

Newark Board Of Education

# ELA Curriculum Grade 5



Roger León, Superintendent

Nicole T. Johnson, Deputy Superintendent

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

2021

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## Curriculum Reviewers

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## Office of Teaching and Learning Philosophy

The Office of Teaching and Learning believes that educating our students requires children to pursue learning in ways that are culturally engaging and academically rigorous. In order to accomplish this goal, we understand curriculum as dynamic rather than static. This means the teacher is always in conversation with the curriculum as informed by student voice, needs, strengths, culture, interests, and the world. Curriculum documents are not meant as scripts to dictate what happens each moment in the classroom, but instead serve as guides to create lived moments that are full of invention, inquiry, joy, creativity, and academic rigor. We believe that curriculum should be culturally responsive and sustaining, putting the student at the center of the learning process.

The success of curricular implementation calls for teachers to make informed choices as they use the materials in meaningful and purposeful ways. These choices include, but are not limited to making learning student-centered, differentiating learning, and infusing past and current events to critique the world. Both teachers and students bring with them a wealth of knowledge and experience to the classroom. These experiences are a resource that should be leveraged to make choices that continually invent and reinvent the curriculum.

The Office of Teaching & Learning values:

- Teachers as Intellectuals,

- Culturally Responsive and Sustaining Teaching,
- Equity, and
- Academic Rigor.

The Office of Teaching & Learning affirms the following beliefs:

- We believe in the power and freedom of inquiry, imagination, and joy.
- We believe that all students bring with them valuable knowledge.
- We believe that the knowledge and expertise of teachers is critical to the development, implementation, and success of the curriculum process.
- We believe that teachers should co-construct curriculum with students.
- We believe that teachers are advocates of students.
- We believe in teaching and learning that is culturally responsive and sustaining.
- We believe that teaching, learning, and curriculum, as Bettina Love reminds us, should help students thrive instead of merely survive.
- We believe that teaching, learning, and curriculum should move us toward social justice and a more equitable society.
- We believe teaching, learning, and curriculum should develop the critical consciousness of learners and asks them to identify, analyze, and deconstruct various forms of oppression that affect their lived realities.
- We believe teaching, learning, and curriculum should be trauma-informed and consider the ways young people are affected by their environments.
- We believe, as bell hooks reminds us, that teachers, like any helping professional, are healers and that curriculum should be a reflection of a healing environment.
- We believe that teaching, learning, and curriculum should be anti-racist and help students identify bias, reduce stereotypes, and develop a sense of social justice.
- We believe that curriculum and instruction should be inclusive, valuing all students as an asset to the learning environment.
- We believe in the importance of continuous professional growth for all educators in order to develop a growth mindset and remain intellectually stimulated.
- We believe in the importance of preparing students for college and careers in the twenty first century.

## **Statement on Culturally Responsive-Sustaining Education**

Through a Culturally Responsive-Sustaining Education (CR-SE) framework for curriculum and instruction, each content area includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula that is designed to meet the needs of all students. In a districtwide effort to establish a culture of equity, *Clarity 2020* calls for a “A Rigorous and Relevant Framework for Curriculum & Instruction” (Priority 2). This means reimagining the landscape of teaching and learning to see diversity and difference as indispensable assets that should be leveraged for student engagement in classrooms with high expectations.

Our curriculum draws on the backgrounds, identities, and experiences of our students to make their connections to learning relevant and meaningful. Understanding the role of culture in the process of education means thinking about the ways identity (race, ethnicity, gender, sexual orientation, language, social class, nationality, ability, and religion) influences teaching and learning, gets reflected in the curriculum, and affects each individual student’s educational experience.

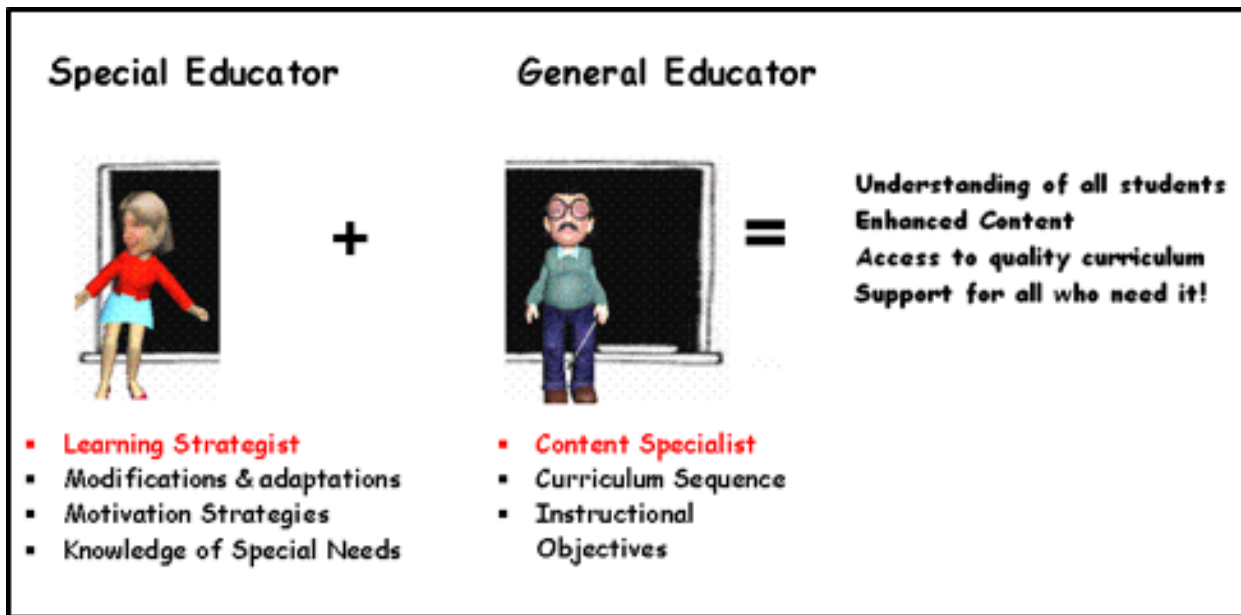
Developing the media literacy, critical consciousness, and civic engagement of students in the twenty first century is a priority that must happen alongside the growth of academic skills. This is an interdisciplinary, democratic, and socially just approach to culturally responsive teaching that highlights the injustices that have characterized vast inequalities in the education system. A culturally responsive-sustaining approach to teaching necessitates that teachers and students work alongside one another to confront bias and disrupt educational inequities.

Studies across the country have shown that Culturally Responsive-Sustaining Education (CR-SE), “increases student participation, attendance, grade point averages, graduation rates, civic engagement, self-image, and critical thinking skills” (NYC DOE). This approach to teaching and learning requires an inclusive curriculum that integrates support for English Language Learners, students with disabilities, students at risk of school failure, gifted and talented students, and students with 504 plans. It is a framework for teaching that means advocating for students who have been historically marginalized and denied access to an equal education by creating opportunities for these students to be educated alongside their general education peers. It also involves the identification of successful practices that reduce referrals and placements in more restrictive environments.

Through the implementation of a plan to integrate civics, the Amistad Curriculum, and Holocaust/Genocide studies at all grade levels across the district, students will learn about the history of Newark, the contributions of African Americans and other ethnic groups to the city, and how to become civically engaged, democratic citizens in the twenty first century. Further, students will learn about the evils of bias, prejudice and bigotry and how these may lead to a genocide and that the evil period of slavery in the United States exhibited a number of

components seen in genocides throughout the centuries. This curricula, project-based and interdisciplinary in nature, spans the content areas and grade levels.

## Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students At Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans



Co-Teaching Handbook

Co-Teaching Models

**One Teach, One Observe:** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

**Station Teaching:** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

**Parallel Teaching:** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group within the same room. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

**Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for conferences, remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

How can the various models and co-partner roles help?

- It increases the Instructional Intensity for students. Instruction is least effective if one teacher is “off” while the other teacher is “on”. For example the most common ICS model, “One Teach One Assist” is the least effective if implemented every day. For improved results, both teachers should be engaged with students at the same time.
- The use of various ICS Models promotes and embeds differentiation of instruction, flexible grouping, unique discussion and questioning techniques.



- Be sure to explain to students and parents the benefits of two teachers. Avoid using the term “special education or special education teacher” to describe the environment. Instead, use terms such as Content Specialist and Learning Strategist to define your roles.
- When providing feedback, consider using different pen/ink colors (stay away from red). This reduces confusion when students have a question to ask.
- It helps to establish a more balanced role of authority between co-partners. Students need to experience instruction and directives from both co-partners.

### **Adaptations**

Instructional adaptations for students with disabilities, English Language Learners, students At Risk of School Failure, Gifted and Talented students, and students with 504 plans include, but are not limited to, the below approaches. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

**Student Motivation:** Expanding student motivation to learn content and acquire skills in English Language Arts can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

**Instructional Presentations:** The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

**Instructional Monitoring:** Social Studies and English Language Arts instruction should include opportunities for students to engage in goal setting, use of anchor papers, work with rubrics and checklists, reward systems, conferences.

**Classroom Organization:** The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

**Student Response:** The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to reading and writing activities.

## **SAMPLE DIFFERENTIATION STRATEGIES AND ACTIVITIES TO ENRICH LEARNING FOR ADVANCED STUDENTS**

**Anchor Activities:** Self-directed specified ongoing activities in which students work independently.

**Curriculum Compacting:** Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

**Flexible Grouping:** Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

**Jigsaw Activities:** Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

# Differentiated Instruction - English Language Learners

## English Language Development Standards

### ENGLISH LANGUAGE LEARNERS

#### Instructional Supports:

- Hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content
- assisted technologies

#### Preparing students for lessons:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in literature, editing conventions, and the study of language arts.

4. Giving Directions - Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.
5. Leveraging assisted technologies.

## WIDA Language Proficiency Levels

### Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content area at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to proficient English peers</li> </ul>
5 Bridging	<ul style="list-style-type: none"> <li>• the technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li> <li>• oral or written language approaching comparability to that of English proficient peers when presented with grade level material</li> </ul>
4 Expanding	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas;</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;</li> <li>• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>
3 Developing	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas;</li> <li>• expanded sentences in oral interaction or written paragraphs;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
2 Beginning	<ul style="list-style-type: none"> <li>• general language related to the content areas;</li> <li>• phrases or short sentences;</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
1 Entering	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas;</li> <li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.

### **Assessments (including, formative, summative, benchmark, and alternative assessments)**

- o *NJSLA* (Grades 5, 8, and 11)
- o Daily Instructional Tasks
- o Culminating Tasks
- o Extended Learning Tasks
- o Entry Tasks
- o Independent Practice
- o Observation
- o Lab Reports
- o Performance tasks
- o Exhibitions and demonstrations
- o Portfolios
- o Journals/Notebooks
- o Teacher-created tests
- o Rubrics
- o Self- and peer-evaluation

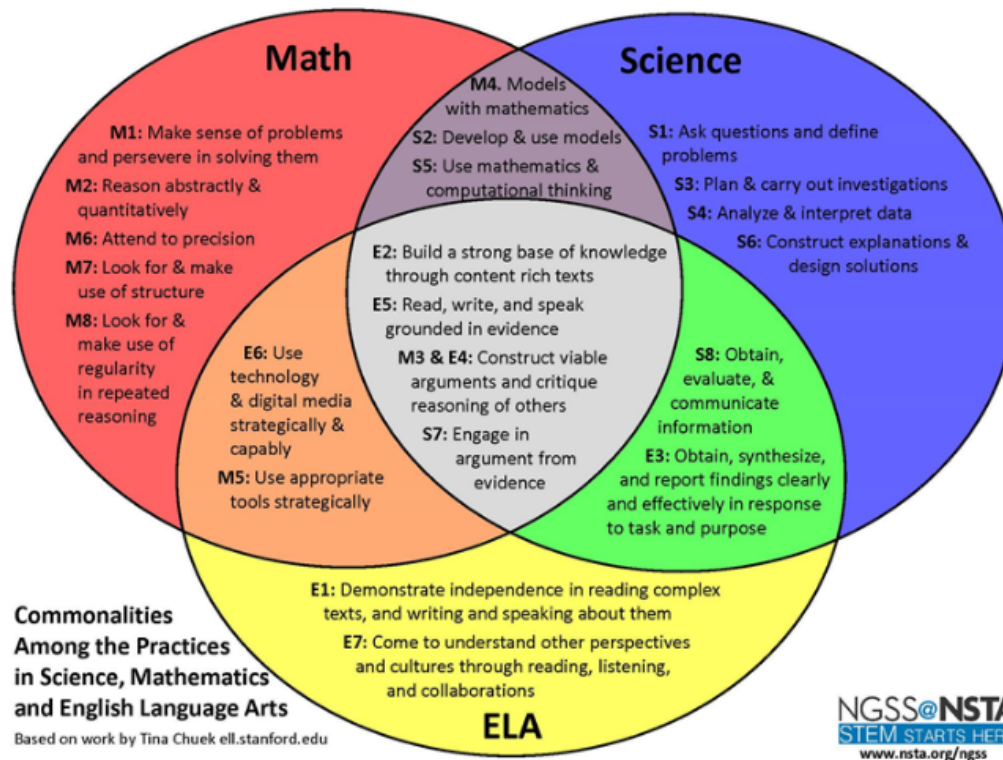
## **Core Instructional Materials**

*Houghton Mifflin Harcourt Reading Program*

## **Interdisciplinary Connections**

### **Integrating Language Arts Literacy and Social Studies**

In order to support student learning, teachers need to emphasize the mutual skill sets that occur in two very important and nicely aligned subject areas. Making explicit connections to ELA and Social Studies will help students see the natural relationships to science. The curricular documents call out math and ELA standards that appear in each unit of study.



## Integration of 21st Century Skills

The following standards are addressed within the units:

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.



# *United States Constitution: The Importance of Words*

In this 3-week unit, students learn about the development and purpose of the *United States Constitution*. Students will understand that even though the *Constitution* was written to provide American citizens with their fundamental rights, African Americans and Native Americans were excluded from the initial terms of the document. They will learn about the struggles and victories that these Americans faced to obtain American citizenship.



