

## 5E Lesson Plan Template

Date: September 27<sup>th</sup>, 2020

Grade Level/Age: 5<sup>th</sup>-Grade

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Subject: Social Studies

Overall Lesson Goals:

Understand the roles and beliefs of the Federalist and Anti Federalist parties.

<p><b>Standards:</b></p>	<p>5.C&amp;G.1.3 Analyze historical documents that shaped the foundation of the United States government.</p>
<p><b>Lesson Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Students will know how the Federalist papers argues for ratification of the United States Constitution.</li> <li>2. Students will understand the roles and beliefs of the Federalist and Anti Federalist parties.</li> </ol>
<p><b>Material Needed:</b> (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</p>	<p>Federalist and Anti Federalist research (re-written at a 5<sup>th</sup> grade level)</p> <p>Notebook paper</p> <p>markers</p> <p>poster paper</p>
<p><b>Procedures:</b> (Include procedures for differentiating instruction)</p>	<p><b><u>Exploration/Introduction: Engagement-Real life world connections</u></b></p> <p>Ask students if they have ever been in a situation where they always agreed with another person or group. (Answer should be no) Then go on to ask and discuss with students, why people don't always agree. Students will make a list in small groups about why people don't always agree or have the same points of view on different issues. Give students three examples in which they have to state their point of view. Students will move to toward a spot in the room that best reflects their feelings. (The teacher will designate where the spots are for the following choices: Agree 100%, somewhat agree but not completely, not sure/in the middle, somewhat disagree but not completely, and disagree 100%)</p> <p><u>Examples Scenarios/Rules:</u></p> <p>All students should be required to wear uniforms to school.</p> <p>All students should be able to choose which teacher they have each year.</p> <p>All students should be able to eat whatever they want in the cafeteria (or bring from home)</p> <p>The teacher will then tell the student that, just like we all don't agree today, whether it be on school issues or even bigger national issues, this is nothing new. The teacher will introduce students to a time in history and the development of our government where our nation's leaders were divided on what should be included in our Constitution. The teacher will give the students the names of the two parties and then list the three main</p>

	<p>issues they faced on the board. Students will do the rest of the discovery in groups during the exploration stage.</p> <p>(Three questions to put on the board: 1. Will the new Constitution maintain a republican form of government? 2. Will the national government have too much power? 3. Is a bill of rights needed?)</p> <p><b>Lesson Development:</b></p> <ol style="list-style-type: none"> <li>1. Students will be placed into groups and assigned as either a member of the Federalist or Anti-Federalist party.</li> <li>2. They will read the researched information with a small group (also in their same party) on their party and make note of their beliefs and points of view on issues that should be included in the United States Constitution.</li> <li>3. Students will list these facts any way that they want to on notebook paper (in their own words) so that they might use it later in the lesson.</li> <li>4. Students will then make posters (almost like picket signs people use at a protest) to represent their party's beliefs to use later during the debate (Explanation stage).</li> </ol> <p><b>Expansion:</b></p> <ol style="list-style-type: none"> <li>1. All the small groups that students were in will be combined so that there are only two big groups; the Federalist and the Anti-Federalist. Students will have 10 minutes to collaborate in their big group about their understanding of their party's beliefs and what strategies they will use or present in the debate.</li> <li>2. After 10 minutes students will use their posters and notes and try to convince the other group (party) to believe and convert to their group (party) using facts and posters from the exploration stage.</li> <li>3. Students will also be encouraged to use persuasive words (which is a strategy we worked on in writing this quarter). Each group will get only 10 minutes to try and present all the information and reasoning they can.</li> <li>4. Students will be reminded they are playing a role. They might not necessarily agree with the party they were assigned too but they must understand the views and perspectives of both parties.</li> <li>5. While one group is presenting the other students in the opposing group are responsible for taking notes on that party's beliefs because they are responsible for knowing both groups' views.</li> </ol>
<p><b>Assessment:</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Exploration/Introduction: Where do you stand? Personal beliefs and rebuttals</u></b> After the debate and viewpoints have been presented by both groups, students will be allowed rebuttal comments to address certain issues mentioned by the other party (this should be calm and like a discussion based on facts –still role playing). Then students will be reminded of the spots in the room that represent feelings on certain issues.</li> <li>• <b>Lesson Development:</b> <ol style="list-style-type: none"> <li>1. The teacher will read the three main issues in which these two parties disagree (1. Will the new Constitution maintain a</li> </ol> </li> </ul>

	<p>republican form of government? 2. Will the national government have too much power? 3. Is a bill of rights needed?) aloud to students and now they will be able to choose where they personally stand based on these issues (no longer role playing) with the advantage of now knowing both sides' views and reasons behind them.</p> <ol style="list-style-type: none"> <li>2. Students will then go stand in the area of the room that represents their feelings for each question (Agree 100%, somewhat agree but not completely, not sure/in the middle, somewhat disagree but not completely, and disagree 100%).</li> <li>3. Students and the teacher will have a brief discussion on why personal view points might have changed or stayed the same.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Evaluation:</b> <u>-Write and Create support for your view.</u></li> </ul> <p>After the movement around the room where students showed their own opinions and feelings of the three main concepts that divided these two parties, and after a classroom discussion with some students giving reasons for their stance, students will be asked to return to their desk and write an explanation down on paper as to why they either side with the Federalist or Anti-Federalist party (paragraphs mentioning facts they gathered in the lesson). If they do not side with either one and are in the middle they will also list reason and explain why they were not able to go completely go with one party. Then students can add on one of the following at the bottom of their explanation to complete this final stage of the lesson.</p> <ol style="list-style-type: none"> <li>1. A picture to support the facts that back up their personal decision.</li> <li>2. A poem to help explain their reasoning.</li> <li>3. A slogan where students urge others to agree with their decision using facts learned in the lesson.</li> </ol>
<p><b>Additional Resources:</b></p>	