

American History Curriculum

7<sup>th</sup> grade Unit Four

# What are the Rules for Running the United States?

*The United States Constitution*



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## Overview:

Students will describe the creation and contents of the U.S. Constitution. Part of the discussion will focus in part on the connection between the Constitution and New York City, including Alexander Hamilton's delegacy to the Constitutional Convention and his contributions, New York City as the nation's capital during the writing of the Constitution, and the Federalist Papers first having been printed in New York City. Students will apply their knowledge of the Constitution by defending or criticizing actions taken by the Federal government both during the 17<sup>th</sup> century and today.

## Time Frame:

Six weeks

## Guiding Questions:

1. Where did the Constitution come from, and why do we trust it? (2 weeks)
2. How is New York City connected to the U.S Constitution? (1 weeks)
3. How does the Constitution say that the Federal government should be set up? (2 weeks)
4. How well does the United States government follow Constitutional rules? (1 week)

## Content Areas:

### **History**

- The purpose of the Constitutional Convention of 1786
- The delegates to the Constitutional Convention.
- The Virginia Plan
- The New Jersey Plan
- The Great Compromise

### **Geography**

- Slave states and free states.

### **Economics**

- Delegates to the Constitutional Convention that were of low socio-economic status.
- Alexander Hamilton's financial plan

### **Culture and Society**

- Women, people of color, and lower socio-economic delegates to the Constitutional Convention.
- Slavery and the Constitution
- Federalists and Anti-Federalists
- The Federalist Papers

### **Politics and Government**

- The U.S. Constitution
- The Great Compromise
- The Three-Fifths Compromise
- Federalists and Anti-Federalists
- Washington as the first U.S. president
- The structure of the federal government
- Marbury vs. Madison
- Checks and balances

## Assessments

### Essays

- Informative: Explaining the creation of the Constitution
- Persuasive: Does the Government follow its own rules? The Terry Shiavo case.

### Diagram

- Drawing a flowchart of the structure of the U.S. government.

### Quizzes/Tests

- in the format of the 8<sup>th</sup> grade Social Studies exam

## Resources

### Books – Nonfiction

- Bowman, D. (1984). *20 Plays for U.S. History Classes*. Portland: J Weston Walsh.
- Center for Civic Education. (1998). *We the People*. Calabasas: The Center for Civic Education.
- Collier, J. (2003). *The Alexander Hamilton You Never Knew*. New York: Children's Press.
- Davis, K. (2004). *Don't Know Much About History*. New York: Perennial Books.
- Decarolis, L. (2003). *Alexander Hamilton: Federalist and Founding Father*. New York: Rosen Publishing Group.
- Fritz, J. (1998). *Shh! We're Writing the Constitution*. New York: Paperstar Books.
- Garcia, J. (2000). *Creating America*. Boston: Houghton Mifflin.
- Hakim, J. (1993). *A History of US: Book 3*. New York: Oxford University Press.
- Haugen, B. (2005). *Alexander Hamilton: Founding Father And Statesman*. Compass Point Books: Minneapolis.
- Hossell, K. (2003). *The United States Constitution*. Portsmouth: Heinemann Library.
- Kallen, S. (2000). *Alexander Hamilton*. New York: Abdo & Daughters Publishing.
- Kent, Z. (2004). *Alexander Hamilton: Creating a Nation*. Berkeley Heights: Enslow Publishers.
- Meisner, J. and Ruth, A. (1999). *American Revolutionaries and Founders of the Nation*. Berkeley Heights: Enslow Publishing.
- Morris, R. (1987). *Witnesses at the Creation: Hamilton, Madison, Jay, and the Constitution*. New York: Henry Holt and Co.
- Oberlin, L. (2001). *The Everything American History Book*. Cincinnati: Adams Media.
- O'Brien, S. (1989). *Alexander Hamilton (World Leaders : Past and Present)*. New York: Chelsea House Publishing.
- Rosenberg, P. (2004). *Alexander Hamilton: Soldier and Statesman*. Chanhassen: Child's World.
- Wallace, M. (2000). *Gotham*. New York: Oxford University Press.
- Whitelaw, N. (2002). *More Perfect Union: The Story of Alexander Hamilton*. Greensboro: Morgan Reynolds Publishing.