# Outcomes

## LEARNERS WILL...

1. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
2. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
3. 6.1.5.CivicsPL6: Distinguish the roles and responsibilities of the three branches of the national government.
4. 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
5. 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
6. 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
7. 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
8. 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
9. 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
10. 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

## LEARNERS WILL...

- 11.6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 12.6.1.8.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
13. RI.5.1: Ask and answer questions;
14. RI.5.2: Summarize; Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
15. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
16. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
17. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
18. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
19. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
20. RF.5.4A. Read grade-level text with purpose and understanding.
21. W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
22. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
23. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
24. SL.5.1. Engage effectively in a range of collaborative discussions

LEARNERS WILL...

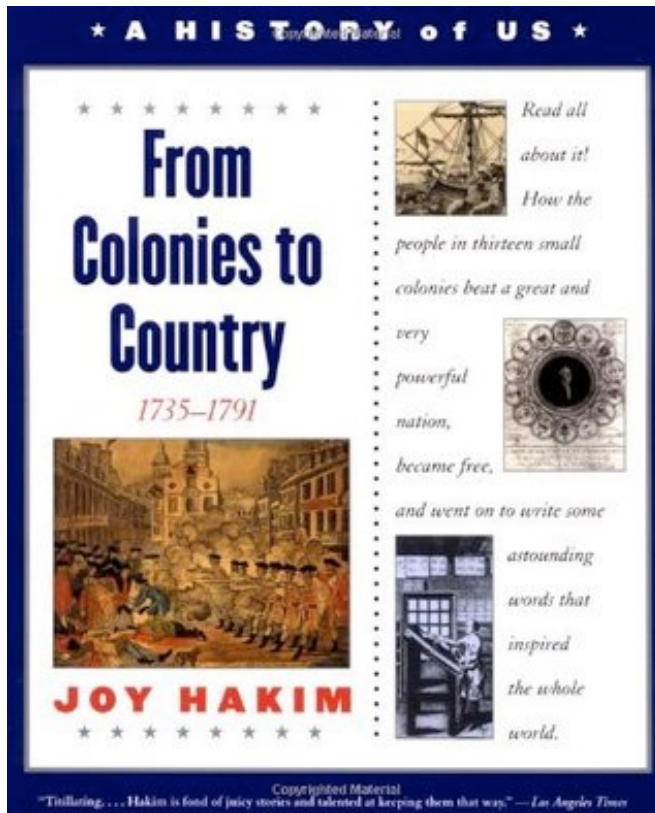
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- 25. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- 26. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- 27. L.5.1. D. Recognize and correct inappropriate shifts in verb tense.
- 28. L.5.2. A. Use punctuation to separate items in a series.
- 29. L.5.2. B. Use a comma to separate an introductory element from the rest of the sentence.
- 30. L.5.2. D. Use underlining, quotation marks, or italics to indicate titles of works.
- 31. L.5.2. E. Spell grade-appropriate words correctly, consulting references as needed.
- 32. L.5.3. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- 33. L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- 34. L.5.5. A. Interpret figurative language, including similes and metaphors, in context.
- 35. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships .

CALENDAR FOR THE UNITED STATES CONSTITUTION: THE IMPORTANCE OF WORDS - 45-60 MINUTE LESSONS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Lesson 1: “Experimenting with a Nation” from A History of US from Colonies to Country: 1735-1791</b></p> <p>Preview (SL.5.1, 5.6), Introduction (RI. 5.1, 5.4, 5.8, W.5.2, 5.9b, L.5.4, 6.1.5 History CC13), Student Partner Reading/ Writing (RI.5.1, 5.4, 5.8, W.5.2, 5.9.B, L.5.4), <b>Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4), RUBRIC</b></p>	<p><b>Lesson 2: “The Articles of Confederation”</b></p> <p>Partner Retell (SL5.1), Paired Reading: Identifying Main Idea and Supporting Details (RI.5.1, 5.2, W.5.2, SL.5.1, 5.2, 5.6), <b>Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.9b), Rubric</b></p>	<p><b>Lesson 3: Just What is a Constitution?-</b></p> <p>Vocabulary Knowledge Rating Scale (RI.5.4, L.5.4), Partner Reading and Everybody Writes (RI.5.1, 5.2, 5.3, RI.5.4, W.5.2, 5.9b, L.5.4, L.5.5, SL.5.1, 5.6, NJ Soc. Studies 6.1.8.D.3.b), <b>Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.HistoryCC.15), RUBRIC</b></p>	<p><b>Lesson 4: The US Constitution for Kids</b></p> <p>Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a) <b>Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.6), RUBRIC</b></p>	<p><b>Lesson 5: The US Constitution for Kids</b></p> <p>Partner Retell (SL5.1), Partner Reading / Everybody Writes (RI. 5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), <b>Daily Instructional Task: Revise Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.4 5.9. B, L.5.4, 6.1.5.CivicsPI.6), Checklists</b></p>
<p><b>Lesson 6: The 7 Articles</b></p> <p>Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a) <b>Daily Instructional Task: Explanatory Writing (RI. 5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.8), RUBRIC</b></p>	<p><b>Lesson 7: The Seven Articles</b></p> <p>Partner Retell (SL5.1), Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), <b>Daily Instructional Task: Revising Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.8), Checklists</b></p>	<p><b>Lesson 8: The US Constitution and the Great Law of Peace</b></p> <p>Partner Retell (SL.5.1), Partner Reading / Everybody Writes (RI. 5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6, 6.1.5 CivicsPL9), <b>Daily Instructional Task: Comparison Writing (RI.5.2, W. 5.2, W.5.2a-e, W.5.4, 6.1.5.CivicsPI.9). Rubric</b></p>	<p><b>Lesson 9: The US Constitution for Kids: The Bill of Rights</b></p> <p>Partner Reading / Say Something (RI.5.1-5.2, SL.5.1, W.5.9.B), <b>Daily Instructional Task: It Says, I Say and And So Chart (RI.5.1, 5.2, W.5.9.b</b></p>	<p><b>Lesson 10: The Three-Fifths Compromise</b></p> <p>Vocabulary (RI.5.4, L.5.4, L5.4a), Video/ Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), <b>Daily Instructional Task: Explanatory Writing (RI. 5.2, W.5.2, 5.2 a-e, W.5.4, 6.1.5.Civic.DP.1), Rubric</b></p>
<p><b>Lesson 11: Dred Scott vs. Sanford</b></p> <p>Vocabulary (RI.5.4, L.5.4, L5.4a), Partner Reading / Everybody Writes (RI.5.1, 5.2, 5.3, 5.8, W.5.9.B), <b>Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.2 a-e, W.5.4, 6.1.5.Civic.DP.1), Rubric</b></p>	<p><b>Lesson 12: The 13th, 14th, and 15th Amendments-</b></p> <p>Introduction / Pair Read (SL 5.1, RI. 5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Partner Reading / It Says, I Say, So (RI.5.1, 6.1.5CivicsHR.1, 6.1.5.HistoryCC15), <b>Daily Instructional Task (W.5.2, 5.2 a-e, W.5.4), Rubric</b></p>	<p><b>Lesson 13: The 14th Amendment and American Indians</b></p> <p>Partner Retell (SL.5.1), Partner Reading / Everybody Writes (RI. 5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), <b>Daily Instructional Task: Analytic Writing (W. 5.9.B, 6.1.5.HistoryCC.4, 6.1.8.HistoryUP.5), Rubric</b></p>	<p><b>Lesson 14: Culminating Task (W.5.2, 5.2 a-e, W.5.4, 6.1.5.CivicsHR.1), Revising and Editing Checklist, Rubric</b></p>	

Lesson 1: “*Experimenting with a Nation*” from *A History of US from Colonies to Country: 1735-1791* Preview, Turn and Talk (SL.5.1, 5.6), Introduction (RI. 5.1, 5.4, 5.8, W.5.2, 5.9b, L.5.4, 6.1.5 History CC13), Student Partner Reading with Stopping Points for Writing (RI.5.1, 5.4, 5.8, W.5.2, 5.9b, L.5.4) Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4), RUBRIC



Hakim, Joy. (2012). *A History of US: From Colonies to Country: 1735-1791*. New York: Oxford University Press.

Lexile Level: 860L

### Learning Intentions:

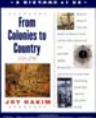
1. I am learning about the meaning and purpose of a constitution.
2. I am learning about the weakness of the *Articles of Confederation*.
3. I am learning that writing during reading helps me comprehend the text.

### Success Criteria:

1. I can explain what a constitution is and why it is necessary.
2. I can describe the weaknesses of the *Articles of Confederation*.

### Part 1: Preview, Turn and Talk (SL.5.1, 5.6)

1. Ask students to notice and wonder about the book *A History of US from Colonies to Country: 1735-1791* with a partner.
2. Invite them to complete the Preview Chart.
3. Have students to Turn and Talk about the following questions:
  - o What do you notice?
  - o What do you wonder?

TEXT FEATURE	EXAMPLE FROM BOOK	WHAT DID WE LEARN	OUR QUESTIONS
Cover			
Title	<i>A History of US from Colonies to Country: 1735-1791</i>		
Table of Contents			
Author's Note			
Timeline			

**Part 2: Student Partner Reading with Stopping Points for Writing (RI.5.1, 5.4, 5.8, W.5.2, 5.9b, L.5.4)**

1. Have students partner read “Experimenting with a Nation.” They will each need to have a copy of the text as well.
2. During the reading students will be stopping four (4) times to write in response to a specific question.
3. Encourage students to write **before talking with a partner** and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

## 32 Experimenting with a Nation

Imagine a city built of wooden blocks. Do you see it in your mind? Make sure it has houses and bridges and walls. Knock it down. Now build it again.

Which takes longer, destroying or building?

Which is harder?

It's the same way with governments.

Revolutions are difficult—overthrowing Britain wasn't easy at all for the American colonists—but building a strong nation was much harder.

### Stop reading and write.

1. Speculate. Why would building a strong nation be harder than overthrowing Britain? (W.5.2)

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The American Revolution was unusual; it produced people who were good at nation building. When you study other revolutions, like the ones in France and Russia, you'll see how lucky we were.

At first, though, it looked like it might not happen. It seemed as if the 13 states would never get along. They certainly weren't "united." Each state was printing its own money and making its own rules. Eleven states had their own navies. Virginia's navy had 72 ships. The Continental Congress was trying to run a national government, and it had a navy, too—but it was smaller than Virginia's. The Congress was also printing money. As you can guess, soon none of the money was worth anything, and that was terrible for most citizens.

Besides all that, each state got into the taxing business: New York was taxing goods from New Jersey, and New Jersey was taxing goods from New York. Virginia and Maryland were squabbling over boundary lines. Little states were jealous of big states—and vice versa. In Massachusetts some farmers rebelled against the government in Boston. In Philadelphia and New York newspapers reported a movement to create three separate nations out of the 13 former colonies. In England people were saying that the Americans would soon be begging to be taken back.

As you can see, the United States got off to a rocky start. We didn't have a good working plan for a government.

**Stop reading and write.**

**2. What evidence does the author provide to support the claim that creating a governing nation in the US might not happen? (RI.5.8, W.5.2, 5.9b)**

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We didn't begin with the Constitution we now have. The first constitution of the United States was called the Articles of Confederation. It didn't work well at all.

That was because the American citizens were afraid of political power. They had had a bad experience with kings and parliament. They were afraid of a strong congress and of a strong president. So they went to the other extreme. They didn't give Congress the power to do much of anything. There was no president except the president of the Congress. And there wasn't much he could do either.

Ask anyone, "Who was the first president of our country?" The answer will be "George Washington." But you can say that the first president was John Hanson. Very few people will believe you. It's true, though. Hanson became president under the Articles of Confederation, on November 5, 1781. President Hanson didn't make himself remembered, because he had no power.

In 1781 Americans were facing one of the toughest problems there can be in designing a government. How do you provide freedom for each person and still have a government powerful enough to accomplish things?

**Stop reading and write.**

**3. What was the governing dilemma facing the new United States that the author suggests when she writes, “How do you provide freedom for each person and still have a government powerful enough to accomplish things”? (RI.5.4, W.5.2, 5.9b, L.5.4)**

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You have to give up some freedom when you are part of a society that is ruled by laws. The question is, how much do you have to give up? The Americans, at the end of the 18th century, had just fought hard for liberty. They weren't about to give up much at all. They went too far—but they learned.

The national government, under the Articles of Confederation, was just too weak. Everyone seemed to know it. Most of the time the states wouldn't even send representatives to Philadelphia to vote at meetings of the Congress. A lot of people felt the voting wasn't fair anyway. Each state had an equal vote in Congress. That meant that 68,000 Rhode Islanders had one vote, and so did 538,000 Virginians.

Then something really insulting happened. In 1783 Congress got chased out of Philadelphia by its own army, because it hadn't paid the soldiers their salaries. But Congress had no money to pay the salaries and no power to collect taxes. (It is tax money that governments use to pay their bills.)

It would take six years for the people living in this land to create a workable kind of government.

At first the former colonists didn't even know what to call themselves. We began as a nation without a name. Some

called us the American Commonwealth; others said the American Confederation. Some talked of "united states"; a few said *the* United States.

But most people still thought of themselves first as citizens of the state they lived in. They were having a hard time accepting the idea of a nation that might be more important and powerful than their separate and beloved states. They didn't even like the word "nation." They called it a "union" of states.

People in the territories felt the same way. You already know about independent Vermont. Well, some people tried to make Kentucky into a nation, too. (In 1792 the Commonwealth of Kentucky became the first state west of the Appalachian mountains.) There was even a state that called itself Franklin, off to the west of North Carolina. It was territory where Mound Builders had once flourished. Before long Franklin became a state with an Indian name: Tennessee.

