Constitution Day 2014- Wednesday, September 17th
Freedom Week 2014- September 22nd-26th

Technology Lesson Ideas

K-3 (Symbols Picture Collages/Videos)

- SS.1.C.3.2 : Recognize symbols and individuals that represent American constitutional democracy.
- SS.2.C.3.2 : Recognize symbols, individuals, events, and documents that represent the United States.

- Students explore the meaning of the word *symbol* and then use digital cameras or iPod Touches/iPads to locate symbols in their school and take pictures.

- Students will create a video of their symbols pictures using the [Animoto](#) app or website. Students can also create a digital collage of their pictures using [InstaCollage Pro](#) app or Glogster website.

- Students watch [Brainpop Symbols Video (Free)](#) to learn about symbols of the United States. Students will evaluate each symbol as they watch the video and take notes; writing how well each symbol represents freedom and the United States.

- Students will write an opinion sentence or paragraph that names their favorite United States symbol, providing reasons for why they chose that symbol and explaining how that symbol represents freedom in the United States.
**Technology Lesson Ideas**

4-8 Founding Father Writing Project

SS.5.C.1.1: Explain how and why the United States government was created.
SS.5.C.1.2: Define a constitution, and discuss its purposes.
SS.5.C.1.1: Explain how and why the United States government was created.
SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.
SS.6.W.1.3: Interpret primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.6.W.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.


CCSS.ELA-Literacy.W.6.8, CCSS.ELA-Literacy.W.7.8, CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- Students will log-in to [Which Founder Are You? Quiz](#) and take the quiz. This is a fun opening activity, but will also help students make connections with the person they will research.

- Students will research their founding father and follow the checklist (next page) to complete a research presentation.

- Students will present their project in class.
# Our Founding Fathers?

*Research a founding father, following the checklist to include all necessary information. Choose a presentation option.*

## Research Project Choices

<table>
<thead>
<tr>
<th>Create a PowerPoint or Prezi presentation of your research findings.</th>
<th>Use <a href="http://penzu.com">Penzu</a> or other Journal app/website to create 4 journal entries from the perspective of a founding father.</th>
<th>Use iMovie or other Video Editor to create a short documentary about a founding father.</th>
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## Checklist

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<td>Provide analysis of at least one primary or secondary source (to provide more insight into founding father's life/beliefs).</td>
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Technology Lesson Ideas

Fourth Grade and 7th Grade Edmodo Project

All fourth grade SJCSD classrooms are invited to participate in our Constitution Day Edmodo project. To participate you will need to:

• Help your students create Edmodo accounts and join our group using the code 4iryjd for 4th grade, and code 7iwbdm for 7th grade.

• Guide your students through the online and class participation activities. You will also need to register with the group code if you plan to monitor student progress and assign grades for the activities.

Lessons will include:

Assignment 1: Constitution Day
Assignment 2: The Bill of Rights
Assignment 3: Which Founding Father Are You?

See next page for more information

Your students may participate in any or all lesson. You can also include your whole class or just interested students. Please contact me if you have any questions or difficulty setting up accounts. harrink@stjohns.k12.fl.us
Assignment 1- Constitution Day

September 16th-17th

You will work with a partner or individually to locate the definitions to one of the following words: liberty, union, tranquility, welfare, posterity, and ordain.

- Locate the definition in a dictionary.
- Download and complete the Frayer Model graphic organizer that is attached.
- Complete the graphic organizer and post it in our Edmodo group.
- Comment on at least one other post. Keep it positive!
- Now download the Preamble to the Constitution and practice reading it several times for fluency practice.

Assignment 2- The Bill of Rights

September 18th-23rd

- Our founding fathers valued Life, Liberty, and the Pursuit of Happiness
- With your group decide which rights every student at your school should have. -Choose your top 3 rights and post in our Edmodo group. Reply to tell why you should have these rights.

Assignment 3- Which Founding Father Are You?

September 23rd- September 26th

Complete the Founding Father Quiz at the link below to find out which founding father you are most like. When you get the results:
- Read the short biography about the founding father
- Vote on the “Which Founding Father are You?” Poll.
- Reply to the poll to describe how you are alike/different that founding father.
- Type a post to compare/contrast 3 ways you are alike/different from that founding father
- Answer the "Which Founding Father are You Like" Poll

AFTER you take the quiz, take this poll... Which founding father are you most like? Ben Franklin, Thomas Jefferson, James Madison, Alexander Hamilton, John Adams, George Washington
Digital Civics Resources
Freedom Week/Constitution Day

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Videos

• Electing a US President in Plain English (3-5, 6-8, 9-12)
• Disney's the US Presidents - George Washington (6-8, 9-12)
• Disney's the US Presidents - John Adams (6-8, 9-12)
• Disney's the US Presidents - Andrew Jackson (6-8, 9-12)
• Disney's the US Presidents - Abraham Lincoln (6-8, 9-12)
• Civics in a Minute - Why do we vote on Tuesday (6-8, 9-12)

Online Primary Sources

• Library of Congress Primary Source Documents (K-2, 3-5, 6-8, 9-12)

