

Lesson Topic: Four-Flap Book Foldable Graphic Organizer & Articles of the Constitution

Subject: U.S. Civics

Grade Level: Seventh

Days for Completion: 5

Learner Outcomes (Objectives)

What will students know? What will students be able to do?

Students should be able to identify and describe the important elements of the First, Second, Third, Fourth, Fifth, Sixth, and Seventh Articles of the United States Constitution.

Students should be able to create and design a four-flap foldable graphic organizer that is both functional and creative.

Students should be able to choose and summarize the most important/main idea of each section of each Article from the Constitution.

Assessments

How will you know what students know? How will you know what students can do?

1. Questioning
2. Progress monitoring
3. Homework Checks –
 - Day 2 – Preamble (Center)
 - Day 3 – Article I & II (Flap 1 and 2)
 - Day 4 – Article III (Flap 3)
 - Day 5 – Article IV & V (Flap 4 and 5)
 - Day 6 – Article VI & VII (Flap 6 and 7)
(Start a NEW lesson on day 6 after checking the last two flaps of homework)

Materials

1. Textbook – Chapter 3
2. 18 x 24 white construction paper - one per student
3. 4 x 6 Index cards (tracing patterns) – one per student
4. Scissors
5. Markers
7. *Our Living Constitution: Then and Now* by Jerry Aten (Second Edition: Grades 5-8)

Alabama Course of Study

1) Describe influences of ancient Greece, the Magna Carta, and the Mayflower Compact on the government of the United States

- Identify essential characteristics of the Declaration of Independence, the Constitution, and the Bill of Rights as the foundation of the government of the United States

Instructional Strategies

1. Foldable graphic organizer
2. Reading for understanding

Tier of Instruction

 X 1st 2nd 3rd

Unit

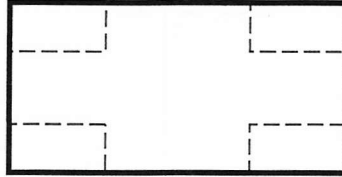
United States Constitution

Procedures

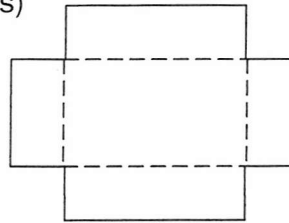
Day 1

1. Create the Four-Flap Book Foldable Graphic Organizers

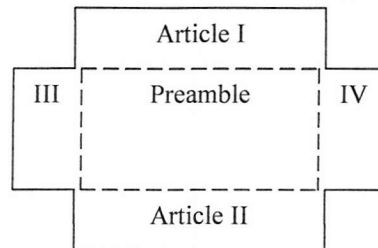
- Give each student a piece of construction paper (18 x 24) and an index card (4 x 8).
- Instruct each student to use the index card as a tracing pattern. Place the index card in one of the four corners of the paper and trace around the two sides of the index card. Repeat in the remaining four corners. The students' papers should look like this:



- After checking students' papers, distribute the scissors and have students cut out the four corners of the paper. (Above Diagram: cut on the dotted lines) Their papers will now be a cross shape.
- Have the students fold each of the four flaps over and across the center of the paper to form a rectangle. (Fold along the dotted lines)



- Have students label each of the flaps Article I, II, III, IV, V, VI, and VII. Have students label the center rectangle, Preamble. Label the backs of flaps 2, 3, and 4, with the titles Article V, Article VI, and Article VII. The back of flap 1 is the cover of the book. Allow students to decorate it. Have students write the title: Articles of the U.S. Constitution.



- Have students copy the Preamble of the U.S. Constitution to the center rectangle of the book.

Day 2 – Day 5

- Begin class by checking homework (four-flap book).
- Start discussing the day's PowerPoint for each of the seven articles of the Constitution. Have students take notes. DO NOT lecture only, discuss each section with students. Ask students to make connections between the Constitution and their lives.
- Homework assignment: Students will complete one bullet for each section of each article. For example: Article I will have 10 bullets because there are ten sections in the Article. Article II will have 4 bullets, Article III will have 3 bullets, etc.

 X Talking X Writing X Investigating X Reading X Listening