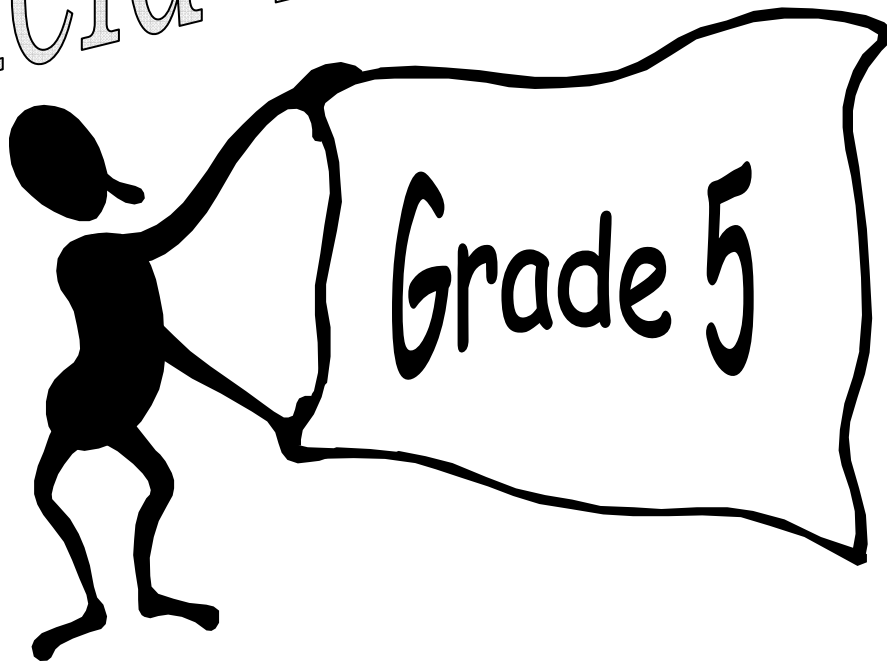


**New York City Department of
Education**

Department of Social Studies

Field-Test Edition



U.S. Government

What Is the Role of the Government?

A Sample Unit of Study

Teachers contributing to this unit are:
Julie Shultze-Sterne and Elise Abegg

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THE NEW YORK CITY DEPARTMENT OF EDUCATION

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Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit reflects the New York State Core Curriculum in Social Studies and makes use of the social studies core libraries offered to all K–8 classrooms in New York City. It also integrates the vast resources of this city, including museums, cultural institutions, and neighborhood walks.

The unit was created using the “backward planning” design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an “essential question,” which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: “What does it mean to be free?” or “What is the role of government?”

Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,



Elise Abegg
Director of Social Studies

NOTE TO THE READER:

Who holds power in the United States? Is power different from authority? Who or what is the source of authority? *What is the role of government?* This a 4-6 week unit of study designed for fifth grade students. The curriculum provides opportunities for students, who are not yet of voting age, to gain understanding of the United States government, historically and conceptually.

Students begin by looking at the geography of the original 13 British colonies and the growth of the country after the creation of the U.S. Constitution. Next, students consider the diverse people of America and the struggle of various groups to be granted all of the rights promised by the Constitution. Finally, students learn about the structure of the government as it is outlined in the Constitution and how this document remains “alive” today.

While using the core library to acquire this historical perspective, students will exercise freedoms of speech and petition by expressing their views on issues of personal interest that fall under the umbrella, “What Issues Concern Us.” Thus reading editorials in the Readers’ Workshop and using the writing process to publish editorials in the Writers’ Workshop can coincide with this unit of study. In addition to publishing individual editorials, students will participate in the research and writing of a public policy problem chosen by the class to be submitted in the Center for Civic Education’s “Project Citizen” competition.

