



**Literacy Design
Collaborative**

3A. By the People, For the People: Government and the Constitution

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This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided

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direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students explore the purpose of a constitution and how the U.S. government was established through a written Constitution.

GRADES

3

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **8hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.3.C.1.1

Explain the purpose and need for government.

Focus

SS.3.C.1.2

Describe how government gains its power from the people.

Focus

SS.3.C.1.3

Explain how government was established through a written Constitution.

Focus

SS.3.C.3.4

Recognize that the Constitution of the United States is the supreme law of the land.

Focus

Florida Standards

LAFS.3.RI.1.1.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Focus

LAFS.3.W.1.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Focus

Texts

 [Images_of_government.Revolution to Constitution.pptx](#)

 [Power from the People.docx](#)

 [A More Perfect Union: The Story of Our Constitution by Betsy Maestro and Giulio Maestro](#)

 [Liberty's Kids: We the People](#)

 [Understanding_the_Articles_of_the_United_States_Constitution.docx](#)

Student Work Rubric - Informational or Explanatory Task - Grade 3

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a general main idea, with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea, maintaining a focus on the main idea.	Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea.
Use of Sources	Includes no details from sources related to the topic or prompt.	Includes few details from sources related to the topic or prompt.	Includes details from sources related to the topic and prompt.	Includes well-chosen details from sources related to the topic and prompt.
Development	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea .
Organization	Sentences are out of logical order or lack an evident structure.	Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.	Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.	Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level.
Conventions (Grade 3 examples)	Uses simplistic word choice (e.g., plural and grade-level words) with some errors Uses capital letters inconsistently Uses commas, apostrophes rarely	Uses simple sentences and simple word choice (e.g., plural and grade-level words) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns and contractions inconsistently	Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words Capitalizes proper nouns, titles and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions	Uses simple and compound sentences Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive.
C3 Core Idea Standard: SS.3.C.1.1	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

Background for Students

The founders of our country considered certain ideas essential to the formation of the United States government. In this module you will learn about how the U.S. Constitution came to be. The Constitution still serves as the foundation of our government. You will also explore how the government of our country was established through a written Constitution.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

ACTIVATING PRIOR KNOWLEDGE: Ability to connect the teaching task to previous experience

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

PARAPHRASING:

NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

CONTENT COMPREHENSION: Ability to understand content essential to mastering the task

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

DRAFT YOUR REPORT: Ability to develop a coherent draft of a report.



GIVING AND GETTING FEEDBACK: Ability to develop supporting sentences that identify relevant evidence from the readings and support the controlling idea

REVISE YOUR REPORT: Ability to develop a sentence to draw a final conclusion related to the controlling idea.




Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	<p>ACTIVATING PRIOR KNOWLEDGE: Ability to connect the teaching task to previous experience</p>	<p>1. REFLECTION OF PHOTOGRAPHS AND IMAGES: BUILDING BACKGROUND KNOWLEDGE ABOUT EVENTS LEADING UP TO THE CONSTITUTIONAL CONVENTION</p> <p>Examine and respond to photographs and images showing important events that led up to the Constitutional Convention.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • write brief connections to each image • use evidence from the photograph to support their opinion • discuss their interpretations with their small group • write down questions about the events that led to the Constitutional Convention 	<p>Teacher note: This powerpoint is intended to provide some minimal background information for students on events that led to the Constitutional Convention through photographs and images. Elaborate as needed on each slide. If students are not familiar with the term "reflection," you may need to explain it and give examples. (A reflection can be your image in a mirror or it can be what you think about something you see or hear.)</p> <p>To Students: Today you will view photographs or images showing important events that led up to the signing of the United States Constitution. You'll have two minutes to write your initial impression of the slide and what you think is occurring (this can be adapted to a turn and talk following each slide depending on the writing skill of the group). Next, you will meet in small groups to share these impressions and to come to a consensus on what's happening in the photograph or image. Finally, we will share together as a class. To complete these activities, you'll have to be a careful observer and recorder.</p> <p>Modeling/ Activity (15 minutes)</p> <p>Show each of the slides for 1-2 minutes and give students time to write their initial impression on their Reflection Sheet. These should be recorded under the "First Reflection" column. Some of the slides contain informational text such as dates. Stop and discuss this text as necessary.</p> <p>Depending on the needs of your students, you may want to model this for the first picture. You may also want to provide students with a set of sentence starters such as:</p> <ul style="list-style-type: none"> • I notice... • I can see... • The thing that jumps out at me in this picture is... • When I see ____, it makes me think that... • The person or people in the photograph look... • I think the people in this photograph are... <p>Small Group (15 minutes)</p> <p>Group 2-3 students together.</p> <p>Display the photographs again and give groups 2-3 minutes to discuss each photograph and their interpretations. Encourage them to come to agreement on what each represents and look for specific evidence in the photo to support their ideas.</p> <p>Students should record the ideas developed in small</p>


