or even on top of marshy areas. This created a problem for the people living there. The mosquitoes were quite out of control in the area which the people were not used to. Tomorrow we are going to learn more about why there were so many mosquitoes in this area. The problem with building the city so close to the water was that it took a very long time to build on top of the marsh land. President Washington never got to live in Washington D.C. It was not until four years into John Adams term that they were able to move into the what we know as the White House.”

Any Questions?

Life in a New Nation Unit (Science)
Lesson Plan by Abby White

Lesson: Life Cycle of Mosquitoes **Length:** 45 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Science: 5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

Performance Objective: Students will research and create a life cycle of a mosquito and write a paragraph of where mosquitoes live with a 9/12 on the rubric below.

Assessment: The students will be graded on a rubric. (Rubric provided below)

Advanced Preparation by Teacher:

- Reserve a computer lab for students to use for their research.
- Paper and markers for life cycles

Procedure:

Introduction/ Motivation: How many of you have ever heard that buzzing sound next to your ear and immediately knew it was a mosquito? (Bloom's Knowledge) How many of you hate that sound because you know it is a mosquito? (Bloom's Knowledge) How many of you hate being bit by a mosquito? (Bloom's Knowledge) As you learned yesterday Washington D.C. was built on a marshland. This created a large problem with mosquitoes. Today we are going to go into the computer lab and do a little research about these small annoying critters and see why they were so populated in Washington D.C.

Step-by-Step Plan:

1. Once in the computer lab give instruction of project. "While in the computer lab you need to research the life cycle of a mosquito. Another thing that you need to look into is why mosquitoes live near water. While you are doing this you need to write down notes to use for later reference. (Gardner's Linguistic Intelligence) You will have 15 minutes to work on this."
2. Help students who are struggling with researching. Walk through room to check on them. (This should not be their first time using the computer to research, so it should not be that hard for them to complete.)
3. Once time is up, line up students and take them back to the room in orderly manner. (Gardner's Body-Kinesthetic)
4. Once in the room have students get paper and marker on the way in the door and have them sit in their seats and wait for more instruction.
5. "You now need to use the paper you were given and create a life cycle of a mosquito on it. (Gardner's Visual-Spatial) Once you have completed this, you need to write a paragraph of why mosquito's live near water. (Gardner's Linguistic Intelligence) You will have 20 minutes to complete this section. Make sure in your paragraphs they have capitol letters and punctuation. Make sure you make these presentable, they will be hung outside of the classroom for other students to view."
6. Once students are done, have them turn them in.

Closer: What did you think was difficult about researching this material on the computer? (Bloom's Comprehension) What are some things that you found out about mosquitoes? (Bloom's Knowledge) Do you still find them as annoying as what you did at the start of this lesson? (Bloom's Analysis) Now that the Capitol was completed it was decided that the United States really needed to start looking out west for more land.

Adaptations/ Enrichment:

Adaptation: Student has to create the life cycle and can write one sentence about why mosquitoes live near water. They can also draw a picture of where mosquitoes should live if they are unable to write the sentences.

Enrichment: Student has to create the life cycle and needs to write two paragraphs about why mosquitoes live near water. These students can draw a picture to enhance both of their paragraphs as well.

Self-Reflection: Were my students able to research the topic online at their computers? Were my students able to find the information that I had required of them? Were my students able to create the life cycle and then write a paragraph about mosquitoes and where they live? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Rubric

Name: _____

Date: _____

Criteria	1	2	3	4	Total
Life Cycle of Mosquitoes	Student has one part to the life cycle of the mosquito	Student has two parts to the life cycle of the mosquito	Student has three parts to the life cycle of the mosquito	Student has all four parts to the life cycles of the mosquito.	
Paragraph about Mosquitoes	Student wrote a vague sentence about mosquitoes.	Student has written a vague two sentence paragraph about where a mosquito lives and why.	Student has written a three sentence paragraph about where mosquitoes live and why.	Student has written a four sentence detailed paragraph about where mosquitoes live and why.	
Grammar	Student has five to six mistakes in their paragraph.	Student has three –four mistakes in their paragraph.	Student has one-two mistake in their paragraph.	Student has no mistakes in their paragraph. (All capital letters where they should be and good punctuation.)	

Life in a New Nation Unit (P.E. Gross Motor)
Lesson Plan by Abby White

Lesson: Thirteen Colonies Game **Length:** 15-30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Social Studies:

5.3.3.1 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Physical Education:

5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.

Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).

Performance Objective:

While playing “Thirteen Colonies” the students will use their locomotor skills to run around cones and then accurately tag 3 out of 4 of the thirteen colonies on a map.

Assessment:

Assessment during this game will be informal. The teacher will watch the students and take notes on which students are not able to either use their locomotor skills and are not able to correctly tag the colony that they have picked up. If they are unable to accomplish the task, there will be individual help given to this student.

