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Kimberly Bentley

12th grade American Government

Instructional Design Project

 7100: Summer 2012

***Rationale***

 American Government is an essential course for young adults preparing to enter society Understanding the roots of this country’s political system will help lead our students in the process of becoming active participants in the democratic process. This course was designed in order to create a knowledge base for students to draw upon throughout their lifetime, whether in the classroom or the real world.

 As an instructional designer of this course, it is my responsibility to teach our students not only important concepts, but link them to their lives in meaningful ways. I will employ several different teaching methods throughout this course. “Contextual Teaching and Learning incorporates such strategies as problem solving, self-directed learning, learning from peers, learning in real situations and authentic assessment” (Berns and Erickson, 2001). All of the concepts will be utilized throughout the various lessons.

 It is important to immerse the students in American Government, as they will need to understand basic and advanced concepts upon entering society as adults. As a means of accomplishing this, I will use contextualized Teaching and Learning which has “powerful, deep roots in progressive education, constructivist theory and practice and problem-based/project-based learning” (Chiarelott).

 Early lessons will be rooted in the behaviorist approach, as we explore basic concepts such as vocabulary and terminology. Constructivist approach methods will then take over, allowing students to explore material on their own. They will make inferences and analyze the content.

 Educators must be open to altering standard “right vs. wrong” teaching ideals in their instructional design. When we open ourselves up to gray areas, we allow students to not only learn the material, but understand it on a higher level that integrates it into their lives.

***Subunit 1: Constitution and Government***

**Outcomes**

1. The student will explain the purpose of government.

2. The students will explain the developmental process of the constitution and the U.S. Government.

3. The students will identify key players in the writing of the constitution.

4. The student will analyze the impact of constitutional rights and responsibilities.

5. The student will identify and explain constitutional amendments.

6. The student will identify and explain the significant events that led up to the creation of the constitution.

7. The student will explain the process that the legislative branch carries out in order to create new laws.

***Constitution and Government Pre-assessment*** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction**

 This pre-assessment was developed to gain an understanding of your viewpoints of civic responsibilities. We will be studying all aspects of the United State Government this year, and I would like to assess you position on different aspects of rights and responsibilities of being a citizen of this country. You will be presented with a topic and brief explanation of that topic. It will be followed by a scale of 0 to 5, with 0 being the lowest, 5 the highest and 3 will stand for indifference on the topic. Please circle your opinion of civic responsibility as it pertains to this topic and then provide a brief explanation of your ranking. This is not a test and no grade will be given. Please be honest and truthful so that I can gain an understanding of your thinking.

|  |  |  |
| --- | --- | --- |
| **Topic** | **Scale** | **Explanation** |
| ***Open Mindedness***-*the ability to listen to others and take different points of view into consideration* | 0 1 2 3 4 5  |  |
| ***Civic Responsibility***-*Take into account how your actions affect other citizens and acting with the common good in mind.*  | 0 1 2 3 4 5 |  |
| ***Community Involvement-*** *Being active in your community by taking part in volunteer activities to improve it.*  | 0 1 2 3 4 5 |  |
| ***Political Participation-*** *Willingness to participate in political issues effect your community, state and country. Associated with becoming knowledgeable on topics and voting* | 0 1 2 3 4 5 |  |
| ***Knowledge of Government-*** *Global, state and local issues that affect you. How and why our government was developed and how it affects you.*  | 0 1 2 3 4 5 |  |
| ***Military***- *Branches of military, why they were created, how they operate and what their domain is.*  | 0 1 2 3 4 5  |  |

***Lesson 1: Constitutional Vocabulary***

Allotted Time: 3 days (40-50 minute class periods)

**I. Conception Skill to be learned:**

 -basic terms that deal with the creation of the U.S. constitution.

**II. Time objectives**

 -Students will work together to define concepts and terms.

