

Domain-Based Unit Overview

Title of Domain: United States Constitution, Grade 4

Learning Time: 12 days

Big Idea

The Declaration of Independence and the U.S. Constitution set forth the basic values and principles of American Democracy.

What Students Need to Learn

- Main Ideas behind the Declaration of Independence
 - The proposition that “All men are created equal”
 - The responsibility of government to protect the “unalienable rights” of the people - Natural rights: “Life, liberty, and the pursuit of happiness”
 - The “right of the people . . . to institute new government”
- Making a New Government: From the Declaration to the Constitution
 - Definition of “republican” government: republican = government by elected representatives of the people
 - Articles of Confederation: weak central government
 - “Founding Fathers”: James Madison as “Father of the Constitution”
 - Constitutional Convention:
 - Arguments between small and large states
 - The divisive issue of slavery, “three-fifths” compromise
 - Ratification
 - Federalists and Anti-Federalists
- The Constitution of the United States
 - Preamble to the Constitution: “We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”
 - The separation and sharing of powers in American government: three branches of government
 - Legislative branch: Congress = House of Representatives and Senate, makes laws
 - Executive branch: headed by the president, carries out laws

- Judicial branch: a court system headed by the Supreme Court, itself headed by the chief justice, interprets the laws and the provisions of the Constitution.
- Checks and balances, limits on government power, veto, and veto override
- The Bill of Rights: first ten amendments to the Constitution, including freedom of religion, speech, and the press (First Amendment); protection against “unreasonable searches and seizures” (Fourth Amendment); the right to “due process of law” (Fifth Amendment); the right to trial by jury (Sixth Amendment); protection against “cruel and unusual punishment” (Eighth Amendment)
- Functions of government in the United States at the national, state, and local levels
 - Identify current government officials including president and vice president of the United States, and your state’s governor
 - State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land); three branches of state government (just like the national government)
 - Local governments: purposes, functions, and officials
 - How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
 - How people can participate in government

MN Academic Standards

None

Pre-Assessment

Create a KWL Chart for students to write what they know about the United States Constitution. They will also record things they want to learn about the United States Constitution. This will be on display for the remainder of the unit. The class will revisit the “L” portion of the chart at the end of the unit.

Domain Lesson 1	Day 1 - “The Idea of Self-Rule”
MN Academic Standards	<i>N/A</i>

Objectives	<p>✓ Identify the main ideas contained in the Declaration of Independence. (RI.4.2)</p> <p>✓ Summarize events leading up to the formation of a national government. (RI.4.3)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>self-determination, liberty, right, unalienable, consent, and deliberate.</i> (RI.4.4)</p>
Vocabulary	<i>self-determination, liberty, right, unalienable, consent, and deliberate</i>
Procedure	<ul style="list-style-type: none"> ● Display AP 1.1 (13 colonies map) and have students identify the colonies - remind students of what we learned from the American Revolution unit and that we will learn about what happened after to establish an independent government ● Introduce “The Idea of Self-Rule” <ul style="list-style-type: none"> ○ Students think-pair-share a definition for self-rule ● Introduce reader ● Guided reading Ch. 1 - pgs 2-9 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What does self-government mean, and why was it such a revolutionary idea?” ● AP 1.2 ● AP 1.3
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Day 2 - “New Constitutions for the States”
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MN Academic Standards	<i>N/A</i>
Objectives	<p>✓ Explain the purpose of a constitution and its relationship to other laws. (RI.4.2)</p> <p>✓ Explain how the former thirteen colonies formed state governments, and describe the form of those governments. (RI.4.3)</p> <p>✓ Compare fundamental ideas and characteristics in early state constitutions. (RI.4.2)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>assemble, term, republic, provision, and conscience</i>; and of the phrase “trial by jury.” (RI.4.4)</p>
Vocabulary	<i>assemble, term, republic, provision, and conscience</i> ; and of the phrase “trial by jury.”
Procedure	<ul style="list-style-type: none"> ● Use timeline cards 1-4 to review the American Revolution and Declaration of Independence ● Have students share main ideas of the Declaration of Independence ● Guided reading Ch. 2 - pgs 10-19 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What is a republic or a republican form of government?” ● Have students choose one of the core vocabulary words and write a sentence using the term. Students share responses.
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>“trial by jury.”</i>

Writing	<i>If Applicable</i>
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Domain Lesson 3	Day 3 - “The Articles of Confederation”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize the provisions of the Articles of Confederation. (RI.4.2) ✓ Contrast powers under the Articles of Confederation with powers under state constitutions. (RI.4.2) ✓ Describe actions taken by the Second Continental Congress. (RI.4.3) ✓ Understand the meaning of the following domain-specific vocabulary: <i>delegate, confederation, treaty, and alliance</i>. (RI.4.4)
Vocabulary	<i>delegate, confederation, treaty, and alliance.</i>
Procedure	<ul style="list-style-type: none"> ● Review timeline cards from ch. 1 & 2 ● Review who the governor and capital is of our state ● Guided reading Ch. 3 - pgs 20-27 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why did the lack of central government prove to be a problem?” ● State Constitutions and The Articles of Confederation <ul style="list-style-type: none"> ○ Create a Venn Diagram comparing the two
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Day 4 - “Planning a New Constitution”
MN Academic Standards	<i>N/A</i>
Objectives	<p>✓ Summarize and explain the significance of the Northwest Ordinance. (RI.4.2)</p> <p>✓ Explain why Alexander Hamilton, James Madison, and George Washington wanted to replace the Articles of Confederation. (RI.4.2)</p> <p>✓ Summarize events leading up to the Constitutional Convention. (RI.4.3)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>ordinance</i> and <i>politics</i>. (RI.4.4)</p>
Vocabulary	<i>ordinance</i> and <i>politics</i> .
Procedure	<ul style="list-style-type: none"> ● Refer to Ch. 3 timeline cards to review the nature of the Articles of Confederation ● Guided reading Ch. 4 - pgs 28-35 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why did James Madison and Alexander Hamilton think a stronger central government was needed?” ● AP 4.1 ● AP 4.2 - domain vocabulary ch. 1-4
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>

Writing	<i>If Applicable</i>
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Domain Lesson 5	Day 5 - “Waiting in Philadelphia”
MN Academic Standards	<i>N/A</i>
Objectives	<p>✓ Summarize the events at the start of the Constitutional Convention. (RI.4.3)</p> <p>✓ Identify significant figures who attended—and did not attend—the Constitutional Convention. (RI.4.2)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>ambassador</i>. (RI.4.4)</p>
Vocabulary	<i>ambassador</i>
Procedure	<ul style="list-style-type: none"> ● Review 1.1 map and remind students that the colonies no longer existed as colonies in 1787 - have students locate Philadelphia on the map and explain why the convention would be held there. ● Guided reading Ch. 5 - pgs 36-43 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What does the author mean by ‘they had come to try to give that young nation a more secure future’?” ● Students write and share a sentence using the word: ambassador
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>

Writing	<i>If Applicable</i>
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Domain Lesson 6	Day 6 - “Some Major Decisions”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize important decisions made at the start of the Constitutional Convention. (RI.4.3) ✓ Describe the provisions of the Virginia Plan. (RI.4.2) ✓ Explain responses to the Virginia Plan. (RI.4.2) ✓ Contrast the Virginia Plan and the New Jersey Plan. (RI.4.2)
Vocabulary	<i>N/A</i>
Procedure	<ul style="list-style-type: none"> ● Review main events from Ch. 5 ● Guided reading Ch. 6 - pgs 44-49 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What was the Virginia Plan, and why might some delegates have objected to it?” ● Have several students share their responses
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Day 7 - “Checks, Balances, and Compromises”
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe how a federal system works. (RI.4.2) ✓ Explain the significance of the separation of powers and checks and balances among three branches of government. (RI.4.2) ✓ Explain the terms of the Great Compromise and the Three-Fifths Compromise. (RI.4.2) ✓ Understand the meaning of the following domain-specific vocabulary: <i>federal, legislative, executive, judicial, and compromise</i>. (RI.4.4)
Vocabulary	<i>federal, legislative, executive, judicial, and compromise.</i>
Procedure	<ul style="list-style-type: none"> ● Review Ch. 6 and timeline cards ● Guided reading Ch. 7 - pgs 50-59 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What were the main challenges that had to be overcome in order to create a new constitution?” ● AP 7.1 ● AP 7.2 ● AP 7.3
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Day 8 - “The Convention Completes Its Work”
MN Academic Standards	<i>N/A</i>
Objectives	<p>✓ Explain the steps in the ratification process. (RI.4.3)</p> <p>✓ Explain the significance of the Preamble to the Constitution. (RI.4.2)</p> <p>✓ Describe what authority the Constitution gave the federal government. (RI.4.2)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>posterity</i>. (RI.4.4)</p>
Vocabulary	posterity
Procedure	<ul style="list-style-type: none"> ● Review Ch. 7 ● Guided reading Ch. 8 - pgs 60-67 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What steps were put in place to ratify the Constitution?” ● AP 8.1 - domain vocabulary ch. 5-8
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Day 9 - “The States Ratify”
MN Academic Standards	<i>N/A</i>