Investigation of geography, people, history, and civics will call upon the students’ higher-order thinking skills as they build their knowledge base while answering the unit’s focusing questions. This process will, in turn, foster careful consideration of the individual citizen’s place within the governance structures of this country, state, and city, addressing the unit’s essential question: *What does it mean to be governed?*

Math

- Timelines
- Statistics
- Census
- Survey
-
-

Diversity/Democracy/Civics

- Studying local government in order to effect change.
- Organizing protests.
- Speaking to local politicians.
- Researching a politician's voting record.
-
-
-

Science/Technology

- Creating a PowerPoint presentation on local issue.
- Studying the effect of the media on elections.
-
-
-

Language Arts

- Reading newspapers, including editorials, op-ed pieces, and letters to editor.
- Reading/writing persuasive essays.
- Writing letters to officials.
- Interviewing.
- Debating issues.
-
-
-

History/Primary Resources/Artifacts

- Examining multiple perspectives
- Maps, timelines, graphs
- Three branches of government

Important People:

- President, governor, mayor
- Congress, state assembly, city council
- Judges

Important Events:

- Writing and ratification of Constitution
- Amendments

Social Studies Unit Focus

U.S.
Government

Physical Education/Health

- Studying health policy.
- Examining health issues in the community.
-
-
-

Dance/Music/Drama

- Role-playing different perspectives.
- Listening to and/or writing protest songs.
-
-
-

Visual Arts

- Creating political cartoons, highlighting one of the constitutional amendments.
- Analyzing/creating murals.
- Creating tiles that illustrate a phrase from the Bill of Rights.
-

What is the role of government? A sample unit of study

FIELD TEST EDITION 1.0

FINAL PROJECT

What problems exist in your community? What alternatives are there to this problem? Should a new policy be written to handle this problem? What sort of plan would you use to help your plan be put into action? Would your plan run up against any Constitutional issues?

These are questions the average fifth grader might not have an answer to. However, when fifth graders learn the history and significance of the U.S. Constitution, their curiosity becomes the base for knowledge on how to tackle local problems peacefully and meaningfully. The Center for Civic Education's "Project Citizen" program provides the framework necessary for students to research one problem cooperatively relating to the spending of public money. Once a problem is identified, students research alternatives and statistics to find out what others are doing to alleviate this and similar problems. Finally, they write their own suggested policy and present an action plan that argues why their policy follows the spirit of the Constitution. Activities within the unit of study paralleled with those in a genre study of editorials prepare students to understand their potential roles in a participatory democracy.

In addition to this multi-disciplinary final project, students could create an illustration of a phrase from the Bill of Rights, transfer a sketch onto a 12-inch by 12-inch tile, and paint the image. All tiles could be known collectively as the "Walk of Freedom," and could be installed permanently in a public place. Walking on the tiles would be encouraged, as these documents protect every step we take as citizens. A less-involved art-making process could include sketching and coloring with crayons or paints, and posting paper "tiles" as a "Wall of Freedom."

Suggested Activities

	Disciplines	Content Introduction	Student Outcome
<p>Essential Question: What does it mean to be governed?</p> <p>Focus Questions</p> <ol style="list-style-type: none"> 1. What are the rights and responsibilities of citizens? 2. What power do non-voters have in a participatory democracy? 3. What was the U.S. like at the time the Constitution was written? 4. In what ways are the three branches of the U.S. government distinct from each other? 5. How is the U.S. Constitution a “living” document? 	<p>Literacy</p>	<ul style="list-style-type: none"> • Scan and read a daily newspaper. • Read op-ed pieces and letters to the editor from various publications. • Read the Declaration of Independence and the U.S. Constitution. • Examine persuasive writing pieces. • Brainstorm questions to ask a lawyer, or government official. • Explore accountable talk strategies. 	<ul style="list-style-type: none"> • Research public policy issues. • Decode an editorial. • Write using the conventions of a structured editorial. • Develop an action plan for implementing a new public policy. • Hold a press conference to present editorials.
	<p>Math/ Science</p>	<ul style="list-style-type: none"> • Examine a timeline of primary source documents. • Consider geometry within architecture of government buildings. • Compare natural resources available in post-Revolutionary War era and today. • Study timelines of voting rights. • Consider issue of using population statistics that led to the Great Compromise. • Investigate human behavior concerning decision making. • Understand mean, median, and mode. 	<ul style="list-style-type: none"> • Create a natural history guidebook of America. • Participate in a kinesthetic timeline of voting rights. • Use scientific method to conduct experiment on factors that affect citizens when casting votes. • Conduct survey and chart statistics of opinions relating to local problems.
	<p>Social Studies</p>	<ul style="list-style-type: none"> • Explore maps and timelines of the U.S. • Examine government structure. • Consider authority, justice, privacy, and responsibility as foundations of democracy. • Hear lecture from archaeologist, park ranger, policeman, lawyer, politician, or other local government worker. • Investigate creating or enhancing a student government. • Choose a local community problem to research. • Visit a courthouse, City Hall, Gracie Mansion. • Study the daily life of a person living in the 1770s. • Learn how a bill becomes a law. 	<ul style="list-style-type: none"> • Write a campaign speech. • Create a bulletin board of foundations issues from current events. • Research alternatives to local problem and its current policy. • Write a journal entry from the point of view of a citizen living in the 1770s. • Create a user’s guide to government. • Illustrate a flowchart on how a bill becomes a law.
	<p>The Arts</p>	<ul style="list-style-type: none"> • Go to the Metropolitan Museum of Art. • Examine symbols of the U.S., New York state, and New York City on seals, stamps, coins. 	<ul style="list-style-type: none"> • Design a logo for a student action group. • Design a commemorative coin or stamp. • Design a freedom tile. • Create your own symbol for a political party. • Create a pictorial gallery or mural showing scenes of a typical day within a specific branch of government.
	<p>Technology</p>	<ul style="list-style-type: none"> • Look at political parties Web sites. • Watch a video/DVD on the Constitution and the Declaration of Independence • Explore www.nyc.gov for government information, and www.pbs.org—The Democracy Project. 	<ul style="list-style-type: none"> • Research online resources. • Exchange e-mail with a student who lives in an emerging democracy. • Create a Web site on the school’s student government. • Take digital photos of government building facades.

SUGGESTED TIMEFRAME

The following table illustrates a possible sequence of lessons for this unit. The focus question is tied to the social studies content, while the readers’ and writers’ workshops stand alone as process lessons geared toward the publishing of an editorial. Skills taught in social studies blocks are in all caps and are outlined in New York State social studies skills on page 12 of this unit. The integration of arts culminates in student-created illustrations of phrases from the U.S. Constitution that become a “Walk of Freedom.” **PLEASE NOTE THAT SOME OF THE IDEAS BELOW MAY BE PRESENTED OVER A SERIES OF DAYS.**

	1	2	3	4	5
Focus Question	What was life like when the Constitution was written?	How is the Constitution a living document?	What power do citizens who are not of voting age have in a participatory democracy?	How is the Constitution a living document?	What was life like when the Constitution was written?
Social studies skills and writing connection	GETTING INFORMATION A new nation is born: Scenes from 1776, the musical; the Declaration of Independence and the preamble to the Constitution	GETTING INFORMATION A new government is born: <i>If You Were There When They Signed the Constitution</i> — Students will read, chart, and share portions of this book depending on the W columns of their K-W-L charts.	MAKING INFERENCES AND DRAWING CONCLUSIONS Power vs. authority: Using the allegorical message in <i>Terrible Things</i> by Eve Bunting. Student will defend why this story is included in a unit on government.	SEQUENCING MAJOR EVENTS ON A TIMELINE Kinesthetic voting rights timeline; paper bag decision-making activity; role-play from history. Students write from the point of view of newly franchised voter.	INTERPRETING INFORMATION Charting population statistics that led to the Great Compromise. Students complete a 3-2-1 graphic organizer, charting three facts, two questions, and one opinion they have on the outcome of the Great Compromise.
Readers’ workshop	Metaphors and figurative language: Using lyrics to “The Egg” from 1776	Introduction to editorials: Using the op-ed section of daily newspapers.	Reading comprehension study: Asking the essential questions; what a reader of editorials asks.	Reading comprehension study: Asking the essential questions; what a reader of editorials asks.	Accountable talk study: What language is appropriate when sharing an opinion?
Writers’ workshop	Independent writing in writers’ notebook	Text structure study: Defining an editorial.	Text structure study: Defining an editorial.	Mapping out a personal editorial: Consider issues about which students are most passionate, and select a problem for independent research.	Finding your passion: Collect seeds for personal editorials.
Project Citizen or other group work	“13 Colonies” partnering activity	Provide students with T-charts on which to record local problems.	Chart problems. After gallery walk, choose 5-10 to be researched by whole class	Class votes on one problem to be researched.	Brainstorm research questions: Portfolio group 1 PC manual, p. 27
Arts integration	Students will illustrate metaphors from song lyrics.	Assign phrases for tile illustration.	Create four sketches based on assigned phrase.	Select sketch and explain why; gesso tiles.	Enlarge best sketch and transfer to tile
Technology	View scene 6 from 1776.		www.pbs.org— The Democracy Project: “Future Voter’s Card”	Quality searches	www.pbs.org— The Democracy Project: “President for a Day”

