

Introducing the Topic

Learning Objectives

- Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.

Materials

- Print the following worksheets and data sheets:
 - *Unit 95 Lesson 1 SOC Vocabulary Flashcards 1 Worksheet*
 - *Unit 95 Lesson 1 SOC Vocabulary Response Cards Worksheet Lv 1/2 (per Level 1 and 2 student)*
 - *Unit 95 Lesson 1 SOC Articles of Confederation Worksheet Lv 1/2 (per Level 1 and 2 student)*
 - *Unit 95 Lesson 1 SOC Articles of Confederation Worksheet Lv 3 (per Level 3 student)*
 - *Classroom Resources SOC Vocabulary Graphic Organizer Worksheet (two per student)*
 - *Constant Time Delay Individual (per student) or Group Data Sheet*
 - *System of Least Prompts Individual (per student) or Group Data Sheet*
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - *Unit 95 Lesson 1 Social Studies Companion Text (per student and teacher)*
 - Dry Erase U.S. Map
 - Large Dry Erase Pocket
 - Dry erase markers (per student and teacher)
 - Pencils (per student)
 - Scissors (per Level 2 and 3 student)
 - Pencils (per student)

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • Second Continental Congress • Articles of Confederation • loose alliance • state power • supermajority • unanimous <p>(continued)</p>	<ul style="list-style-type: none"> • Second Continental Congress • Articles of Confederation • loose alliance • state power • supermajority • unanimous <p>(continued)</p>	<ul style="list-style-type: none"> • Second Continental Congress • Articles of Confederation • loose alliance • state power • supermajority • unanimous <p>(continued)</p>

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> Northwest Ordinance Shays' Rebellion 	<ul style="list-style-type: none"> Northwest Ordinance Shays' Rebellion 	<ul style="list-style-type: none"> Northwest Ordinance Shays' Rebellion

Anchor Instruction for All Students

Hold up the Dry Erase U.S. Map. Trace an outline around the original 13 states. Point to them.

When the United States declared its independence, there were many important things for the United States to figure out. Can you think of any of these things? Give students an opportunity to respond. **The first thing the United States needed to do was figure out what type of government to have. Do you know which group acted as the first government of the United States?** Give students an opportunity to respond. **The Second Continental Congress served as the first national government of the United States during the American Revolution from 1776 to 1781. The Second Continental Congress drafted, or wrote, a system of government for how the United States would be run. Do you know what it was called?** Give students an opportunity to respond. **This system of government was called the Articles of Confederation. The Articles of Confederation would be the first official government of the United States from 1781 until it was replaced by the Constitution in 1789.**

Do you think the Articles of Confederation was a good system of government? Give students an opportunity to respond. **The Articles of Confederation was a very weak system of government. It was difficult to pass laws or taxes because it took a supermajority of nine out of the 13 states to do so. It was even more difficult to change the Articles of Confederation. It would take a unanimous vote of all 13 states in order to make a change. It was difficult to get all states to agree.**

The Articles of Confederation did one thing well with regards to new territory. Can you guess what it decided? Give students an opportunity to respond. Then, hold up the Dry Erase U.S. Map and circle the large area of land west of the 13 states, south of the Great Lakes. Point to it. **The Northwest Ordinance was passed in 1787. The Northwest Ordinance outlined how to organize new territories and get them ready to one day become states. Originally, there were 13 states. How many states are there today?** Give students an opportunity to respond. **There are 50 states today. The United States has grown a lot! All the states that were added followed the outline of the Northwest Ordinance in order to become a part of the United States.**

The biggest problem with the Articles of Confederation was that they were unclear about what to do if there was a national crisis. In 1786, farmers in western Massachusetts were upset when the state government in Massachusetts tried to tax them. The farmers rebelled. They were led by a war veteran named Daniel Shays. What do you think the problem was? Give students an opportunity to respond. **No one was sure who should stop Shays' Rebellion. Was it a problem for Massachusetts or the whole country?** Give students an opportunity to respond. **It was clear the Articles of Confederation needed to be fixed or replaced, which would lead to the calling of the Constitutional Convention in 1787.**

Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts Instructional Methods section at the front of this Teacher’s Guide or access the Core Vocabulary and Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

Materials: *Unit 95 Lesson 1 SOC Vocabulary Flashcards 1 Worksheet*, Constant Time Delay Individual (per student) or Group Data Sheet, System of Least Prompts Individual (per student) or Group Data Sheet

Prior to Instruction: Select instructional method (i.e., Constant Time Delay or System of Least Prompts). Then, prepare the corresponding individual or group data sheet to collect data on your students as you do the activities listed below. Cut out one set of Picture Cards from the *Unit 95 Lesson 1 SOC Vocabulary Flashcards 1 Worksheet*. Write the vocabulary targets on the Data Sheet.