Settlers were filling up the Ohio River Valley, and that was causing problems. Much of that western land was claimed by Virginia, but other big states were claiming some of it, too. The states without western lands were jealous. How could arguments between the states be settled unless a central government had more power than any one state?

There was one good thing about the Articles of Confederation: they were so weak they made a strong constitution possible.

**Stop reading and write.**

4. What evidence does the author provide to support the claim that the Articles of Confederation were weak? (RI.5.8, W.5.2, 5.9b)

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**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4), RUBRIC**

1. According to the author, Joy Hakim, the *Articles of Confederation* were a weak constitution. Explain what a constitution is and why these articles were weak.
2. In your writing remember to:
  - Introduce a topic clearly (What is a constitution and why were the *Articles of Confederation* weak) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences
  - Provide a concluding statement or section related to the information.
  - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing clearly explains what a constitution is and why the <i>Articles of Confederation</i> were weak.	The writing mostly explains what a constitution is and why the <i>Articles of Confederation</i> were weak.	The writing does not explain what a constitution is or why the <i>Articles of Confederation</i> were weak.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 2: “The Articles of Confederation” - Partner Retell (SL5.1), Stop and Say Something (RI 5.1, 5.2, 5.3, 5.4; SL 5.1), Paired Reading: Identifying Main idea and Supporting Details (RI.5.1, 5.2, W.5.2, SL.5.1, 5.2, 5.6), Daily Instructional Task Explanatory Writing (RI.5.2, W. 5.2, 5.9b), Rubric**

**Learning Intentions:**

1. I am learning about the purpose of the *Articles of Confederation*.
2. I am learning about each of the thirteen articles.

**Success Criteria:**

1. I can explain the flaws that made the Articles of Confederation weak.

**Part 1: Partner Retell (SL5.1) / Stop and Say Something (RI 5.1, 5.2, 5.3, 5.4; SL 5.1)**

1. Invite students to partner and retell what they learned from the reading yesterday.
2. Use the Stop and Say Something Strategy, play the video [The Articles of Confederation in One Minute](#) and stop at the segments in the table, provide the prompts for the students and have them share their ideas with a partner. (Note: If the students do not know about the War for Independence, you may want to substitute this video instead [The Articles of Confederation - Becoming the United States - Extra History - #1](#))

3. Invite students to take notes or write down any information they feel will help them explain the flaws of the Articles of Confederation.

Time	Prompt
0:16	In the video, the narrator states that there is a problem. What is the problem the narrator mentions?
0:35	Why did the Second Continental Congress purposefully make “the Articles of Confederation weak and in favor of state and individual rights”?
0:58	What was a unique success of the Articles of Confederation?
01:19	What was something that caused the Articles of Confederation to be doomed from the start?

**Part 2: Paired Reading: Identifying Main Idea and Supporting Details (RI.5.1, 5.2, W.5.2, SL.5.1, 5.2, 5.6).**

1. Model this process prior to students trying it. Use the first section of the article, “Questions and Answers.” During Paired Reading, students work in pairs to analyze text. They not only discover and differentiate key ideas and details, but they are able to support each other’s overall understanding of the text.
2. Some questions to pose for discussion throughout the lesson:
  - Were Native Americans or African Americans mentioned in the Articles of Confederation?
    - i. Where were the Native Americans and the African Americans in the discussion? (see p. 109, Teachers Resources; question 3).(Yes, in 1776)
    - ii. Who represented their interests?

- What else was happening in the new nation that made the need for a stronger central government? (Westward expansion)
- Why was this important to a new government? (Resistance from more Native Americans; conflicting interests of established states in the new territories; need to raise money)

# Articles of Confederation

from: [https://www.ducksters.com/history/american\\_revolution/articles\\_of\\_confederation.php](https://www.ducksters.com/history/american_revolution/articles_of_confederation.php)

## Part 1: Questions and Answers

### 1. What were the Articles of Confederation?

The Articles of Confederation served as the first constitution of the United States. This document officially established the government of the union of the thirteen states.

### 2. Why did the colonies write the Articles of Confederation?

The colonies knew they needed some form of official government that united the thirteen colonies.

They wanted to have written down rules that all the states agreed to. The Articles allowed the Congress to do things like raise an army, be able to create laws, and print money.

### 3. Who wrote the document?

The Articles of Confederation was first prepared by a committee of thirteen men from the Second Continental Congress. The chairman of the committee and primary author of the first draft was John Dickinson.

### 4. When was the document ratified by the colonies?

In order for the Articles to be official, they had to be ratified ( approved) by all thirteen states. The Congress sent the articles to the states to be ratified near the end of 1777. Virginia was the first state to ratify on December 16, 1777. The last state was Maryland on February 2, 1781.

### 1. WHAT WAS THE MAIN IDEA OF THIS FIRST SECTION?

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## 2. WHICH DETAILS SUPPORT THE MAIN IDEA?

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## Part 2: The Thirteen Articles

There were thirteen articles within the document. Here is a short summary of each article:

1. Established the name of the union as "The United States of America."
2. The state governments still had their own powers that were not listed in the Articles.

3. Refers to the union as a "league of friendship" where the states will help to protect each other from attacks.

4. People can travel freely between states, but criminals shall be sent back to the state where they committed the crime for trial.

5. Establishes the Congress of the Confederation where each state gets one vote and can send a delegation with between 2 and 7 members.

6. The central government is responsible for foreign relations including trade agreements and declaring war. States must maintain a militia, but may not have a standing army.

7. States may assign military ranks of colonel and below.

8. Money to pay for the central government will be raised by each of the state legislatures.

9. Gives power to the Congress in regards to foreign affairs like war, peace, and treaties with foreign governments. Congress will act as the court in disputes between states. Congress shall establish official weights and measures.

10. Established a group called the Committee of the States which could act for Congress when Congress was not in session.

11. Stated that Canada could join the union if it wanted.

12. Stated that the new union would agree to pay for earlier war debts.



13. Declared that the Articles were "perpetual" or "never ending" and could only be changed if Congress and all the states agreed.

**1. WHAT WAS THE MAIN IDEA OF THIS FIRST SECTION?**

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**2. WHICH DETAILS SUPPORT THE MAIN IDEA?**

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**Part 3: Results**

The Articles of Confederation worked well for the newly formed country during the period of the American Revolution, but it had many flaws. Some of the flaws included:

- No power to raise money through taxes
- No way to enforce the laws passed by Congress
- No national court system
- Each state only had one vote in Congress despite the size of the state

As a result, in 1788, the Articles were replaced with the current *United States Constitution*.

**1. WHAT WAS THE MAIN IDEA OF THIS FIRST SECTION?**

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**2. WHICH DETAILS SUPPORT THE MAIN IDEA?**

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**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4), RUBRIC**

1. According to the author, Joy Hakim, the *Articles of Confederation* were a weak constitution. Explain how the articles were weak.
  
2. In your writing remember to:
  - Introduce a topic clearly (How were the *Articles of Confederation* weak?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences
  - Provide a concluding statement or section related to the information.
  - Spell correctly.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing clearly explains how the <i>Articles of Confederation</i> were weak.	The writing mostly explains how the <i>Articles of Confederation</i> were weak.	The writing does not explain how the <i>Articles of Confederation</i> were weak.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 3: “Just What is a Constitution?” from *A History of US From Colonies to Country: 1735-1791*. Vocabulary Knowledge Rating Scale (RI.5.4, L.5.4), Partner Reading and Everybody Writes (RI.5.1, 5.2, 5.3, RI.5.4, W.5.2, 5.9b, L.5.4, L.5.5, SL.5.1, 5.6, 6.1.5.CivicsHR. 1), Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4), Rubric**

**Learning Intentions:**

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning what a constitution is and how it defines and limits its power.
3. I am learning that writing during reading helps me comprehend the text.

**Success Criteria:**

1. I can use the vocabulary to better understand details in the text.
2. I can explain the importance of including checks and balances in the constitution.

### **Part 1: Vocabulary Knowledge Rating Scale (RI.5.4, L.5.4)**

1. The following words will be introduced during this reading. To gauge how well students understand these important terms, ask them to complete the Knowledge Rating Scale at the start of the lesson.
2. Scan responses so that you can better ascertain which words need to be directly taught and which words are mostly known.
3. Provide explicit explanations for each word as it is encountered in the text. It may be helpful to use these explanations.
  - constitution
  - legislation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

1. Consider each of the words in the chart on the next page.
2. In the first two columns place an **X** beside any word you have never heard before or have heard but don't know what it means.
3. In the 'Have some idea' column write down what you think you know about the word.
4. In the 'Know it Well' column write down your definition of the word.

WORDS	NEVER HEARD OF IT	I'VE SEEN IT OR HEARD OF IT	HAVE SOME IDEA WHAT IT MEANS	KNOW THIS WORD WELL
	constitution			
	legislation			

## WHAT CAN HELP US EXPLAIN A WORD OR PHRASE?

(1) STUDY ILLUSTRATION, (2) USE CONTEXT CLUE (LOOK AT WHAT COMES BEFORE AND AFTER THE WORD OR PHRASE), (3) KNOW A PART OF THE WORD (PREFIX, ROOT AND/OR SUFFIX) , (3) KNOW CONNECTED INFORMATION (SCHEMA), (4) CHECK ANOTHER SOURCE (PERSON, GLOSSARY, DICTIONARY)

PART OF SPEECH	WORD/PHRASE	HOW IS THE WORD USED?	EXPLANATION	WHAT HELPED US?
	<b>constitution</b>	We've been talking about constitutions, but do you actually know what a <u>constitution</u> is?		
	<b>legislation</b>	Or what <u>legislation</u> is?		

**Part 2: Partner Reading and Everybody Writes (RI.5.1, 5.2, 5.3, RI.5.4, W.5.2, 5.9b, L.5.4, L.5.5, SL.5.1, 5.6, NJ Soc. Studies 6.1.8.D.3.b)**

1. Invite students to partner read the next text.
2. During the reading students will be stopping three (3) times to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.

4. After students have written for a 1 to 2 minutes, invite students to respond orally. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

## 39 Just What Is a Constitution?

We've been talking about constitutions, but do you actually know what a constitution is? Or what legislation is? Or how they differ from each other?

Well, legislation means laws. And laws change, sometimes with each generation. Traffic laws that worked in horse-and-wagon days aren't right for times with fast automobiles and airplanes. Our Constitution, however, is made up of superlaws, which are *not* meant to be easily changed. The Constitution has gone from the time of candlelight into the age of rockets with only a few changes. How come?

Because a constitution—a good constitution—is just a basic plan of government that helps people live together peacefully. It doesn't include everyday laws. Those are made by legislatures.

Why don't you make a constitution for your classroom or your home? Remember, you have adults and children who need to agree to this constitution. Should each have an equal vote? Can you have a perfect democracy? How will you balance power? Who gets to make the laws in your constitution? Everyone? One person? The teacher? A chosen few? What happens to anyone who breaks a law? Does a visitor have to obey the rules? Suppose you want to change your constitution? How would you do that? Will your constitution be respected if it can be easily changed?

The Constitution writers asked those same kinds of questions. But, as you can imagine, when you write a constitution for a big country you have a lot of organizing to do—especially if you want to be fair. And more than anything else, the men who wrote our Constitution wanted to be fair.

One of the nice things about our Constitution is that it is not terribly complicated. You won't find it as exciting as *Tom Sawyer*, but if you read it carefully, you will understand it.

**Stop Reading and Write.**

1. According to the author, what is a constitution? Explain. (RI.5.2, W.5.2)

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It is that simplicity that has helped make the Constitution so lasting. The delegates to the Convention came up with a constitution that is still great more than 200 years after it was written. No other country has ever had a governing document that has worked so well for such a long time.

One of the first things the delegates decided on was a name for the new country. The Convention officially adopted the name the *United States of America*.

Then the delegates agreed to a three-part government with legislative, executive, and judicial branches. That was part of Madison's Virginia Plan. It was based on the English plan of government.

A legislature is a lawmaking body: a congress or parliament. Our Congress is divided into two groups, called houses. They are the Senate and the House of Representatives.

An executive is a leader: a president or king.

The judiciary is the courts. In the United States they go from town courts all the way to



the Supreme Court.

Since the delegates were afraid of power, the three branches were planned to check and balance each other. They actually used that phrase: *check and balance*. Think about what it means. They expected each branch to keep the others in check—to stop them from going too far and overstepping the limits of their authority. And balance? Well, no branch was supposed to be stronger than any other.

The president was made commander in chief of the army and navy, but was not given the power to declare war. Only Congress can do that. That was one way to balance power.

Federalism means that power is balanced between the states and the national government. The national government controls foreign affairs, business between the states, and the post office. The states control schools, roads, and local government.

Congress was given the power to impose taxes. Control of money is an important power.

**Stop Reading and Write.**

2. What is meant by the phrase “check and balance”? Explain.  
(RI.5.4, L.5.5, W.5.2)

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Organizing the details of the three branches took a lot of time. The delegates argued over everything. Hamilton wanted the president to be like a king. Edmund Randolph wanted a committee of three to act as president. Ben Franklin wanted a legislature with only one house. They voted 60 times before they could agree on the way to select a president.

Would the legislators and the judges be elected or appointed? How long would they serve? What would they be called? Those questions needed answers.

Someone suggested the president be called Your Mightiness. Do you know what the president is called?

Our Constitution was the work of sensible men who didn't think our leaders needed fancy titles. They were students of government: almost all of them had done a lot of reading and studying. Most had served in their state legislatures. They had helped write their state constitutions. They disagreed on many things, but on two ideas all were agreed:

- They wanted to *guarantee basic human rights and freedom* (what

Jefferson called “unalienable rights”).

- They wanted to *provide government by consent of the governed*. That means they expected the people to govern themselves through their representatives.

Those don't seem like unusual goals to us today, but they were unusual in the 18th century. No nation had ever done what those men hoped to do. England had come closest. But the men who were writing our Constitution—the Framers—knew all about the problems in England in times when the king had too much power and in other times when Parliament had too much power.