### Films

- Manheim, J. and Sabato, L. *Standard Deviants School American Government DVD Super Pack*. Goldhil Educational.
- United States Government – The U.S. Constitution & The Bill of Rights*. Schlessinger Media. (2002). *Schoolhouse Rock*. Walt Disney Home Video.

### Multimedia

- Writing the Constitution*. Social Studies School Service.
- U.S. Constitution*. Multimedia Collections for U.S. History.
- The Constitution – Evolution of a Government*. Teaching With Documents.
- Founding Fathers: The Men Who Shaped Our Nation and Changed the World*. The History Channel.

### Primary Documents

- The U.S. Constitution
- The New York State Constitution

### Fieldwork

-Field trip to the Federal Hall on Wall Street, the site of the first session of Congress

**Internet Sites**

<http://www.house.gov/Constitution/Constitution.html>

<http://bensguide.gpo.gov/3-5/documents/constitution/>

<http://www.socialstudiesforkids.com/subjects/constitution.htm>

<http://www.socialstudiesforkids.com/www/us/alexanderhamiltondef.htm>

[http://www.class.uh.edu/comm/comm\\_law/creating\\_nation/theconstitution.html](http://www.class.uh.edu/comm/comm_law/creating_nation/theconstitution.html)

## Recommended Lesson Topics (a.k.a. Objectives)

1. The purpose of government/types of governments
2. Human nature, John Locke
3. The purpose of the Annapolis Convention
4. The purpose of the Constitutional Convention of 1787
5. The delegates to the Constitutional Convention
6. New York City and the Constitution
7. The Virginia Plan and the New Jersey Plan
8. the Great Compromise
9. the Three-Fifths Compromise
10. Federalists and Anti-Federalists
11. Alexander Hamilton and the Federalist Papers
12. The preamble to the Constitution
13. The basic structure of the United States government
14. Rules for the House and the Senate
15. Rules for the Executive Branch
16. Rules for the Judiciary
17. checks and balances
18. Alexander Hamilton's bank
19. application: Marbury vs. Madison
20. application: the Terry Shiavo case

## Recommended Aims (matched with objectives)

1. Wouldn't it be better if we didn't have governments, since they ruin our fun?
2. Are humans naturally bad or good?
3. Can you fix a broken government?
4. Why did the Americans start all over from scratch?
5. Who helped create the Constitution? Which women, people of color and poor people were involved?
6. Isn't Washington D.C. is the capital of the United States?
7. Should bigger states get more power or each state get equal power?
8. Can you ever be considered less than one person?
9. the Great Compromise
10. Did everyone support the Constitution?
11. How did Alexander Hamilton win New York's support for the Constitution?
12. Did you know that the Constitution has an introduction?
13. How does the Constitution say that the Federal government should be set up?
14. How do you become a Congressperson or a Senator? What would you do as a Senator?
15. How do you become the President? What would you do as the President?
16. How do you become a Supreme Court Justice (judge)? What would you do as a Supreme Court Justice?
17. What happens if the President tries to take complete control?
18. Did Alexander Hamilton have the right to create a bank?
19. Is the Supreme Court more powerful than the Constitution?
20. Should the Supreme Court have made the doctors keep Terry Shiavo alive?

<b>SCHOOL:</b>	<b>TEACHER:</b>
<b>CLASS:</b>	<b>DATE:</b>

### Social Studies Lesson Plan

<b>AIM(S)</b>
Wouldn't it be better if we didn't have governments, since they ruin our fun? Part I.
<b>OBJECTIVE(S)</b>
SWBAT articulate why it is important to have laws and rules to create a stable society.
<b>DO NOW – 2 minutes</b>
Students will take down the aim and objectives and their homework assignment in their notebook.

