

Fifth Grade Social Studies: Integrated Early American History

Unit 1: Our Government

Big Picture Graphic

Overarching Question:

Why is the federal government organized to give and to limit power?

Previous Unit:

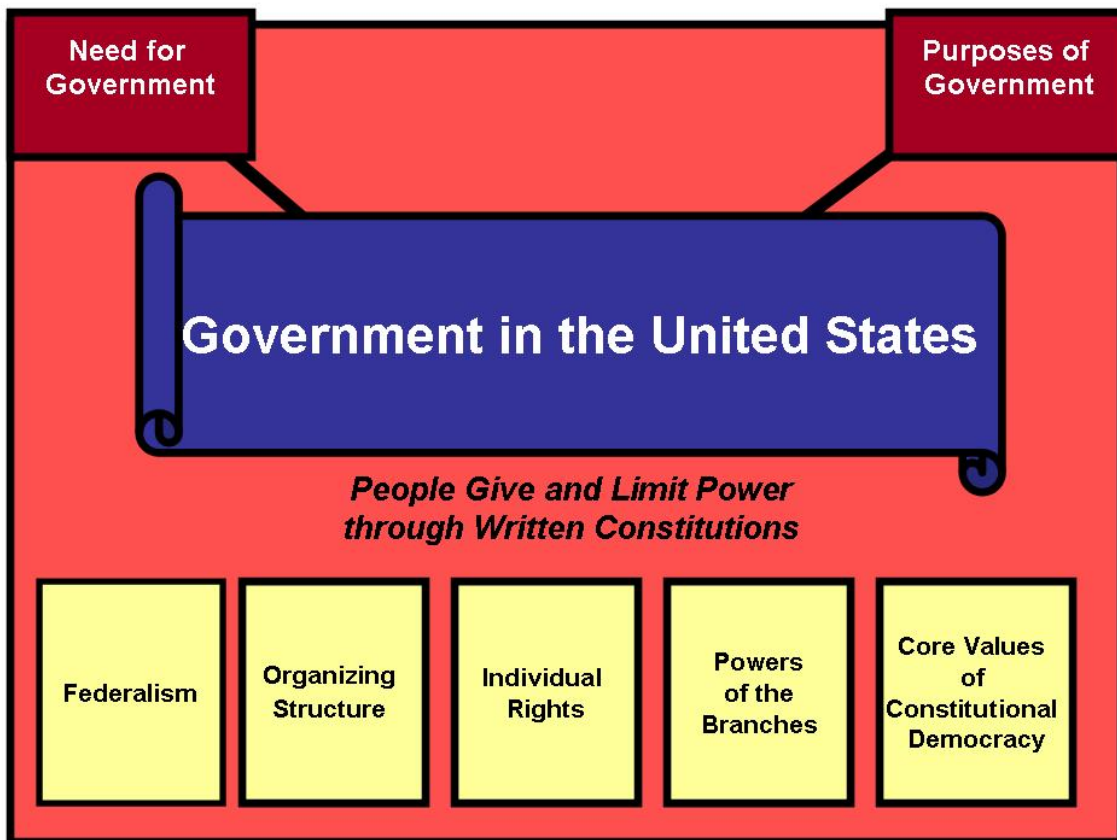
Fourth Grade
United States Studies

This Unit:

Our Government

Next Unit:

