Title of Lesson

## Goals & Objectives (do second)

Students will understand the meaning of the U.S. Constitution and other essential documents to the foundation of American Government. Students will analyze one portion of a primary source document and make a poster to teach the class.

## California State Content Standard- (do first)

California State Standard

12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self- evident truths.”

12.2.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.7.4 Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power.

### Lesson Introduction (Anticipatory Set)

Have students take out a piece of paper and write the three most important documents to our government, or the history of our government. 45 seconds.

Call on students to assess prior knowledge.

### Vocabulary (Content Language Development)

Discuss the meaning of “primary source” documents.

### Content Delivery (Lecture, Inquiry, Reading, Discussion and Debate, DBQ, Concept Formation, Simulation, Problem-Based Learning)

Students will read a primary source document. Each group will receive a portion of the document. The documents are the Declaration of Independence, the Constitution, and the Bill of Rights will be the third document.

### Student Engagement & Critical Thinking (Student Activities)

Teacher will put students into groups of twos and pass out the primary source documents to each group. Students in each group will read the text together. They will create a graphic organizer on a poster about their text. The directions are to:

* Rephrase the text in your own words
* Label each section
* Define any important vocabulary
* Draw something to represent the information from the text

### Demonstrated Learning (Formative & Summative Assessments)

On Day 2, each group must present their poster to the class. They must explain the main idea in their own words, label each section, define the important vocabulary, and draw something to represent the information from their specific text.

### Lesson Closure

Exit Slip: What is the purpose of the Constitution and Bill of Rights?

Accommodations for English Learners, Struggling Readers and Students with Special Needs

I will group students who are struggling with students who can help.

What Came Before…

What Came After…