Advanced Preparation by Teacher:

- Get materials that are needed: Cones, Blank Maps of colonies, Popsicle sticks, and Tape.
- Write colonies names on Popsicle sticks.

Day of Activity:

- In gym or open area, set up four cones to set up the general space.
- Spread out the Popsicles inside of the general space.
- Hang maps up near each of the team’s areas.

Procedure:

Introduction/ Motivation: How many of you feel that you know where all of the original thirteen colonies are at on the map? (Bloom’s Knowledge) Today we are going to practice what we have learned from the last unit about where the thirteen original colonies are. You will be put into two different teams.

Directions: What you will do is line up behind your team’s cone and use different locomotor skills around the general space. Once you are back to the end of your line, the person at the front of the line goes. The person that just completed their lap will then go into the general space and grab a stick with a colony on it. Remember to communicate with your teammates on what colony you are grabbing.

(Gardner’s Interpersonal) Once you have your colony, go over to the map and place the stick on the right colony. Once done with this go back over to your line and do five sit-ups. After these are completed help your teammates to get the right colony. Remember if your team already has a colony and you grab, it will take longer to go back and get a new one. Only one person from each team can be in the general space.

(Gardner’s Visual-Spatial) First team to complete the map wins!

Step-by-Step Plan:

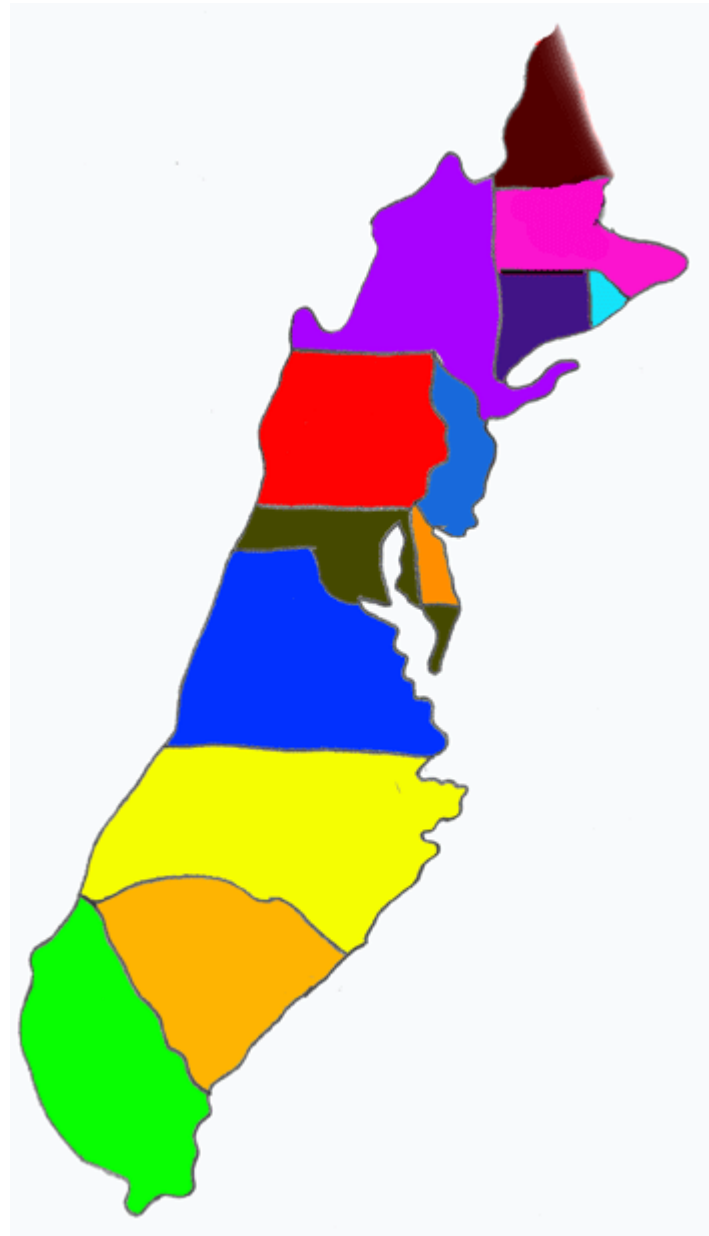
1. Give directions and ask for any questions

2. Separate students into two different groups; have them count off by two's.
3. Have students line up behind their team's cone. (Gardner's Visual-Spatial)
4. First time around students will run. (Gardner's Bodily-kinesthetic)
5. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
6. During downtime students will do sit-ups. (Gardner's Bodily-kinesthetic)
7. Second time around students will skip. (Gardner's Bodily-kinesthetic)
8. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
9. During downtime students will do push-ups. (Gardner's Bodily-kinesthetic)
10. Third time around students will slide. (Gardner's Bodily-kinesthetic)
11. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
12. Downtime students will do jumping jacks. (Gardner's Bodily-kinesthetic)
13. Fourth time around students will walk. (Gardner's Bodily-kinesthetic)
14. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
15. Students will do toe touches during down time. (Gardner's Bodily-kinesthetic)
16. Fifth time around students will leap. (Gardner's Bodily-kinesthetic)
17. When finished with locomotor skill students will go into the general space and grab a stick and take it to the map and tape it on. (Gardner's Visual-Spatial)
18. Students will then do a stretch of their choice. (Gardner's Bodily-kinesthetic)
19. If you feel that the students do not understand where the colonies are, play the game twice. This also needs to be done if you have more than 13 students in each group.

Closer: Which colonies did your team have trouble with? (Bloom's Knowledge) Which locomotor skill, if any, did you have trouble doing? (Bloom's Knowledge) Did you feel that this helped you better know the 13 original colonies? (Bloom's Analysis) Tomorrow during social studies we will be working on our skits, which I will tell you more about tomorrow.

Adaptations/ Enrichment: For adaptation, if the student is not physically able to go around the coned area and get a stick, another person can go around the coned area and get the stick for them. This person will hand the person the stick and help them to the map and have them label the colony. If the student has a learning disability that keeps them from being able to do the activity, if they are able to do their locomotor skill have them do it and then have another student help them properly label their colony. For Enrichment, the enrichment student can help with the above adaptation if there is a person who needs to be helped in the class. If there is not a student who needs the help, have them grab two sticks instead of one and then label two colonies.

Self-Reflection: Were the students able to follow the directions that were given? Did my students know where the colonies were at? Were my students able to do all of their locomotor skills? Did my students have too much down time between their activities? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?



These will be put onto Popsicle sticks for the class to pin onto the map.

Rhode Island

North Carolina

South Carolina

Pennsylvania

Virginia

New York

New Jersey

Maryland

Connecticut

Massachusetts

New Hampshire

Delaware

Georgia

The map that will be used in class will look similar to this one but will be much larger in scale.

Lesson: Learn More about Lewis and Clark (reading)

Time: 15 minutes explanation. Two weeks to complete lesson **Type:** Book Report

Reason: Teach Reading

Lesson: Students will read a book about Lewis and Clark from the list below. Once book is complete they will present an oral report, video, audio recording, or storyboard that summarizes what they read.

List of books: The Captain's Dog: My Journey with Lewis and Clark by Roland Smith, How We Crossed the West: The Adventures of Lewis and Clark by **Rosalyn Schanzer**, Lewis and Clark on the Trail of Discovery: An Interactive History with Removable Artifacts by **Rod Gragg**, or Seaman's Journal: On the Trail With Lewis and Clark by **Patti Reeder Eubank**

Assessment: Students will be graded on a checklist format for their project or presentation. Students should get a checklist once they have the book so that they know what is expected of them. Students will be expected to get a 25/30 on the project.

Checklist

Topics to Include in Your Project:

Total Points: /30

When you do your project, try to cover as many of the following topics as you can:

- _____ **Setting:** Describe the setting or settings of the book. Note where the action takes place and when. Have you ever been to a place like that? Did you like it or not? Would you like to be in a place and time like that described in the book? (5 points)
- _____ **Main Character:** Write about the main character, including what they are like, what they look like, what they like to do, and so on. Does the character change, learn, or grow in the story? If so, describe how and why this happens. Would you like to be friends with this character? (5 Points)
- _____ **Other Characters:** List the other characters in the books and give some characteristics for each. (2 points)
- _____ **Which characters did you like/dislike?:** State why you liked/disliked certain characters. Did any of the characters do things that you think are wrong, noble, risky, etc? (2 points)
- _____ **What happened at the beginning of the story?:** How does the story start? Usually this is where the characters are introduced to us and the problem is stated. (2 points)
- _____ **What happened in the middle of the story?:** This is usually where we find out a lot about the characters and the story becomes more exciting. (2 Points)
- _____ **What happened at the end of the story?:** This is usually where the main problem in the book is resolved. (2 Points)
- _____ **What was the problem in the story and how was it solved?:** What was the big problem in the story, how was it solved, who solved it. and why? (3 Points)

- _____ **What did you learn from this story?:** The best books leave the reader with a lot to think about and learn. (2 Points)
- _____ **Theme/Main Idea:** What was the main idea or theme of the book? Some stories have a moral, while others try to teach a life lesson. (3 points)
- _____ **Do you like this story?:** Tell if you liked or disliked this story and why you did or didn't like it. (2 Points)

Mini Lesson on Math

Time: 15 minutes

Type: Lecture

Reason: Help translate between Reading lesson and Cooking lesson on Lewis and Clark.

Students should be turned to page 375 in textbook.

Lecture:

“Lewis and Clark’s took 28 months to complete their 8,000 mile journey to the west coast. This was more than double the amount of miles of the straight distance to Astoria, Oregon which was their destination. Eight of those months the explores stayed in camps so it was 20 total months of travel time.”

Students Assignment:

“What you need to do is estimate how many miles per traveling month the expedition averaged.” (8,000 Miles divided by 20 Months = About 400 miles per month)

“Now you need to figure how many miles they traveled per day.” (400 divided by 30 = 13.3 miles per traveling day)

Assessment: Informal Assessment: Have students hand in their assignments to be checked for completion. Once checked for completion, hand back and go over answers.

Life in a New Nation Unit (Cooking)
Lesson Plan by Abby White

Lesson: Making Homemade Cornbread **Length:** 45 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Science: 5.2.7 Read and follow step-by-step instructions when learning new procedures.

Performance Objective: Students will make cornbread by following the recipe given to them and the proper materials need to make cornbread with an 8/12 on the rubric below.

Assessment: Students will be graded on the rubric provided below.

Advanced Preparation by Teacher:

Materials: 1/2 c. sifted enriched flour

1/2 c. sugar

3/4 tsp. salt

4 tsp. baking powder

1 1/2 c. corn meal

2 eggs

1 c. milk

1/2 stick of melted butter

Muffin pan for each group with muffin cups.

Measuring cups and spoons

~The materials above you need for each group of children that are making this.

~Copy of recipe printed off for each group to read while they each make the cornbread.

~Do not measure out each of the ingredients. The students should do this. You may separate each ingredient into bowls for the students to then take them and measure them out.

Procedure:

Introduction/ Motivation: If you lived in the late 1700 what type of foods do you think you would eat? (Bloom's Knowledge) Well one of those foods was cornbread. How many of you have eaten cornbread before? (Bloom's Knowledge) Today we are going to make cornbread in our class.

Step-by-Step Plan:

1. First assign groups. Groups of four would probably work best. If you do not have the right amount of students for groups of four do no more than groups of five and no less than groups of three.
2. Have students wash hands one group at a time.
3. While students are washing their hands, pass out the printed off copy of the recipe.
4. Instruct students on what they are going to do next: "I will now be passing out the ingredients that you need to make your cornbread. When the ingredients get to your table you should not touch them until you are instructed to."
5. Pass out ingredients.
6. "You now need to get jobs with the baking process. You need a person to measure, a person to pour the measured ingredients into the bowl, a person to stir up the ingredients, and a person to pour the mixture into the pan to cook. Talk with your group members and decide who is doing what. When your group has this figured out raise your hands." Allow time for them to figure this out.

7. “Ok, now that you all have jobs you may get to work. Make sure that you each work together in your groups so that you have good cornbread so that you can eat it when you are done. If you have any questions raise your hand and I will be around to help.”
8. Allow students time to complete their cornbread. Then take cornbread to oven to bake. Make sure whatever lesson you are doing next can be interrupted with you going to get the cornbread for the students. Might want to do this lesson before special so that you can cook the cornbread and get it without leaving them alone in the room.

Closer: Did you guys think that the cornbread was hard to make? (Bloom’s Analysis) Can you imagine how hard it would be to make this cornbread if you would have had to make the flour and corn meal before you baked the cornbread? (Bloom’s Analysis)

Adaptations/ Enrichment: For adaptations and enrichments you need to make the groups so that you have the enriched student and the adaptations student in the same group. The enriched student should be directed to help the adaptations students. This will provide a challenge for the enriched student and provide the help for the other student. For adaptation the teacher will already have everything perfectly measured out for the student and have it all there so they only have to mix everything together.

Self-Reflection: Were my students able to make the cornbread? Were my students able to measure out each part of the cornbread mix and put it together? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

This is where Gardner’s Multiple Intelligence fits into my lesson.

- The students will be using Logical-Mathematics while they are measuring out the ingredients.
- The students will be using Interpersonal Intelligence while working with their groups.
- The students will be using Linguistic Intelligence while they read the recipe and use it.
- The students will be using Intrapersonal Intelligence while they are working on their own jobs in the baking process.

Life in a New Nation Unit (P.E. Fine Motor)
Lesson Plan by Abby White

Lesson: ”Jacks” **Length:** 30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Physical Education:

5.5.1 Exhibit independence and ability to succeed in groups.

Performance Objective:

Students will play four games of jacks in groups of four for a total of 20 minutes while being observed by the teacher.

Assessment:

Assessment during this game will be informal. The teacher will watch the students and take notes on which students are able to work in groups well. The teacher will be looking for good sportsmanship such as encourage other teammates, taking turns, helping team members who may need help, and participation in the game.