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				<p>groups on their organizer under "Group Reflection." Then give students time to fill out "What the photograph or image 'says' to them."</p> <p>Share Out (5-7 minutes)</p> <p>As you display each photograph for the third time, invite groups to share out their interpretations of each. In the case of disagreement, give students time to work out their opinions and encourage them to use evidence from the photo to support their ideas. Encourage respectful disagreement.</p> <p>Connection to the Task</p> <p>Students need some background knowledge about events leading to the Constitutional Convention before they can understand that this convention established a new and lasting government.</p> <p>Ask students to write 2-3 observations at the bottom of their reflection organizer about the events that led to the Constitutional Convention. Also, discuss how the first Americans such as George Washington, Benjamin Franklin, and Alexander Hamilton shaped the Constitution that we still use today. You will use these notes in a later mini-task.</p>
<p>Standards:</p> <p>SS.3.C.1.1. : Explain the purpose and need for government.</p> <p>SS.3.C.1.2. : Describe how government gains its power from the people.</p> <p>SS.3.C.1.3. : Explain how government was established through a written Constitution.</p> <p>LAFS.3.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.3.SL.1.1.D. : Explain their own ideas and understanding in light of the discussion.</p> <p>LAFS.3.RI.3.7 : Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>LAFS.3.RI.1.3 : Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>				
<p>Additional Attachments:</p> <p> Reflection of Images.docx</p> <p> Images_of_government.Revolution to Constitution.pptx</p>				
<p>40 mins</p>	<p>ACTIVATING PRIOR KNOWLEDGE: Ability to connect the teaching task to previous experience</p>	<p>2. DISCUSSION: GOVERNMENT GETS POWER FROM THE PEOPLE</p> <p>Read about how the government gets its power from the people and discuss different scenarios about voting.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● read about government, leaders, and voting ● answer the questions about the reading ● discuss voting scenarios with a partner and the class. 	<p>Citizens elect leaders to represent them and these leaders make the laws. The people elect the president of the U. S. who has the power to accept or veto the laws congress passes. Citizens make their views known in several ways but the most important way is through voting for people to represent them.</p> <ol style="list-style-type: none"> 1. Pass out copies of <i>Power from the People</i> reading. Have students read through this informational text and answer the questions posed either individually or in a group. 2. Talk about why voting is important for our government. 3. Then tell the students that people have different

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				<p>opinions about voting. Read through the three scenarios and ask students which one they agree with. Have students meet with other students share their opinion and have them come up with reasons why their opinion is right.</p> <p>4. Have each group share their thinking that supports their opinion.</p> <p>Connection to the Task</p> <p>The concept that the U. S. government gets power from the people was revolutionary at the time, especially since King George III ruled before the Declaration of Independence and Revolutionary War. Students explore this concept before moving on to the need for government and how our government was established by a written constitution.</p>
<p>Standards:</p> <p>SS.3.C.1.2 : Describe how government gains its power from the people.</p> <p>LAFS.3.RI.2.6 : Distinguish their own point of view from that of the author of a text.</p> <p>LAFS.3.W.1.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>LAFS.3.SL.1.2 : Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>				
<p>Additional Attachments:</p> <p> Power_from_the_People1.docx</p> <p> Voting Scenarios.docx</p>				
<p>15 mins</p>	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>3. THINGS TO KNOW AND DO ABOUT THE TASK Underline the parts of the task that you need to "know" and circle the parts of the task that you need to "do."</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● underline the things they need to "know" ● circle the things they need to "do" 	<p>1. Project or display the Teaching Task.</p> <p><i>After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution. Support your response with evidence from the text/s.</i></p> <p>2. Model marking the text as you ask them to</p> <ul style="list-style-type: none"> ● underline the parts of the task that students need to "know." ● circle the parts of the task about what they have to "do" (read, write a report, support with evidence) <p>3. Tell students that they will take notes on this sheet throughout the module and use it to write the final product.</p>
<p>Standards:</p> <p>SS.3.C.1.3 : Explain how government was established through a written Constitution.</p> <p>LAFS.3.RI.1.1 : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>				
<p>Additional Attachments:</p> <p> 3A.Task Breakdown.docx</p>				