	6	7	8	9	10
Focus Question	What power do non-voters have in a participatory democracy?	What power do non-voters have in a participatory democracy?	In what ways are the 3 branches of government distinct from each other?	How are the 3 branches of government distinct from each other?	What power do non-voters have in a participatory democracy?
Social studies skills and writing connection	SYNTHESIZING INFORMATION Linking the Great Compromise to the American civil rights movement using Ruby Bridges' story. Students write from the point of view of someone involved with her first day of school.	PARTICIPATING IN GROUP PLANNING AND DISCUSSION Visit from park ranger, linking guest's appearance with <i>Does Your Government Measure Up?</i> by Wm. Coplin and Carol Dwyer, and Peterson Field Guides.	PARTICIPATING IN GROUP PLANNING AND GROUP DISCUSSION Tour of courthouse	COOPERATING TO ACCOMPLISH GOALS Rehearsing for press conference	SUPPORTING A POSITION Holding press conference
Readers' workshop	Reading comprehension study: Charting persuasive and signal words	Shared reading of editorials concerning issues on New York City's parks	Understanding author's position within an editorial: How is the author personally affected by the issue? (This task is assigned as homework relative to the trip.)	Questioning the text: Editorials can be structured differently.	Understanding how author uses argument and counterargument to support position
Writers' workshop	Charting and using signal words in our own editorials	Writing process study: Peer conferences	Write independently. (This task is assigned as homework relative to the trip.)	First draft of editorial. Include personal experience with issue.	Editing by peers of first draft
Project Citizen or other group work	Portfolio group 2 PC manual, p. 28	Groups 1 and 2 report findings to whole class.	N/A due to trip	Polish and rehearse presentation.	Present progress of project thus far to the public in a press conference.
Arts integration	Paint large areas on tiles.	Paint small areas of detail on tiles.	N/A due to trip	Celebration of installation and initial walk on "Walk of Freedom"	Present "Walk of Freedom" to the public.
Technology	Online research	Digital photos of visitor	Digital photos of trip	Photos of celebration	Videotape press conference

Original 13 States Lesson Plan

OBJECTIVE: Students will read maps of the original 13 states and cooperate to accomplish the goal of organizing partnerships for discussion.

SKILL: Organizing information.

PURPOSE: To provide a theme-oriented visual for each student to organize 13 different partnerships with which to meet for future discussions.

MATERIALS: Maps of the original 13 states (from *If You Were There When They Signed the Constitution*, p. 6), pencils, timer.

PROCEDURE: Distribute a map to each student. Instruct students to write their names on the top, and to then walk around the room and collect the signatures of 13 other students. Students should write their name next to one state, so that each state has a signature next to it. *Note: If student A signs his/her name next to Pennsylvania on student B's map, then student B must sign his/her name next to Pennsylvania on student A's map. These two students can now refer to each other as "Pennsylvania partners" for future partnering, discussion, etc.* Allow 15 minutes for students to exchange signatures.