<b>OPENING/MOTIVATION/ANTICIPATORY SET – 7 minutes</b>	<b>Materials</b>
The teacher will show a 5-minute clip from Disney's "Pinocchio", specifically, the scene where Pinocchio is having fun on Pleasure Island. Students will then give a show of hands to demonstrate how many of them would like to live on Pleasure Island, then give reasons for why they would like to live there. Emphasize accountable talk. The teacher will introduced today's topic and the project which will be completed tomorrow, which is to write a thank you letter to a local politician for keeping our neighborhood orderly.	LCD projector  Pinocchio DVD
<b>INTERACTIVE MINI-LESSON – 7 minutes</b>	chart paper and markers
-The teacher will explain that contrary to what seems like a ploy to ruin innocent fun, laws (a.k.a. rules) and governments are important for a society to function effectively. The teacher will make a connection back to societies that have been discussed in the course thus far, emphasizing that each had a form of government. (e.g. Algonquin and other Native American tribes, Ancient African civilizations, China, and European societies)	
<b>PAIRED WORK – 7 minutes</b>	
The teacher will ask students to form pairs. Each pair will write down at least three scenarios in which living on Pleasure Island might be problematic because of the lack of rules.	
<b>WHOLE GROUP SHARING – 7 minutes</b>	
Each pair will share one or two of their scenarios. These suggestions will be written and displayed on chart paper. Students will also take these suggestions down in their notebooks.	
<b>SUMMARY APPLICATION/CLOSURE – 7 minutes</b>	
The teacher will show the scene in "Pinocchio" where Pinocchio becomes a donkey. Explain that even the writer of the story acknowledged that a society without rules is a bad thing.	
<b>ASSESSMENT – 5 minutes</b>	
Exit Slip: Students will write down at least three reasons for why a society needs rules or laws.	

<b>HOMEWORK</b>
Students must ask an adult at home to give three reasons for why there should be rules and laws in society. The adult should also explain to the student what they predict would happen if these rules did not exist. Students will write down all responses.

<b>SCHOOL:</b>	<b>TEACHER:</b>
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### Social Studies Lesson Plan

<b>AIM(S)</b>
Wouldn't it be better if we didn't have governments, since they ruin our fun? Part II.
<b>OBJECTIVE(S)</b>
SWBAT write draft of a letter to a local politician, thanking her or him for keeping our neighborhood orderly.
<b>DO NOW – 2 minutes</b>
Students will take down the aim and objectives and their homework assignment in their notebook.

<b>OPENING/MOTIVATION/ANTICIPATORY SET – 5 minutes</b>	<b>Materials</b>
Students will once again give a show of hands to demonstrate how many of them would like to live on Pleasure Island. Students will give reasons for their responses, particularly students who changed their minds from yesterday. Emphasize accountable talk. The teacher will remind the students of today's project which will be to write a thank you letter to a local politician for keeping our neighborhood orderly.	overhead projector  chart paper and markers
<b>WHOLE GROUP SHARING – 7 minutes</b>	
-Students will share responses they gathered from adults at home regarding the necessity for rules, which was their previous night's homework. The responses will be written on chart paper and added to the responses given by the students yesterday. Students will add these responses to their notes.	
<b>INTERACTIVE MINI-LESSON – 10 minutes</b>	
-The teacher will explain that local politicians make the laws of society and see to it that they are enforced. -The teacher will explain that they also like when their constituents, particularly students, demonstrate that they want to be part of the political process. One way to get involved in the process is for constituents to write letters to express their ideas and opinions. Today, the students will be writing letters, thanking their political leaders for keeping our neighborhoods orderly. The letters will be sent, in hopes of a response. -A sample letter will be shown on an overhead projector and the teacher will read the letter.	
<b>INDEPENDENT WORK – 15 minutes</b>	
-The teacher will post up the names and address of three local politicians. -The students will write a draft of a letter to one of the three politicians. The first paragraph will be an introduction of themselves and why they are writing this letter. The next three paragraphs of the letter will include reasons for why they are thankful for the politician doing his or her job. These reasons will be taken from the chart paper with the list of reasons that had been developed over the last two days. The fifth and final paragraph will include some sort of an encouragement.	
<b>SUMMARY APPLICATION/CLOSURE – 7 minutes</b>	
The teacher will explain that writing letters to one's political leaders is an exercise in citizenship and will be connected to the class theme of "America: Rights and Responsibilities".	