Finally, the delegates solved the problem of power in two ways: with checks and balances (as I just told you), and by making the Constitution more powerful than any president, congress, court, or state.

They made the Constitution the supreme law of the land. None of the three branches is allowed to break its rules.

But the Constitution isn't a rigid, unbending document. Those very wise Framers made it flexible. They came up with a way of changing the Constitution in order to adapt it to new times and new ideas.

The Constitution can be changed by *amendments*. However, the Framers made it hard to do that. They didn't want people to change the Constitution just to keep up with passing fads. Amendments must be approved by Congress and by the people in their state legislatures.

Two-thirds of the members of Congress need to vote for an amendment for it to be approved, and three-quarters of the state legislatures must ratify it. So far, 10,000 amendments have been suggested for our Constitution—only 27 have been approved.

Good as it was, the new Constitution wasn't perfect. The delegates made a few bad mistakes. Thank goodness for that amendment process. It would help to correct them.

**Stop Reading and Write.**

3. What are amendments? How do they work? Explain. (RI.5.3, 5.4, W.5.2) \_\_\_\_\_

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**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsHR.1), RUBRIC**

1. How does the *US Constitution* through checks and balances define and limit the power of government?
2. In your writing remember to:
  - Introduce a topic clearly (How does the *US Constitution* define and limit the power of government?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences
  - Provide a concluding statement or section related to the information.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing clearly explains how through checks and balances the <i>US Constitution</i> defines and limits the power of government.	The writing mostly explains how through checks and balances the <i>US Constitution</i> defines and limits the power of government.	The writing does not explain how through checks and balances the <i>US Constitution</i> defines and limits the power of government.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 4: *The US Constitution for Kids* - Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a,) Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.6), RUBRIC**

**Learning Intentions:**

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning what a constitution is and how it defines and limits power.
3. I am learning that writing during reading helps me comprehend the text.

**Success Criteria:**

1. I can use the vocabulary to better understand details in the text.
2. I can explain the importance of the United States Constitution using the terms I learned.
3. I can explain how parts of the United States Constitution work together to define and limit power.

**Part 1: Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a,)**

Introduce students to the vocabulary words: **Congress, preamble, justice, liberty, posterity, Legislative Branch, Executive Branch, Judicial Branch**

They should write the words in the “word” boxes (See diagram on next page).

1. Explain and Discuss the Vocabulary Chart
2. Teacher will read aloud the text.
3. At each vocabulary word, teacher will stop and ask students to reread the sentence.
4. Together, identify the meaning of the word
5. Students will write a synonym and antonym for the word.
6. Write the meaning of the word in their own words.
7. Then write a sentence using the words.
8. Last, have students draw a picture of the word.

**Part 2: Stop and Say Something (RI 5.1, 5.2, 5.3, 5.4; SL 5.1)**

1. Use the Stop and Say Something Strategy, play the video [United States Constitution for Children, Parts and Purposes of the Constitution for Kids: FreeSchool](#) and stop at the segments below, provide the prompts for the students and have them share their ideas with a partner.

2. Invite students to take notes throughout the lesson.

Time	Prompt
01:39	How did the Articles of Confederation weaken the United States Government?
02:12	Who were the framers of the Constitution? What was their job?
02:54	Take a moment to think about the image here. What do you notice?
02:58	Originally, what was the Constitution originally composed of?
03:34	What was the purpose of the Preamble to the Constitution? What wording of the Preamble stood out to you and Why?
3:52	The first three articles of the Constitution are very important, it created the three branches of government. What are these branches and what are their purposes?
4:35	Why were the first ten amendments, also known as the Bill of Rights, added to the constitution?
5:33	Were Native Americans or African Americans mentioned in the Constitution? Who do you think represented their interests during discussions?
6:07	Why is the Constitution "the oldest single document in history that is still being used to run a country"?

Word

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Picture

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Synonym

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Antonym

In my own words: \_\_\_\_\_

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Sentence \_\_\_\_\_

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## The U.S. Constitution for Kids

In the United States, the government runs by a set of rules that are called laws. These laws created the government, including the presidency, the Supreme Court, and **Congress**, and are called the Constitution. The U.S. Constitution is also meant to protect the rights of every person living in this country. Because it governs what the government can do and protects everyone's rights, it is very important. It is so important that it is considered the highest law in the United States! The document is extremely old. It was written more than 200 years ago in 1787 by a group of men in Philadelphia. Learning about the Constitution is a great way to learn about when the country was still new.

The Constitution's purpose is written in the section called the **preamble**. It is the first part of the Constitution, and it lists six reasons why the Constitution was created. The preamble says the Constitution was established "in order to form a more perfect union, establish **justice**, insure domestic tranquility, provide for the com-

mon defense, promote the general welfare, and secure the blessings of liberty to ourselves and our **posterity**."

The part of the Constitution that actually explains the authority of the United States government is the articles. There are seven articles in the Constitution. These articles define the **Legislative Branch**, which makes the laws of the land.

They also define the **Executive Branch**, which includes the president, and the **Judicial Branch**, which includes the Supreme Court. The articles also say what the federal government's powers and those of state governments are.

Article Five, in particular, is very important because it allows for amendments to the Constitution. The amendments are the next and final part of the Constitution. They were passed after the Constitution became the law of the land. These amendments, beginning with the Bill of Rights, further explain the powers and limits of

the United States government. They can also put limits on the actions of regular people.

**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.6), RUBRIC**

1. The United States Constitution is composed of three parts, the Preamble, the Articles, and the Amendments. How do these parts work together to define and limit power?
2. In your writing remember to:
  - Introduce a topic clearly (*Why was the United States Constitution created? What were the purposes of its three parts: the Preamble, the Articles, and the Amendments*) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.



EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains the roles and responsibilities of the three branches of the national government as outlined in the US Constitution.	The writing mostly explains the roles and responsibilities of the three branches of the national government as outlined in the US Constitution.	The writing attempts, but does not explain the roles and responsibilities of the three branches of the national government as outlined in the US Constitution.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 5: *The US Constitution for Kids* - Partner Retell (SL5.1), Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Daily Instructional Task: Daily Instructional Task: Revise Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.4 5.9. B, L.5.4, 6.1.5.CivicsPI.6), Checklists**

**Learning Intentions:**

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning about the three parts of the US Constitution.
3. I am learning that writing during reading helps me comprehend the text.
4. I am learning to use a Revision Checklist to guide revising my writing.

**Success Criteria:**

1. I can use the vocabulary to better understand details in the text.
2. I can respond to questions in writing during reading.
3. I can revise earlier written work based on rereading a text.
4. I can give a peer feedback on writing.

### Part 1: Partner Retell (SL5.1)

1. Invite students to partner and retell what they learned from the reading yesterday.

### Part 2: Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6)

1. Have students partner read *The US Constitution for Kids and & Articles*. They will each need to have a copy as well.
2. During the reading, you will be stopping three (3) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

### The U.S. Constitution for Kids

In the United States, the government runs by a set of rules that are called laws. These laws created the government, including the presidency, the Supreme Court, and Congress, and are called the Constitution. The U.S. Constitution is also meant to protect the rights of every person living in this country. Because it governs what the government can do and protects everyone's rights, it is very important. It is so important that it is considered the highest law in the United States! The document is extremely old. It was written more than 200 years ago in 1787 by a group of men in Philadelphia. Learning about the Constitution is a great way to learn about when the country was still new.

### Stop reading and write.

1. How important is the U.S. Constitution?

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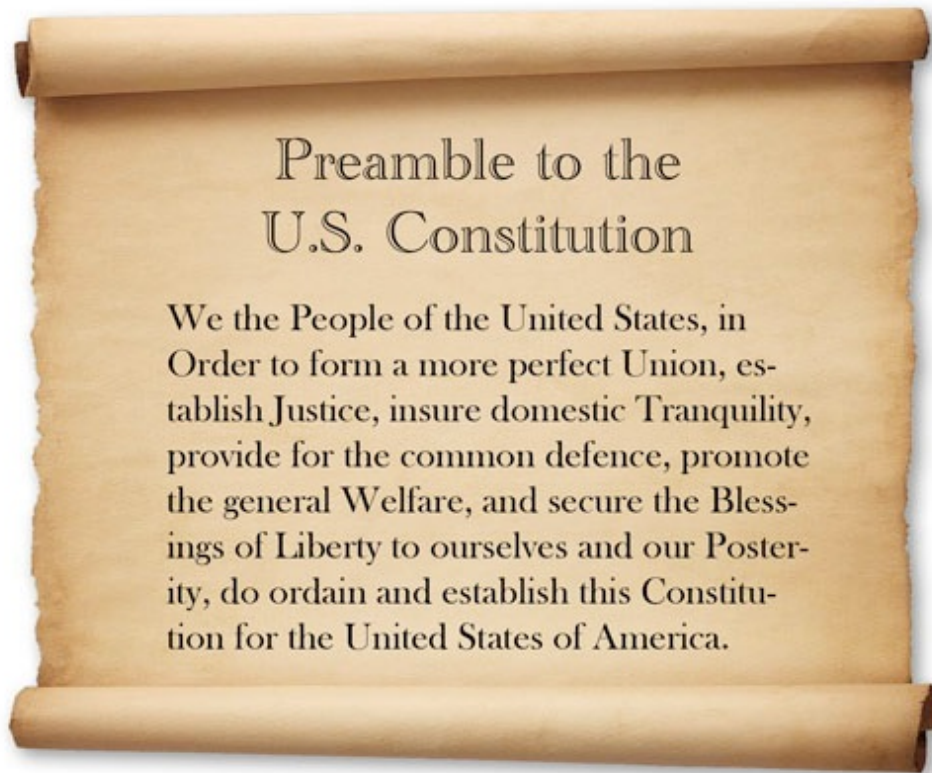
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The Constitution's purpose is written in the section called the preamble. It is the first part of the Constitution, and it lists six reasons why the Constitution was created. The preamble says the Constitution was established "in order to form a more 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."



**Stop reading and write.**

**2. What is the purpose of the preamble of the Constitution?**

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The part of the Constitution that actually explains the authority of the United States government is the articles. There are seven articles in the Constitution. These articles define the Legislative Branch, which makes the laws of the land.

They also define the Executive Branch, which includes the president, and the Judicial Branch, which includes the Supreme Court. The articles also say what the federal government’s powers and those of state governments are.

Article Five, in particular, is very important because it allows for amendments to the Constitution. The amendments are the next and final part of the Constitution. They were passed after the Constitution became the law of the land. These amendments, beginning with the Bill of Rights, further explain the powers and limits of the United States government. They can also put limits on the actions of regular people.

**Stop reading and write.**

**3. Why are the articles an important part to the U.S. Constitution?**

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**Part 3: Daily Instructional Task: Revise Explanatory Writing  
(RI.5.1, 5.2, 5.4, W.5.4 5.9. B, L.5.4, 6.1.5.CivicsPI.6), Checklists**

1. Review the task you responded to yesterday. “According to the *US Constitution*, what are the roles and responsibilities of the three branches of the national government?”
2. Reread your writing and use the checklist on the next page to guide your revision.
3. Then partner, and read yo9ur partner’s writing and have your partner read your writing. Complete the Partner Revision Checklist.
4. Using the feedback, **revise** your writing.
5. Submit your final draft of your composition to your teacher through Google Docs

**Self-Revision Checklist**

Name: \_\_\_\_\_

**Ideas/Context**

- My topic is narrow, clear and focused.**
- You can tell I know a lot about this topic.**

**Organization**

- My reader can understand my writing.**
- My writing is in a logical sequence.**

**Voice**

- My piece has a clear audience.**
- My writing sounds like me.**

**Word Choice**

- My words create a vivid image.**
- My piece has interesting vocabulary.**

## Partner Revision Checklist

Name: \_\_\_\_\_

### Ideas/Context

- The topic is narrow, clear and focused.
- You can tell the writer knows a lot about this topic.

### Organization

- As a reader, I can understand my writing.
- The writing is in a logical sequence.

### Voice

- The writing has a clear audience.
- The writing sounds authentic.

### Word Choice

- The words create a vivid image.
- The writing has interesting vocabulary.

**Lesson 6: The 7 Articles - Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a), Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.8), RUBRIC**

### Learning Intentions:

1. I am learning how to infer and determine meanings of vocabulary words through context.
2. I am learning how the *United States Constitution* defines and limits the power of government through the Articles.

### Success Criteria:

1. I can use the vocabulary to better understand details in the text.
2. I can explain how the *United States Constitution* defines and limits the power of government through the Articles.

**Part 1: Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a,)**

Introduce students to the vocabulary words: **House of Representative, Senate, legislation, preserve, amend**

They should write the words in the “word” boxes (See diagram on next page).

1. Explain and Discuss the Vocabulary Chart
2. Teacher will read aloud the text.
3. At each vocabulary word, teacher will stop and ask students to reread the sentence.
4. Together, identify the meaning of the word
5. Students will write a synonym and antonym for the word.
6. Write the meaning of the word in their own words.
7. Then write a sentence using the words.
8. Last, have students draw a picture of the word.

Word

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Picture

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Synonym

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Antonym

In my own words: \_\_\_\_\_

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Sentence \_\_\_\_\_

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## The Seven Article of the US Constitution

To understand the United States of America, start with the Constitution. Written over 200 years ago, when the nation was first being established out of the 13 British colonies, this document is a blueprint. Its seven sections (or Articles) detail the core components of how the framers wanted the government to run the country.

**Article I – The Legislative Branch.** The principal mission of the legislative body is to make laws. It is split into two different chambers – the **House of Representatives** and the **Senate**. Congress is a legislative body that holds the power to draft and pass **legislation**, borrow money for the nation, declare war and raise a military. It also has the power to check and balance the other two federal branches.

**Article II – The Executive Branch.** This branch of the government manages the day-to-day operations of government through various federal departments and agencies, such as the Department of Treasury. At the head of this branch is the nationally elected President of the United States.

