

Griffith narrative:

This unit was designed for a fifth/sixth grade dual language in a public inner-city K-8 school. There are 29 students in this classroom. Of these students, 26 receive free or reduced lunch. While this is a dual language classroom, only four of the students are English dominant. The four English dominant students are African-American. The balance of the class is made up of Spanish dominant from various cultural backgrounds. While the majority are Mexican, there are also students who themselves are from - or whose parents are from - Guatemala, Puerto Rico, Honduras, and Venezuela.

All the Spanish dominant students have been enrolled in the dual language program since coming to the school. Most of the Spanish dominant children have been in this country for several years. I have one newcomer from Venezuela. Our school is unique because we do not have controlled enrollment and the student population has been unstable, but that is changing.

Most of the children's parents are employed, although in low paying jobs. The families are generally stable. Many, many parents are undocumented. The students face many obstacles in their neighborhoods including heavy gang activity, but they generally are not drawn in while they are at our K-8 school.

## UNIT PLANNING GUIDE

**Theme**  
The United States Constitution

**Big Idea**  
Governments and other organizations grant rights and require responsibilities of their members.

**Lesson big idea**  
The Constitution of the US give American citizens and others rights and responsibilities.

**Lesson big idea**  
From the beginning, the US government has included many points of view, but has excluded others.

**Lesson big idea**  
Throughout history many people have worked hard to ensure that ALL people have equal rights.

**All Standards are from the State of Illinois Learning Standards:**  
**<http://www.isbe.state.il.us/ils/>**

**Social Studies Standards for Unit on the US Constitution**

**Lesson 1:**

***The Constitution of the United States gives American citizens and others rights and responsibilities.***

- **State Goal 14: Understand political systems, with an emphasis on the United States**
- **State Goal 14A: Understand and explain basic principles of the United States government**
  - **Explain the importance of fundamental concepts expressed and implied in major documents including the US Constitution**
    - ✓ **Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community**
    - ✓ **Identify some class or school rules that were determined through democratic decision-making**
    - ✓ **Explain some reasons for having rules and laws governing the lives of people**
    - ✓ **List reasons for forming a government**
    - ✓ **Describe the purpose of the U.S. Constitution**
    - ✓ **Recite basic rights of citizens and restrictions upon government afforded to Americans through the Bill of Rights**
    - ✓ **Discuss some of the responsibilities adults share in maintaining our local governments and communities (e.g., voting at election time, paying taxes, serving on juries)**
- **State Goal 14C: Understand election processes and responsibilities of citizens**
  - **Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state, and nation**
    - ✓ **List examples of various ways responsible students work together to help classmates**
    - ✓ **Identify examples of rights and responsibilities students share within a school**

## **Lesson 2:**

***From the beginning, the United States government has included many points of view, but has excluded others.***

- **State Goal 14C: Understand election processes and responsibilities of citizens**
  - **Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state, and nation**
    - ✓ **Describe situations in their home, school, or community where the rights of minorities have been respected**
  
- **State Goal 14F: Understand the development of United States political ideas and traditions**
  - ✓ **Discuss consistencies and inconsistencies expressed in United States political traditions and actual practices (e.g. freedom of speech, the right to bear arms, slavery, voting rights)**
  - ✓ **Describe historical examples featuring the denial or extension of civil rights to various individuals or groups**

## **Lesson 3:**

***Throughout history many people have worked hard to ensure that ALL people have equal rights.***

- **State Goal 14A: Understand political systems, with an emphasis on the United States**
  - **Explain the importance of fundamental concepts expressed and implied in major documents including the United States Constitution**
    - ✓ **Name historical figures from diverse backgrounds who advanced rights of individual and groups to promote the common good**
    - ✓ **Defend the position that all people in a democracy must have such rights as freedom of speech, freedom of the press, freedom of religion, or freedom of assembly**

Big Idea/Essential Understanding: I learned that governments and other organizations grant rights that are tied to responsibilities.

Language of instruction/Language Standard: English

Preview Stage:

**Activities:**

Content Objectives –(Before Reading) Students will categorize words from readings related to governments, other organizations, rights, responsibilities, and the US Constitution in an open word sort.

Language Objectives – Students will **orally justify** their categorization of words. Students will **write** their justification for each grouping using the sentence prompt, “We categorized these words together because...”

