

"Framing the Constitution"

Lesson plans submitted by

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Lesson Plan One:

Goal: Introduce the document “The Constitution of America”

Objective: Students will be able to define and discuss and explain the events leading up to the writing of the Constitution.

Students will establish when it was written, why it was written and who wrote it.

Materials needed, books, handouts, pencils student will seat in a traditional row as this is traditional teaching.

- Students will read the handouts
- Students will then move their seats in to a circle to facilitate discussion on why the Articles of confederation had to be revamped.
- Students will be required to maintain a journal of their thoughts in reference to this change.

Handouts used: pages. 6-10 America's Constitution, (Amar)

The global objective of this unit plan is to have high schools students of history come away with the ability to define, discuss, explain and write about the Framers of the Constitution as well as the Constitution itself.

The students will be able to explain cultural and political differences these men had and how those ideologies affected the writing of the Constitution as a 'brilliant solution' to the make the United States of America become a country 'for the people and ruled by the people'.

The lessons plans will be based upon the information I have gleaned from the TAH class.

It will be inclusive of the primary sources from the books we used in class as well as notes from the illustrious presenters.

Lesson Plan Two

Goal; Introduce the concept of sectional thinking and the effect it had on the language of the Constitution.

Objective: students will be able to define and discuss the ideologies of John Adams Alexander Hamilton and Thomas Jefferson and their impact on the Constitution.

- Materials needed handouts, journals
- Seating arrangement : Circle
- Smart Board available to show photos of the men to facilitate discussion...
- Photos will be deconstructed to glean words such as; statesman. Politician northerner, slave owner...etc.
- p.141 John Adams (paragraph one)
- p267 -270 to discuss Thomas Jefferson

- p117 to discuss Hamilton, paragraph 2-3
Homework/ assessment will to be to write to “who is their least favorite Framers and why using the handouts from the book by Stalof

Lesson Plan Three

Goal: Introduce the federalist papers

Objective; Students will be able to define and discuss what Federalism is and who supported it and why

Students will research the Whiskey Rebellion

Students will research the terms loose constructionist and strict constructionist

This will be done in class on the Smart Board.

Students will debate the terms and be able to discuss if a balance will be able to be attained by these constructionist groups.

Assessment; Students will define the perceived goals of the federalists on paper for homework and then discuss the answers in class

Lesson Plan Four;

Goal: Introduce the concept of Anti federalism

Objective: students will be able to define and identify who the Anti federalists were and what they wanted to accomplish

Students will read in their history book p.202 Pathways to the Present
Hamilton vs. Jefferson”

Students will use prior knowledge to complete a Venn diagram describing their differences and similarities

Assessment the Venn Diagram

Lesson plan five

Goal to : introduce the concept of Compromise regarding the writing of the Constitution

Objective: of this lesson is not only to meet the goals requirements but to comprehend in sophisticated language and historical diatribe Chapter Three ‘A gathering of the Demi Gods’ from of Carol Berkin’s book, “A Brilliant Solution.

This chapter particularly page 58-64 will allow the students to visualize exactly how the Constitution was hammered out.

The students will able to research on the Smart board several delegates such as George Wythe, Richard Henry Lee and Pierce Butler.

This exercise will change the antiseptic perception of the how the Constitution was written.

(i. e. they didn’t really agree on many things.)

Classroom discussion will be the assessment;

Ability to define and identify particular discussions of agreements. (Using the index starting at 503 from Amar's book)

Lesson plan six

Goal to synergize all the information learned this week.

To become a 'community of learners' with the Constitution as the content

The students will be grouped in three's

An opinion essay and a power point presentation on a founding father and his political and personal beliefs will be described and researched in the computer lab.

Students will present their research to the class.

The remaining students will take notes.

All students will be responsible for information that each group has presented.