

## Unit Plan Template

### Grade Level: 3

#### 1. Title of unit: A Classroom Constitution

#### 2. Essential question:

- a. Why are rules and laws important?

#### 3. Guiding question(s) from the History-Social Science Framework:

- a. What is the US Constitution and why is it important?
- b. Why was it important for the Founding Fathers to write the Constitution?
- c. Who makes the rules and laws in school, in our city, our state and our nation?
- d. Why is it important to have rules and laws?
- e. What are rules? What are laws?
- f. Who decides what the rules and laws are?
- g. What would happen if there were no rules or laws?
- h. Why is it important for the students in our class to follow our Classroom Constitution?

#### 4. Identify the supporting standards.

##### History-Social Science:

- HSS.3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the US Government.
  - 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
  - 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

- 6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

**Common Core ELA/Literacy:**

- ELA.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic
- ELA.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently
- ELA.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure
- ELA.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- ELA.SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
  - a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

**ELD:**

- ELD.3.1.C. 9. Expressing information and ideas in formal oral presentations on academic topics

- ELD.3.1.C.11. Supporting own opinions and evaluating others' opinions in speaking and writing
- ELD.3.1.C.12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

**Environmental Principles and Concepts:**

**Global Competencies:**

**Arts:**

**5. Define the learning objectives.**

**Content:** Students will be able to create a classroom constitution and classroom Preamble in the style of the US Constitution outlining the role of classroom citizens, including how to participate in a classroom and in the school community, and in civic life.

**Language:** Students will be able to describe the importance of a classroom constitution in a short oral FlipGrid video (or oral presentation) using their knowledge of the US Constitution and how it was created to inform their opinion.

**Social Emotional:** Students will be able to create a constitution that describes constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

**6. Develop aligned lesson activities aligned to the [C3 Framework Inquiry Arc](#) (do not need to complete all 4 dimensions within every lesson):**

	<b>1. Developing Questions and Planning Inquiries</b>	<b>2. Applying Disciplinary Concepts and Tools</b>	<b>3. Evaluating Sources and Using Evidence (include primary and secondary sources used)</b>	<b>4. Communicating Conclusions and Taking Informed Action</b>
<b>Lesson 1-2:</b>	<p>Students participate in a <a href="#">See, Think, Wonder</a> focusing on classroom rules using the the LoC resources showing images of children in schools from the “Children’s Lives at the Turn of the Twentieth Century - Teacher’s Guide”</p> <p>Teacher reads <b><u>What if Everybody Did That</u></b> and starts the conversation on Guiding Questions e-h.</p>	<p>Students examine images of US schooling from 100 years ago and compare/contrast with their own experiences. Students form observations, hypotheses, and questions about the time period. Students examine primary sources to make decisions about a period in time.</p> <p>Students discuss in groups the role of laws and rules in their lives. Begin questioning why the rules exist and how they impact their own lives</p>	<p>Groups of students examine details in the images. Some guiding questions to support as needed: What kind of rules are the students following? How do you know? What do you think would happen if they didn’t follow those rules? Are these different or similar to our own rules/ expectations?</p>	<p>Group discussion on their conclusions about the images showing schooling and classroom rules from 100 years ago.</p> <p>Students write a short narrative in the style of <b><u>What if Everybody Did That?</u></b> using the <b>Writing Packet</b> (See resources)</p>

## Grade 3 Constitution Unit Plan

<b>Lessons 3-4:</b>	Focus on Guiding Questions a-d.	Students learn about and discuss the reasons for the U.S. Const.; the democratic principles of freedom, justice, and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others.	Close reading of Kids version of <b>US constitution, Maestro text, Pearl text, and primary source images of US Const.</b> Students listen to the <b>Preamble Schoolhouse rock song.</b> Students analyze the Preamble of the constitution in a jigsaw activity creating each section in their own words. (See Resources below)	In small groups, students will analyze different sections of the preamble and write them into their own words, using the <b>Preamble Reading Guide</b> (see Resources below)  Writing Packet work continues in ELA/ELD
<b>Lessons 5-6:</b>	Students respond to Guiding question i: "Why is it important for the students in our class to follow our Classroom Constitution?"	Students begin working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. Students think about what they read about the principles of the U.S. Const. and evaluate why the rules they write are important for upholding the kind of behavior that will create a positive classroom	Close reading of <b>Kids version of US constitution</b> and primary source images of US Const. Students use Preamble reading guide from previous lessons to inform their writing and decision making. (See Resources below)	As a class, students create their own Classroom Constitution including their own version of a Preamble. Class engages in a discussion to compile and synthesize the rules and create student-friendly statements. Teacher records them on chart paper so that the list can be posted in the classroom for future reference. The children are invited to discuss

