Student: Kaleigh Narracci Professor: Prof. Sheehan

Course: EDU 316 Date: 10/15/2012

Grade: 7 Topic: The Development of the Constitution Content Area: Social Studies

**Instructional Objective**

Objective: After the students complete a history mystery on the development of the Constitution, the students will use the text-based evidence found in the documents (Common Core) to write an essay addressing at least three reasons supporting or against the idea that the Constitution was based on Enlightenment principles.

**Standards and Indicators**

New York State Standards Addressed:

**Key Idea 7.7**- The newly independent colonies faced political and economic struggles as they worked to develop a new government. The fundamental democratic principles of the United States Constitution, a document that is adaptable to the evolving needs of the nation, serves as the foundation of the United States government today and outlines essential American rights.

**Conceptual Understanding #7.7e**- A democratic republic is based on the idea of representative as opposed to direct government by the people, which was inspired by a variety of historical, intellectual, and political ideals.

Indicator: This will be evident when the students use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles.

National Standards Addressed:

**Time, Continuity, and Change** –

* History as a formal study that applies research methods
* Reading, reconstructing, and interpreting events
* Analyzing causes and consequences of events and developments
* Considering competing interpretations of events

Indicator: This will be evident when the students use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles.

Common Core Standards Addressed:

**Reading Standard #1** - Cite specific textual evidence to support analysis of primary and secondary sources.

Indicator: This will be evident when the students use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles.

Habits of Mind Exercised:

**Chronological Reasoning and Causation** - Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

Indicator: This will be evident when the students use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles.

**Motivation**

The teacher will hand the students a letter from Thomas Jefferson which asks the students to reveal one of the greatest keep secrets in American history since its time the world should know that America had a different government before the Constitution and what caused this great change.

**Materials**

* Letter from Thomas Jefferson
* Articles of Confederation History Mystery Packet
* Enlightenment Ideals History Mystery Packet
* Constitution History Mystery Packet
* Primary source documents for each history mystery packet (3-4)

**Strategies**

History Mystery – History mystery will allow the students to “fill the filing cabinet” based off of documents that tell the story of the development of the Constitution and present-day American government in a fun and interactive way. After the students have obtained the evidence, they then form an opinion using their mystery to answer the question of “Is it justified that the Enlightenment principles lead to the American Revolution as well as American government?”

Class Discussion – The class will discuss the evidence found at each station of the history mystery after they have all been to the different stations.

**Adaptations**

The child that is visually impaired will receive larger print primary source documents that are in each history mystery packet.

The child who is learning disabled will be given a translucent highlighter strip, to highlight each sentence they are reading during the history mystery to increase comprehension.

**Differentiation of Instruction**

Tier 1: The students will use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles using a typed hand-out analyzing each document given to them by the teacher.

Tier 2: The students will use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles.

Tier 3: The students will use the text-based evidence found in the documents to write an essay supporting or against the idea that the Constitution was based on Enlightenment principles and explain which Enlightenment principle they thought was the most important in shaping our nation.

**Developmental Procedures**

* The students will go to each station and analyze the documents using the History Mystery chart. *(What are these documents about? What did you find most interesting? What is something new you learned? How does this idea affected our nation?)*
* The students will complete the History Mystery chart. *(Is that surprising to you? Do you agree with the documents?)*
* The students will discuss their findings with the class. *(What did you find out? Were in the documents did you find that? Do you think the Constitution and formation of American government is based off of the Enlightenment principles? Why or why not?)*
* The students will write their essay answering whether or not they think the Constitution was formed off of Enlightenment principles.

**Assessment**

The students will use the text-based evidence found in the documents (Common Core) to write an essay addressing at least three reasons supporting or against the idea that the Constitution was based on Enlightenment principles.

**Independent Practice**

Once the essay is completed, the students will trade their essay with a partner and edit each other’s work. For homework, the student will type up the final draft of the essay.

**Follow-Up: Direct Teacher Intervention and Academic Enrichment**

Direct Teacher Intervention: The student, under direct intervention with the teacher, will outline the essay based off of the documents information and their opinion.

Academic Enrichment: The student will write the teacher a letter expressing whether or not they feel the Constitution is still the best form of government for the United States or if we should change our government again.

**Teacher References**

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