

Manchester College
Education Department
Social Studies Lesson by Mary Jane Dickey

Lesson: How to Write a Social Studies Outline, part 1

Length: 45 minutes, 2/8/10, 1:00- 1:45

Age or Grade Level Intended: 5th grade; Social Studies

Source: Original

Academic Standard(s): English—5.4.5 Use note-taking skills when completing research for writing.

English—5.2.1 Structural Features of Informational and Technical Materials:
Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding

Social Studies—5.2.7 Functions of Government: Describe the three
branches of the United States government, their functions and their relationships.

Performance Objective(s): After skimming and reading a chapter in their textbook the students will create an outline that includes vocabulary words and main heading points that are important to the chapter.

Assessment: After filling out the outline study guide completely the teacher will give the students a quiz provided by the textbook company over the chapter. The students will use the outline to help them complete the quiz. This will be used to determine whether the students understand how to use the outline.

Advance Preparation by Teacher:

- Teacher created outline from Unit 5 Lesson 2, and student outline with blanks to fill in.

Procedure:

Introduction/Motivation: Today we are going to be working on something that people in college have to do. When college students read their text books they take notes over the chapters to help them understand what they are reading, and it helps them study for tests. We are going to look at skimming your reading and creating an outline that helps you pick out the most important parts to remember.

Step-by-Step Plan:

1. Pass out the teacher created outline, with blank spots for the students to fill in sections. If the students wish to move up closer to the Smartboard on the floor they may move to the floor. They should bring their social studies text books. Have the students turn to page 204 in their text book.
2. Explain that before we start reading the chapter/lesson, the first thing that the students should do is look at the vocabulary words at the beginning of lesson. Together look at the vocabulary words on page 204.

3. Now explain that the next things that we look at before reading the lesson are the red headings and the blue subheadings. Looking at the headings gets us thinking about and asking questions about what we will be reading about. It gets our brain ready to understand the chapter. Together look at the red headings and blue subheadings.
4. Ask **“Based off of the vocabulary words, and the headings, what do you think this chapter is going to discuss?”** Allow 4 or 5 students to provide ideas and suggestions.
5. **Ask the students if there are any other parts of the chapter that they think would be important to look at before they start reading the chapter?** (*The questions throughout the chapter and at the end of the chapter; the pictures/graphs and captions.*) **Why do you think looking at that is important?**
6. Now take a look at the outline. Explain that beginning in middle school and then in high school and college the students will be expected to take notes that help them study and learn what is in the chapter. But how do we know what is the most important thing to put down in an outline? (The vocabulary words, the headings, and subheadings, and anything that answers the questions)
7. Begin to fill out the outline together and discussing what the most important parts of the chapter are. Complete section A and B together.

Closure: Ask the students:

What do we look at before we start reading the chapter? Why are these elements important?

On Wednesday we will be completing the rest of the chapter outline and watching a video over a book that talks about the constitution.

Accommodations/Enrichments:

High Ability Students: For students with high abilities they will be asked to come up to the Smartboard to help fill out the outline. They can also help students who struggle if they are needed.

Students with a Specific Learning Disability in Reading: The teacher will explain the elements of the outline aloud while the students follow along with their sheets of paper.

Self-Reflection: After teaching this lesson that combined note taking skills and a unit in the fifth grade social studies book about the Constitution I made a quiz that assessed my student's ability to use their note taking guide while also assessing their knowledge about the Constitution. The textbook company also provided already made worksheets and assessments so I attached an essay question to the back of the quiz that I created to get the students to think a little more critically about what it means to have freedoms and rights. I found that while I was teaching this is a very heavy lesson, and many students seemed to be overwhelmed. I explained that it is important to learn how to take notes and create study guides, because once they get into middle school and high school their teachers will expect them to take notes from their assigned reading. The assessment showed that about 20 out of 28 students understood how to use their outline

study guides and that they knew the information well enough to get a C or higher on the quiz. For the 8 students who struggled, we will continue to go over this new skill to ensure that they understand how to create outlines while taking notes.

NAME _____

Date _____

Unit 5 Lesson 2
United States Constitution Outline (Teacher Version)

A. Power of Government

- 1. Federal system:** a system of government in which power in the nation is shared between the central government and the state governments.
- 2. Supreme Court:** the highest court in the United States
 - Under a federal system, national and state governments both make laws and collect taxes.
- The Constitution is separated into parts called articles. They explain how the United States government is organized.
 - Article 1: Establishes a legislature called Congress. Has the power to make laws.
 - Article 2: Creates the office of the president, to enforce the laws.
 - Article 3: Establishes a Supreme Court, which has the power to decide whether any laws work against the constitution.

B. Balance of Power

- Checks and Balances
 - It is the system of keeping one branch of the government from gaining too much power.
 - Legislative Branch: Congress—The House of Representatives and the Senate
 - Passes Laws
 - Approves spending and taxes

- Can override vetoes
- Executive Branch: The President
 - Enforces laws
 - Commander-in-Chief of military
 - Signs or vetoes laws
- Judicial Branch: Supreme Court and federal courts
 - Decides whether laws are being followed correctly
- Under the Constitution no branch can take powers that are given to another branch

C. Steps of Approval

- 1. Ratify:** to officially approve _____
 - 2. Bill of Rights:** a statement of the liberties, or rights, guaranteed by the government to the people _____
 - 3. Amendments:** changes to the Constitution _____
- Debate Over the Constitution
 - Federalists were people who supported the Constitution. They took steps to explain the advantages of the Constitution
 - The Federalist Papers are essays that were written in support of the new Constitution
 - Anti-federalists were people who wanted a more limited plan for the federal government. They spoke out against the Constitution because they believed that the Constitution needed a bill of rights.
 - Ratification

- In June of 1788 the Constitution officially became the law of the United States.
- Anti-federalists demanded that the Constitution clearly explain the rights of the people.
- Adding the Bill of Rights
 - In 1790 the Bill of Rights was added to the Constitution.
 - The first 10 amendments of the Constitution make up the Bill of Rights.
 - The 13 original colonies finally ratified the Constitution.
- Changing the Constitution
 - To become part of the Constitution, amendments must be approved by 2/3 of the House of Representatives and the Senate and then by 3/4 of the states
 - An amendment can also be considered if 2/3 of the states ask Congress to meet in a special session.

D. The First President

- The vote was unanimous for George Washington to be the first President.
 - He is known as “The Father of the Country”
- President’s Advisors
 - The President’s Cabinet
 - Secretary of Treasury: makes a plan for the economy of the United States
 - Secretary of State: handles business with other countries
 - Secretary of War: in charge of the country’s defense

Fill in the circle before the correct answer.

1. The Senate and the House of Representatives _____.
 - (a.) make laws
 - (b.) enforce laws
 - (c.) decide whether laws go against the constitution
 - (d.) command the military
2. Which of the following is an example of checks and balances?
 - (a.) The president declares war.
 - (b.) A Senator votes for a law
 - (c.) The Supreme Court decides to hear a case.
 - (d.) The Congress can override a presidential veto.
3. The Federalist Papers' authors were in favor of the _____.
 - (a.) Bill of Rights
 - (b.) Laws protecting freedom
 - (c.) Constitution
 - (d.) Articles of Confederation

federal system	amendments	Supreme Court	ratify	bill of rights
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Complete each sentence with the correct word from the box above.

1. Liberties and freedoms of people in the United States are listed in the _____.
2. The Constitution can be changed by passing _____.
3. The United States is a _____ because the national and state governments make laws and collect taxes.
4. People in New Hampshire decided to _____, or officially approve, the Constitution.
5. The _____ decides whether any laws go against the Constitution.