Advanced Preparation by Teacher:

- Assign Students to groups of four or less
- Buy sets of the game “Jacks” for each group
- Check webpage below to make sure the video instruction still works

Procedure:

Introduction/ Motivation:

On the long journey that Lewis and Clark took many adults as well as children had time that needed to be entertained. Some of them did this by playing the game Jacks. How many of you have played this game before? (Bloom’s Knowledge) How many of you love to play games? (Bloom’s Knowledge) Today we are going to play Jacks so you can experience what it was like to be a child during this time era.

Step-by-Step Plan:

1. Explain how the game got started: This game started hundreds of years ago. When it first started, it was used in the home of farm children. They would use stones as the ball (show the ball) and small animal bones as the jacks (show the jacks). The game has become a little bit different in the fact that we now use rubber balls and rubber or metal jacks.
2. What we are going to do today is get into groups of four that I have assigned and play the game of jacks. This is not the easiest game to play, so if you do not get the hang of it right away, do not panic about it.
3. Put students into groups of four and get them ready for instruction.
4. There is a short video that shows the students how to play Jacks really well. Before you show the students the video tell them what you expect of them behavior wise. They should have good sportsmanship, they should take turns, and they should keep their voices low. On the Smart Board show this short video of how to play the game jacks.
http://www.ehow.com/video_4463199_rules-game-jacks.html You may want to show this video twice so they get how to play.
5. After instructional video is done, hand out game pieces and let students play in their groups.

6. Let students play for around 20 minutes. This should be about four games, if it is not and there is extra time, allow students to play longer.

Closer: How many of you had fun playing this game? (Bloom's Application) How many of you struggled playing this game? (Bloom's Analysis) Do you think this would have been more fun of a game if you did not have video games or T.V.? (Bloom's Analysis) Tomorrow we are going to start working on skits where you are going to dress up as important people of this time era.

Adaptations/ Enrichment: For an adaptation, the student could be allowed to bounce the ball twice or never move pass onesies. They could also have someone else bounce the ball and they have to grab as many jacks as they can in the amount of time it takes that person to catch the ball. For Enrichment, students could have to start at twosies and then double from there. This would be quite a challenge. If they are unable to do it, the student could still start at twosies and move on up from there in the normal way.

Self-Reflection: Were the students able to follow the directions that were given? Were my students able to play? Were my students able to catch the ball and grasp the jacks? Did my students have too much down time between their turn? Where my adaptations and enrichments effective? Will I do this activity again? If I decide to do this activity again, what will I do differently?

How Gardner's was used in my lesson:

- Body-Kinesthetic: The students are using their bodies as they bounce and catch the ball. They also using it while they grasp the right amount of jacks on the ground. (2)
- Interpersonal: The students are working in groups against each other. They have to have good sportsmanship while they play so that they do not argue. (1)
- Logical-mathematical: Students have to be able to count to ten quickly to be able to grab the right amount of jacks. (1)
- Intrapersonal: Although the students are playing this game in groups, they have to rely on their selves to get the right amount of Jacks in the allowed. (1)

Life in a New Nation Unit (Story Telling)
Lesson Plan by Abby White

Lesson: Story Telling-Dress Up **Length:** Around 30 minutes- For three days

Age or Grade Intended: 5th Grade

Academic Standard(s):

Social Studies:

Depending on person picked, students will be covered by one of the following standards.

5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.

5.1.12 Identify contributions of women and minorities during the American Revolution. (Individuals, Society and Culture)

5.1.14 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.

Performance Objective: The students will pick a person of importance from a list created by a teacher and dress up like the person and create a skit for the class with a 7/10 on the rubric.

Assessment: The students will be graded on a rubric. (Rubric provided below)

Advanced Preparation by Teacher:

- Create a list of the important people involved with the war of independence, the women and minorities of the American Revolution, and the United States Constitution.
- Create a letter to go home to the parents that tell about what the students are doing.
- Paper, markers, glue, and tape.

Procedure:

Introduction/ Motivation: I will come into the room as Martha Washington. I will say about three sentences that would give clues as to who I am. (I was the first First Lady. I was married to George Washington. I was born in 1731.) I will then ask students who I am. I will allow them to guess; once they guess right we will move on. How many of you have ever been to a play? (Bloom's Knowledge) Well for the next three days you are going to get to make your own one person play, just as I have just done. What you are going to do is take the important people that we have learned about in the past week and create a short skit acting as them and giving us hints as to who you are.

Step-by-Step Plan:

1. First Day: (Thursday) Pass out the list of people
 - "From this list you will chose one person. Try to keep it to yourself so that students can guess who you are when it comes time to present your skit. You need to circle the person who you have chose to be and take this piece of paper home with the letter that I am giving you now to take home to your parents. (Pass out letter to parents). Your skit should be one to two minutes."
2. Second Day: (Friday) At the beginning of the day, you need to recollect the letters that were sent home with the students and look over what students will need help with their costumes. Allow students to research their person by either using books or computers depending on resources the school provides. (My students would use computers as well.) Give students 20 minutes of time to research and ask the teacher any questions they may have. After research time is up get our paper and markers. Allow students

to make part of their costumes with this material. They may use paper to make hats, belts, shirts, and other things they may need. Help students here if needed.