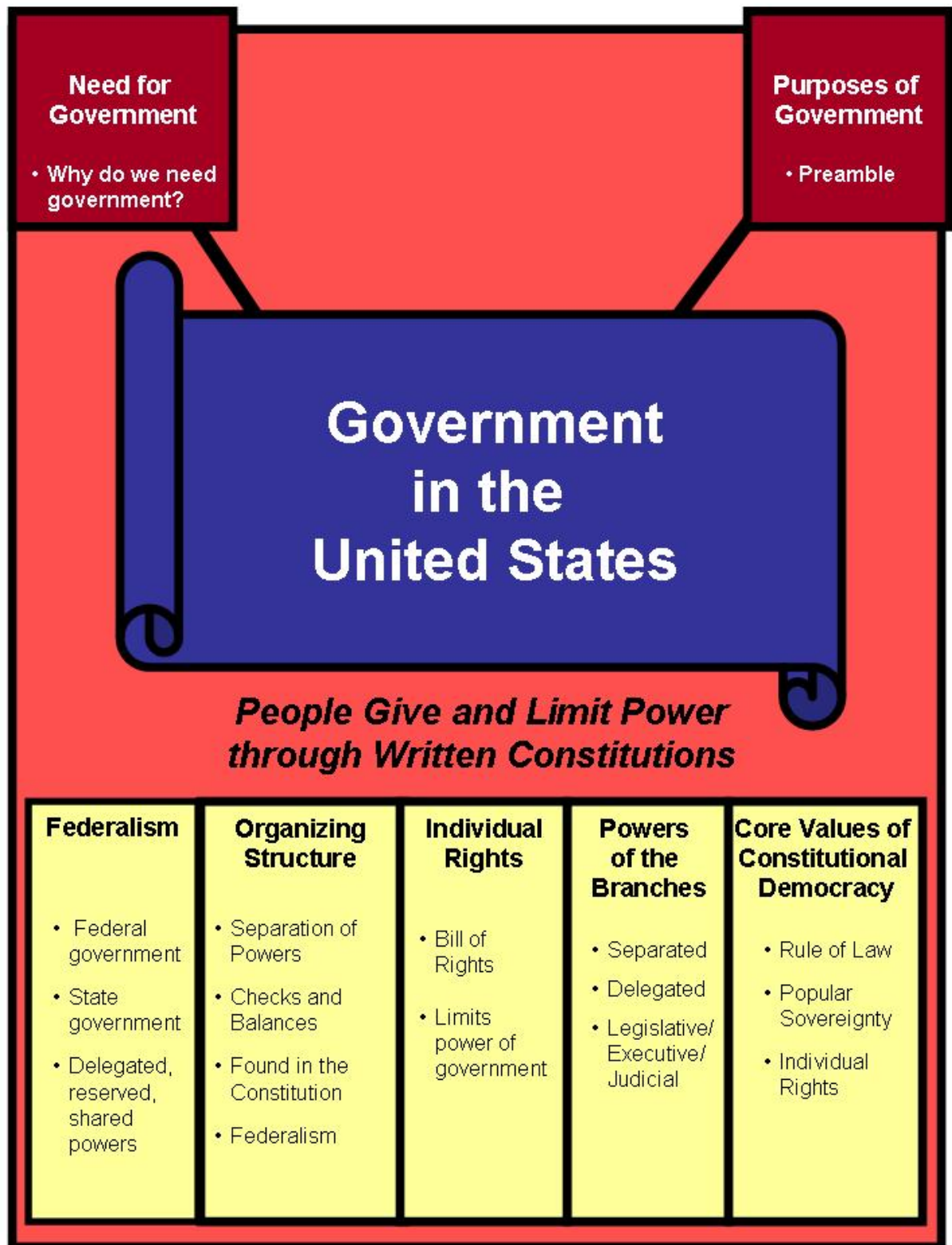
Three Worlds Meet



Questions To Focus Assessment and Instruction:

1. Why do we have both state and federal governments?
2. How are core democratic values and constitutional principles reflected in our government?
3. How is our government organized to give and to limit power?

Graphic Organizer



Unit Abstract:

This unit provides students with an opportunity to review essential civics and government concepts learned in previous grades. It also establishes a common foundation that sets the stage for deeper discussions about government throughout the year as students explore the question: Why is the federal government organized to give and to limit power? Students begin by examining what life would be like in the absence of government and hypothesize about the reasons people form governments. Next, students review core democratic values and principles upon which our government is based and investigate how they are rooted in the organization of the federal government. In doing so, concepts such as limited government, popular sovereignty, rule of law, and individual rights are stressed. Students analyze and explain how the Preamble to the Constitution reflects the purposes of government and explore other parts of the Constitution for evidence of federalism, limited government, and individual rights. In learning about federalism, students compare the powers delegated to the federal government and those reserved to the states (or the people). Contemporary examples of government in action are used throughout the unit. Moreover, this unit provides teachers with the opportunity to connect classroom rules with ideas about government, including why people form governments, what happens without rules or laws, and the importance of the rule of law. Finally, this unit allows for a seamless connection to Constitution Day, which is required by federal law.

Focus Questions

1. Why do we have both state and federal governments?
2. How are core democratic values and constitutional principles reflected in our government?
3. How is our government organized to give and to limit power?

Content Expectations

- 4 - C1.0.2: Explain probable consequences of an absence of government and of rules and laws.
- 4 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
- 4 - C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).
- 4 - C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
- 4 - C3.0.4: Describe how the powers of the federal government are separated among the branches.
- 4 - C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).
- 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).

Common Core State Standards for English Language Arts and Literacy in History/Social Studies

- RI.5.1:* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3:* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4:* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- SL.5.1:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions and carry out assigned roles.
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- W.5.2:* Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section related to the information or explanation presented.
- W.5.4:* Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Key Concepts

checks and balances
Constitution
federalism
government
individual rights
limited government

popular sovereignty
purposes of government
rule of law
separation of powers

Duration

2 weeks

Lesson Sequence

- Lesson 1: Why Do We Have a Government?
- Lesson 2: How is Our Government Organized to Limit Power?
- Lesson 3: Federalism: How is Power Distributed?
- Lesson 4: How Does the Bill of Rights Serve to Limit the Powers of Government?