Online Games/Activities

• iCivics - Online Interactive Games (3-5, 6-8, 9-12)
• Constitution Questions and Answers (K-2)
• Rewrite the Rough Draft - Constitution (6-8, 9-12)
• Drafting the Declaration (6-8, 9-12)
• Constitution Webquest (6-8, 9-12)
• Naturalization Test (6-8, 9-12)
• Which founder are you? Quiz (6-8, 9-12)

iPad Apps

• Constitution by Kids Discover
• Constitution and Federalist Papers
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total Points</th>
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<tbody>
<tr>
<td><strong>Preamble Vocabulary</strong></td>
<td>-Does not complete a Frayer Model Graphic Organizer or post in the Edmodo Group.</td>
<td>-Create a Frayer Model that is incomplete and/or does not demonstrate a good understanding of the vocabulary word.</td>
<td>-Create a Frayer Model Organizer that is neat, complete, and demonstrates an understanding of the vocabulary word.</td>
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<tr>
<td><strong>Reading Fluency</strong></td>
<td>-Does not practice reading the Preamble and/or does not demonstrate improvement or appropriate rate, accuracy, or expression while reading.</td>
<td>-Practices reading the Preamble at least 3 times, and demonstrates some improvement with rate, accuracy, and expression while reading, with 4-5 errors.</td>
<td>-Practices reading the Preamble at least 4 times, and demonstrates appropriate rate, accuracy, and expression while reading with only 1-2 errors.</td>
<td>-Practices reading the Preamble at least 4 times, and demonstrates excellent rate, accuracy, and expression while reading.</td>
<td></td>
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<tr>
<td><strong>Teamwork</strong></td>
<td>Does not work with teammates and/or does not complete the assignment.</td>
<td>-Does not work well cooperatively with teammates at all times, or does not help teammates complete assignment in a timely manner.</td>
<td>-Works well cooperatively with teammates, listens to other ideas, and contributes to the assignment. Provides positive comments in the Edmodo Group.</td>
<td>-Works well cooperatively with teammates, demonstrates leadership traits, and listens to other ideas. Provides positive comments in the Edmodo Group.</td>
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**Constitution Day: Assignment 1 Rubric**

- **LAFS.4.L.3.4**: I will be able to determine the meaning of unknown words.
- **LAFS.4.RF.4.4**: I will be able to demonstrate appropriate rate, accuracy, and expression while reading.
- **LAFS.4.SL.1.1**: I will be able to work cooperatively with my peers and demonstrate leadership qualities.

| Name: _____________________________ | Score: ___________________ |
## Freedom Week: Assignment 2 Rubric

- **SS.4.C.1.1** I will be able to demonstrate knowledge of the Bill of Rights and explain how the Constitution protects the rights of Americans.
- **LAFS.4.W.1.1** I will be able to write an opinion statement including reasons backed up with details and examples.
- **LAFS.4.SL.1.1** I will be able to work cooperatively with my peers and demonstrate leadership qualities.

<table>
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<td>- Does not participate or demonstrate knowledge of the Bill of Rights or the meaning of the word &quot;rights&quot;.</td>
<td>- Demonstrates little knowledge of Bill of Rights and the meaning of the word &quot;rights&quot; through responses and conversations with teammates.</td>
<td>- Demonstrates knowledge of Bill of Rights and the meaning of the word &quot;rights&quot; through responses and conversations with teammates.</td>
<td>- Demonstrates strong knowledge of Bill of Rights and the meaning of the word &quot;rights&quot; through responses and conversations with teammates.</td>
<td>- Explains how the Constitution protects the rights of people.</td>
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<td>- Does not participate or write 3 rights that they feel all students at their school should have.</td>
<td>- Partially writes and posts on Edmodo three rights that they feel all students at their school should have. Provides incomplete or no reasons.</td>
<td>- Successfully writes and posts on Edmodo three rights that they feel all students at their school should have. Provides reasons for their choices, and writes complete sentences.</td>
<td>- Successfully writes and posts on Edmodo three rights that they feel all students at their school should have. Provides reasons for their choices, writes complete sentences, and includes examples and details in their description.</td>
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<td>- Does not work well cooperatively with teammates at all times, or does not help teammates complete assignment in a timely manner.</td>
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Score: ___________________
# Freedom Week: Assignment 3 Rubric

**Knowledg of Founding Fathers**
- Does not participate and/or does not demonstrate any knowledge of the Founding Fathers.
- Demonstrates little knowledge of the Founding Fathers and their contribution to the Constitution.
- Demonstrates knowledge of the Founding Fathers and their contribution to the Constitution both in discussions and in writing.
- Demonstrates strong knowledge of the Founding Fathers and their contribution to the Constitution both in discussions and in writing.

**Writing**
- Does not write a paragraph, or does not correctly compare and contrast a Founding Father to themself.
- Writes an incomplete compare/contrast paragraph that does not contain details or descriptive adjectives.
- Successfully writes and posts a compare/contrast paragraph that examines similarities and differences between a Founding Father and themself.
- Successfully writes and posts a compare/contrast paragraph that examines similarities and differences between a Founding Father and themself. Includes descriptive adjectives, and details in their writing.

**Technology**
- Does not participate in the assignment, and/or does not provide positive feedback to other students.
- Completes a partial assignment, or requires lots of assistance to publish their writing in the Edmodo group.
- Successfully publishes their paragraph in the Edmodo Group with some assistance and collaborates with other students by commenting with positive feedback and/or questions.
- Successfully publishes their paragraph in the Edmodo Group and collaborates with other students by commenting with positive feedback and/or questions.

| Name: _____________________________ | Score: ______________ |

- SS.4.C.1.1
- LAFS.4.W.2.4
- LAFS.4.W.2.6

I will be able to demonstrate knowledge of the Constitution and how it protects the rights of Americans.
I will be able to write a clear and complete paragraph to compare two individuals.
I will be able to use technology to publish writing and collaborate with other students.