3. Third Day: (Tuesday: Monday's students may forget materials, by skipping one day will help insure that students will remember everything needed) Students will present their skits today. Allow ten minutes of time before they will present to finish anything up they may need to finish. After ten minutes start presentations. One student presents and then the students guess. If students are unable to guess after five to seven guesses have the student who presented tell the answer. Do the same thing for each student. If you run out of time, do the rest of the skits on the next day. Skits should take around one to two minutes each.

Closer: Did you struggle with this project? (Bloom's Knowledge) If so, what did you struggle with, creating the costumes, research, or the skit? (Bloom's Knowledge) Did you learn more about the people of this time period? (Bloom's Knowledge)

Adaptations/ Enrichment:

For adaptations and enrichment, pair the two students up and have the enrichment student help the adaptive student. They will still each do their own skits, but they will each be getting what they need. It will allow the enrichment student to learn about another important person, and will allow the adaptive student the extra help that they need. In our next history class you will be putting on yet another skit. This time we will be doing a skit on Henry Clay and President Madison and you will discuss their viewpoints.

Self-Reflection:

Were my students able to create a skit? Were my students able to put actual factual information in their skit about their person? Did my students dress the part of their person? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

Where Gardner's Multiple Intelligence fits in my lesson.

- The students are talking about the people who they are in their skits. (Gardner's Linguistic Intelligence)
- The students are creating a skit. (Gardner's Body-Kinesthetic)
- The students are working with themselves only. (Gardner's Intrapersonal intelligence)
- The students are reading books and internet webpage's about their people. (Gardner's Linguistic Intelligence)
- The students are creating their costumes for their skits (Gardner's Body-Kinesthetic)

Letter to Parents

Dear Parents,

In class on Tuesday of next week, your child will be putting on a skit for their classmates. In this skit they will be acting as one of the major people during the Early America time period. Their assignment is to dress up and then put on a one to two minute skit describing themselves to the class. At the end of their skit, the other classmates will get to guess who they are. The reason I am writing home to you is to see if you are able to help your child make these costumes. I am not asking that they be whole outfits. The students can wear a hat and other things that make them look more like the person. If you are unable to I fully understand. I just need to know so that I can buy the appropriate amount of materials for the class. If you could please check yes or no below and send it back to school with your students agenda book tomorrow that would be great. Thanks so much for your help.

Sincerely,

Miss White

____ Yes

____ No

Parents Signature: _____

Rubric

Name: _____

Date: _____

Criteria	1	2	3	4	Total
Day One	Students did not pick a person to do their skit on and did not return their letter from the parents	Student either did not return their letter from their parents or did not pick their person to do their skit on.	Student picked their person who they will be doing their skit on and returned their letter from their parents.	N/A	
Day Two	Student did not do much of anything during the time that was provided for them.	Student researched their person but did not work any further.	Students researched their person and worked on materials that they will need to do their skit.	N/A	
Day Three Skit	Student did not dress for their skit and did not contain any real valuable information about the person.	Student was dressed well for their skit but their skit did not contain any real valuable information about the person.	Student did not dress like the person for their skit, but did have valuable information about their person.	Student's skit was prepared for. They were dressed like their person and gave valuable information about their person.	

Lesson: Discussions between Henry Clay and President Madison (Drama)

Time: 45 minutes first day, 15 minute of prep time second day and three minutes per student for skit.
Type: Skit

Reason: Teach Storytelling

Lecture: “Tension between Britain and the United States increased. Trade almost came to a halt. The United States believed Britain was supporting Tecumseh in his attempt to hinder westward expansion. Because of all of this President Madison was pressured into asking Congress to declare a war on Britain in June of 1812 by a group called War Hawks. This was a big debate between President Madison and Henry Clay.”

Lesson: “Like in the past lesson you are going to put on a short skit. However this one is not going to be as dramatic as the last one. With the partner that I have assigned to you, you need to create a skit about the discussions that President Madison and Henry Clay had about the war with Britain. You need to make sure to use persuasive language when describing the views of Henry Clay, a War Hawk. You will be performing these skits for the class tomorrow. Today you will have 30 minutes to work on it and will have another 15 minutes to work on it before you perform your skits. Make sure to find factual information. The textbook is a great source, as is the internet and the library.”

Closure: Tomorrow we will be taking all of the viewpoints that you have learned in this unit and creating something fun during music part of class.

Life in a New Nation Unit (Music)

Lesson Plan by Abby White

Lesson: Classroom Anthem **Length:** 30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Musical Art: 5.3.1 Independently and cooperatively improvise successive melodic phrases to create a song.

Social Studies: 5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Performance Objective: Students will complete the words to a classroom anthem that say what they stand for, when given familiar tunes to work with.