**III. Procedure: 5-E Learning Cycle Model**

*Engagement*

 -Teacher introduces topic of constitution by reading the Pre-Amble. (10 minutes)

 -Ask students why it is important to have a constitution for the nation and allows for several responses and class discussion. (10 minutes)

*Explanation*

 -Small groups form in order to work together to find necessary definitions. They will use their text and computers if available to complete the handout. (20-30 minutes) Students will be allowed to complete this portion at home is needed.

*Exploration (day 2)*

 -Groups will compare and contrast their answers and settle on a whole-class definition (that is teacher approved) for each term. (20-30 minutes)

*Extension*

 -Students will discuss terms and apply them to current day. For example, using the word “amendment”, students may locate and amendment that affects their lives. (30 minutes)

*Evaluation (day 3)*

 - Students will complete an assessment based upon the handout from earlier in the lesson. They will be given about 5 minutes to review their answers prior to the quiz. The quiz will ask them to provide the correct definition (as determined by the class and teacher) to the constitutional terms that they have been working on. The quiz will be a “blank” of the earlier handout.

***IV. Materials***

 -Handout, “Constitutional Terms” (this will also double as the assessment)

***V. Guiding Questions***

 -Why was it essential that the constitution be developed?

 -How does the constitution affect your role as a citizen?

**Handout – Constitutional Terms**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Instructions: Please define each term to the fullest. You may use the back of the paper if necessary.*

1. Amendment-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. bicameral- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Bill of Rights- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. constitution- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Constitutional Convention- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. democracy- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Founding Fathers- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Magna Carta- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. oath- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. preamble- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. ratify- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Supreme Court- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. veto- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. writ- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Lesson 2 – Timeline***

*Objectives*

 -Students will identify important events in the creation of the U.S. constitution.

 -Students will analyze cause and effect of events.

 -Students will complete their own constitutional timeline.

*Allotted time*: 2 class sessions (40-50 minutes each)

*Material needed*

 -Whiteboard (front of classroom)

 -individual poster board

 -rulers

 -writing utensils, permanent marker

*Procedure*

 1. Students will first be introduces to events that led up to the creation of constitution. The teacher will write the events on the white board at the front of the classroom. Teacher will follow with events that happened during the creation of the constitution.

 2. Students will write down the events on notebook paper and discuss their cause and effect on each other for the duration of the class period. (Both 1 and 2 will take the entire 40-50 minute class period).

 3. (Day 2) Class will review yesterday’s discussion of events leading up to and during the creation of the constitution. Students will have the opportunity to ask any questions that they did not get answered yesterday. (10 minutes)

 4. Students will use rulers, pencils and poster board to create a timeline of the constitution (1/2 or ¼ sheets of poster board may be used for this instead of whole sheets). The students will plot the points along the graphic organizer, write the event in pencil and then trace over them in permanent marker.

*Summary/Evaluation*

 Teacher will collect timelines and grade them for accuracy and neatness.

***Lesson 3 – Analyzing Amendments***

*Objective:*

 Students will analyze the amendment process and individual amendments.

*Materials:*

 -Computers with internet access

 -text

 -paper, pen/pencil

 -Handout: “Amendments”

*Allotted Time:* 3 days (40-50 minute class sessions)

*Procedure:*

 *Engagement*

 Ask students if they feel that their lives have been or will be affected by any constitutional amendments (Teacher should have several amendments displayed on whiteboard). Then the teacher will lead the class in a discussion, asking them to give their opinion of how society would function without these amendments. (15 minutes)

 *Activity*

 -Place students into groups of 4-5. They will work together to analyze an amendment of their choice. No groups should work on the same amendment as another. Once an amendment is taken, it is gone. Explain that each group will research their amendment, its creation and how it affects modern day society. They will be presenting the information to the class in 2 days. They may begin researching their amendments if time allows.

 On day 2, groups will work together to research (or continue researching) their amendment, using the computer and their text. The teacher should be circulating to ensure active participation by all members. Groups will work together to complete the “Amendments” handout and assign portions to present to the class. (Whole class period, 40-50 minutes)

 Day 3, each group (there should be 4-6) will be given about 10 minutes to present their amendment to the class. They can all present portions or nominate a group speaker.

