

**UNIT 6—5<sup>th</sup> grade Social Studies**  
**United States and Arkansas Government**

<b>Title:</b> A New Government <b>Subject/Course:</b> Social Studies <b>Length:</b> 3/4 weeks	
<b>Topic:</b> Government <b>Grade:</b> 5 <b>Designer:</b> Finch/Johnston	
<b>UNIT GOALS AND EXPECTATIONS</b>	
<b>IMPORTANT CONCEPTS:</b> United States and Arkansas governments were formed with a system of checks and balances needed to balance power. United States citizens have many rights which come with responsibilities. The United States established a new government and grew in size and population.	<b>ESSENTIAL QUESTIONS:</b> What were some major national issues and events faced in forming the new government? Why was the Bill of Rights added to the Constitution? How did our three branches of government set forth in the Constitution maintain a balance of power and authority?
<b>STUDENT LEARNING EXPECTATIONS:</b> C4.5.1 Recognize that the Arkansas and the United States governments are composed of three branches: executive, legislative, judicial C4.5.2 Identify the system of checks and balances in government C4.5.3 Identify the roles and responsibilities of the executive branch (e.g. state/governor, federal/president) C4.5.4 Identify and describe the roles of the legislative branch(e.g. general assembly/congress, state congress and federal congress, house, senate) C4.5.5 Identify and describe the roles of the judicial branch (e.g. local, state, and federal) C4.5.6 Identify the forms of government (e.g. democracy, monarchy, dictatorship, oligarchy, totalitarian) C4.5.7 Identify elected state and federal government officials (e.g. terms and qualifications) C4.5.8 Discuss the succession of leadership at the state level C4.5.9 Discuss the two-party system C5.5.1 Identify the founding documents that helped to establish laws for the United States C5.5.3 Identify the significance of certain individuals in establishing the government of the United States. C5.5.6 Research national symbols and explain their significance using primary and secondary sources (e.g. Pledge of Allegiance, Lady Liberty)	C5.5.8 Identify the requirements for becoming a citizen of the United States. C5.5.9 Identify the rights and responsibilities of United States citizenship (e.g. voting, obeying laws, volunteerism) C5.5.10 Discuss the importance of the rights of United States citizens set forth in the Bill of Rights C5.5.11 Identify the proper procedure for voting in the United States and in Arkansas (e.g. registration, voting sites, maintaining the right to vote) C5.5.12 Discuss ways citizens participate in government at the state and local level  C5.5.13 Identify the Bill of Rights in the United States Constitution C5.5.15 Identify various organizations from U.S. History through which citizen's rights were affected (e.g. Women's Suffrage, NAACP, Chinese Immigration Act, Emancipation Proclamation)  H6.5.13 Explain how conflict between the English government and English colonies led to the outbreak of the American Revolution: Stamp Act, Sugar Act, Boston Tea Party, Intolerable Acts, Boston Massacre  H6.5.17 Explain the role of the following events in the development of the US: Shay's Rebellion, Constitutional Convention, creation of political parties.
<b>SPECIFIC DECLARATIVE KNOWLEDGE</b>  Identify the purpose of the Constitution. Identify the three branches of government and the powers of each. (U.S. and AR) Identify the elected officials of each branch. (U.S. and AR) Define the Bill of Rights. Recognize the purpose of adding the Bill of Rights to the Constitution. Identify the division of power among the national and state governments given by the Constitution.	<b>SPECIFIC PROCEDURAL KNOWLEDGE</b>  Use legends and other tools to interpret maps.  Follow process to resolve conflict.