Assessment: Students will be graded on completion and check list below.

Advanced Preparation by Teacher:

- Get a copy of the United States National Anthem for the students.
- Get familiar tunes without words for the students to hear.
- Lined paper and writing utensils for students.

Procedure:

Introduction/ Motivation: In this unit you have hopefully learned what our country stands for and how hard our ancestors have worked to give us our freedoms we have had today. Today you get to make your own anthem, just like the United States Anthem. We are going to listen to different tunes that you know and you can pick one and put words to it. You will be put into groups of three (or four if class is bigger).

Step-by-Step Plan:

1. Hand out copies of the National Anthem.
2. Go over it with the class; explain to them what it means to the United States.
3. Listen to the different tunes that you have selected.
4. Ask them if they have heard these before.
5. Group students up into groups that you believe they will work best in.
6. Explain instructions: "In your groups you will create an anthem for the class. This should go to one of the familiar tunes that we have listened to today. The anthem should contain beliefs that you feel are important to a classroom. Make sure that when you are writing your song, that you are able to sing it as well. You will have 10 minutes to work with your group to complete this project."
7. Allow students to have 10 to 15 minutes of work time.
8. Once students have completed their anthems, let them present them to the class. If you would like to add some competition to the project, let the student vote on what should be their class anthem.

Closer: What are some beliefs that you thought should be in our anthem? (Bloom's Knowledge) Can you imagine how hard it was to create an anthem for our country that is still used and means something in today's time? (Bloom's Analysis) (If students voted on anthem) What made you vote for the anthem that

you voted for? (Bloom's Analysis) This was the end of this unit. Tomorrow we will do one final presentation that will be taking the place of your test. The final presentation will be a debate between Federalist and the Antifederalist. Make sure to look over the key views of these two different groups.

Adaptations/ Enrichment: For adaptation and enrichment, pair the two together. This allows the student who needs help some one on one help, and it gives a challenge to the enrichment child to help the child who needs help.

Self-Reflection: Were my students able to come up with beliefs that they should stand for? Were my students able to come up with words to create a song? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

The Star Spangle Banner

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Copied from: <http://www.scoutsongs.com/lyrics/starspangledbanner.html>

Check list for Classroom Anthem

Students Name: _____

Student must get six out of eight to pass the project.

- _____ Completed a classroom anthem
- _____ Put their own beliefs into the anthem
- _____ Got along with the members of their group
- _____ Put their own thoughts out into the group to be used
- _____ Participated with their group members
- _____ Completed anthem in a time allowed
- _____ Students picked one of the tunes that were given to them to use
- _____ Anthem words work with the tune that the group picked

Technology Page

In my classroom there will be a Smart Board. This will allow me to use technology anytime that I am writing up on the board. I will also use the computer lab with my students as well. This is used in my science lesson as well as the skits that they perform and their book reports. I will also use the Smart Board to show the video of how to play Jacks. Another modern day technology that I will be using in my classroom is Daily Newspapers and Magazines. These will be used in my Amendment Art Lesson. I will try to make technology as much of my classroom as possible.

Trade Books

Life in a New Nation

Catrow, David. We the Kids: The Preamble to the Constitution of the United States. Puffin, 2005.

Summary: Many children find learning the Preamble to be pointless. In We the Kids: The Preamble to the Constitution of the United States it describes to children why we need to learn this in a way that they can understand. The illustrations in the book also help explain the Preamble and what it means to the citizens of the United States.

Donovan, Sandy. Making Laws: A Look at How a Bill Becomes a Law (How Government Works). Lerner Publishing Group, 2003.

Summary: How bills become laws can be very confusing to students. The book Making Laws explains the process to children in a way that they can better understand what really happens. It makes a bill seem like something that is alive, and then takes the students through the bills life. By animating the life of a bill, children will be able to better understand the process.

Herbert, Janis. Lewis and Clark for Kids: Their Journey of Discovery with 21 Activities (For Kids series). Chicago: Chicago Review Press, 2000.

Summary: Lewis and Clark for Kids is not only a book for students to read but also has hands on activities that the students can do to better understand the expedition that Lewis and Clark took. This book would be a great book to use with the students who always get their work done quickly.

Herbert, Janis. The American Revolution for Kids: A History with 21 Activities (For Kids series). Chicago: Chicago Review Press, 2002.

Summary: One way for students to better understand a subject is to do hands on activities with their reading. In the book The American Revolution for Kids it supplies activities that the students can do while reading the text. This will allow for students to better understand what they are reading about and make connections about the American Revolution.

Landau, Elaine. The President's Work: A Look at the Executive Branch (How Government Works). Minneapolis: Lerner Publications, 2003.

Summary: Many students have question about what the President does for a living. They also have questions about how the President became president. In the book The President's Work it show the children a journey through becoming the President and then what they do once they are President.