The president swears an oath to ‘faithfully execute’ the responsibilities as president and to ‘**preserve**, protect and defend the Constitution of the United States’. Its powers include making treaties with other nations, appointing federal judges, department heads and Ambassadors, and determining how to best run the country and run military operations.

**Article III – The Judicial Branch.** Article III outlines the powers of the federal court system. Determines that the court of last resort is the US Supreme Court and that the US Congress has the power to determine the size and scope of those courts below it. All judges

are appointed for life unless they resign due to bad behavior. Those facing charges are to be tried and judged by a jury of their peers

**Article IV – The States.** This article defines the relationship between the states and the federal government. The federal government guarantees a republican form of government in each state, protects the nation and the people from foreign or domestic violence, and determines how new states can join the Union. It also suggests that all the states are equal to each other and should respect each other’s laws and the judicial decisions made by other state court systems.

**Article V – Amendment.** Future generations can **amend** the Constitution if the society so requires it. Both the states and Congress have the power to initiate the amendment process.

**Article VI – Debts, Supremacy, Oaths.** Article VI determines that the US Constitution, and all laws made from it are the ‘supreme Law of the Land’, and all officials, whether members of the state legislatures, Congress, judiciary or the Executive have to swear an oath to the Constitution.

**Article VII – Ratification.** This article details all those people who signed the Constitution, representing the original 13 states.

**Part 2: Daily Instructional Task: Explanatory Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.8), RUBRIC**

1. How does the *United States Constitution* define and limit the power of government through Articles I through IV?
2. In your writing remember to:
  - Introduce a topic clearly (How does the *United States Constitution* define and limit the power of government through Articles I through IV?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains how the <i>United States Constitution</i> defines and limits the power of government through Articles I through IV.	The writing mostly explains how the <i>United States Constitution</i> defines and limits the power of government through Articles I through IV.	The writing attempts, but does not explain how the <i>United States Constitution</i> defines and limits the power of government through Articles I through IV.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 7: *The Seven Articles* - Partner Retell (SL5.1), Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Daily Instructional Task: Revising Writing (RI.5.1, 5.2, 5.4, W.5.2, 5.9b, L.5.4, 6.1.5.CivicsPI.8), Checklists**

**Learning Intentions:**

1. I am learning how the *United States Constitution* defines and limits the power of government through the Articles.
2. I am learning that writing during reading helps me comprehend the text.
3. I am learning to use a Revision Checklist to guide revising my writing.

**Success Criteria:**

1. I can respond to questions in writing during reading.
2. I can revise earlier written work based on rereading a text.
3. I can give a peer feedback on writing.

**Part 1: Partner Retell (SL5.1)**

1. Invite students to partner and retell what they learned from the reading yesterday.

**Part 2: Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6)**

1. Have students partner read *The 7 Articles of the US Constitution*. They will each need to have a copy as well.
2. During the reading, you will be stopping five (5) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

## ***The Seven Articles of the US Constitution***

To understand the United States of America, start with the Constitution. Written over 200 years ago, when the nation was first being established out of the 13 British colonies, this document is a blueprint. Its seven sections (or Articles) detail the core components of how the framers wanted the government to run the country.

**Article I** – The Legislative Branch. The principal mission of the legislative body is to make laws. It is split into two different chambers – the **House of Representatives** and the **Senate**. Congress is a legislative body that holds the power to draft and pass legislation, borrow money for the nation, declare war and raise a military. It also has the power to check and balance the other two federal branches.

**Stop reading and write.**

1. What powers are outlined in Article I?

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**Article II** – The Executive Branch. This branch of the government manages the day-to-day operations of government through various federal departments and agencies, such as the Department of Treasury. At the head of this branch is the nationally elected President of the United States.

The president swears an oath to ‘faithfully execute’ the responsibilities as president and to ‘preserve, protect and defend the Constitution of the United States’. Its powers include making treaties with other nations, appointing federal judges, department heads and Ambassadors, and determining how to best run the country and run military operations.

**Stop reading and write.**

## 2. What powers are outlined in Article II?

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**Article III** – The Judicial Branch. Article III outlines the powers of the federal court system. Determines that the court of last resort is the US Supreme Court and that the US Congress has the power to determine the size and scope of those courts below it. All judges are appointed for life unless they resign due to bad behavior. Those facing charges are to be tried and judged by a jury of their peers.

**Stop reading and write.**

## 3. What powers are outlined in Article III?

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**Article IV** – The States. This article defines the relationship between the states and the federal government. The federal government guarantees a republican form of government in each state, protects the nation and the people from foreign or domestic violence, and determines how new states can join the Union. It also suggests that all the states are equal to each other and should respect each other's laws and the judicial decisions made by other state court systems.

**Stop reading and write.**

**4. What powers are outlined in Article IV?**

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**Article V** – Amendment. Future generations can amend the Constitution if the society so requires it. Both the states and Congress have the power to initiate the amendment process.

**Article VI** – Debts, Supremacy, Oaths. Article VI determines that the US Constitution, and all laws made from it are the ‘supreme Law of the Land’, and all officials, whether members of the state legislatures, Congress, judiciary or the Executive have to swear an oath to the Constitution.

**Article VII** – Ratification. This article details all those people who signed the Constitution, representing the original 13 states.

**Stop reading and write.**

**5. What powers are outlined in Articles V-VII?**

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**Part 3: Daily Instructional Task: Revise Explanatory Writing  
(RI.5.1, 5.2, 5.4, W.5.4 5.9. B, L.5.4, 6.1.5.CivicsPI.6), Checklists**

1. Review the task you responded to yesterday: “How does the *United States Constitution* define and limit the power of government through Articles I through IV?”
2. Reread your writing and use the checklist on the next page to guide your revision.
3. Then partner, and read yo9ur partner’s writing and have your partner read your writing. Complete the Partner Revision Checklist.
4. Using the feedback, **revise** your writing.
5. Submit your final draft of your composition to your teacher through Google Docs.

**Self-Revision Checklist**

Name: \_\_\_\_\_

**Ideas/Context**

- My topic is narrow, clear and focused.**
- You can tell I know a lot about this topic.**

**Organization**

- My reader can understand my writing.**
- My writing is in a logical sequence.**

**Voice**

- My piece has a clear audience.**
- My writing sounds like me.**

**Word Choice**

- My words create a vivid image.**
- My piece has interesting vocabulary.**



## Partner Revision Checklist

Name: \_\_\_\_\_

### Ideas/Context

- The topic is narrow, clear and focused.
- You can tell the writer knows a lot about this topic.

### Organization

- As a reader, I can understand my writing.
- The writing is in a logical sequence.

### Voice

- The writing has a clear audience.
- The writing sounds authentic.

### Word Choice

- The words create a vivid image.
- The writing has interesting vocabulary.

**Lesson 8: *The US Constitution and the Great Law of Peace* - Partner Retell (SL.5.1), Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6, 6.1.5 CivicsPL9), Daily Instructional Task: Comparison Writing (RI.5.2, W.5.2, W.5.2a-e, W.5.4, 6.1.5.CivicsPI.9). Rubric**

### Learning Intentions:

1. I am learning about how Native Americans' Great Law of Peace influenced the *U.S. Constitution*.
2. I am learning about the similarities and differences between the *Great Law of Peace* and the *U.S. Constitution*.

### Success Criteria:

1. I am learning about how Native Americans' Great Law of Peace influenced the U.S. Constitution.
2. I am learning about the similarities and differences between the Great Law of Peace and the U.S. Constitution.

### Part 1: Partner Retell (SL.5.1)

1. Invite students to partner and retell what they learned from the reading yesterday.

**Part 2: Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6, 6.1.5 CivicsPL9)**

1. Have students partner read The US Constitution and the Great Law of Peace. They will each need to have a copy as well.
2. During the reading, you will be stopping six (6) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

**The US Constitution and the Great Law of Peace**

**The True History of the U.S. Constitution**

In 1987, the United States Senate acknowledged that the Great Law of Peace of the Iroquois Nations served as a model for the Constitution of the United States. (U.S. S. Con. Res. 76, 2 Dec. 1987). And since the U.S. Constitution was a model for the charter of the United Nations, the Iroquois Great Law of Peace is also a basis of international law. When the Founding Fathers looked for examples of effective government and human liberty upon which to model a Constitution to unite the thirteen colonies, they found it in the government of the Iroquois Nation. In the 18th Century, the Iroquois League was the oldest, most highly evolved participatory democracy on Earth.

**Stop reading and write.**

1. Why does the author write that the Great Law of Peace is a basis of international law?

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### The Peacemaker and the Great Law of Peace

In the 12th Century, five tribes in what is now the northeastern U.S. were constantly at war: the Mohawks, Seneca, Oneida, Onondaga and Cayugas. The wars were vicious and, according to tribal history, included cannibalism. One day, a canoe made of white stone carried a man, born of a virgin, across Onondaga Lake to announce The Good News of Peace had come and the killing and violence would end. He traveled from tribe to tribe over the course of years, preaching peace because peace was the desire of the Creator. Oral tribal history says it may have taken him 40 years to reach everyone and get agreement from all five tribes. This man became known as The Peacemaker. Eventually, the five tribes agreed to the Great Law of Peace and became known collectively as the Haudenosaunee, which means People of the Long House. Outsiders refer to them as Iroquois.

The Great Law of Peace was a vehicle for creating harmony, unity and respect among human beings. Its recognition of individual liberty and justice surpasses that of many democracies. The Great Law of Peace includes:

- freedom of speech,
- freedom of religion,
- the right of women to participate in government,
- separation of powers,
- checks and balances within the government.
- a government “of the people, by the people and for the people,”
- three branches of government: two houses and a grand council,
- A Women’s Council, which is the Iroquois equivalent of our Supreme Court –settling disputes and judging legal violations.

The central idea underlying Iroquois political philosophy is that peace is the will of the Creator, and the ultimate spiritual goal and natural order among humans.

**Stop reading and write.**

2. What was the purpose of the Great Law of Peace? How did it unite the 5 nations?

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**The Founding Fathers’ Consultation with the Iroquois**

For decades, the Iroquois had urged the English colonists to unite together as one independent and free people. George Washington, Ben Franklin and Thomas Jefferson met frequently with the Iroquois and made themselves very familiar with the Great Law of Peace. Washington expressed “great excitement” over the two houses and Grand Counsel. Several delegates from the Iroquois Confederacy attended the Continental Congress in 1776 as it wrote the Declaration of Independence and drafted the Constitution of the United States, modeling it on the Iroquois Constitution. Three weeks later, the Declaration of Independence was signed, and the United States of America was born.

**Stop reading and write.**

3. How did the Founding Fathers learn the ways of the Iroquois nation??

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## What Was Left Out of the *U.S. Constitution*?



In fact, just about the only parts of the Great Law of Peace that our founding fathers didn't incorporate were these:

The Seventh Generation principle: The Constitution of the Iroquois Confederacy states that chiefs consider the impact of their decisions on seven generations into the future.

The role of women: Clan mothers choose candidates [who are male] as sachems [political leaders]. The women maintain ownership of land and homes, and exercise veto power over any council action that may result in war. The women can also impeach and expel any leader who conducts himself improperly or loses the confidence of the electorate; then the women choose a new leader.

**Stop reading and write.**

4. Why would the addition of the Seventh Generation principle and the role of women have been beneficial to the *United States Constitution*?

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**The Symbols**

The Peacemaker designated The Tree of Peace as a symbol of the Great Law of Peace — a great white pine tree whose branches spread out to shelter all nations who commit themselves to Peace. Beneath the tree the Five Nations buried their weapons of war.

Atop the tree is the Eagle-that-sees-far. There is a bundle of five arrows tied together to represent strength of five tribes bound together in peace. Four long roots stretch out in the four sacred directions—the “white roots of peace.” Thomas Jefferson adopted the symbols of the Peacemaker legend. The Tree of Peace became the Liberty Tree displayed on colonial flags. Eagle-that-sees-far became the American Eagle, still a symbol of American government. On the U.S. Great Seal, the American Eagle clutches a bundle of thirteen arrows, representing the original colonies. Our eagle also holds an olive branch symbolizing that the United States of America has “a strong desire for peace, but will always be ready for war.”



**Stop reading and write.**

## 5. What's significant about America adopting the eagle?

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## The Three Principles of the Great Law of Peace

The three principles of the Great Law of Peace

1. Righteousness, meaning people must treat each other fairly.  
"Each individual must have a strong sense of justice, must treat people as equals and must enjoy equal protection under the Great Law."
2. Health: "Health means that the soundness of mind, body and spirit will create a strong individual. Health is also the peacefulness that results when a strong mind uses its rational power to promote well-being between peoples, between nations."
3. Power: "The laws of the Great Law provide authority, tradition and stability if properly respected in thought and action. Power comes from the united actions of the people operating under one law, with one mind, one heart, and one body. Such power can assure that justice and healthfulness continue. People and nations need to exercise just enough power to maintain the peace and well-being of the members of the Confederacy."

**Stop reading and write.**

5. What makes these three principles important to a nation?

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**Part 3: Daily Instructional Task: Comparison Writing (RI.5.2, W.5.2, W.5.2a-e, W.5.4, 6.1.5.CivicsPI.9). Rubric**

1. What aspects of the Great Law of Peace were incorporated into the US Constitution? What aspects were left out?
2. How did the United States show its gratitude to the Haudenosaudnee?
3. [Suggested question for further discussion] What do you think happened to the Haudensaunee once the Constitution was adopted?
4. In your writing remember to:
  - Introduce a topic clearly (What are some similarities and differences between the *Great Law of Peace* and the US Constitution?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.
  - Spell correctly.



COMPARISON RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately describes similarities and differences between the <i>Great Law of Peace</i> and the US Constitution.	The writing mostly describes similarities and differences between the <i>Great Law of Peace</i> and the US Constitution.	The writing attempts, but does not describe similarities and differences between the <i>Great Law of Peace</i> and the US Constitution.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 9: *The US Constitution for Kids: The Bill of Rights* - Partner Reading / Say Something (RI.5.1-5.2, SL.5.1, W.5.9.B), Daily Instructional Task: It Says, I Say and And So Chart (RI.5.1, 5.2, W.5.9.b)**

**Learning Intentions:**

1. I am learning about the purpose of the Bill of Rights.
2. I am learning about the meaning of the 1st through 10th amendments.