**Strategies:**

Word Sort, Sentence Prompts

**Differentiation:**

**Support:** (1) Possibility of “Don’t Know Meaning” category (2) Opportunity for students to consult with partners from other teams (3) Teacher circulates and offers support

**Challenge:** (1) Create more than one way to organize words (2) Come up with a new word to add to each of your categories (3) Challenge another group that finished early to guess the main ideas of your categories

**Flexible Grouping**

Groups of 4  
Rotating / Flexible groups as needed for support and challenge activities

**Instructional Assessment:**

*Word Sort:* Are students actively engaged in discussion?

*Completion of sentence prompts:* Have students clearly explained their rationale?

Focused Learning Stage

**Activities:**

Content Objectives – (During Reading) Students will orally summarize, paraphrase, and make connections to what they read. Students will use a Connect Two graphic organizer to connect rights and responsibilities.

Language Objectives: - Students will **orally express** the main idea of a paragraph or section of text and make connections to the text using sentence prompts Students will **write** rights and corresponding responsibilities using a Connect Two graphic organizer and orally express their relationship using the Connect Two sentence prompt

**Strategies:** Say Something / Write Something, Sentence Prompts, Connect Two

**Differentiation: Support** (1) Different text levels on same subject (see web bibliography for ideas) (2) Small group support for struggling readers- Connect Two as shared writing experience (3) go to [www.constitutioncenter.org/explore/ForKids.index.html](http://www.constitutioncenter.org/explore/ForKids.index.html) to play game and get visual support for explanation of basic rights

**Challenge:** (1) Can something be both a right *and* a responsibility? If your answer is no, explain why not? If your answer is yes, give examples and explain. (2) go to [www.congressforkids.net/games/billofrights/1\\_matching.htm](http://www.congressforkids.net/games/billofrights/1_matching.htm) to play challenging vocabulary game

**Flexible Grouping:**

Pairs  
Rotating / Flexible groups as needed for support and challenge activities

**Instructional Assessment:**

*Say Something:* (to assess active listening and content objectives) Can students write down three things their partner said about the reading?

*Write Something:* Can students use the sentence prompt to explain how rights are tied to responsibilities?

Application Stage:

**Activities:**

Content Objectives –(After Reading) Students will return to the open word sort from the preview phase and re-categorize the words.

Students will use Stand and Share strategy to share changes in word sort with class.

Students will create a PowerPoint presentation to express the big idea of the lesson.

Language Objectives: - Students will **discuss and share** changes in their thinking based on information learned during reading.

Students will: **present** a PowerPoint slide show.

**Strategies:** Stand and Share, Technology Workshop, Teacher scaffolding via project template. For example, the teacher explains that the slide show expressing the big idea will have 7 slides: title, 1 example of a right and responsibility (r & r) at home, 1 ex. Of a r & r at school, 3 examples of r & r in society, 1 slide evaluating why r & r are important in groups and organizations.

**Differentiation: Support:** Sentence starters for each slide

**Challenge:** Use Ranking ladder graphic organizer to express your opinion of how to rank the 5 most important rights granted in the Bill of Rights. Base your rankings on real-life connections. Create a PowerPoint slide show explaining why you ranked rights in this order. Interview your parents and other adults to find out if they agree or disagree with you.

**Flexible Grouping:**

Original groups of 4 to revisit word sort  
Pairs for PowerPoint presentation

**Instructional Assessment:**

Can students explain how and why they re-categorized the words? Generate a rubric for PowerPoint with students assessing degree to which big idea is expressed in presentation, aesthetic of PowerPoint, elements of oral presentation.

Big Idea/Essential Understanding: I learned that throughout history, minority groups have typically had limited access to power. However, some progress has been made in this area.

Language of instruction: Teacher decides which phases are in Spanish and which are in English. One possibility is to do preview in English, and focused learning and application in Spanish. See Unit Bibliography for partial list of biographies published in Spanish.