*Closure*

 -Speak with class about the importance of being able to amend the constitution as times/society changes.

*Assessment*

 -Informal assessment will be formative as the teacher circulates, looking for active participation from all group members. Grades will be assigned as a completeness/participation grade of minimal points (determined by teacher in conjunction with handout).

***Handout – “Amendments”***

\*Group members:

\*Amendment:

\*What the amendment states:

\*When was it added to the constitution?

\*How would you modify the amendment? Why? If you would not modify the amendment, provide a rationale for it remaining as it is.

\*How does the amendment affect your life or how will it affect your life in the future?

***Lesson 4 – Creating a Constitution***

*Project-Based Model*

***I.*** Students will work in groups of 4-5to create a class constitution. The constitution should include a rationale, basic rules, consequences and who should execute consequences. It will also include a process for amendments if necessary in the future.

***II. Objectives***

 -Students will explain the purpose of government.

 -Students will engage in the developmental process of a constitution.

 -Students will analyze the impact of constitutional rights and responsibilities.

 -Students will identify and explain the process of adding constitutional amendments.

***III***. Teacher will explain the process and importance of having (creating) a class constitution, giving examples for both positives and having and negatives of not having. Students will be divided into groups and assigned different roles. The roles are as follows rationale, main content, consequences and execution of them, all students will work together to provide a process for amending.

***IV***. Students will work to prepare their part of the constitution separately and then come together as a group to prepare final copy. All areas are up for discussion and individual members should be prepared to provide rationale for their sections. The final stage of the developmental process is for group members to discuss how amendments will be added if necessary in the future.

***V*.** Groups will present their constitutions to the class. Time should be allotted for questions from the class and group members should be prepared to answer questions.

***VI***. Groups will turn in their constitutions for grading. They will also be graded on presentation and ability to provide class with rationale for each part of the constitution. Individual grades will be assessed based on that students participation on their assigned portion and overall.

Group Rubric![C:\Users\Bentley\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TJW4EOOI\MP910220809[1].jpg]()

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| --- | --- | --- | --- |
|  | 20pts. | 10pts.  | 0pts. |
| Rationale | Provided and fully describes reasoning for development, includes future ramifications and justifies necessity.  | Provided with moderate explanation. No future implications provided.  | Not provided. |
| Content/Laws | Provided and fully convers many (at least 4)aspects of the classroom like behavior, homework, assignments, testing, etc.  | Provided, but covers only minimal classroom activities (less than 4).  | Not provided.  |
| Consequences | Provided and fully covers laws, including a system of executing consequences. Provides a system of warnings and levels for infraction of policies.  | Provided, but does not address executing consequences or fails to provide a leveled system.  | Not provided.  |
| Amendments | Provided and fully addresses process of amending and provides justification necessary before amendment process begins.  | Provided, but only briefly addresses process or justification.  | Not provided.  |
| Individual Score | Full participation in process, including ability to justify section during question and answer session with class.  | Participated, but cannot provide rationale during question and answer session.  | Did not participate.  |

***Constitution Posttest***  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(You may use the back of your paper if necessary)*

***Define: (2 pts. Each)***

1. bicameral- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Constitutional Convention- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Magna Carta-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. preamble- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. ratify-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Short Answer:***

1. Describe a significant event that led up to the creation of the constitution*. (10 pts.)*

2. Explain what an amendment is and the process of creating and ratifying and amendment. *(10 pts.)*

3. In your own words, explain the importance of the U.S. Constitution. Include why it was created and how it continues to affect modern day government. (10 pts.)

References

Chiarelott, L. (2006). *Curriculum in Context*. Belmont, CA: Thomson Wadsworth.

Ohio Department of Education. (2001). *Academic content Standards K-12: Social Studies*. Columbus, OH: Author.

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