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Reading Process				
30 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>4. VOCABULARY REVIEW OF IMPORTANT WORDS IN THE CONSTITUTION Use your Vocabulary Log to define important vocabulary from all the texts in the module.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> write a definition and final definition for each vocabulary word in your vocabulary log participate in partner-sharing of definitions 	<ol style="list-style-type: none"> Post the Word List for all students to see, and check for any prior knowledge students may have. Tell students that they will encounter these words as they move through the module. If students know the word, have them fill out the first definition in the third column. Students will use this Vocabulary Log as they move through the module. They should refine their definitions before completing the task so that they can use these words in their writing. Have groups share their definitions and use a dictionary when needed. <p>Word List:</p> <ol style="list-style-type: none"> Constitution Preamble Federal government Delegate Representative Convention Compromise Ratify
<p>Standards:</p> <p>LAFS.3.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.3.L.3.4.A. : Use sentence-level context as a clue to the meaning of a word or phrase.</p>				
<p>Additional Attachments:</p> <p> Vocabulary_Log.docx</p>				
30 mins	<p>PARAPHRASING:</p>	<p>5. PARAPHRASE OF THE PREAMBLE AND STATING THE PURPOSE FOR THE CONSTITUTION Rewrite the Preamble in your own words and share it with a partner.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> participate in the discussion about the meaning of each phrase of the Preamble rewrite the Preamble in their own words read their revision to a partner answer the question about the purpose and need for government 	<ol style="list-style-type: none"> Talk about the word "preamble" as an introduction to a speech. Read the Preamble to the U. S. Constitution aloud (with emphasis and dramatic effect). Pass out the handout from the Catrow book and go through the meanings one by one. Have students rewrite Preamble in their own words. Have students read their re-written Preamble to a partner. Go back to the Preamble handout and discuss the question posed below about the purpose and need for a government. You will find several acceptable responses in the Teacher Resources. Have students work in pairs to write the answer to this question. <p>Connection to the Task</p> <p>Students need to understand the purpose of the government before they can address the question of how the government was established by a written Constitution.</p>
<p>Standards:</p>				

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LAFS.3.RI.1.1 : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SS.3.C.1.1 . : Explain the purpose and need for government.
RI.3.1 : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Additional Attachments:




-  [Preamble.QonPurpose.docx](#)
-  [Catrow.PreambleMeaning.pdf](#)
-  [Preamble Breakdown.docx](#)
-  [What is the purpose of the Constitution.docx](#)

40 mins	<p>NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>6. NOTES ON HOW THE CONSTITUTION GOT WRITTEN VIDEO Watch a video and take notes on how the U. S. Constitution was written.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● review the images of government page ● view the video ● take notes 	<p>The purpose of today's lesson is to give students an overview of events leading to ratification of the Constitution. The video is 23+ minutes long and you can stop at certain points so that students can discuss the video and take notes.</p> <ol style="list-style-type: none"> 1. Review with students the Images of Government Notes Page. It is the copy of the powerpoint they used during mini task 1. 2. Play the Liberty's Kids: We the People video and stop periodically so that students can take notes. <ul style="list-style-type: none"> ○ 00-:18 = King George III ○ :18-1:20 = American Revolution and Declaration of Independence ○ 1:21-1:30 = Thirteen Colonies ○ 1:30-5:30 = Articles of Confederation ○ 5:30-20:00 - Constitutional Convention ○ 20:00-23:17 = Constitution Ratified
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Standards:




SS.3.C.1.3 : Explain how government was established through a written Constitution.
SS.3.C.3.4 : Recognize that the Constitution of the United States is the supreme law of the land.
LAFS.3.RI.1.1 . : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.3.7 : Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Additional Attachments:



-  [Liberty's Kids: We the People Video](#)
-  [Images of Government Notes Page.pdf](#)
-  [Images_of_government.Revolution to Constitution.pptx](#)

50 mins	<p>CONTENT COMPREHENSION: Ability to understand content essential to mastering the task</p>	<p>7. READ AND DISCUSS A BOOK ABOUT THE CONSTITUTIONAL CONVENTION Read <i>A More Perfect Union</i> book and take notes on the different phases of the Constitutional Convention. Discuss why</p>	<p>Meets expectations if student</p> <ul style="list-style-type: none"> ● reads <i>A Perfect Union</i> ● fills out the Note Taking guide ● participates in the discussion about the Constitution as 	<p><i>A More Perfect Union: The Story of Our Constitution</i> is a readable version of the events leading up to the Constitutional Convention and how the Constitution eventually got ratified. A class set of the book is most desirable, but if that is not possible, perhaps students can share or they can rotate groups with different activities. You might also use the book as a read-aloud if you choose.</p> <ol style="list-style-type: none"> 1. Have students read <i>A More Perfect Union</i> noting the different phases of the Constitutional Convention.
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		<p>the Constitution is the supreme law of the land.</p>	<p>the supreme law of the land</p>	<p>You may wish to construct a timeline on the board or a chart.</p> <ul style="list-style-type: none"> o Delegates gather in Philadelphia o Delegates debate different plans o First draft of Constitution written o Delegates debate points of written Constitution o Constitution ratified in each of the states o The Bill of Rights is added <ol style="list-style-type: none"> 2. Give students the Note Taking Guide for <i>A Perfect Union</i> and ask them to fill in the page in the book, the date and what happened columns as they read. 3. Remind students that they are taking notes to answer the task at the bottom of the page. 4. Read page 42 together as a class. As students to discuss the following question: "What does it mean that the Constitution is the supreme law of the land?" 5. If you wish to extend the discussion further, you can use the Save the Last Word for Me strategy which is provided in the Teacher Resources.
<p>Standards:</p> <p>LAFS.3.SL.1.1.D. : Explain their own ideas and understanding in light of the discussion.</p> <p>LAFS.3.SL.1.1.B. : Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LAFS.3.W.3.8. : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>LAFS.3.RI.1.3 : Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SS.3.C.1.3 : Explain how government was established through a written Constitution.</p> <p>SS.3.C.3.4. : Recognize that the Constitution of the United States is the supreme law of the land.</p>				
<p>Additional Attachments:</p> <p> Facing History and Ourselves: Save the Last Word for Me</p> <p> A More Perfect Union: The Story of Our Constituion by Betsy Maestro and Giulio Maestro</p> <p> Note Taking Guide for A Perfect Union.docx</p>				
<p>40 mins</p>	<p>CONTENT COMPREHENSION: Ability to understand content essential to mastering the task</p>	<p>8. SUMMARIZE THE ARTICLES OF THE CONSTITUTION Review the content of the 7 articles and summarize what the Constitution says in your own words.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● review the article on understanding the Articles ● fill out the Summary of Articles handout including the two questions ● share their answers with a partner or group 	<p>Note to the teacher: The purpose of this mini task is to help students get a general idea of the content of the Constitution without getting into too much detail. The video and the book <i>A More Perfect Union</i> talked about the Great Compromise, checks and balances, and the various plans (e.g. Virginia Plan). These concepts are good to understand for an in-depth understanding of all of the debate and compromise that went in to writing and ratifying the Constitution.</p> <ol style="list-style-type: none"> 1. Pass out two handouts: Understanding the Articles of the Constitution and Summarizing the content of the Constitution. 2. Review the important vocabulary. 3. Have students work in pairs to summarize each Article. 4. Have students work independently and then share with a group to put the content of the Constitution into their own words and address the meaning of Supreme Law of the Land."