<p>Preview Stage:</p>	<p><b>Activities:</b>  <u>Content Objectives (Before Reading)</u> – Students will activate prior knowledge by completing an anticipation/prediction guide, and review their expectations about the content of lessons so that they can eventually compare these expectations with ideas obtained from actual reading</p> <p><u>Language Objectives</u> – Students will <b>orally discuss</b> their decisions to classify statements as true or false. Students will <b>write</b> a paragraph on whether or not they changed or questioned their ideas as a result of discussion.</p>	<p><b>Strategies:</b> Anticipation / Prediction Guide using true/false statements such as these: (1) All groups of people have been treated equally throughout U.S. history. (2) Sor Juan Inés de la Cruz was a famous Mexican scholar. (3) Native Americans were guaranteed the right to vote in the Constitution. (4) Women have always been allowed to study at universities. (5) Many people have gained rights as a result of the work of individuals throughout history. (6) Segregation ended when slavery was outlawed.</p> <p><b>Differentiation: Support</b> (1) Teacher guides small group during Anticipation Guide (2) Heterogeneous grouping for discussion  <b>Challenge</b> (1) Add more statements to the guide and ask someone in your discussion group to decide if they are T or F (2) Write 5 questions you have about the big idea.</p>	<p><b>Flexible Grouping</b></p> <ul style="list-style-type: none"> <li>• Individual completion of Anticipation / Prediction Guide</li> <li>• Groups of 4 for discussion</li> <li>• Rotating / Flexible groups for support and challenge activities</li> </ul> <p><b>Instructional Assessment:</b>  <u>Anticipation / Prediction Guide:</u> Do students carefully consider each statement?  <u>Paragraph:</u> Have students clearly expressed what they learned as a result of discussion?</p>
<p>Focused Learning Stage</p>	<p><b>Activities:</b>  <u>Content Objectives</u> – (During Reading) Students will read a biography about a historical figure who has opened the doors of power to minorities (see unit bibliography for possibilities), and demonstrate their understanding of text structure through the use of graphic organizers.</p> <p><u>Language Objectives:</u> - Students will <b>take notes</b> to answer <i>who, what, where, why, when, how, historical significance, personal significance</i> questions. Students will <b>use phrases to chronologically order events:</b> First, After that, Eventually, Finally etc. when explaining their time line.</p>	<p><b>Strategies:</b> Completion of two graphic organizers- Change g.o. called “Describing a Historical Event” to “<b>Describing a Historical Figure</b>”. Put ‘Who’ in the middle circle and change ‘Who’ box to ‘Personal Significance’. Make ‘Significance’ box into ‘Historical Significance’ box. Complete a <b>Time Line</b> graphic organizer with important events from the life of the historical figure.</p> <p><b>Differentiation: Support</b> (1) Texts of various reading levels (2) Model, allow practice, provide feedback on how to complete sample graphic organizers for whole group before individuals complete on their own (3) Use of multimedia (websites, videos, DVDs) in addition to reading material  <b>Challenge</b> (1) Read another book about a historical figure who is a contemporary of the first one. How do they both open doors for minority groups? Did they know about each other’s ideas? How are their lives similar and different?</p>	<p><b>Flexible Grouping:</b></p> <ul style="list-style-type: none"> <li>• Whole group for modeling use of graphic organizers</li> <li>• Pairs for practice work with graphic organizers</li> <li>• Individual work for reading and final production of graphic organizers</li> </ul> <p><b>Instructional Assessment:</b>          Are both graphic organizers accurate? Can students clearly explain each aspect of both?</p>
<p>Application Stage:</p>	<p><b>Activities:</b>  <u>Content Objectives</u>– (After Reading) Students will return to the original Anticipation / Prediction Guide and decide if they want to make any changes. Students will provide examples from their readings to support their T or F answers to anticipation/prediction guide. Students will use Stand and Share to share changes in Anticipation/ Prediction Guide. Students will make a display board based on their graphic organizers that expresses the big idea of the lesson and unit. They will present their display boards at a learning fair for students from other classes. The students will decide on an appropriate name for the fair that expresses the big idea of the lesson and unit. For example, “Opening Doors: People Whose Lives Inspired Political Change”, etc.  <u>Language Objectives:</u> - Students will <b>discuss and share</b> changes in their thinking based on info. learned during reading</p>	<p><b>Strategies:</b> Stand and Share, Writer’s Workshop and Design Workshop for creation of display boards</p> <p><b>Differentiation:</b>  <b>Support</b> (1) Sentence starters for each part of the display board (2) Show many examples of display boards so that students have an idea of how to start  <b>Challenge</b> (1) Take digital photos and design a website with a virtual tour of the creation of the learning fair (collaborate w/ tech. coordinator) (2) Design an invitation to the fair (3) Create a strategic advertising plan to make the school aware of the fair (4) Write a short paragraph that could be used to introduce the fair to visitors; practice reciting the introduction</p>	<p><b>Flexible Grouping:</b></p> <ul style="list-style-type: none"> <li>• Original groups of 4 to discuss changes in Anticipation / Prediction Guide</li> <li>• Individual work on design board</li> <li>• Rotating / Flexible groups as needed for support and challenge activities</li> </ul> <p><b>Instructional Assessment:</b>          Generate a rubric for design board with students expressing the degree to which big idea is expressed in presentation, aesthetic of board, elements of oral presentation</p>

Name: Debra Griffith

## Annotated Bibliography

Debra Griffith

Big Idea of lessons in kid friendly language:

- 1) Rights and responsibilities go hand in hand.
- 2) From the beginning, the United States has included a variety of points of view, but has excluded others.
- 3) Throughout history, many people have worked hard to ensure that ALL people have equal rights.