**Success Criteria:**

1. I can explain how the *Bill of Rights* provides all Americans fundamental rights to democracy.

## Part 1: Partner Reading / Say Something (RI.5.1-5.2, SL.5.1, W.5.9.B)

1. Prior to Partner Reading, begin by asking the following questions: (a) Since the Constitution is over 300 years old, how do we change it from time to time? (b) Who remembers the article in the Constitution that allows changes to be made? (Article 5). (c) Where do you go if you want to challenge how someone uses the Constitution and its Amendments? (the Courts)
2. Note: [A 3-minute guide to the Bill of Rights - Belinda Stutzman](#) is an optional brief video that helps to explain the Bill of Rights. It can be used to supplement the reading.
3. Ask students to take out their copy of the article *The U.S. Constitution for Kids* and their Say Something bookmark.
4. Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
5. Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
6. Remind students that they should read with soft voices and take time to discuss what they have read.
7. At the end of the text, they should use the Check for Understanding Card to prompt their final discussion.
8. Say Something after each paragraph.

## Say Something Stem Starters

### 1. Make a Prediction

- I predict...
- I think that...
- Reading this part makes me think that \_\_\_\_ will happen.

### 2. Ask a Question

- Why did...
- What's this part about...
- Do you think that...

### 3. Clarify Something

- Now I understand...
- At first I thought \_\_\_\_\_. Now I think \_\_\_\_\_.

### 4. Make a Comment

- This is good because...
- I like the part when...
- My favorite part is...

### 5. Make a Connection

- This is just like a book I read...
- This reminds me of...

## Bill of Rights and Amendments

The men who created the *Constitution* wanted to make sure that the American people had basic rights. This is why they added the first ten amendments to the *Constitution*. They called these the Bill of Rights.

When creating the *Constitution*, it was suggested that the wording that would become the Bill of Rights be the original articles of the *Constitution*. That suggestion was not approved, but it was agreed that they would be the first amendments to the Constitution.

But what does the Bill of Rights do? They can be confusing to understand, but they basically guarantee legal protection to the people so that government actions cannot cause suffering.

### Stop and Say Something.

For example, the First Amendment gives people the freedom to have their religious beliefs, and it also gives them the legal right to say what they want without worrying about being arrested. The Second Amendment allows the right to keep and bear arms. The Third Amendment prevents the housing of soldiers in a person's home, if the person does not give permission first. The Fourth Amendment protects people and the things that they own from what is called "unreasonable searches and seizures." The Fifth Amendment prevents someone from being tried for the same crime twice or having to testify against themselves during a criminal trial. The Sixth Amendment guarantees a fast criminal trial before a group of people known as a jury. This jury must not have opinions about the trial or crime beforehand, and they must be considered the person's peers. People are also entitled to a lawyer. The Seventh Amendment provides the right to a jury trial for non-criminal lawsuits such as sexual assault or rape. In the event that one is convicted of a crime, the Eighth Amendment forbids what is called cruel or unusual punishments. A cruel or unusual punish-

ment would be getting the death penalty for stealing a candy bar, for instance. The Ninth Amendment opens the door to rights not already defined by prior amendments, and the Tenth Amendment gives power to the states over rights not covered by the federal government.

**Stop and Say Something.**

# The Bill of Rights

The Bill of Rights, the first 10 amendments to the United States Constitution, was created on September 25, 1789, and ratified on December 15, 1791.

The infographic features a central circular illustration of five men in 18th-century attire signing a document titled 'The Bill of Rights'. Surrounding this central image are ten numbered segments, each representing an amendment. Each segment includes a title, a brief description of the amendment's purpose, and a list of specific rights or prohibitions. The segments are: 1st Amendment (Freedom of Religion, Speech, Assembly, Press), 2nd Amendment (Right to Bear Arms), 3rd Amendment (Prohibition of Government Use of Private Homes as Quarters for Soldiers), 4th Amendment (Right to Privacy and Security in Person, House, Papers, and Effects), 5th Amendment (Due Process, Double Jeopardy, Self-Incrimination, Eminent Domain), 6th Amendment (Speedy and Public Trial, Trial by Jury), 7th Amendment (Civil Trial by Jury), 8th Amendment (Prohibition of Cruel and Unusual Punishment, Excessive Bail), 9th Amendment (Protection of Rights Not Specifically Listed in the Constitution), and 10th Amendment (Powers of States and People). The entire infographic is framed by a decorative border and includes the 'KIDS DISCOVER' logo in the top right corner.

**TENTH AMENDMENT:**  
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

**GUARANTEES:**  
POWERS OF STATES AND PEOPLE

**NINTH AMENDMENT:**  
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

**GUARANTEES:**  
PROTECTION OF RIGHTS NOT SPECIFICALLY LISTED IN THE CONSTITUTION

**FIRST AMENDMENT:**  
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**GUARANTEES FREEDOM OF:**  
RELIGION, SPEECH, PETITION, ASSEMBLY, THE PRESS

**SECOND AMENDMENT:**  
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

**GUARANTEES:**  
RIGHT TO BEAR ARMS

**EIGHTH AMENDMENT:**  
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**PROHIBITS:**  
CRUEL AND UNUSUAL PUNISHMENT, EXCESSIVE BAIL

**THIRD AMENDMENT:**  
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**PROHIBITS:**  
GOVERNMENT USE OF PRIVATE HOMES AS QUARTERS FOR SOLDIERS

**SEVENTH AMENDMENT:**  
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

**GUARANTEES:**  
CIVIL TRIAL BY JURY

**FOURTH AMENDMENT:**  
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**PROHIBITS:**  
SEARCHES, ARRESTS, AND SEIZURES OF PROPERTY WITHOUT WARRANT OR PROBABLE CAUSE

**SIXTH AMENDMENT:**  
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

**GUARANTEES:**  
SPEEDY TRIAL, PUBLIC TRIAL, TRIAL BY JURY, RIGHT TO COUNSEL, RIGHTS OF THE ACCUSED, CONFRONTATION CLAUSE

**FIFTH AMENDMENT:**  
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**GUARANTEES:**  
DUE PROCESS, DOUBLE JEOPARDY, SELF-INCRIMINATION, EMINENT DOMAIN WITHOUT JUST COMPENSATION

**Part 2: Daily Instructional Task: It Says, I Say and And So Chart (RI.5.1, 5.2, W.5.9.b).** Write answers in the chart to each question.

Question	It Says...	I Say...	So...
	Find information from the text to help you answer the question.	Consider what you know about the information.	Put together the information from the text and what you know to answer the question.
What is the meaning of the 1st Amendment in the Bill of Rights? Why is it a fundamental right?			
What is your point of view on the 2nd amendment? How do you feel about it?			
Why would you consider the 4th amendment really important, especially today?			
In your own words, what is the main idea of amendments 6-8? What are they protecting?			
In your own words, what is the main idea of amendments 9 and 10? What are they protecting?			

**Lesson 10: *The Three-Fifths Compromise* - Vocabulary Chart (RI.5.4, L.5.4, L5.4a), Video/ Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.2 a-e, W.5.4, 6.1.5.Civic.DP.1), Rubric**

**Learning Intentions:**

1. I am learning to infer meaning while reading.
2. I am learning what the three-fifths compromise was and how that decisions by the Founders of the US failed to uphold key democratic principles of fairness and equality.

**Success Criteria:**

1. I can explain how how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention when they passed the Three-Fifths Compromise.

**Part 1: Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a)**

Introduce students to the vocabulary words: **compromise, taxation, and representation.**

1. They should write the words in the “word” boxes (See diagram on next page).
2. Explain and Discuss the Vocabulary Chart
3. Teacher will read aloud the text.
4. At each vocabulary word, teacher will stop and ask students to reread the sentence.
5. Together, identify the meaning of the word
6. Students will write a synonym and antonym for the word.
7. Write the meaning of the word in their own words.
8. Then write a sentence using the words.
9. Last, have students draw a picture of the word.

**Part 2: Video/ Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5 HistoryCC.15, 6.1.5 CivicsPL6)**

1. Play the [The Three-Fifths Compromise](#) pausing at the following stopping points to follow the Everybody Writes Protocol.
2. During the reading, you will be stopping two (2) times for students to write in response to a specific question.
3. Encourage students to write before talking, and as they do, sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

Time	Everybody Writes:
0:57	Why did the southern states want the enslaved population to count for their representation? Why didn't they want the enslaved population to count for the taxes?
1:18	Why did the north disagree with the south?
End of Video	The three-fifths compromise settled the argument between the north and the south. Although the enslaved people had no say or rights, why do you think it was important for the north and south to count them towards their representation and taxation?

**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.2 a-e, W.5.4, 6.1.5.Civic.DP.1), Rubric**

1. After learning about the Three-Fifths Compromise, explain how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention.
2. In your writing remember to:
  - Introduce a topic clearly (explain how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.

<b>EXPLANATORY RUBRIC</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content (x 2)</b>	The writing accurately explains how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention.	The writing mostly explains how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention.	The writing attempts, but does not explain how the core civic virtues and democratic principles of fairness and equality were not upheld by the Founders during the Constitutional Convention
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6



**Lesson 11: *Dred Scott vs. Sanford*- Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a), Partner Reading / Everybody Writes (RI.5.1, 5.2, 5.3, 5.8, W.5.9.B), Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.2 a-e, W.5.4, 6.1.5.Civic.DP.1), Rubric**

**Learning Intentions:**

1. I am learning about Dred and Harriet Scott and the fight for freedom.
2. I am learning about Dred Scott vs. Sanford case and the Supreme Court decision.

**Success Criteria:**

1. I can explain the outcome of the Dred Scott decision.

**Part 1: Building Background Information (SL5.1) Teacher Read Aloud and Vocabulary (RI.5.4, L.5.4, L5.4a)**

1. Invite students to complete a Noticing and Wonderings chart as they watch: [Split in Two: The Dred Scott Decision -- 1857](#).

<i>Split in Two: The Dred Scott Decision -- 1857</i>	
Noticings	Wonderings

2. As you discuss student noticings and wonderings, make sure to explain the different levels of the court that Scott had gone through by drawing a diagram for the students.

**Different Levels of Court Dred Scott Went Through**



3. Continue with the Vocabulary in the Original PART 1
4. Introduce students to the vocabulary words: **enslaved, lawsuit, bondage, citizen, property, advocate, abolitionist.**
  1. They should write the words in the “word” boxes .
  2. Explain and Discuss the Vocabulary Chart
  3. Teacher will read aloud the text.
  4. At each vocabulary word, teacher will stop and ask students to reread the sentence.
  5. Together, identify the meaning of the word
  6. Students will write a synonym and antonym for the word.
  7. Write the meaning of the word in their own words.
  8. Then write a sentence using the words.
  9. Last, have students draw a picture of the word.

**Part 2: Partner Reading / Everybody Writes (RI.5.1, 5.2, 5.3, 5.8, W.5.9.B)**

1. Have students partner read Dred Scott. They will each need to have a copy as well.
2. During the reading, you will be stopping nine (9) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

**Teacher Note:** While reading, the following notes are important points to make sure students understand as you are reading.

page 165: Courts can dismiss the lawsuit and then an individual would have to start all over.

page 167: One court can decide one way, and a higher court can “reverse” that ruling.

page 166: Look how long it took to just get into court. Possible Question: Do you think it takes that long today?

page 166: In the Circuit Court, there was a jury (possible additional vocabulary word: jury...explain how it works); in the Missouri Supreme Court there were “pro-slavery judges”. Possible Question: Do you think if he had a jury in the second court he might have won again?

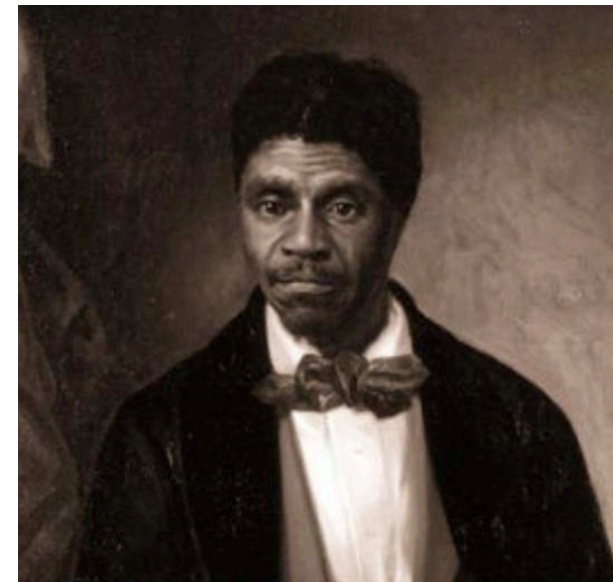
page 168-169: Possible Question: What happened in your own words to Dred Scott and his wife after this decision.

page 167: Fact: Judge Taney said more in this case than was indicated on p.167. “The black race for more than a century has been regarded as beings of an inferior order; and they have no rights that a white man is bound to respect.”

**Dred Scott (1800? – 1858)**

Adapted from here:

<https://historicmissourians.shsmo.org/historicmissourians/name/s/scott/>



**Introduction**

Dred Scott was a man born into slavery who tried many times, but failed, to gain his freedom through the Missouri courts. When his case reached the U.S. Supreme Court, the differences between proslavery and antislavery opinions in the United States were very clear. The controversial outcome of Dred Scott's court case eventually contributed to the outbreak of civil war between the southern and northern states.

**Early Years****St. Louis, Missouri**

Dred Scott was born into slavery in Virginia around 1800. He was owned by Peter Blow and his wife, Elizabeth Taylor Blow, both Virginians. Dred grew up, probably in slave quarters, on the Blow property in Southampton County. In 1818, when Dred Scott was a young man, he moved with the Blows, their six children, and several other enslaved people to a cotton plantation in Alabama. For the next twelve years, Scott worked for the Blows. Two more children, sons Taylor and William, were born to the Blows in Alabama.