DIFFERENTIATION: Provide maps in large print. Allow students to outline or color in different states to clarify where signatures should appear.

MODEL: Ask for two student volunteers. Students choose one state to share and sign each other's maps in that state's space. Students display their maps while you point out that only one state—the same state—was filled in with their signatures. Clarify that this state can not be signed by anyone else during the activity. These students are now partners in that state for future reference.

NOTES: This activity provides teachers with an authentic view of group dynamics, students' use of space, and ability to follow directions. Be sure to include students who might be absent on the day this activity is conducted. After about five minutes, allow students to call out, "Who needs a Georgia partner?" etc. to assure that ample mingling is taking place. Otherwise maps might be left incomplete. This activity can stand alone for any unit as long as a pertinent visual with at least 10 pieces or spaces can be filled in to organize partnerships. For example, a unit on the solar system could include an organizer with the nine planets and the sun on which students exchange signatures and organize themselves as "Pluto partners," etc.

FOLLOW-UP: You can now capitalize on the 13 organized partnerships for future debriefing and discussion. Students now possess a visual reference tool tied to the unit of study's theme to be kept readily available in a notebook or table basket.

Understanding the Constitution

BRIDGE: Students should have already learned about the Articles of Confederation, the Constitutional Convention, and some of the debates and compromises that went into the writing of the U.S. Constitution.

OBJECTIVE: Students will understand the seven articles of the Constitution.

SKILL: Reading for detail; analysis of primary document.

MATERIALS: Display copy of the Constitution (on parchment paper for effect, if available), and individual copies of the Constitution (*Shh! We're Writing the Constitution* by Jean Fritz, pp. 49-64; *Cornerstones of Freedom: The Constitution*, pp. 16-20, [summary sheet attached]).

PROCEDURE:

1. Display the Constitution, and elicit a review of how and why it was written.
2. Read aloud the preamble, and model a “think-aloud” by discussing how you highlight key words and decipher difficult words to glean information.
3. Instruct students that they will work with their “Pennsylvania partners,” etc. to locate and record information about one of the articles of the Constitution on their summary sheets.
4. Assign each partner an article to read about, and distribute pp. 16-21 from *Cornerstones of Freedom: The Constitution* and a copy of the summary sheet to each student.
5. Circulate the room to assess student progress and help students locate information.

DIFFERENTIATION: Advanced readers may want to read through the actual Constitution to locate facts. Struggling readers may read *A True Book: The Constitution* by Patricia Ryon Quiri, and/or may work on illustrating the main idea of one of the articles of the Constitution.

SHARE: Students share the information recorded on their summary sheets.

FOLLOW-UP/EXTENSION:

1. Students may create a 3-D representation of the three branches of government for display.
2. After examining the amendments to the Constitution (listed in *Cornerstones of Freedom: The Constitution*, pp. 26-28), students can choose one amendment to illustrate or create a political cartoon for.

Understanding the Constitution: Summary Sheet

Names: _____

Work with your "Pennsylvania partner" for this activity.

Directions: Read about your assigned article of the Constitution to find three important facts. Write the facts and the main ideas in your own words on the space below. You may illustrate the main idea of the article below that.

ARTICLE # _____

• _____

• _____

• _____

Main Idea: _____

Voting Rights Timeline Lesson Plan

Adapted from Leslie Lieman of Teaching Matters, Inc.

OBJECTIVE: Students have learned that not all people were counted when determining the original 13 states' representation. Students will understand that the right to vote has not always been shared by everyone.

SKILL: Chronological order, understanding a timeline.