### ***Books in Spanish or Spanish/English***

- 1) Paz, Carlos E. Práctica para el examen de ciudadanía. New York, NY, Arco Publishing, 1990,

This is a bilingual version of a book for those wishing to practice for U.S. citizenship and legalization of status. It is useful for this unit because it has copies of the Declaration of Independence and The Constitution. It also contains concise summaries of events in U.S. history and an overview of American government. All entries are in Spanish and English.

- 2) Schmidt, Alex J. Nuestras Constituciones Federal y Estatal. Island Lake, IL, A.J.S. Publications, Inc., 2000.

This is a Spanish version of the 7th grade study guide for the Constitution test. It is useful for this unit because it has in depth yet concise information on U.S. government at national, state and local levels. One section in particular is useful: "La declaración de derechos y las virtudes de la Constitución" on p. 7.

- 3) Thompson, Kathleen. Sor Juana Inés de la Cruz. Austin, TX, Steck-Vaughn Company. 1993.

This is a bilingual book celebrating the accomplishments of Sor Juana Inés de la Cruz. It is useful for this unit because it could serve as a stepping stone to discussing women's rights.

- 4) Chrisman, Abbot. Luis Muñoz Marin. Austin, TX, Steck-Vaughn Company. 1993.

This is a bilingual book celebrating the accomplishments of Muñoz Marin. It is useful for this unit because it could serve as a stepping stone to discussion concerning the rights of Puerto Ricans and the relationship of PR and the U.S. government.

- 5) Codye, Corinn. Vilma Martinez. Boston, MA, Houghton Mifflin Company, 1997.

This is a bilingual book celebrating the accomplishments of Martinez. It is useful for this unit because it could serve as a stepping stone to discussion of both women's rights and Mexican-American rights.

Name: Debra Griffith

6) Davis, Lucile. César Chávez. Mankato, MN, Bridgestone Books, 1999.

This is a book in Spanish celebrating the accomplishments of Chávez. It is useful for this unit because it could serve as a stepping stone to discussion of the rights of Mexican Americans and people who work for low wages.

7) Adler, David A. Un libro ilustrado sobre Martin Luther King, hijo. New York, NY, Holiday House, 1992.

This is the Spanish translation of an English book about the life of MLK. It is useful for this unit because it could serve as a stepping stone to discussion about the rights of African Americans in the US and civil rights in general.

## *Books in English*

1) Levy, Elizabeth. ... If You Were There When They Signed the Constitution. New York, NY, Scholastic, Inc., 1987.

This is a book that poses a question and answers it on each page. It is useful for this unit because it provides concise overviews and has some particularly pertinent questions such as: What was missing from the Constitution? What are some of the rights in the Bill of Rights? Why didn't the delegates put a bill of rights into the Constitution?

2) Johnson, Linda Carlson. Our Constitution. Brookfield, CT, The Millbrook Press, 1992.

This book uses folklore, popular culture, and history to explore the history of the Constitution. It is especially useful for this unit because it provides a chapter on people excluded from the original Constitution- African Americans, women, Native Americans.

3) Fritz, Jean. Shh! We're Writing the Constitution. New York, NY, G.P. Putnam's Sons, 1987.

This entertaining book reads like a narrative to tell the story behind the Constitution. According to School Library Journal, it's "Informative, interesting, and immensely readable." It is useful for this unit because of the background information it provides. Also, on p. 38 and 39 it has an interesting section on the debate over a bill of rights. Illustrations by Tomie dePaola make it a special treat.

4) Bradbury, Pamela. Men of the Constitution. New York, NY, Ottenheimer Publishers, Inc., 1987.

According to the back cover, "This is a book filled with fascinating facts about the founding fathers of our nation, the men who created the Constitution of the U.S. Authentic illustrations, from the Smithsonian Institution and the National Portrait Gallery, together with the easy-to-read, straight-forward text, create an appealing book for scholars of all ages." It is useful for this unit because it mentions nothing about the shortcomings of the original Constitution.

5) Bachman, Steve. U.S. Constitution for Beginners. New York, NY, Writers and Readers Publishing, Inc., 1987.

