

**Domain-Based Unit Overview**

**Title of Domain: Making the Constitution, Grade 2**

**Learning Time: 10 days**

**Big Idea**

*The U.S. Constitution has influenced democratic governments throughout the world. It has lasted longer than any other written national constitution in the world.*

**What Students Need to Learn**

- Why the American colonists fought the British in the American Revolutionary War.
- The difficulties and challenges that the Americans faced at the end of the American Revolutionary War.
- That the Constitution was created so that Americans would have written provisions giving power to the new American government and describing how it would work.
- That the men who wrote the Constitution often had different opinions and did not always agree with one another.
- The importance of compromise in creating the Constitution.
- That James Madison is called the Father of the Constitution.
- That the Constitution is considered the highest law of the United States of America.
- That “We the People...” are the first three words of the Constitution; this phrase means that the government gets its power to make laws from the people - not a king or president - and that the people decide what laws there should be.
- That the first ten amendments to the Constii

**MN Academic Standards**

*2.1.2.2.1 Explain the importance of constitutions.*

*2.1.4.7.1 Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.*

*2.4.1.2.1 Use historical records and artifacts to describe how people’s lives have changed over time.*

**Pre-Assessment**

*We will complete a KWL on what students already know about the Constitution. Throughout the unit we can add to what they learned and would still like to learn about the Constitution of the United States.*

<b>Domain Lesson 1</b>	Introduction to Making the Constitution
<b>MN Academic Standards</b>	2.1.2.2.1
<b>Objectives</b>	Explain how the United States changed from the time of the Pilgrims to the Revolutionary War.
<b>Vocabulary</b>	Colonies, American Revolution, and Declaration of Independence.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-Locate the United States of America on a map or globe.</li> <li>-Review that Native Americans were the first groups of people to live in the United States.</li> <li>-Locate Europe and Great Britain on a map or globe. Review that Pilgrims traveled from Great Britain to the United States for religious freedom.</li> <li>-Review the original thirteen colonies, the First Continental Congress, and the American Revolutionary War, and the signing of the Declaration of Independence.</li> <li>-Give each student a copy of the Student Book.</li> <li>-Allow students to flip through the book and look at the pictures.</li> <li>-Give students a chance to add questions that they want to learn more about to their KWL chart. .</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Chapter 1 - Life After the American Revolutionary War
<b>MN Academic Standards</b>	2.1.2.2.1
<b>Objectives</b>	<p>Explain why the American colonists fought the British in the American Revolutionary War.</p> <p>Explain the difficulties and challenges that the Americans faced at the end of the American Revolutionary War.</p>
<b>Vocabulary</b>	Independence, government, colonies, and states.
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-Review what students learned in the previous lesson about the history of the United States. .</li> <li>-Give each student a copy of the Student Book.</li> <li>-Read “Chapter 1: Life After the American Revolutionary War” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.</li> </ul>

	-Ask literal and evaluative questions following the chapter and think-pair-share with students about why life in America was difficult after the American Revolutionary War.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	Chapter 2 - Writing the Constitution
<b>MN Academic Standards</b>	2.1.2.2.1
<b>Objectives</b>	Understand that the Constitution was created so that Americans would have a written set of rules describing how the new American government would work. Understand that the men who wrote the Constitution often had different opinions and did not always agree with one another.
<b>Vocabulary</b>	Constitution, convention, president, compromise, documents, and Founding Fathers.
<b>Procedure</b>	-Review with students what they learned in chapter 1 of the Student Book. -Give each student a copy of the Student Book. -Read “Chapter 2: Writing the Constitution” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about what the state leaders who met in Philadelphia in 1787 did.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	Chapter 3 - Debating the Constitution
<b>MN Academic Standards</b>	2.1.2.2.1
<b>Objectives</b>	Understand why some Americans were worried about creating the Constitution. Explain why many Americans wanted the Constitution to include a bill or rights.
<b>Vocabulary</b>	Debating, liberty, national government, rights, freedom of religion, and freedom of speech.

<b>Procedure</b>	-Review with students what they learned in chapters 1 and 2 of the Student Book. -Give each student a copy of the Student Book. -Read “Chapter 3: Debating the Constitution” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about why some Americans wanted a bill of rights.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Chapter 4 - Explaining the Constitution
<b>MN Academic Standards</b>	2.1.2.2.1
<b>Objectives</b>	Understand that the Constitution is considered the highest law of the United States of America. Understand that the first ten amendments to the Constitution are called the Bill of Rights. .
<b>Vocabulary</b>	Elected, vote, Congress, law of the land, and amendments.
<b>Procedure</b>	-Review with students what they learned in chapter 3 of the Student Book. -Give each student a copy of the Student Book. -Read “Chapter 4: Explaining the Constitution” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about what James Madison, John Jay, and Alexander Hamilton did to help Americans understand the Constitution.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 6</b>	Chapter 5 - A Closer Look at the Constitution
<b>MN Academic Standards</b>	2.1.2.2.1 2.4.1.2.1

<b>Objectives</b>	Recognize that “We the people...” are the first three words of the Constitution, and understand that this phrase means that the people - not a king or president - decide what laws there should be.
<b>Vocabulary</b>	National Archives and above the law.
<b>Procedure</b>	-Review with students what they learned in chapter 4 of the Student Book. -Give each student a copy of the Student Book. -Read “Chapter 5: A Closer Look at the Constitution” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about why it is important to be able to amend, or change, the Constitution.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Review Day
<b>MN Academic Standards</b>	RI.2.1, SL.2.2, L.2.4, L.2.5
<b>Objectives</b>	<i>--Students review information in preparation for the domain test.</i>
<b>Vocabulary</b>	-Vocabulary for the entire domain
<b>Procedure</b>	-Students will review vocabulary and main concepts from the entire unit.
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 8</b>	Unit Assessment
<b>MN Academic Standards</b>	RI.2.1, SL.2.2, L.2.4, L.2.5
<b>Objectives</b>	-Students will take the domain assessment
<b>Vocabulary</b>	-vocabulary from entire domain
<b>Procedure</b>	-students will take the domain assessment
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 9</b>	Classroom Constitution Day 1
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<b>MN Academic Standards</b>	RI.2.1, SL.2.3
<b>Objectives</b>	Students will come up with rights and rules for a classroom
<b>Vocabulary</b>	vocabulary for the entire domain
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-students will review the rights and rules from the United states Constitution</li> <li>-Students will review the difference between rights and rules and the importance of both</li> <li>-Students will create their own rights and rules for the classroom independently</li> <li>-Students will give reasons for listing their rights and rules for the classroom</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 9</b>	Classroom Constitution Day 2
<b>MN Academic Standards</b>	RI.2.1, SL.2.3
<b>Objectives</b>	Students will use the rights and rules they created to create a whole class constitution
<b>Vocabulary</b>	Vocabulary for the entire domain
<b>Procedure</b>	<ul style="list-style-type: none"> <li>-Students create a list of all of their rights and rules from the previous day, as a whole class.</li> <li>-Students will determine what rights and rules are best suited for the entire class</li> <li>-Students can debate on why certain rules and rights are needed in a classroom.</li> <li>-The writer will create the mass student constitution</li> <li>-When all students agree on the rights and rules for the classroom, all students will sign the classroom constitution</li> <li>-The constitution will be hung up in the classroom for all students and staff to see.</li> </ul>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction</b>	<i>If Applicable</i>
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>