Levy, Elizabeth. . . . If You Were There When They Signed the Constitution. Scholastic Paperbacks, 1992.

Summary: If You Were There When They Signed the Constitution is written in question and answer format. This book takes children behind the locked doors of the Philadelphia State House while the Constitution was being written.

Moore, Kay. If You Lived At The Time Of The American Revolution (If You.). Scholastic Paperbacks, 1998.

Summary: If You Lived at the Time of the American Revolution is written in a question and answer format. It touches on the battle between American and Brittan, what our lives would be like if we did not have a Constitution, and what the children's lives were like during this time.

Sobel, Syl. How the U.S. Government Works. Barron's Educational Series, 1999.

Summary: How the U.S. Government Works describes the three distinct branches that make up our federal government. The book also explains the extension of the judicial branch throughout the country by our federal court system. The book explains how government officials are elected and appointed as well as the distinct concept that government employees work for the people of the United States.

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

Summary: The U.S. Constitution and You explains how the U.S. Constitution not only helps the three different branches of the government but also help the people themselves. It also explains that the current government cannot take away the laws that have been given to us. This book has been worded in a kid friendly way so that students in grades third through fifth can understand how the Constitution works.

Travis, Cathy. Constitution Translated for Kids. Synergy Books, 2006.

Summary: The Constitution was written in such a way that the average American does not completely understand it let alone the average American student. In the book Constitution Translated for Kids it breaks down the Constitution and explains each detail so that students can understand it.

Field Trip

Henry Ford Museum: Detroit, Michigan

The fifth grade class will be taking a field trip to the Henry Ford Museum in Detroit, Michigan. This location was chosen because it not only will show children how our government was started but other major events that have happened in American since the start of the United States of America. The museum is set up in a way to resemble a small town, which they call Greenfield Village. Each section of a town touches on the different parts of American History.

The main point of the visit will be to go to the “With Liberty and Justice for All” section of the museum. This part of the museum touches on the Revolutionary War, Civil War, Civil Rights, and how our government systems came about. This section of the museum allows students to see and hear trials and other artifacts that lead us to this free country that we live in today. By visiting this section of the museum the students should better appreciate what our country has went through to become the free nation that it is today.

Not only does the museum have the section on Liberty but there are 16 other stops in the museum that all touch on American History. The “Made in America” section shows children all

of the inventors from the 18th century to the 20th century. Many of these inventions have changed our country and are things that the students need to learn.

There is also a “Transportation” section which touches on how people got from point A to point B before the gas powered vehicle was invented. This is a concept that I do not believe students are able to grasp. By seeing this section I believe they will better understand what explores such as Lewis and Clark went through to discover new areas of the United States. It also takes children through the invention of the assembly line and all the way up to today’s way of creating a motor vehicle.

Out of the 16 total places to visit in Greenfield Village at The Henry Ford Museum, I cannot find a single one that would not be beneficial to the students learning. The students might not have learned about every topic that would be shown but they will at sometime in their life. By visiting this museum it will allow students to make a visual connection as well as a personal connection to any further text that is read about the subject. This no matter what will be an advantage to the students.

Miss White's Weekly Newsletter
December 8th, 2008

Dear Parents,

Over the next few weeks your students and I will be discovering what went into creating our wonderful country that we live in today. We will be finishing up the end of the Revolutionary War and moving onto the creation of our government system. We will also touch on the discovery of new land. At the end of this unit we will be taking a field trip to the Henry Ford Museum to visit Greenfield Village. This is something I am completely thrilled about and cannot wait for all of your students to experience. If there are any parents who would like to join us on this field trip please let me know so I can make arrangements for you.

There are a few lessons that I will need your help on from home. Your students will be dressing up as different individuals from the past two different times in the next three to four weeks. I thought I would give you a heads up so you can keep those odd things you think you will never use in case they will work for your child's costume. There will be a letter at a later date about these projects.

If you have any questions, do not hesitate to contact me. Once again, any time you would like to visit my classroom and see what your students are doing, you are more than welcome to. Please just remember to give me a little heads up so that I can make sure that we are in the room when you are coming to visit. My email is probably the quickest way to reach me which is awhite@xxxxxxxxxxx.xxx. The phone is also a good way of reaching me; it just might not be as fast. My classroom number is xxx-xxx-xxxx and my home phone number is xxx-xxx-xxxx. You can also write notes in your student's assignment books that I check every day. Have a good weekend!

Sincerely,

Miss Abby White

Bulletin Board

Preamble to the United States Constitution

See if you can unscramble the Preamble to the United States Constitution.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, 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.

Answer

In this bulletin board, the words to the Preamble would be scrambled and Velcroed to the board. The student's job is to unscramble the words and then check under that answer sheet and see if they got it correct.

Work Cited

Brady, Roger. Personal interview. Oct. 2008.

Social Studies: The United States. Scott Foresman, 2002.