The back cover reads, "In a combination of witty text and illustrations U.S. Constitution for Beginners™ takes a tongue-in-cheek look at America's most critical legal document. Author and

Name: Debra Griffith

lawyer Steve Bachman has written a text that touches on the document's history beginning with the Magna Carta. He then traces the events that precipitated its writing, the personalities and motives of the people who created it, and its use and misuses since ratification." It is useful for this unit as a high reading level book for an advanced student who would like more detail on the history and changing use of the Constitution.

- 6) Maestro, Betsy and Giulio. *A More Perfect Union: The Story of Our Constitution*.  
New York, NY, Lothrop, Lee & Shepard Books, 1990.

This book presents the story of the Constitution as an attractive picture book. It includes useful additional information at the end such as a summary of the articles of the Constitution, a timeline of important dates, notes on the Connecticut compromise, interesting facts about the convention and the delegates, and a summary of the amendments to the Constitution. This book is useful for the unit because it provides a picture book format. Also, the summary of the amendments at the back is particularly useful because it is written in child-friendly language.

### *Websites (All sites are in English unless otherwise noted)*

<http://ap.grolier.com/article?assetid=a2002810-h&templatename=/article/article.html>

This site helps teach the big idea because students could use it to build general background knowledge about the Bill of Rights. The font is large and easy to read. Students could skim, summarize and look for specific information about the Bill of Rights at this site.

[http://www.civiced.org/wtp\\_elem21\\_sb.html](http://www.civiced.org/wtp_elem21_sb.html)

This site helps teach the big idea because it is lesson plan for a lesson called, "What Responsibilities Accompany Our Rights?" The site is already divided into five scenarios designed to be explored by different cooperative groups. The scenarios have to do with the following topics: 1) Freedom of Expression 2) Freedom of Religion 3) The Right to be Treated Equally 4) The Right to be Treated Fairly by Your Government 5) The Right to Vote and Run for Public Office

<http://www.hreoc.gov.au/shot/index.htm>

This is a great site for language learners of all levels because it consists of winning photos from a competition sponsored by the Australian government in which photographers had to convey an understanding of 'respect'. The site helps teach the big idea of the lesson because students could express their understanding of how the photos convey a sense of respect and how this relates to respecting each other's rights.

<http://www.bullyingnoway.com.au/issues/default.shtml>

Another great site from Australia, this page is about the fact that everyone has the right to safety and respect and that, conversely, we all have the responsibility to help guarantee these same rights for others. It relates to the big idea of the lesson because it looks at the rights and responsibilities of children in school in relation to bullying.

Name: Debra Griffith

<http://www.pdhre.org/rights/children.html>

and

<http://www.pdhre.org/rights/children-sp.html>

These sites help teach the big idea because they list the human rights of children and youth. In general, the website is written at a reading level far too advanced for most elementary and middle school students, but the introduction called "What are the Human Rights of Children and Youth" is a good basic introduction to the topic. The best part of this website is that it is available in several languages. The first one listed above is in English and the second one is in Spanish.

<http://bensguide.gpo.gov/3-5/citizenship/rights.html>

<http://bensguide.gpo.gov/3-5/citizenship/responsibilities.html>

These pages are part of a site called 'Ben's Guide to U.S. Government for Kids'. The site is divided by grade levels: K-2, 3-5, 6-8, 9-12. The different levels make it easy to differentiate instruction for a variety of learning and language levels. The two pages listed above can be used to teach the big idea because they give a concise and easy to read summary of the rights and responsibilities of citizen of the U.S. There are also links to the Bill of Rights.

[http://firstgov.gov/Espanol/Topics/Recien\\_LLegados/Derechos.shtml](http://firstgov.gov/Espanol/Topics/Recien_LLegados/Derechos.shtml)

This site is sponsored by the U.S. government and is written in Spanish. It is intended for an adult audience, but is useful as an overview of the rights and responsibilities of immigrants who are not yet citizens. It helps teach the big idea because it could be used with teacher guidance to compare and contrast the rights and responsibilities of citizens and non-citizens.

<http://www.constitutioncenter.org/explore/Forkids/index.shtml>

This is a wonderful site because it is an interactive game in which students have to identify certain rights based on pictures in an attempt to save lost amendments after the official National Computer has crashed. Language learners of all levels could identify the group of people with protest signs as exercising their right to freedom of assembly, etc. Highly recommended!

[http://www.congressforkids.net/games/billofrights/1\\_matching.htm](http://www.congressforkids.net/games/billofrights/1_matching.htm)

This site is useful for teaching the big idea because it has an interactive vocabulary game in which students have to match difficult language in the Constitution to more easily understood language. For example, redress = put something right, press = expression ideas in print, etc. Students could work on this site in pairs and then check their own answers.