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			A copy of the Constitution can be found online or at the back of the <i>A More Perfect Union</i> book. It is good for kids to review the actual copy.
Standards:			
<p>SS.3.C.3.4. : Recognize that the Constitution of the United States is the supreme law of the land.</p> <p>RI.3.2. : Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>			
Additional Attachments:			
<p> Understanding_the_Articles_of_the_United_States_Constitution20161217-4-16fqzoy.docx</p> <p> Summarizing the Content of the Constitution.docx</p>			


Transition to Writing

40 mins	<p>PREPARING FOR WRITING: Ability to begin linking reading results to writing task.</p>	<p>9. PREWRITING: NOTES FOR WRITING</p> <p>Summarize your notes on a Note Taking Guide for the task and cite evidence for each of your points.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> participate with a partner to produce notes for each of the sections of the task cite evidence from the readings for each section. 	<ol style="list-style-type: none"> Have students look at the Note Taking Guide and the notes they have taken on the video, <i>A More Perfect Union</i>, and summarizing the Constitution. Have students work in groups to brainstorm ideas for each of the boxes <ol style="list-style-type: none"> Introduction Why we needed a Constitution How the Constitution was written Conclusion: Why the Constitution is important to citizens (this can be either citizens then or citizens now or both) Have students check to make sure they have citations to either the video or <i>A More Perfect Union</i> in each of the boxes.
Standards:				
<p>SS.3.C.1.3. : Explain how government was established through a written Constitution.</p> <p>LAFS.3.W.2.4. : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.3.SL.1.1. : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>				
Additional Attachments:				
<p> Prewriting.Note Taking Guide.docx</p>				

Writing Process

40 mins	<p>DRAFT YOUR REPORT: Ability to develop a coherent draft of a report.</p>	<p>10. YOUR REPORT</p> <p>Use the notes you created on the Note Taking Guide and develop your first draft of your report.</p>	<p>Students meet expectation if they develop the first draft of their report.</p>	<p>Have students review their notes about the U.S. Constitution from the Note Taking Guide.</p> <p>Review the task:</p> <p><i>After reading informational texts on the U.S. Constitution, write a report in which you explain how government was established through a written Constitution. Support your response with evidence from the text/s.</i></p> <p>Students work independently to develop the first draft of the report. Confer with students individually as they</p>
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				write and offer support as necessary.
Standards:				
<p>LAFS.3.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.3.W.2.4. : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				
30 mins	<p>GIVING AND GETTING FEEDBACK: Ability to develop supporting sentences that identify relevant evidence from the readings and support the controlling idea</p>	<p>11. PEER FEEDBACK ON REPORT Give feedback on a partner's report and get feedback on your report.</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● read a partner's report ● make comments in three categories on the Peer Editing Form ● listen to comments on his or her own report ● ask questions for clarification 	<p>Have students work in pairs to give peer editing.</p> <ol style="list-style-type: none"> 1. Have each student read his or her partner's draft and note three things: <ul style="list-style-type: none"> ○ Things they like about the report. ○ Things they would suggest they change. ○ Questions they have about the report. 2. Have students read their comments to their partners and ask questions to clarify comments.
Standards:				
<p>SS.3.C.1.3. : Explain how government was established through a written Constitution.</p> <p>LAFS.3.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.3.W.1.2.A. : Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>LAFS.3.W.1.2.B. : Develop the topic with facts, definitions, and details.</p> <p>LAFS.3.W.2.4. : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				
Additional Attachments:				
				
30 mins	<p>REVISE YOUR REPORT: Ability to develop a sentence to draw a final conclusion related to the controlling idea.</p>	<p>12. FINAL DRAFT Use your partner's feedback to write the final draft of your report.</p>	<p>Students meet expectations if they revise their report and submit a finished product.</p>	<p>Have students incorporate changes as they carefully write or type the final drafts of their report. You may wish to have students share their reports in small groups, post them to a bulletin board, or share their report in some other way.</p>
Standards:				
<p>LAFS.3.W.1.2. : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>LAFS.3.W.1.2.D. : Provide a concluding statement or section.</p> <p>LAFS.3.W.2.4. : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>				

Instructional Resources

Student Handout

3A. By the People, For the People: Government and the Constitution

- 📄 Images of Government Notes Page.pdf
- 📄 Reflection of Images.docx
- 📄 3A.Task Breakdown.docx
- 📄 Vocabulary_Log.docx
- 📄 Voting Scenarios.docx
- 📄 Preamble.QonPurpose.docx
- 📄 Catrow.PreambleMeaning.pdf
- 📄 Preamble Breakdown.docx
- 📄 Note Taking Guide for A Perfect Union.docx
- 📄 Prewriting.Note Taking Guide.docx
- 📄 Peer Editing.docx

Teacher Resource

- 📄 What is the purpose of the Constitution.docx
- 🔗 Save the Last Word for Me
- 📄 Stages of Second Language Development and ESOL Strategies.pdf
- 📄 Standards Matrix for All Modules.pdf
- 📄 Descriptive Matrix of All Modules.pdf

Section 4: What Results?