<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
<p>Citizenship Skill: Resolve Conflict</p> <p>--Learn how the Constitutional Convention used resolving conflict to work out the problems they faced.</p> <p>--Ask Mrs. Fletcher to come speak about mediation training or if she has already done so to fifth graders, remind them of those principles.</p> <p>--Choose a conflict facing the class or school. Form two groups, with each group taking a different position. Then follow the steps of conflict resolution to reach a compromise.</p> <p>Research to find out who the elected officials of the AR government are as they compare the AR government to the U.S. government and its officials.</p> <p>Map and Globe Skill: Read a Population Map</p> <p>--Use geographic tools, including legends, to interpret maps.</p> <p>--Organize and interpret information from maps. (pages 410-411)</p> <p>--Introduce the Scholastic presentation of Census 2010. Provide evidence of why population is important to many programs, and representation in the government.</p>	
<p><b>Traditional Assessments:</b></p> <p>Chapter tests Vocabulary tests quizzes</p>	<p><b>Other Evidence of Learning:</b></p> <p>Practice using evidence and what they already know to draw conclusions.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p><b>Access Prior Knowledge:</b></p> <p>--Have students fill in names and terms on the board in a word web with U.S. Government in the center.</p> <p>--Discuss the time line.(pages 376-377)</p> <p>--Discuss the map.(pages 380-381)</p> <p>Chapter 10: The Constitution</p> <p><b>Lesson 1: The Constitutional Convention</b> (pages 388-394)</p> <p>--Discuss and use vocabulary: arsenal, federal system, republic, compromise, and bill</p> <p>--Familiarize one's self with the area using map on page 390.</p> <p>--Use pictures, illustrations and captions to be introduced to important people, events, and statistics of the time under study.</p> <p>--Read and discuss to learn that instead of fixing the Articles of Confederation, the delegates at this Constitutional Convention decided to write a new constitution. The Great Compromise resolved conflicts over representation in the government.</p> <p><b>Lesson 2: Three Branches of Government</b> (pages 398-403)</p> <p>--Discuss and use the vocabulary: separation of powers, legislative branch, executive branch, electoral college, veto, impeach, judicial branch, justice, rule of law, amendment.</p> <p>--Familiarize one's self with the illustration of present day Washington, D.C. on pages 400-401 to know where each branch of government works.</p> <p>--Review changes made to have a Constitution and learn purpose of it.</p> <p>--Compare the powers and functions of the three branches of government.</p> <p>--Compare the government in Arkansas to the U.S. government. Read and discuss lesson 1 of Arkansas Connections on pages AR2-AR7.</p>	<p><u>The United States: Making a New Nation</u>, Harcourt</p> <p>Leveled Readers: <u>Building a Government</u>, <u>Mr. Madison's War</u>, <u>Political Parties in the United States</u></p> <p><u>Scholastic Success With Reading Comprehension</u>: "Greatest Deal in History" (Finding the main idea).</p> <p>Scholastic unit on Census 2010.</p> <p><u>Arkansas Activity Book</u>, Harcourt, pages 35,38-45.</p> <p><u>Homework and Practice Book</u>, Harcourt, pages 92-102.</p>

<p><b>Lesson 3: The Bill of Rights</b> (pages 404-409)</p> <ul style="list-style-type: none"> <li>--Discuss and use the vocabulary: ratify, Federalists, Anti-Federalists, due process of law, reserved powers, Cabinet, political party.</li> <li>--Describe the struggle to get the Constitution approved.</li> <li>--Explain the key rights guaranteed in the Bill of Rights.</li> <li>--Describe the development of the United States government.</li> </ul> <p>Divide the class into six groups. Have each group study a different paragraph on pages 408-409 and ask a volunteer from each group to share a summary of what they learned about the new government.</p> <p><b>Lesson 4: A Constitutional Democracy</b> (pages 412-419)</p> <ul style="list-style-type: none"> <li>--Discuss and use the vocabulary: checks and balances, union, popular sovereignty, public agenda, suffrage, civic virtue, naturalization.</li> <li>-- Find two reasons for the separation of powers among the branches of the federal government.</li> <li>--Read the diagram on page 414 to discuss the sharing of power in the U.S. government. Understand that the system of checks and balances provides ways to limit the power of any one branch over another.</li> <li>--Distinguish the differences in the powers of state and federal governments and then in state and local governments.</li> <li>--Under the Constitution, the government gets its power from the people.</li> <li>--Citizenship carries individual responsibilities as well as privileges.</li> </ul> <p>Students should know what they are.</p> <p><b>Chapter review</b>  <b>Chapter test.</b></p>	
<b>Career Connections</b>	
<b>Senators, Legislators, Governor, President, Judges, Lawyers, court clerks, Law enforcement officers, Political analysts, journalists</b>	