**Jefferson Barracks**

In 1830, Scott moved again when the Blow family gave up farming and relocated to St. Louis, Missouri. Here they ran a boardinghouse called the Jefferson Hotel. Elizabeth Blow died in 1831 with Peter

following in 1832. Before he died, however, Peter Blow sold Dred Scott to Dr. John Emerson, an assistant surgeon in the army stationed at Jefferson Barracks. Scott became Dr. Emerson's body servant or valet.

**Stop reading and write.**

1. Describe Dred Scott's life as an enslaved person so far.

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**A Slave in Free Territory**

**Old Fort Snelling**

On December 1, 1833, Dred Scott traveled with Dr. Emerson to Fort Armstrong, at Rock Island, in Illinois. For the first time, Scott was living in "free" territory. For the next three years, he lived and attended to Dr. Emerson's needs at Fort Armstrong. When the fort was abandoned on May 4, 1836, Dr. Emerson was transferred to Fort Snelling on the upper Mississippi in the Wisconsin Territory, now Minnesota. Scott traveled up the Mississippi River, even farther north.

**Harriet Robinson Scott**

At Fort Snelling, Dred Scott met Harriet Robinson, an enslaved person from Virginia who was about fifteen years younger than him. In either 1836 or 1837, they were married by Harriet's owner, Major Lawrence Taliaferro, an Indian agent and justice of the peace. Major Taliaferro was known for respecting the rights of Native Americans. He may have sold or transferred ownership of Harriet Robinson to Dr. Emerson and married her to Dred Scott so the couple could remain together.

**Stop reading and write.**

2. How was Dred able to marry and stay with Harriet? (RI.5.1\_

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## Steamboat on the Mississippi River

For the next year, Dred Scott remained at Fort Snelling with his bride. By April 1838, however, he and Harriet—who was now pregnant—were sent south to Louisiana. Dr. Emerson had been transferred to Fort Jesup and had requested that Dred and Harriet Scott join him and his new wife, Eliza Irene Sanford. Soon after making the long trip to Louisiana, the Scotts were sent to St. Louis, and then back to Fort Snelling. Harriet gave birth to their daughter Eliza Scott in free waters on the steamer Gipse. Dred Scott remained at Fort Snelling for another two years, working for Dr. Emerson and living with his wife and infant daughter.

## Back to St. Louis

During the summer of 1840, Dred Scott left Fort Snelling, never to return. Dr. Emerson had been transferred to Florida to provide medical assistance to soldiers in the Seminole War. Scott and his family were sent to St. Louis where they were hired out to work for various people while the Emersons collected their wages. Dred and Harriet had another daughter, Lizzie Scott, during this time.

In 1843, Dr. Emerson died suddenly. Though neither Dred nor Harriet appeared in Dr. Emerson's will, Irene Emerson considered them her property. Mrs. Emerson moved in with her proslavery father, Alexander Sanford, on his plantation near St. Louis. Her brother, John F.A. Sanford, a successful businessman, handled many of her affairs. For the next three years, Dred and Harriet Scott worked for other people while Mrs. Emerson collected their wages.

## Stop reading and write.

3. As Dred and Harriet are working for others, what is happening to their wages? Why is this? (RI.5.3)

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## Filing a Suit for Freedom

### Court document

The practice of hiring out enslaved people may have been convenient for the owner, but it was not a positive experience for most slaves. On April 6, 1846, Dred and Harriet Scott each filed separate petitions in the Circuit Court of St. Louis to gain their freedom from Irene Emerson. Francis Murdock was their lawyer. Unable to read or write, Scott perhaps relied on advice from the Blow family, with whom he had renewed contact since returning to St. Louis. Additionally, Harriet Scott knew John R. Anderson, the minister of the Second African Baptist Church, who had helped other enslaved people file petitions for their freedom in Missouri courts.

### St. Louis Courthouse

It was not uncommon for enslaved people to sue for their freedom if they had lived in free states for a period of time. Dred Scott had lived in free territory for the past decade, so it seemed that his case would have a positive outcome. With the financial and legal help of the Blow brothers, Henry and Taylor, and their friends, Dred and Harriet's cases came to trial on June 30, 1847. Unfortunately, their cases were dismissed on a technicality. Their lawyer moved for a new trial.

4. Why did the Scotts feel that they could file petitions with the courts for their freedom? (Ri.5.3)

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**Stop reading and write.**

Irene Emerson quickly made arrangements for the Scotts to be put under the charge of the St. Louis County sheriff. For almost ten years, from March 17, 1848, until March 18, 1857, Dred Scott and his family would be in the sheriff's custody. The sheriff was responsible for hiring out the Scotts and collecting and keeping their wages until the freedom suit was resolved.

Dred Scott worked another two years as a hired out enslaved person with no income before his case came to trial again. His case and Harriet's were delayed due to heavy court schedules, a devastating fire in St. Louis in 1849, and a subsequent outbreak of cholera. Finally, on January 12, 1850, the case was heard, and the jury ruled in favor of the Scotts. Dred Scott and his family were free.

### Stop reading and write.

5. What was the court's decision in the Scott case? (RI.5.2)

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### A Long Court Battle

Unfortunately, Dred Scott's freedom was short lived. Mrs. Emerson would not accept the court's decision. With the assistance of her brother, Mrs. Emerson appealed her case to the Missouri Supreme Court. Before it came to trial, however, a decision was made to combine Harriet's case with Dred's. On February 12, 1850, the case was renamed Dred Scott v. Irene Emerson, and its outcome would apply to Harriet. Again, there was a lengthy wait before the new case went to trial.

In the meantime, Mrs. Emerson left St. Louis, moved to Springfield, Massachusetts, and married Dr. Calvin Clifford Chaffee, an antislavery congressman. Dr. Chaffee was unaware that his new wife owned slaves and that she was resisting their plea for freedom. On March 22, 1852, the Missouri Supreme Court reversed the earlier ruling. Dred Scott was still a slave, despite his years living in free states. The "once free, always free" statute in earlier legislation was denied by proslavery judges. In this decision, the highest court in Missouri upheld the rights of slave owners over the rights of enslaved people. Tensions and outbursts over the issue of slavery were now regular occurrences throughout the nation.

### Stop reading and write.

6. Why was the decision to make Dred and Harriet Scott free overturned? (RI.5.1)

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## Entitled to His Freedom

### Roswell Field

Dred and Harriet Scott did not give up. With the continued help of new lawyers, the Blow family, and other supporters, Dred Scott's case moved through the Missouri courts to the highest court in the nation. At this point, John Sanford, who lived in New York, claimed ownership of the Scotts. The Scott's new lawyer, Roswell Field, appealed the decision and added Scott's daughters to the case. Eventually, Field arranged for the case to go before the U.S. Supreme Court. He convinced Montgomery Blair to argue for the Scotts in what became the famous Dred Scott v. Sanford case.

### Judge Roger B. Taney

On March 6, 1857, Dred Scott finally received a decision about his suit for freedom. Chief Justice Roger B. Taney ruled that Scott, because of his race, was not a citizen of the United States. He had no right to bring suit in a federal court. He had never been free while living in "free states," and the Congress had no authority to prohibit slavery. The entire Scott family was to remain enslaved.

### **Stop reading and write.**

7. What was the ruling of the Dred Scott vs. Sanford case? Why was this the ruling? (RI.5.1, 5.8)

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For the next year, Dred Scott worked as a porter at Barnum's Hotel in St. Louis. He also delivered the laundry that Harriet took in as a free laundress. Scott was known by many people because of his famous freedom suit. His daguerreotype was taken during this year. Sadly, Scott became sick with tuberculosis and died on September 17, 1858, just a little more than a year after gaining his freedom.

Taylor Blow buried Dred Scott in the Wesleyan Cemetery at Grand and Laclede avenues. Later, because the cemetery had been abandoned, Blow bought a better resting place for Scott. On November 27, 1867, Blow purchased Lot 177 in Section 1 in Calvary Cemetery and had Scott reburied there. This action showed Blow's strong regard for the man he'd known since infancy.

**Stop reading and write.**

- 9. Why did Taylor Blow want to make sure Dred Scott was buried properly? (RI.5.1)

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**Dred Scott's Legacy**

Though Dred Scott did not win his freedom via the courts, his valiant fight—made possible by the assistance of friends and abolitionists—pushed America toward a bloody civil war that would eventually abolish the practice of slavery in this country.

**Part 3: Daily Instructional Task: Explanatory Writing (RI.5.2, W.5.2, 5.2 a-e, W.5.4), Rubric**

1. The Dred Scott Decision ruled by Chief Justice Roger B Taney was "that Scott, because of his race, was not a citizen of the United States. He had never been free while living in "free states," and the Congress had no authority to prohibit slavery."
  - a. What does this decision tell you about how the Supreme Court recognized enslaved people?
  - b. How do you know?
  
2. In your writing remember to:
  - o Introduce a topic clearly (How did the Dred Scott decision demonstrate that the Supreme Court recognized enslaved people as property, rather than as human beings?) and group related information logically.
  - o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - o Use domain-specific vocabulary to explain the topic.
  - o Vary sentences.
  - o Provide a concluding statement or section related to the information.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains how the Dred Scott decision demonstrated that the Supreme Court recognized enslaved people as property, rather than as human beings.	The writing mostly explains how the Dred Scott decision demonstrated that the Supreme Court recognized enslaved people as property, rather than as human beings.	The writing attempts, but does not explain how the Dred Scott decision demonstrated that the Supreme Court recognized enslaved people as property, rather than as human beings.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 12: The 13th, 14th, and 15th Amendments- Introduction, Pair Read/Everybody Writes (SL 5.1, RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Daily Instructional Task: Analytic Writing (W.5.9.B, 6.1.8.HistoryUP.5.a), Rubric**

**Learning Intentions:**

1. I am learning about the 13th, 14th, and 15th amendments

**Success Criteria:**

1. I can summarize each amendment and state its importance.

**Part 1: Introduction/Background Video**

1. Explain to students: After the Civil War, American began the Reconstruction Era. Reconstruction was the effort to reintegrate Southern states from the Confederacy and the 4 million newly-freed slaves into the United States. During this time, the reconstruction amendments were created in an effort to establish equality for black Americans.

2. Play video to provide more background information for students if needed. [U.S. History | 13th, 14th, and 15th Amendments](#)

**Part 2: Pair Read/Everybody Writes (SL 5.1, RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6, 6.1.5CivicsHR.1)**

1. During Paired Reading students work in pairs to analyze text. They not only discover and differentiate key ideas and details, but they are able to support each other’s overall understanding of the text.
2. The steps for paired reading are as follows:
3. Each student reads silently a selected, short piece of text. It may be a sentence, a paragraph, or a page depending on the level of text complexity and the readiness of the students.
4. One student identifies the main idea summarizing the reading in his or her own words. The other student must agree or disagree and state why.
5. Both students must come to a consensus about the main idea of the text.
6. Next, each student takes a turn to identify text details that support the main idea.
7. Students read the next selection silently. They switch their previous roles and repeat the above steps.
8. Students can keep track of main ideas and details using Two-Column Notes or by annotating the text.

**The U.S. Constitution for Kids**

There are 17 additional amendments after the Bill of Rights so far. This makes a total of 27 amendments. These include the 13th and 14th amendments outlawing slavery and defining people born in the United States as citizens. Another amendment, the 15th Amendment, gave all men the right to vote. The 19th Amendment, passed in 1920, gave women the right to vote, too. The 18th Amendment, passed in 1919, was the only one to pass restrictions on citizens’ activities by making consumption of alcohol a crime in most cases; called Prohibition, it was repealed by the 21st Amendment in 1933. The 22nd Amendment made it so that the president could only be president for two terms. Poll taxes were made illegal with the 24th Amendment. A poll tax is a fee that people had to pay before they were allowed to vote. The 26th Amendment granted the right to vote for every citizen age 18 or older. The last amendment, the 27th, was passed in 1992, and it controls increases in pay for members of Congress.

What is the main idea of this section? \_\_\_\_\_

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Which details support the main idea?

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### **The Civil War Amendments**

The 13th (1865), 14th (1868), and 15th Amendments (1870) were the first amendments made to the U.S. constitution in 60 years. Known collectively as the Civil War Amendments, they were designed to ensure the equality for recently emancipated slaves.

While the Emancipation Proclamation ended slavery in the 10 states that were still in rebellion, many citizens were concerned that the rights granted by war-time legislation would be overturned. The Republican Party controlled congress and pushed for constitutional amendments that would be more permanent and binding. The three amendments prohibited slavery, granted citizenship rights to all people born or naturalized in the United States regardless of race, and prohibited governments from infringing on voting rights based on race or past servitude.

What is the main idea of this section? \_\_\_\_\_

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Which details support the main idea?

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## The 13th Amendment

This amendment explicitly banned slavery and involuntary servitude in the United States. An exception was made for punishment of a crime. This amendment also gave Congress the power to enforce the article through legislation.

What is the main idea of this section? \_\_\_\_\_

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Which details support the main idea?

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## The 14th Amendment

This amendment set out the definitions and rights of citizenship in the United States. The first clause asserted that anyone born or naturalized in the United States is a citizen of the United States and of the state in which they live. It also confirmed the right to due process, life, liberty, and property. This overturned the Dred Scott v. Sandford (1857) Supreme Court ruling that stated that black people were not eligible for citizenship.

The amendment also defined the formula for determining political representation by apportioning representatives among states based on a count of all residents as whole persons. This contrasted with the pre-Civil War compromise that counted enslaved people as three-fifths in representation enumeration. Southern slave owners wanted slaves counted as whole people to increase the representation of southern states in Congress. Even after the 14th Amendment, native people not paying taxes were not counted for representation.

Finally, the amendment dealt with the Union officers, politicians, and debt. It banned any person who had engaged in insurrection or rebellion against the United States from holding civil or military office. Finally, it declared that no debt undertaken by the Confederacy would be assumed by the United States.