Student Work Samples

Advanced

 [2A.WritingSample.High1.rev.pdf](#)

Meets Expectations

 [3A.WritingSample.Medium2.pdf](#)

Approaches Expectations

 [AbouttheWritingSamples.3A.docx](#)

Emerging

 [3A.WritingSample.Low3.pdf](#)

Teacher Reflection

Not provided

All Attachments

-  Images_of_government.Revolution to Constitution.pptx :
<https://s.ldc.org/u/95q0uzcy5fyw2knjyn1bk48ya>
-  Power from the People.docx : <https://s.ldc.org/u/7hs2urntf4pe7ntx25racujc3>
-  A More Perfect Union: The Story of Our Constitution by Betsy Maestro and Giulio Maestro :
<https://s.ldc.org/u/drp2s05dfac5ky1euekmggs2s>
-  Liberty's Kids: We the People : <https://s.ldc.org/u/5fyha8qmwoha2r6gp7nva605j>
-  Understanding_the_Articles_of_the_United_States_Constitution.docx :
<https://s.ldc.org/u/2dn0b6v3v9d36lwhupccrptjs>
-  2A.WritingSample.High1.rev.pdf : <https://s.ldc.org/u/31b1rbzy733metpzkm8h0boh1>
-  3A.WritingSample.Medium2.pdf : <https://s.ldc.org/u/bkjwf8vagpwgg2f8d511iitnt>
-  AbouttheWritingSamples.3A.docx : <https://s.ldc.org/u/8o2cspo6b2rrueq5frj2hc061>
-  3A.WritingSample.Low3.pdf : <https://s.ldc.org/u/bb21hvywv0j8qwb4ryafkyjqb>
-  Images of Government Notes Page.pdf : <https://s.ldc.org/u/5h3u1saiydculsqrtzb8fx7so>
-  Reflection of Images.docx : <https://s.ldc.org/u/h6lk31e1pb7ch0esqpd3zq4r>
-  3A.Task Breakdown.docx : <https://s.ldc.org/u/armlm0stwpm5rr395nd05zs4f>
-  Vocabulary_Log.docx : <https://s.ldc.org/u/8c8yqdp165380qtf7uhkp4eo>
-  Voting Scenarios.docx : <https://s.ldc.org/u/dbhw7lduelm401u2g29tiobcq>
-  Preamble.QonPurpose.docx : <https://s.ldc.org/u/4be2wzj9cc4h64bob0jug5yc3>
-  Catrow.PreambleMeaning.pdf : <https://s.ldc.org/u/a9h5ez5ryqyut4q0nsqlia90w>
-  Preamble Breakdown.docx : <https://s.ldc.org/u/eanmjy5s63mz4rkd56l2xx>
-  Note Taking Guide for A Perfect Union.docx : <https://s.ldc.org/u/eazz19h7k7n79y1k4f7oflpto>
-  Prewriting.Note Taking Guide.docx : <https://s.ldc.org/u/c836z6g3gk035jyb38ig979uf>
-  Peer Editing.docx : <https://s.ldc.org/u/7x8756sau92boplu8yi234che>
-  What is the purpose of the Constitution.docx : <https://s.ldc.org/u/7phi0fkhqo35o49s3c1zasnu9>
-  Save the Last Word for Me : <https://s.ldc.org/u/5fyha8qmwoha2r6gp7nva605j>
-  Stages of Second Language Development and ESOL Strategies.pdf :
<https://s.ldc.org/u/y16nx2ekafnt8lk12qq6a3w>
-  Standards Matrix for All Modules.pdf : <https://s.ldc.org/u/7gw2anu9e03min4eze3qm1bjt>
-  Descriptive Matrix of All Modules.pdf : <https://s.ldc.org/u/6fhp9qy3bhv80jva7r11q89fy>