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| **Lesson Title**: Language Arts Social Studies (The Constitution) | **Level of Lesson:** NRS Level 4 and 5 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| Reading | * 4.R.RH.4
* 4.R.RH.8
* 4.R.RH.13
* 5.R.RH.4
* 5.R.RH.12
 |
| Writing | * 4.W.RB.1
* 4.W.WL.2
* 4.W.WL.6
 |
| Speaking | * 4.S.CC.1
* 5.S.CC.1(a)
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | □ Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:* •Illustrate the structure, function, and powers of the government in the United States•Describe how the Constitution of the United States provides separation of powers and checks and balances.•Examine the famous phrases of the Declaration of Independence.•Discuss the purpose and structure of the Declaration of Independence•Differentiate between the Declaration of Independence and the U.S. Constitution •Apply concepts to successfully pass the U.S. Constitution test |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:*** Students will be able to review all articles independently**.**
* There will be class discussion on the articles.
* Students will have the opportunity to review materials with the instructor and take a quiz as a group.
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| **Key Vocabulary**: <https://www.enchantedlearning.com/wordlist/constitution.shtml> |
| **Instructional Materials:**Textbooks or online curriculum: •Study Guide Quiz•Constitution Test•Abraham Lincoln’s “Gettysburg Address,” the Declaration of Sentiments, •Martin Luther King’s “I Have A Dream” speech.Websites: * Student Activity Sheet: Investigating the Declaration of Independence

[https://www.warrencountyschools.org/userfiles/2619/my%20files/student%20activity%20sheet-%20investigating%20the%20declaration%20of%20independence%2](https://www.warrencountyschools.org/userfiles/2619/my%20files/student%20activity%20sheet-%20investigating%20the%20declaration%20of%20independence%252)* ***Teaching with Documents***

<https://www.docsteach.org/topics/constitution>* ***MLK I Have a Dream speech***

<https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>* ***Gettysburg Address***

<https://www.ourdocuments.gov/doc.php?flash=false&doc=36&page=transcript>* ***Declaration of Sentiments***

<https://www.nps.gov/wori/learn/historyculture/declaration-of-sentiments.htm>* Common Core Social Studies, McGraw-Hill (textbook)
* Rubric
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| **Lesson Activities:** * Using the prompt: ***“How do these documents show the ideas of the Declaration of Independence’s influence throughout American history? “Use textual Information to support your response.***
* Review of Study Guide Questions
* Making Flash Cards
* Practice test
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| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:** * Videos
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| **Performance Tasks:*** Completing U.S. Constitution Study Guide
* Classroom discussions
* Group activities
* Electoral College Activity with video

<https://youtu.be/W9H3gvnN468> |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:*** Rubric
* Graded assignments
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| **Notes:** |