What is the main idea of this section? \_\_\_\_\_

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Which details support the main idea?

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What is the meaning of the word 'overturned'? What laws did the 14th amendment overturn?

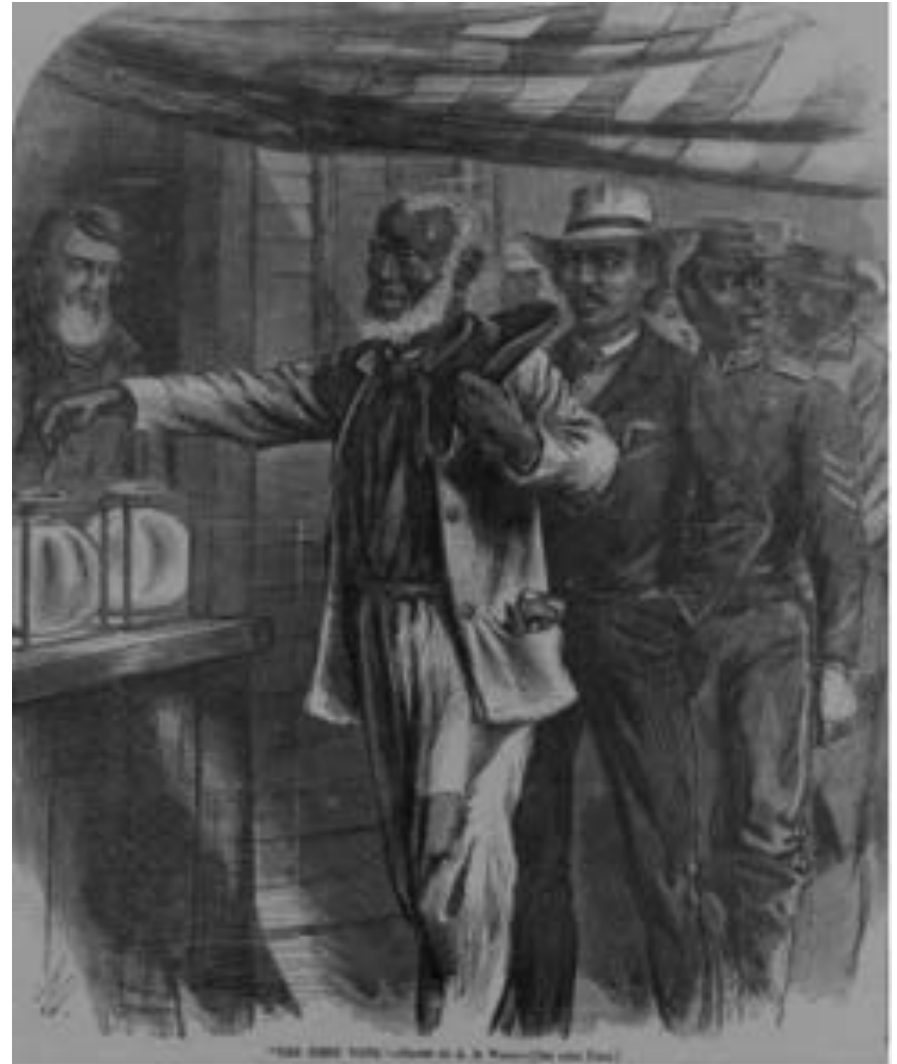
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## The 15th Amendment

This amendment prohibited governments from denying U.S. citizens the right to vote based on race, color, or past servitude.



The First Vote: This image depicts the first black voters going the polls.



While the amendment provided legal protection for voting rights based on race, there were other means that could be used to block black citizens from voting. These included poll taxes and literacy tests. These methods were employed around the country to undermine the Civil War Amendments and set the stage for Jim Crow conditions and for the Civil Rights Movement.

What is the main idea of this section? \_\_\_\_\_

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Which details support the main idea?

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What impact did the poll taxes and literacy tests have on the black vote?

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Teacher's Note: Below are some additional discussion questions that you can add to enhance the lesson and to extend student thinking.

(1) 13th and 14th Amendment: Do you think the legislators had in mind the kind of prisons that exist today? Is this cruel and unusual punishment?

(2) 14th. Amendment: What are the benefits of being a citizen of the USA? If all persons born in the US are citizens, why not Native Americans at the time of this Amendment?

(3) Discuss what the politicians are doing now to suppress the vote of African Americans and students.

**Part 3: Daily Instructional Task: Analytic Writing (W.5.9.B , 6.1.8.HistoryUP.5.a), Rubric**

1. Think about what you have learned about the 13th, 14th, and 15th amendments. Why were these amendments important to the American people? Which amendment is most meaningful to you and why?
2. In your writing remember to:
  - Introduce a topic clearly (Why were these amendments important to the American people? Which amendment is most meaningful to you and why?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains why these amendments were important to the American people and which amendment is most meaningful.	The writing mostly explains why these amendments were important to the American people and which amendment is most meaningful.	The writing attempts, but does not explain why these amendments were important to the American people and which amendment is most meaningful.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 13: The 14th Amendment and American Indians - Partner Retell (SL.5.1), Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6), Daily Instructional Task: Analytic Writing (W.5.9.B, 6.1.5.HistoryCC.4, 6.1.8.HistoryUP.5.a), Rubric**

### **Learning Intention**

1. I am learning about the impact of the 14th amendment on the Native Americans.

### **Success Criteria:**

1. I can explain the irony in the denial of citizenship for Native Americans.

### **Part 1: Partner Retell (SL.5.1)**

Invite students to partner and retell what they learned from the reading yesterday.

### **Part 2: Partner Reading / Everybody Writes (RI.5.1, 5.3, W.5.2, 5.4, 6.1.5HistoryCC.15, 6.1.5 CivicsPL6)**

1. Have students partner read The 14th Amendment and American Indians. They will each need to have a copy as well.
2. During the reading, you will be stopping four (4) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal for Everybody Writes is to help students build a better understanding as they read. Make sure to clarify misconceptions so that as students read on they do so with better understanding.

# The 14th Amendment and American Indians

Adopted in 1868, the Fourteenth Amendment to the Constitution states that:

*“all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside.”*

The Amendment was intended to give citizenship to the African-American former slaves and not to Indians. Government agencies (the Bureau of Indian Affairs, the Department of the Interior), and the courts (state, federal, and, ultimately, the Supreme Court) consistently held that the Fourteenth Amendment did not **confer** citizenship on Indians. The Supreme Court’s interpretation of the *Constitution*, classified Indian tribes as “domestic dependent nations,” and therefore, Indians were tribal citizens, not American citizens.

Stop reading and write.

1. What is the justification for not giving Indians American citizenship?

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In 1870, the Senate Judicial Committee inquired into the effect of the Fourteenth Amendment on Indian tribes. The Committee declared that the Amendment was intended to eliminate the phrase “three-fifths of all other persons” which had described slaves in the Constitution and therefore did not change the status of Indians.

In *McKay v. Campbell*, the federal district court in Oregon in 1871 ruled that the Fourteenth Amendment had not made Indians citizens. In a similar ruling two years later, a Washington territorial district court ruled that Indians could not become citizens by simply severing tribal connections. According to the court, citizenship for Indians required a naturalization act by Congress. In addition, the court ruled that the Fourteenth Amendment did not apply to tribal Indians.

**Stop reading and write.**

2. How could Indians gain American citizenship?

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John Elk was a Ponca who has left the jurisdiction of his tribe and moved to Omaha, Nebraska. He owned a home, paid taxes, and was a member of the state militia. When he attempted to register to vote, he was informed that he was not a U.S. citizen even though he had been born in the U.S. and therefore could not vote.

In *Elk versus Wilkins* (1884) the Supreme Court considered:

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*The question then is, whether an Indian, born a member of one of the Indian tribes within the United States, is, merely by reason of his birth within the United States, and of his afterwards voluntarily separating himself from his tribe and taking up his residence among white citizens, a citizen of the United States, within the meaning of the first section of the fourteenth amendment of the constitution.*

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The Court concluded that Indians were not citizens under the Fourteenth Amendment. While recognizing that Indians were born in the United States in a geographical sense, they were not citizens just as children born within the United States of ambassadors or other public ministers of foreign nations were not citizens. The Court declared that citizenship must be directly bestowed upon the Indians by the United States. In other words, Indians were legal aliens in their own land.

**Stop reading and write.**

3. What did this ruling conclude about Native Americans? How do you feel about this ruling?

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In 1887 Congress passed the Dawes Act which allowed Indians to become citizens if they had abandoned their tribes and adopted the habits of ‘civilized life’. It was generally assumed that “civilized life” meant that they could speak English, had become Christian,

and were actively engaged in farming. In 1924 and again in 1940, Congress passed legislation granting citizenship to all Indians.

**Stop reading and write.**

4. What did Indians need to do to become American citizens? In your opinion, was this fair?

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**Part 3: Daily Instructional Task: Analytic Writing (W.5.9.B, 6.1.5.HistoryCC.4, 6.1.8.HistoryUP.5.a), Rubric**

1. Something is ironic when it's unexpected. How is it ironic that Native Americans were not allowed to become citizens of the United States?
2. In your writing remember to:
  - Introduce a topic clearly (How is it ironic that Native Americans were not allowed to become citizens of the United States?) and group related information logically.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
  - Use domain-specific vocabulary to explain the topic.
  - Vary sentences.
  - Provide a concluding statement or section related to the information.

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains why Native Americans not being allowed to become citizens is ironic.	The writing mostly explains why Native Americans not being allowed to become citizens is ironic.	The writing attempts, but does not explain why Native Americans not being allowed to become citizens is ironic.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6

**Lesson 14: Culminating Task (W.5.2, 5.2 a-e, W.5.4, 6.1.5.CivicsHR.1), Revising and Editing Checklist, Rubric**

**Learning Intentions**

1. I am learning how to revise and edit my work and a peer's work by using a checklist.

**Success Criteria**

1. I can explain the fundamental rights guaranteed by the *United States Constitution* and the Bill of Rights.
2. I can explain why it was difficult for the United States government to grant those fundamental rights to all citizens it initially granted to white men in 1787.
3. I can cite evidence from the texts to support my explanation.
4. I can use domain specific vocabulary in my writing.
5. I can vary sentences.
6. I can spell correctly.



### Part 1: Culminating Task (W.5.2, 5.2 a-e, W.5.4, 6.1.5.CivicsHR.1)

1. Invite students to respond to the following question:
  1. What are the fundamental rights guaranteed by the *United States Constitution* and the Bill of Rights? Why was it difficult for the United States government to grant those fundamental rights it initially granted to white men in 1787 to all of its citizens?
  2. In your writing:
    - Introduce the topic clearly (What are the fundamental rights guaranteed by the *United States Constitution* and the Bill of Rights? Why was it difficult for the United States government to grant those fundamental rights it initially granted to white men in 1787 to all of its citizens?) and group related information logically.
    - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples from the readings we have done.
    - Cite from at least two sources.
    - Use domain-specific vocabulary to explain the topic.
    - Vary sentences.
    - Provide a concluding statement or section related to the information.

### Part 2: Revising and Editing Checklist

1. After completing a draft of the composition complete a self-edit using the Revising and Editing Checklist.
2. Then partner and read your partner's essay and allow your partner to read your essay. use the partner portion of the checklist to provide feedback to your partner.
3. Revise and edit your composition before uploading it to your Google classroom.

## Part 2: Revising and Editing Checklist for Self- and Peer Editing

Author's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Peer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Edit and revise your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

SELF-EDIT			PEER EDIT			
	Checklist Items	After completing each step, place a check here.		Checklist Items	After completing each step, place a check here.	Comments and Suggestions
<b>Punctuation</b>	I read my written piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		<b>Punctuation</b>	I read the author's piece aloud to see where to stop or pause for periods, question marks, commas, and colons.		
	Text is cited correctly.			Text is cited correctly.		
<b>Syntax</b>	I checked to see if my sentences varied.		<b>Syntax</b>	Sentences were varied.		
	Sentences have been expanded, combined, and reduced for meaning and to add to reader's interest.			Sentences were expanded, combined, and reduced for meaning and to add to reader's interest.		
<b>Grammar</b>	Conjunctions, prepositions, and interjections are used correctly.		<b>Grammar</b>	Conjunctions, prepositions, and interjections are used correctly.		
	Transitions are appropriate and move the reader through the composition.			Transitions are appropriate and move the reader through the composition.		
<b>Spelling</b>	I checked spelling and fixed the words that didn't look right.		<b>Spelling</b>	Spelling is correct.		

EXPLANATORY RUBRIC	3	2	1
<b>Content (x 2)</b>	The writing accurately explains explain why it was difficult for the United States government to live up to its own words, <i>We the people</i> , and to extend to all citizens the rights it initially granted to white men in 1787.	The writing mostly explains why explain why it was difficult for the United States government to live up to its own words, <i>We the people</i> , and to extend to all citizens the rights it initially granted to white men in 1787.	The writing attempts, but does not explain explain why it was difficult for the United States government to live up to its own words, <i>We the people</i> , and to extend to all citizens the rights it initially granted to white men in 1787.
<b>Evidence (x 1)</b>	Text evidence provided fully supports the explanation.	Text evidence provided mostly supports the explanation.	Text evidence provided does not support the explanation.
<b>Vocabulary (x 1)</b>	Precise language from studied vocabulary is accurately included.	Precise language from studied vocabulary is attempted.	Precise language from studied vocabulary is not included.
<b>Syntax (x1)</b>	Sentences are accurate and varied.	Most sentences are accurate and varied.	Sentences are not accurate or varied.
<b>Spelling (x1)</b>	Grade-appropriate words are spelled correctly.	Most grade-appropriate words are spelled correctly.	Too many grade-appropriate words are not spelled correctly.
<b>Total:</b>			
A+ = 17-18	A = 15-16	B+ = 14	B = 12-13
C+ = 10-11	C = 8-9	D = 7	F = 6