MATERIALS: Enlarged timeline with dates of voting rights amendments; "voting cards" with check marks, white squares, diamonds, black squares, circles, stars, number symbols, and question mark (template attached); chart with symbols; stopwatch

PROCEDURE:

1. Teacher distributes voter cards randomly and invites students to match the symbol on their card with the key on chart paper.
2. Announce that only those with a check mark (certain white property-owning men) can elect someone to represent all students to decide what the class will do next period (or after lunch, next day, etc.). **THIS REPRESENTATIVE CAN BE CHOSEN ONLY BY MEMBERS OF THE CHECK MARK GROUP.**
3. Allow group to choose someone by first nominating, show of hands, etc.
4. Instruct representative to decide what the class will do after lunch (or next period, or the next day). *Student makes choice and defends decision.*
5. Teacher elicits from students what it felt like having someone else make a decision for them.
6. Teacher elicits from students who were not able to choose a representative what it felt like. *Allow opportunity to turn and talk.*

The remainder of this lesson occurs near the timeline, which should be displayed as close to scale as possible.

7. Stand under the first date on the timeline-1776, the date the Declaration of Independence was signed. This is the starting point for this activity. In 1776, some white men with property had rights. They are represented by students holding **check marks**. This was the only group allowed to vote for George Washington, who ran unopposed, in this nation's first presidential election. Those students holding a check mark will keep their heads up while the rest of the class is instructed to put their heads down. *Explain that the U.S. Constitution did not originally give the right to vote to anyone other than those who already had this right when the Declaration of Independence was written.*
8. The next date more people were allowed to vote was in 1791. This happened 15 years after the Declaration of Independence was written. Instruct students to keep their heads down for 15 seconds-except those holding the check mark. *Time, using stopwatch.* At the expiration of 15 seconds, those students holding a **white square** will raise their heads. At this point, the only raised heads in the room are those students who are holding a **check mark or white square**. Explain that each second has just represented a year from 1776-1791 (fifteen seconds/15 years). For the remainder of this activity, each second will represent one year.

9. All heads should be down except those students holding the **check marks and white squares**. The teacher will then allow 25 seconds to pass before asking the students with **diamonds** (the 1816 group) to raise their heads. At this point, explain that the next date more people were allowed to vote (1816) was 25 years after the **white squares** got their right to vote. The only students with their heads raised at this point are the following symbol-holding students: **check marks, white squares and diamonds**.

This activity is to be repeated so that different groups, as represented by shapes, are given the right to vote. The complete list of dates is as follows: 1776 (**check mark**), 1791 (**white square**), 1816 (**diamond**), 1870 (**black square**), 1920 (**circle**), 1947 (**star**), 1971 (**number symbol**) and ? (**question mark**). See **Chart 1** below. Throughout, students will keep their heads down until their symbol is called. The raising of their heads signifies that they have just obtained the right to vote. The amount of seconds between time periods is the equivalent number of years between one group obtaining the right to vote and the next group obtaining their right to vote. The last group, indicated on the chart, is young adults under the age of 18. They do not have the right to vote. Therefore, they (the groups holding the **question mark**) should keep their heads down until the number of seconds representing the years between 1971 and the present year have been clocked-reminding the students that even though they have been allowed to raise their heads, kids do not have the right to vote and would still have them down on the table until the time occurs when young adults are given the right to vote. You might invite students to calculate the difference in years between each group's obtaining the right to vote from 1791. When you have completed the exercise, emphasize how long it took for the groups to obtain the right to vote since the signing of the Declaration of Independence, **Chart 2**. Additionally, refer to the timeline and the fact that the years we are discussing are all in C.E., the Common Era, as contrasted with B.C.E., Before the Common Era. Note: B.C.= B.C.E. and A.D.= C.E.

Chart 1

The number of years it took for each group to obtain their right to vote since the group preceding obtained theirs. The starting point is the Declaration of Independence.

- 1776: Adult, white male land owners (check marks)-starting point This group already had their rights in 1776.
- 1791: Adult, additional white male land owners (white squares)-15 years/
15 seconds
- 1816: All adult white males (diamonds)-25 years/25 seconds
- 1870: African-American males (black squares)-54 years/54 seconds Obtained the right to vote when the 15th Amendment to the U.S. Constitution was ratified in 1870.
- 1920: Women (circles)-50 years/50 seconds
Obtained the right to vote-20th Amendment to U.S. Constitution passed 1920.
- 1947: Native-Americans (stars)-27 years/27 seconds
- 1971 Citizens aged 18 (number symbols)-24 years/24 seconds Obtained the right to vote when the 26th Amendment to the U.S.

