

Subject: Social Studies Grade Level: Fifth Grade Unit Title: Foundations of United State Government	Timeframe Needed for Completion: 8 weeks Grading Period: 2nd & 3rd
Big Idea/Theme: Change of Power Understandings: <ul style="list-style-type: none"> • Conflict and/or war may influence a nation’s political, social, and economic development • Conflict may result in compromise • Ideas about self-government can be borrowed and adapted from others over time. • Conflicting ideas can lead to debates and consensus about the nature of government. • Governments are structured to address the basic needs of the people. • The branches of government are a complex system of checks and balances. • A nation’s founding documents reflect its basic principles. • Governments balance the rights of individuals with the common good. • Democratic governments protect the rights and privileges of citizens. • Active citizen participation is integral to democracy. 	
Essential Questions: *Why do we need laws? *Why do we need a Constitution? *What does it mean to be a U.S. citizen? *How many and what kind of people should lead a country?	Curriculum Goals/Objectives: 5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction. 5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British) 5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial, and executive branches of government) 5.C&G.1.3 Analyze historical documents that shaped the foundation of the United State government. 5.C&G.2.1 Understand the values and principles of a democratic republic. 5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of “common good” according to the United States Constitution (Bill of Rights). 5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution. 5.C&G.2.4 Explain why civic participation is important in the United States.
Essential Skills/Vocabulary: Constitution, delegate, compromise, and ratify Unit 2 Lesson 8 of Harcourt SS Text: Cause & Effect page 96 Summarize page 97	Assessment Task Options: *.Students should compare and contrast the Articles of Confederation and the Constitution. Students should use additional research tools to find more information about each document and display their findings either using craft materials or technology. *Students can work in small groups to role-play using compromise to resolve conflict peacefully. Present students with an appropriate conflict to discuss (school uniforms, year round school, amount of homework, etc.). Students in each groups should present arguments for one side of the conflict. Emphasize that students must listen politely and wait their turn to present their side’s argument. Then the students on each side should give up something they want in order to reach a compromise. *Imagine that you are a newspaper reporter covering the Constitutional Convention. Write an article explaining how the delegates are writing the Constitution.

Integration Opportunities & Additional Resources:

www.readinga-z.com CCS pays for our subscription (Famous First Ladies Level Q) (Your Road to the White House Level X)

www.schooltube.com (The Preamble {3min} School House Rock) (Constitution Day {10min:12sec}) (Six Principles of the US Constitution {2min:29sec}) (How Ben Franklin printed the Constitution {3min:46sec}) (Federalist vs. Anti-Federalists {1min:29sec}) (Three Ring Government {3min:01sec} School House Rock) (It's Just A Bill {3min:01sec} School House Rock) (United States Treasury Photostory {1min:07sec}) (Securities and Exchange Commission {1min:30sec}) (Federal Trade Commission {1min:10sec}) (Federal Reserve {1min:20sec})

www.smarttech.com Smart Board Downloads (United States Government – 6.09MBfile) (Three Branches of Government, The Bill of Rights) (The Three Branches of Government) (The Three Branches of Government {yes there are 2})

www.eharcourtschool.com primary sources (art/NARA: Educators and Students: Observing Constitution Day) (art/Portraitore in the U. S. Capitol) (art/Temple of Liberty: Building the Capitol for a new nation) (art/Vote: The Machinery of Democracy) (documents/Digital History: The Three-Fifths Compromise) (documents/Journals of the Continental Congress) (documents/NARA: The Constitution of the United States [also has the Declaration of Independence and the Bill of Rights]) (documents/NARA: Educators and Students: Observing Constitution Day) (documents/The National Archives: Bill of Rights) (documents/National Constitution Center: Centuries of Citizenship: a Constitutional Timeline)

www.edhelper.com subscription needed (Documents that Shaped our Country) (The Constitutional Convention – Reader's Theater) (How Laws Are Made) (Wendy's World – The Pledge of Allegiance) (The Documents that Shaped America)