Name of Lesson: U.S. Government ~Day 1

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| Grade Level: 5th Grade | Subject: Social Studies | Prepared By: Teju Shearer |

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| Learning Event | Instructor Guide | Instructional Activities | Instructional Materials |
| **Gaining Attention**  **Goal**  **Recall**  **New Content**  **Guided Learning**  **Practice**  **Feedback**  **Assessment**  **Transfer** | **Group** students 4 groups of 8-9 students. **Pass** out one game to each group and allow them 10 minutes to play. (**Do not** answer questions about the game, give hints, or help them in any way) [10 min]  **Debrief** as a whole class their experience playing a game without rules. **Create** a mind map on the board of student responses. **Help** them come to the conclusion that, as a society, we need rules, a system of government, and checks and balances so that no one is unfairly or unjustly treated and so that our individual rights are protected. [5 min]  **Tell** students that we are starting a unit on the U.S. Government and that today they will learn about rules of United States and where they came from (Constitution). They should be able to explain what the Preamble is and what it is says by the end of the lesson. [2-3 min]  **Remind** students what the colonists just went through to be able to write the Constitution. [3 min]  **Prepare and show** video School House Rock Preamble [2:46] (V1). After the video, have students do a **Think-Pair- Share** explaining the Preamble to their partner. While they are discussing, **walk** around the room and listen to discussions.  **Clarify** as necessary. [5 min]  **Pass** out worksheet (1A). **Explain** that they need to look up each word and write a kid-friendly definition. **Tell** them that there may be several word meanings for each word on their list, and they are to choose the definition that best fits the meaning used in the Preamble.  **Model**  the process for the word “general” thinking aloud as you write the appropriate definition on the board. [20 min]  As students are working, **walk around** and monitor student work for accuracy.  **Discuss**  various answers that the students have come up with. Make sure that all students are ready to move on and rewrite the Preamble.  **Collect** completed worksheets and check for accuracy.  **Encourage** students to share their kid-friendly Preambles with the rest of the class. | Students play a game  Students participate in a teacher-led discussion: all answers are written on the board  Have students pair up and quickly discuss the events of the American Revolution  Students watch video on the preamble  Students explain the Preamble to a partner.  Students look up words in the dictionary and supply new definitions  Using their new definitions students will create a Preamble written in kid-friendly language. | Game sets  White board marker  Dictionaries for each student  Projector, computer with internet access  Preamble Video (V1):  <http://www.youtube.com/watch?v=30OyU4O80i4>  Preamble Worksheet (1A)  Preamble Worksheet Answer Key (1B) |
| **Goal** |  |  |  |