Constitution was ratified in 1971.

- 2005? Young adults under the age of 18-do not have the right to vote, for the purpose of this activity, students will keep their heads down for 34 seconds representing the number of years between 1971 and 2005.

Chart 2

The number of years it took for each group to obtain their right to vote since the signing of the Declaration of Independence in 1776.

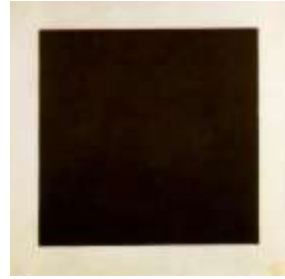
- 1791: Adult, additional white male land owners (white squares)-15 years
- 1816: All adult white males (diamonds)-40 years
- 1870: African-American males (black squares)-94 years
- 1920: Women (circles)-144 years
- 1947: Native-Americans (stars)-171 years
- 1971: Citizens aged 18 (number symbols)-195 years

DIFFERENTIATION:

Place timeline placards throughout the room or building the same number of steps or feet as years, providing the opportunity for a kinesthetic involvement.

FOLLOW-UP/EXTENSIONS:

1. Students research recent press on lowering the right to vote to 16-year-olds in New York City elections, and create an awareness campaign.
2. Students write a journal entry from the point of view of a newly enfranchised voter.



Gallery Walk Lesson Plan

OBJECTIVE: To provide students with the opportunity to share their views on community problems.

SKILL: Participating in group planning and discussion.

MATERIALS: T-charts (attached), post-it notes, chart paper, markers

PROCEDURE:

1. Tell students about a problem in your community (excessive dog waste, broken street lamp, etc). Ask for their help. Elicit from the students who they think you should contact to alleviate the problem.
2. Explain that students will now think about problems in their community and who they think might help.
3. Students complete T-charts of community problems and who they think is in a position of authority to fix them.
4. Charts are posted throughout the room.
5. Students participate in a “gallery walk” to view each other’s lists, and provide feedback by posting comments on each other’s charts.
6. Using accountable talk, students compare and contrast ideas from charts.

DIFFERENTIATION: Allow students to draw symbols that would convey their comments instead of writing them out in words.

SHARE: Upon completion of gallery walk, students gather to discuss the issues and suggestions raised. All students contribute their ideas verbally while you record them on chart paper. As they are recorded, group them under bigger ideas to demonstrate to students how problems will be categorized for student research, i.e., bullying, fighting, and cursing would fall under the heading “Student Safety,” etc.

FOLLOW-UP: Individual problems will be compiled into a class ballot, from which students will choose one problem for research. The “Position of Authority” column on the T-chart illustrates student understanding of authority from consent—previous lesson. For homework, students choose one problem from charts (they may choose one contributed by someone else), and write a paragraph telling why the class should conduct further research on this problem. Use of persuasive language will be assessed and enhanced by future lessons on writing persuasive letters concerning public policy. Student research will be utilized in their participation in the Center for Civic Education’s “Project Citizen” work.

NOTES: The use of the gallery walk is an excellent timesaving strategy in grading homework. Students gain a sense of pride seeing their ideas posted in a risk-free environment.

Name _____

Issues that concern me:	People who might fix the problem:

Write a paragraph in notebook telling why these problems are important.
Add more if you wish!

RESOURCES

➤ Core Library for Fifth Grade

Titles:

Votes for Women

Atlas of Our Country's History

Atlas of United States History

Governing New York

The Election of 1800

The United States Constitution and Early State Constitutions

Everything You Need to Know About American History Homework

Give Me Liberty!