Objectives	<ul style="list-style-type: none"> ✓ Summarize the viewpoints of Federalists and Anti-Federalists. (RI.4.2) ✓ Explain how the Constitution came to be ratified. (RI.4.3) ✓ Describe the events that led to passage of the first ten amendments. (RI.4.3) ✓ Summarize key provisions of the Bill of Rights. (RI.4.2)
Vocabulary	N/A
Procedure	<ul style="list-style-type: none"> ● Review Ch. 8 - ratification process ● Guided reading Ch. 9 - pgs 68-77 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “Why was it considered essential to have a Bill of Rights added to the U.S. Constitution?” ● Play “Bill of (Your) Rights” song and sing and listen as a class, discuss the song and review
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Day 10 - “Our Constitution Today”
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ✓ Describe enduring strengths of the Constitution. (RI.4.2) ✓ Explain the four guiding principles of the Constitution. (RI.4.2)

	<p>✓ Compare and contrast powers of the federal government and state government under the Constitution. (RI.4.2)</p> <p>✓ Understand the meaning of the following domain-specific vocabulary: <i>immigration</i> and <i>impeach</i>. (RI.4.4)</p>
Vocabulary	<i>immigration</i> and <i>impeach</i>
Procedure	<ul style="list-style-type: none"> ● Review major principles in the Constitution <ul style="list-style-type: none"> ○ federal system ○ separation of powers ○ checks and balances ○ unalienable rights ● Guided reading Ch. 10 - pgs 78-85 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “What are some of the reasons for the success of the Constitution and its survival for more than two hundred years?” ● AP 10.1 ● It’s Your Turn - online game regarding constitution
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	Day 11 - Review
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> ● Show what I know about The U.S. Constitution by answering questions correctly ● Identify the meaning of domain specific vocabulary

Vocabulary	<p>self-determination, liberty, right, unalienable, consent, deliberate “trial by jury,” assemble, term, republic, provision, conscience delegate, confederation, treaty, alliance</p> <p>ordinance, politics</p> <p>ambassador</p> <p>federal, legislative, executive, judicial, compromise posterity</p> <p>immigration, impeach</p>
Procedure	<ul style="list-style-type: none"> • Students participate in a jeopardy style review of content with their groups
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	Day 12 - Unit Assessment
MN Academic Standards	<i>N/A</i>
Objectives	<ul style="list-style-type: none"> • Show what I know about The U.S. Constitution by answering questions correctly • Identify the meaning of domain specific vocabulary
Vocabulary	<p>self-determination, liberty, right, unalienable, consent, deliberate “trial by jury,” assemble, term, republic, provision, conscience delegate, confederation, treaty, alliance</p> <p>ordinance, politics</p> <p>ambassador</p> <p>federal, legislative, executive, judicial, compromise posterity</p>

	immigration, impeach
Procedure	<ul style="list-style-type: none"> • Students complete the U.S. Constitution Assessment
Poetry	<i>If Applicable</i>
Nonfiction	The United States Constitution Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>