Assessment

Selected Response Items

Constructed Response Items

Performance Assessments

4 – C2.0.1 4 – C3.0.3 4 – C3.0.4 4 – C3.0.5	Have students write an answer to the question: “How is our government organized to limit power?”
4 – C3.0.2 5 – U3.3.6	Construct a Venn diagram that gives examples of the powers delegated to the federal government, powers reserved to the states, and the powers that are shared by both state and federal government. Use the examples from the Venn diagram to explain in writing the principle of federalism and why some rights remain with the people.
4 – C3.0.3 4 – C3.0.4 4 – C3.0.5	Construct a poster display that describes the powers of each branch of government and explains through examples how the system of checks and balances works.

Resources

Equipment/ Manipulative

- Chart paper
- Computer with Projector, Document Camera with Projector or Overhead Projector
- Construction paper
- Glue or Tape

Highlighters
Markers or crayons
Scissors
Spiral notebooks or a folder with paper, one per student

Student Resource

**Ben's Guide to U.S. Government for Kids*. 29 August 2012 <<http://bensguide.gpo.gov>>.

**Branches of Government*. Ben's Guide to U.S. Government for Kids. 29 August 2012 <<http://bensguide.gpo.gov/3-5/government/branches.html>>.

The Bill of Rights Rap. You Tube. 28 August 2012. Several websites:

- <http://vimeo.com/4803822>
- <http://www.youtube.com/watch?v=KINGYf7pdJE&noredirect=1>
- <http://www.youtube.com/watch?v=tl6R1KD4E0>

How Laws are Made. Ben's Guide to U.S. Government for Kids. 29 August 2012 <<http://bensguide.gpo.gov/3-5/lawmaking/example.html>>.

How Laws are Made. Kids in the House. Office of the Clerk. U.S. House of Representatives. 29 August 2012 <<http://kids.clerk.house.gov/grade-school/lesson.html?intID=17>>.

*Quigley, Charles N. and Ken Rodriguez. *We the People*. Calabasas, CA: Center for Civic Education, 2003. 22-38, 123-130.

*Sobel, Syl. *The U.S. Constitution and You*. New York: Barron's Educational Series, 2001.

State vs. Federal Government. Ben's Guide to US Government for Kids. 28 August 2012 <<http://bensguide.gpo.gov/3-5/government/index.html>>.

The Constitution of the United States of America. Ben's Guide to U.S. Government for Kids. 27 August 2012 <<http://bensguide.gpo.gov/9-12/documents/constitution/index.html>>.

*TLC Elementary School: Separation of Powers . Discovery Channel School. 2006. United Streaming. 27 August. 2012 <<http://streaming.discoveryeducation.com/>>.

Teacher Resource

* Center for Civic Education. 31 August 2009 <<http://www.civiced.org/>>.

* Although the resources denoted with an asterisk are not cited in the lessons for this unit, they are included here to provide meaningful options for teachers.

* Civics Lesson Plans. New York Times Learning Center Website. 29 August 2012
<<http://www.nytimes.com/learning/teachers/lessons/civics.html>>.

The Constitution. U.S. Constitution.net. 6 March 2011. 27 August 2012
<<http://www.usconstitution.net/const.html>>.

The Constitution. 29 August 2012 <<http://www.usconstitution.net/gifs/docs/cpage1.jpg>>.

The Constitution of the United States of America. Ben's Guide to U.S. Government for Kids. 29 August 2012 <<http://bensguide.gpo.gov/9-12/documents/constitution/index.html>>.

Hart, Rachel. *Supplemental Materials (Unit 1, Lessons 1-4)*. Teacher-made material. Oakland Schools, 2012.

**Law Day Lessons for Schools*. American Bar Association 29 August 2012
<<http://www.abanet.org/publiced/lawday/schools/lessons>>.

The Preamble. School House Rock. TeacherTube. 27 August 2012
<http://www.teachertube.com/viewVideo.php?video_id=197680>.

Resources for Further Professional Knowledge

Ben's Guide to U.S. Government Grades 9 – 12. 29 August 2012 <<http://bensguide.gpo.gov/9-12/index.html>>.

CIRCLE: Center for Information and Research on Civic Learning and Engagement. Tufts University. 29 August 2012 <<http://www.civicyouth.org/>>.

Citizenship Education. 29 August 2012
<http://www.ecs.org/html/educationIssues/CitizenshipEducation/CitEdDB_intro.asp>.

Civitas. 29 August 2012 <<http://www.civnet.org/>>.

Monk, Linda R. *The Words We Live By: Your Annotated Guide to the Constitution*. New York: Stonesong Press, 2003.

National Center for Learning and Citizenship. 29 August 2012
<http://www.ecs.org/html/projectsPartners/nclc/nclc_main.htm>.

National Alliance for Civic Education. 29 August 2012 <<http://www.cived.net/>>.

United States Federal Government. 29 August 2012 <<http://www.hg.org/usfederal-govt.html>>.

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