If You Were There When They Signed the Constitution

The Constitution

The Declaration of Independence

The Pledge of Allegiance

The Story Of the White House

We the People: the Citizen and the Constitution

Project Citizen

➤ Web Sites

Site	Content
http://pbskids.org/democracy/mygovt	Interactive site about the role of government in our every day lives.
www.vote-smart.org	A national library of factual information that covers your candidates and elected officials in five basic categories: biographical information, issue positions, voting records, campaign finances, and interest group ratings.
www.teachingmatters.org/election	Program for researching and presenting positions on current issues.
www.civiced.org	Information on curriculum, professional development, and showcasing student projects.
www.findlaw.com/casecode/supreme.html	Supreme Court cases
www.nyc.gov	New York City government resources
www.nycouncil.info	New York City Council Web site
http://bensguide.gpo.gov	Information and activities on U.S. government for students in grades K-12.
www.constitutioncenter.org/constitution	Interactive Web site about the U.S. Constitution. Search the Constitution by key word, topic, or Supreme Court case.
www.usconstitution.net	Comprehensive site index for Web sites on the Constitution.

➤ Additional Resources

▪ Fieldtrips	Content Description
The Metropolitan Museum of Art	4,000+ paintings, sculptures, and drawings by American artists enhance students' study of American history.
The Unified Court System Court Tours Program (1-800-COURT-NY)	Opportunities for students to view trials, jury selection, and arraignment process.
www.nycgovparks.org/	Information on New York City parks.
Neighborhood Walks	To research local issues.
▪ Guest Speakers	Content Description
Local politicians (visit City Council at www.nyccouncil.info to locate your council person)	Many council members visit schools.
Representatives from local grassroots organizations	To discuss local issues, help organize change.
Lawyers	To discuss legal implications of issues.
▪ Video/DVD	Content Description
<i>1776</i> , the musical	Historical fiction on the writing of the Declaration of Independence.
<i>This is America Charlie Brown: The Birth of the Constitution</i>	The <i>Peanuts</i> pals aid in the writing of the U.S. Constitution.

ASSESSMENT

(MODIFIED FROM NEW YORK STATE SOCIAL STUDIES RESOURCE GUIDE WITH CORE CURRICULUM)

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- Observations (independent, partner, and group work).
- Rating scales and checklists (a checklist should be used for the final project).
- Conferences with individuals or groups.
- Group discussions.
- Anecdotal records.
- Teacher-made objective tests.
- Problem solving and values clarification.
- Higher-level analytical questioning.
- Student criteria setting and self-evaluation.
- Student peer evaluation.
- Role-playing and simulations (and debates).
- Culminating projects.

NEW YORK STATE SOCIAL STUDIES SKILLS

PRE—K THROUGH GRADE 6

Thinking Skills

- Comparing and contrasting ideas.
- Identifying cause and effect.
- Drawing inferences and reaching conclusions.
- Evaluating.
- Distinguishing fact and opinion.
- Finding and solving multiple-step problems.
- Decision making.
- Handling diversity of interpretations.

Research and Writing Skills

- Getting information.
- Organizing information.
- Looking for patterns.
- Interpreting information.
- Applying information.
- Analyzing information.
- Synthesizing information.
- Supporting a position.

Interpersonal and Group Relation Skills

- Defining terms.
- Identifying basic assumptions.
- Identifying values conflicts.
- Recognizing and avoiding stereotypes.
- Recognizing that others may have a different point of view.
- Participating in group planning discussion.
- Cooperating to accomplish goals.
- Assuming responsibility for carrying out tasks.

Sequencing and Chronology Skills

- Using the vocabulary of time and chronology.
- Placing events in chronological order.
- Sequencing major events on a timeline.
- Creating timelines.
- Researching time and chronology.
- Understanding the concepts of time, continuity, and change.
- Using sequence and order to plan and accomplish tasks.
- Setting priorities.

Maps and Globe Skills

- Reading maps, legends, symbols, and scales.

NEW YORK STATE SOCIAL STUDIES

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history, and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources; how major decision-making units function in the United States and other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.