<b>HOMEWORK</b>
Complete the first draft of the letter.

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### Social Studies Lesson Plan

<b>AIM(S)</b>
How did Alexander Hamilton win New York's support for the Constitution? Pt. I
<b>OBJECTIVE(S)</b>
SWBAT research the answer to four questions about Alexander Hamilton's life in preparation for writing a eulogy to be read at the Trinity Church Cemetery, where Hamilton is buried.
<b>DO NOW – 2</b>
Students will take down the aim and objectives and their homework assignment in their notebook.

<b>OPENING/MOTIVATION/ANTICIPATORY SET – 7 minutes</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>-The teacher will read a eulogy of Francis Callahan, a captain in the New York City Fire Department who perished in the wake of 9/11 in the World Trade Center.</li> <li>-The teacher will then explain to the students that they will be writing a eulogy for Alexander Hamilton, out of which the best three will be read aloud during a class field trip to his burial site at Trinity Church Cemetery in lower Manhattan.</li> </ul>	(see attached list of books on Alexander Hamilton)
<b>INTERACTIVE MINI-LESSON – 8 minutes</b>	Eulogy of Captain Francis Callahan
<ul style="list-style-type: none"> <li>-The teacher will facilitate a discussion in which students will comment on the features of the eulogy that they found to be of interest.</li> <li>-The teacher will then explain to the students that a eulogy is a written tribute or speech which is given to commemorate someone who has passed away, usually highlighting accomplishments.</li> <li>-The teacher will explain that Alexander Hamilton was a very important New Yorker who helped to set up the United States and eventually became the president.</li> <li>-The teacher will post up definitions of pertinent vocabulary words, such as founding fathers, delegate, Constitution, and ratification.</li> </ul>	Laptops with internet access
<b>PAIRED WORK – 20 minutes</b>	
<ul style="list-style-type: none"> <li>-In pairs, students will use the textbook, the internet, and several books about Alexander Hamilton (age appropriate) to answer the following questions, including dates.</li> <li>1. Where was Alexander Hamilton born and what was his life like growing up?</li> <li>2. What were two important things he did that led to him becoming a delegate to the Constitutional Convention?</li> <li>3. What were four things he did to create support for the Constitution?</li> <li>4. What were two of his roles after the Constitution was ratified?</li> </ul>	
<b>SUMMARY APPLICATION/CLOSURE – 5 minutes</b>	
The teacher will remind the students that this research is being conducted in preparation for writing a eulogy for to be read at the Trinity Church Cemetery, where Hamilton is buried, and that they will be writing the eulogy tomorrow.	

<b>HOMEWORK</b>
Students will use the notes they took today to create a timeline of Hamilton's life.

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### Social Studies Lesson Plan

<b>AIM(S)</b>
How did Alexander Hamilton win New York's support for the Constitution? Pt. II
<b>OBJECTIVE(S)</b>
SWBAT write a eulogy for Alexander Hamilton, to be read at the Trinity Church Cemetery, where Hamilton is buried.
<b>DO NOW – 2</b>
Students will take down the aim and objectives and their homework assignment in their notebook.

