

Rhymes for Rights

Unit Focus

This unit will consider enduring understandings from the Social Studies and English Language Arts standards. Activities will require students to consider the challenges faced by the thirteen colonies once they formed a new nation, analyze the structural components of poetry, prose and drama, identify the organizational structures in non-fiction and conduct basic research. By the end of the unit, students should be able to conduct research on a topic and synthesize information from at least two sources, explain the challenges faced by the early United States, identify and discuss prominent historic figures, identify the organizational structure used in non-fiction text and differentiate between drama, poetry and prose using structural elements.

Standards/Elements:

SS4H5 The student will analyze the challenges faced by the new nation.

- a. Identify the weaknesses of the government established by the Articles of Confederation.
- b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.
- d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791.
- e. Describe the causes and events of the War of 1812; include burning of the Capitol and the White House.

SS4CG1 The student will describe the meaning of

- b. “We the people” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.

SS4CG5 The student will name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness).

ELACC4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

ELACC4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

ELACC4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

ELACC4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

ELACC4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Questions/Enduring Understanding

The student will understand how and why poems, drama and poetry are different and alike.

- Why is poetry written?
- How are poets different from other writers?
- What are some visually recognizable elements of a poem?
- How can you differentiate between prose, drama and poetry?
- What are the essential components of prose, drama or poetry?
- What are the different types of poems?
- Why are different types of poetry written?

The student will explore the challenges faced by the newly formed United States.

- What were some of the major issues that led the colonies to seek emancipation from Britain?
- Is it easy to fix problems? What is needed to fix problems?
- What were some of the major challenges faced by the United States after declaring independence from Britain?
- Which figures were relevant to the creation of government for the United States?
- How did the Articles of Confederation fail to meet the needs of the new nation?
- What was the purpose and result of the Constitutional Convention?
- What two prior plans led to the Great Compromise/Connecticut Compromise?
- Which rights were excluded from the Constitution initially?
- Why was creation of the Bill of rights necessary?

The student will conduct research and demonstrate understanding of the process.

- Why would you need to do research?
- What are some key principles to conducting sound research?
- How many sources should be considered while doing research?
- How can you determine the trustworthiness of a resource?
- Why should you carefully evaluate sources?

- How do you properly give credit to a source?

Assessment Plans

1. Problem Solver

Choose one weakness from the Articles of Confederation. Consult at least two sources and explain the difficulty the weakness posed to the new nation and suggest a possible solution.

Modification:

Check out texts (see suggestions below) and provide students with websites that discuss the Articles of Confederation in depth. Discuss, then with struggling students create index card with abbreviated information.

2. Limerights

Create limericks that discuss the meaning of the amendments in the Bill of Rights. Have different members of the class create one limerick for each Bill and compile these to help students understand each amendment. Adhere to the poetic structure of a limerick.

Modification

Provide a limerick about the bill of rights that is scrambled. Allow students to unscramble the limerick to demonstrate their understanding.

3. Fun and Games

Your friend is struggling to understand the challenges faced by the new nation of the United States. Come up with a plan for a new video or board game you can create that will help to teach him what he needs to do and improve his knowledge of this standard.

Modification

Print templates for crossword puzzle or cards and work with struggling students in small groups to come up with a game. Provide scaffolded support and reteach where necessary to ensure understanding

Performance Task

1.To the Stage

Draft a play that covers an instrumental moment faced in the construction of a New Nation (Constitutional Convention, Federalist/Antifederalist rallies, Drafting of the bill of Rights). Include important figures and their major contributions. Each play should last approximately 7 minutes and authentically represent the sentiments of the event.

2. Rhythmic Rights

Choose a limerick or set of limericks and record and perform them orally

Modifications

- Students may draw and explain orally or otherwise an instrumental challenge faced by the new nation.

Rubric

Resources

What Are the Articles of Confederation? And Other Questions about the Birth of the United States By Laura Hamilton Waxman

The Articles of Confederation By Blair Belton

The Bill of Rights in Translation what it really Means By Amie Jane Leavitt

The Bill of Rights By Syl Sobel

The Constitution By Patricia Ryon Quiri

Internet Sources

<http://www.loc.gov/rr/program/bib/ourdocs/articles.html>

<http://www.archives.gov/exhibits/charters/charters.html>

<http://www.loc.gov/rr/program/bib/ourdocs/billofrights.html>

<http://constitutioncenter.org/constitution>

PHRASED

Problem Solver Organizer:

Weaknesses of the Articles of Confederation

No power to draft army Inability to collect taxes No power to control interstate commerce

No power to enforce treaties Absence of central court system
No Chief Executive Officer

Weakness Chosen :

Explanation of the Weakness and how it would affect the nation

How could it be changed or amended?



Limerights Modification

The following limerick has been scrambled. Use your knowledge of poetic structure to unscramble the limerick. Then write the limerick correctly below.

Without any pain
With number one I can dislike
I can write and complain
And peacefully strike
That creepy street without lights

Which Amendment does this limerick describe:

Explain this amendment in your own words:

Fun and Games Organizer

*remember your game should help learn about the challenges
faced by the new nation

Name of the Game:

Materials Needed:

Rules of the Game:

(number of players, when they take turns etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

Other:

PHrased