## Grade 3 Constitution Unit Plan

		<p>culture and what might happen to that culture if the rules are broken. Afterwards, each table group records individual members' ideas in a list on large poster paper or graphic organizer.</p>		<p>the benefits and challenges of each rule by recounting an experience and/or providing details and evidence to support their position. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. The Classroom Constitution is placed in a prominent place in the classroom, with each student signing or creating a handprint with their name promising to uphold the Classroom Constitution.</p> <p>Individual students then create a short 1 min Flipgrid video in response to the question: "Why is it important for the students in our class to follow our Classroom Constitution?" Video responses should meet the criteria outlined in the single point video</p>
--	--	--	--	--

				response rubric (See Below)
<p><b>7. Culminating Performance Task:</b></p> <p><b>Assignment Description</b></p> <p>(lessons 1: Formative whole group) Oral discussion about LoC images of classrooms 100 years ago.            (lessons 2: Formative individual) Students write a short narrative in the style of <u>What if Everybody Did That?</u> assessed by the Single Point rubric in the Writing Packet.</p> <p>(lessons 3-4: Formative small group) Students use the Preamble Reading Guide to analyse the Preamble and create their own versions of the document.</p> <p>(Lessons 5-6: Summative Individual) After making the classroom constitution as a class, individual students create a short 1 min Flipgrid video in response to the question: “Why is it important for the students in our class to follow our Classroom Constitution?” Video responses should meet the criteria outlined in the single point video response rubric (See Below)</p> <p><b>Assessment</b></p> <p><b><u>Success Criteria:</u> Grading Rubric and Successful Example</b></p> <ul style="list-style-type: none"> <li>Oral Response Rubric (See Resources below)</li> </ul> <p><b>8. <u>Universal Design for Learning (UDL)</u> and <u>Differentiation:</u></b></p>				

- a. Students engage with multiple means of representation with content in writing and verbally. Students express their learning using an oral response, but have the option for a written response to offer multiple means of action/expression. There is a variety of learning experiences, both collaborative and individual, that offer multiple means of engagement. The writing pack offers a lot of scaffolding for emerging writers.

**9. Interventions (for students who do not meet the learning goals within the unit timeframe):**

- a. Students not meeting expectations at the end of each of the lesson sets are supported with small-group interventions reviewing the content/concepts while the other students work in their groups.

**10. Extensions (for those who already know):**

- a. Students exceeding expectations at each level have opportunities for extending the breadth of their work (extended writing/illustrations in lessons 1-2, Students analyze some of the amendments they are interested in during lessons 3-4, and a longer, more creative oral presentation (google slides, posters, visual aids, song, etc.) in lessons 5-6.)

**10. Resources**

- [What if Everybody Did That? by Ellen Javernick](#)
- [What if Everybody Did That? Writing Packet \(PDF\)](#)
- [A More Perfect Union: The Story of Our Constitution by Betsy Maestro](#)
- [The US Constitution by Norman Pearl](#)
- The Constitution for Kids: <http://www.usconstitution.net/constkidsK.html>
  - [analysis of the Preamble](#)
- [Digital Version of the US Constitution](#) (with High-Res images of primary sources)
- [Schoolhouse Rock: The Preamble](#)
  - [lyrics](#)



- Library of Congress Resources: Photos of Children in schools late 19th cent/early 20th cent from the [Johnston \(Frances Benjamin\) Collection](#) and [Children's Lives at the Turn of the Twentieth Century Primary Source Set](#)
  - [Children's Lives at the Turn of the Twentieth Century - Teacher's Guide](#)
  - [\(Photograph\) Elementary school children standing and watching teacher write at blackboard](#)
  - [\(Photograph\) Grade school children posed in classroom, with teacher standing in back of room](#)
  - [\(Photograph\) School children studying anatomy or health](#)
  - [\(Photograph\) Science classroom scene - 7 or 8 year-olds studying the magnet](#)

**Assessments:**

- [What if Everybody Did That? Writing Packet \(PDF\)](#)
- [Preamble Reading Guide](#)
- [Oral Response Rubric](#)