<b>OPENING/MOTIVATION/ANTICIPATORY SET – 10 minutes</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>- The teacher will collect the students' timelines.</li> <li>-The teacher will explain that the class will be watching a short clip about some of the founding fathers, including about Alexander Hamilton. Students will take notes on information that answers any of the four questions from the previous lesson.</li> <li>-Teacher will show a clip from The History Channel's "Founding Fathers: The Men Who Shaped Our Nation and Changed the World".</li> </ul>	DVD: Founding Fathers - The Men Who Shaped Our Nation and Changed the World  eulogy of Captain Francis Callahan  overhead projector
<b>INTERACTIVE MINI-LESSON – 5 minutes</b>	
<ul style="list-style-type: none"> <li>-The teacher will inform the students that they will be writing a draft of a eulogy today for Alexander Hamilton's life, much like the eulogy that was read yesterday for Francis Callahan, a captain in the New York City Fire Department who perished in the wake of 9/11 in the World Trade Center.</li> <li>-The teacher will explain that once the final drafts of the eulogies are collected, the best three (based on the rubric) will be read at the Trinity Church Cemetery, where Hamilton is buried, when the class takes a field trip next week.</li> <li>-The teacher will tell the students that there will be a short quiz at the end of this period, for which the students must write down four ways in which Alexander Hamilton created support for the Constitution.</li> </ul>	
<b>INDEPENDENT WORK – 20 minutes</b>	
<ul style="list-style-type: none"> <li>-The teacher will project a copy of the eulogy of Captain Francis Callahan using an overhead projector.</li> <li>-The teacher will instruct students to write a one-page eulogy for Alexander Hamilton from the notes they gathered from their research yesterday, as well as the information collected from the DVD on the founding fathers. The eulogy must follow the following format:               <ol style="list-style-type: none"> <li>1. Where was Alexander Hamilton born/what was his life like growing up? (1 paragraph)</li> <li>2. What were two important things he did that led to him becoming a delegate to the Constitutional Convention? (one paragraph)</li> <li>3. What were four things he did to create support for the Constitution? (two paragraphs)</li> <li>4. What were two of his roles after the Constitution was ratified? (one paragraph)</li> </ol> </li> </ul>	
<b>SUMMARY APPLICATION/CLOSURE – 5 minutes</b>	
Students will take a short quiz. They must write down four ways in which Alexander Hamilton created support for the Constitution.	

<b>HOMEWORK</b>
Students will continue to work on their eulogies.

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### Social Studies Lesson Plan

<b>AIM(S)</b>
How does the Constitution say that the Federal government should be set up?
<b>OBJECTIVE(S)</b>
SWBAT create a flowchart/graphic organizer which depicts the three branches of government, which bodies occupy each of the three branches, and what each branch does.
<b>DO NOW – 2 minutes</b>
Students will take down the aim and objectives and their homework assignment in their notebook.

<b>OPENING/MOTIVATION/ANTICIPATORY SET – 10 minutes</b>	<b>Materials</b>
The teacher will show the cartoon “Three-Ring Government” from the Schoolhouse Rock series. Students will comment and discuss on what they saw, emphasizing how the Federal government is organized.	LCD projector
<b>INTERACTIVE MINI-LESSON – 12 minutes</b>	DVD – Schoolhouse Rock “Three-Ring Government”
-The teacher will explain that each student will be creating some sort of an illustration which explains how the Federal government is set up, according to the U.S. Constitution. -The teacher will instruction students to take notes on the upcoming read aloud and the second showing of the “Three-Ring Government”. Students should be looking for the names of the three branches of government, which bodies occupy each of the three branches, and what each branch does. -The teacher will conduct a read aloud from a large picture book called “The Branches of Government” by Michael Amaya. The book contains large illustrations and large type, and is written from the perspective of a cartoon eagle who gives the reader a “bird’s-eye view” of the Federal government. It effectively depicts the branches of government, which bodies occupy each of the three branches, and what each branch does. Students will take notes. -The teacher will show “Three-Ring Government” again, and students will take notes.	white paper art supplies
<b>WHOLE GROUP SHARING – 5 minutes</b>	
The teacher will place a blank graphic organizer depicting the three branches of government on an overhead projector. The teacher and students, as a class, will discuss and fill in the names of the three branches of government, which bodies occupy each of the three branches, and what each branch does.	
<b>INDEPENDENT WORK – 10 minutes</b>	
Students will begin to create their own graphic organizer which depicts the three branches of government. They will have the freedom to choose their own metaphor: tree branches, branches of a river, limbs in a body, or etc. But each organizer must show that each of the three branches is connected to the same organization.	
<b>ASSESSMENT – 3 minutes</b>	
Exit Slip: Students will draw a rough sketch of the three branches of government, which bodies occupy each of the three branches, and what each branch does.	

<b>HOMEWORK</b>
Students will complete their graphic organizers.