Lesson #2

LESSON PLAN by ___________Shawn Baker_____________________ 

Lesson: _The Beginnings of Constitutional Government_____ Length ___45 min.__

Age or Grade Intended __8th_____

Academic Standard(s):

8.2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington’s Farewell Address (1796) and Jefferson’s First Inaugural Address (1801).

Example: The essential ideas include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience

Interdisciplinary Standard from English/Language Arts

8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Objectives:

Students in US History will identify and explain the essentials of a constitutional government given an excerpt of Thomas Paine’s Common Sense and answer questions regarding the reading with 80% accuracy.

Assessment:

For the assessment portion of this lesson the students will be in groups of 3-4 (Gardner’s-Interpersonal/Intrapersonal). They will read and then discuss questions about the reading within their groups (specific questions will be given later in the lesson). Each group will answer a specific question and give supporting evidence for that question (Bloom’s-Comprehension, Analysis & Evaluation/Gardner’s-Linguistic).

Advanced Preparation:

Materials

1) You will need the excerpt of Common Sense. This can be found by going to Project Gutenberg at http://www.promo.net/pg/index.html and entering the author, last name first, and the title of the document.
Presentation
- Make sure that students understand that this point in history is a turbulent one. Not only are the colonies looking to cut themselves off from Britain, but they are trying to get everyone in the colonies on board to make this happen.
- Make sure they know that this was one of the political pamphlets of the time that appealed to colonists.
- Depending on when the lesson is given the teacher will have to come up with a few situations that the students can write about based on current events.

Procedure

Introduction/Motivation
- To get the students motivated to learn about this topic ask them if there is anything going on within the community or within the school that frustrates them and they think something should be done about it. Listen to their responses and let them know that the American colonies during this time were having those same feelings toward Britain.
- It could be fun for this for you the teacher to look up some dumb state laws and read them to the students and ask for their opinions on those laws.

Step-by-step
1) *Allow 5-8 minutes for the Intro.* Give the introduction above. Make sure that the students understand that this lesson will give them an understanding of the social conflicts that happen when creating a government.
2) *Allow 5 minutes to go over the section of reading from the textbook.* (Bloom’s-Knowledge/Gardner’s-Spatial).
3) *Read the Thomas Paine piece together.* As a class the teacher can read this aloud to the students. If they have questions after reading, then the teacher can answer those before they break into groups.
4) *Give the students 10-20 minutes.* Break the students into groups of 3-4. Have them re-read silently if necessary, and then answer the questions in the group. (Gardner’s-Interpersonal/Intrapersonal & Linguistic)
   - Where does Paine state his opinion? (Bloom’s-Knowledge/Analysis)
   - Where does Paine state facts? (Bloom’s-Knowledge/Analysis)
   - Where does he appeal to the reader’s logic? (Bloom’s-Knowledge/Analysis)
   - Where does he appeal to the reader’s heart? (Bloom’s-Knowledge/Analysis)
   - Why are both appeals important? (Bloom’s-Evaluation)
5) *The remainder of class.* Ask for each group to share what they found. Ask each group to discuss one question to speed things along. Other groups take notes.
6) *Homework.* Students should formulate their arguments and come up with topics they would like to argue for or against. Have them go through the new paper and find something they would like to write on, or browse the internet at home.
Closure

- Review that today we took a look at the social side of the development of a constitutional government. Explain that they will get the chance to do more reading strategies in Ms. Klepfer’s class.
- Also inform them that tomorrow we will look at the ideas behind developing a constitutional government.
- Remind them to formulate their arguments and come up with a topic that they want to write about because tomorrow we will start writing our persuasive essays.

Adaptations/Modifications

For ADHD students. This activity allows for these students to engage in different activities throughout the lesson, rather than sitting in one spot all day.

For students with LD. Putting them into groups will allow them to learn from other students and the description of how to write the essay I give them. It will also help to give them a few example topics to get their minds running.

For gifted and talent students. Maybe give these students the chance to analyze another document written by Paine. (Ex. The American Crisis or The Rights of Man)

For Students with Hearing Impairments. For these students when I give the over view of the section they read, I can use a PowerPoint presentation. I can also write the assignments on the board to aid these students. Having an outline of the notes will help them too.

Self-Assessment

- Did the lesson accomplish what it needed to?
- How can I improve?
- Did the students learn from the in class discussion?
- Did I structure class time appropriately?
- Where the accommodations and modifications clear?
- What else can I do help my students learn?
## Analyzing Information: Thomas Paine's Common Sense

**Teacher Name:** Mr. Baker

**Student Name:** ______________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifies facts</strong></td>
<td>Student accurately locates at least 2-3 facts in the article and gives a clear explanation of why these are facts, rather than opinions.</td>
<td>Student accurately locates 1-2 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.</td>
<td>Student accurately locates 1-2 facts in the article. Explanation is weak.</td>
<td>Student has difficulty locating facts in an article.</td>
</tr>
<tr>
<td><strong>Identifies opinions</strong></td>
<td>Student accurately locates at least 2-3 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.</td>
<td>Student accurately locates at least 1-2 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.</td>
<td>Student accurately locates at least 1-2 opinions in the article. Explanation is weak.</td>
<td>Student has difficulty locating opinions in an article.</td>
</tr>
<tr>
<td><strong>Identifies important information</strong></td>
<td>Student finds all the main points of the article.</td>
<td>The student finds some of the main points of the article.</td>
<td>The student finds 1-2 main points of the article, but misses other significant points.</td>
<td>The student cannot find important information with accuracy.</td>
</tr>
</tbody>
</table>
THOUGHTS ON THE PRESENT STATE OF AMERICAN AFFAIRS

In the following pages I offer nothing more than simple facts, plain arguments, and common sense... Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms, as the last resource, decide this contest; the appeal was the choice of the king, and the continent hath accepted the challenge... The sun never shined on a cause of greater worth. ’Tis not the affair of a city, a county, a province, or a kingdom, but of a continent—of at least one eighth part of the habitable globe. ’Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. Now is the seed-time of continental union, faith and honour. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound will enlarge with the tree, and posterity read it in full grown characters. By referring the matter from argument to arms, a new era for politics is struck; a new method of thinking hath arisen. All plans, proposals, &c. prior to the nineteenth of April, i.e. to the commencement of hostilities, are like the almanacs of the last year; which, though proper then are superseded and useless now. Whatever was advanced by the advocates on either side of the question then, terminated in one and the same point, viz. a union with Great-Britain; the only difference between the parties was the method of effecting it; the one proposing force, the other friendship; but it hath so far happened that the first hath failed, and the second hath withdrawn her influence. As much hath been said of the advantages of reconciliation which, like an agreeable dream, hath passed away and left us as we were, it is but right, that we should examine the contrary side of the argument, and inquire into some of the many material injuries which these colonies sustain, and always will sustain, by being connected with, and dependent on Great Britain: To examine that connection and dependence, on the principles of nature and common sense, to see what we have to trust to, if separated, and what we are to expect, if dependant. I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true, for I answer roundly, that America would have flourished as much, and probably much more, had no European power had anything to do with her. The commerce, by which she hath enriched herself, are the necessaries of life, and will always have a market while eating is the custom of Europe. But she has protected us, say some. That she has engrossed us is true, and defended the continent at our expense as well as her own is admitted, and she would have defended Turkey from the same motive, viz. the sake of trade and dominion. Alas, we have been long led away by ancient prejudices, and made large sacrifices to superstition. We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENemies on OUR ACCOUNT, but from HER ENemies on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT.