



Social Studies: Constitution

Teacher: Saranaa Gonzalez (Hosein)

Aim/Student Learning Objective: What was the purpose of the constitution?

C.C.L.S: R.I. 3 Explain events, procedures, ideas, or concepts in a historical, Scientific or technical text including what happened

C.C.L.S : Speaking and Listening 1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Blue Print Standard: Create a graphic design that demonstrates integration of text and image, vivid use of color, line and shape, clarity of message

Big Ideas: What does it mean to be free?

Connection: Last unit, students discussed why the Americans were unhappy and why the American Revolution started. Now, we will discuss what happened when the United States declared their independence.

Vocabulary: Constitution (plan for running a government)

Resources:

Mini Lesson/ Model/ Explicit Teaching

Resources: Social Studies New York City

Main Idea: The state of New York and the United States each needed a plan for government

Detail 1: In March 1777, some New Yorkers met in Kingston to write a new state constitution.

Detail 2: On April 20, 1777 the final draft was approved. New York State had a government run by New Yorkers.

Detail 3: After the Revolution, the new nation also needed a government, so the 13 states agreed to the Articles of Confederation. This document created a loosely united federal government.

Discussion Questions (DOK level): Was the constitution beneficial to the United States? Why? How

Learning Activities Groups based on: Reading Levels; Writing Levels

Make your own constitution!

High	Medium	Low
Write rules needed for our own classroom. What rules are essential for our classroom to run smoothly? Collaborate with groups to create a constitution for the class.	Prepare ink from blueberries	Make paper from pulp
<ul style="list-style-type: none"> • Cut straws at a 45 degree angle to prepare writing tools • Partner up with classmates in other groups to reflect upon the question posed 	<ul style="list-style-type: none"> • Place blueberries into tulle • Mash blueberries with fingers by squeezing • Add 1/8 a teaspoon of vinegar and salt to the juice. 	<ul style="list-style-type: none"> • Collect scraps from paper or recycled paper • Tear up the paper into small pieces • Soak paper in water • Blend paper into pulp • Pour pulp onto sieve • Let dry

Formative Assessment/Reflection: What can I change for next time? What went well?

Follow up: Finish drafting the constitution in groups and present.