VOCABULARY WORD	DEFINITION	LEVELS
confederation	a loose alliance of territories or states	1, 2, 3
majority	a number of votes that is more than half of the total number	1, 2, 3
unanimous	agreed to by everyone	1, 2, 3

Read/Review the Text

Materials: *Unit 95 Lesson 1 SOC Vocabulary Response Cards Worksheet Lv 1/2* (per Level 1 and 2 student), *Classroom Resources SOC Vocabulary Graphic Organizer Worksheet*, scissors, glue sticks, and pencils

Prior to Instruction: Give two copies of the Vocabulary Graphic Organizer Worksheet to each student. Give one copy of the Vocabulary Response Cards Worksheet Lv 1/2 to each Level 1 and Level 2 student. Cut out the response options for students that need assistance. Provide scissors and glue sticks (as needed) to each Level 1 and 2 student. Provide a pencil to each student.

LEVEL 1	LEVEL 2	LEVEL 3
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Today, we are going to learn more about our vocabulary words from *Checks and Balances*. Our vocabulary words are “branch” and “principle.” First, let’s learn about “branch.”

Put the picture of “branch” in the middle of the Vocabulary Graphic Organizer Worksheet. **This is branch. I want you to draw a picture of branch in this box** (point). After the student has finished drawing the picture, say, **Now, we are going to put the definition of branch here** (point). **A definition is what the word means.** Read the definition of “branch” and then show
(continued)

Show the student the pictures of “branch” and “principle.” **Which one shows branch?** Allow the students to choose the picture of “branch.” **Great! Put the picture of branch here.** Point to the circle in the center of the Vocabulary Graphic Organizer Worksheet. **Now, I want you to draw a picture of branch in this box** (point). After the student has finished drawing the picture, say, **Next, we are**
(continued)

What was one of our vocabulary words? Allow students to respond. **That’s right! “Branch” is one of our vocabulary words. Write “branch” here.** Point to the circle in the center of the Vocabulary Graphic Organizer Worksheet. Assist students with spelling as needed. **Now, I want you to draw a picture of branch in this box** (point). After the student has finished
(continued)

LEVEL 1	LEVEL 2	LEVEL 3
<p>the picture of “principle” as a distractor. Which one is the definition? Allow students to respond, providing assistance as needed. Now, we are going to find the sentence with “branch” in it. Read the “branch” sentence to the students and show the picture of “government” as a distractor. Which one is a sentence about branch? Allow students to respond. Lastly, we need to find a word that can be associated, or goes along, with “branch.” What’s a word that we can associate with the word “branch”? Show students the “government” and “truth” response options. Allow students to choose.</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “principle.”</p>	<p>going to choose the definition of branch. We will put it here (point). Read the definition of “branch” and the definition of “principle.” Which one is the correct definition? Allow students to respond, providing assistance as needed. Now, we are going to find the sentence with “branch” in it. Read the two sentences (“branch” and “principle”) to the students. Which one is a sentence about branch? Allow students to respond. Lastly, we need to find a word that can be associated with “branch.” What’s a word that we can associate with the word “branch”? Show students the “government” and “truth” response options. Allow students to choose.</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “principle.”</p>	<p>drawing the picture, say, Next, we are going to write the definition. What does branch mean? Allow students to respond, providing assistance as needed. Students should write the definition in the box. You can also provide the response option for them to copy. Now, let’s use the word “branch” in a sentence. Tell me a sentence with “branch” in it. Allow students to respond. Assist them with writing their sentence as needed. Lastly, we need to find a word that can be associated with “branch.” What’s a word that we can associate with the word “branch”? Allow students to respond. If assistance is needed, provide them with choices. Is “government” or “truth” a word we can associate with branch?</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “principle.”</p>

Concept Building

Materials: *Unit 95 Lesson 1 SOC Articles of Confederation Worksheet Lv 1/2* (per Level 1 and 2 student), *Unit 95 Lesson 1 SOC Articles of Confederation Worksheet Lv 3* (per Level 3 student), System of Least Prompts Group Data Sheet (per group), Large Dry Erase Pocket, dry erase marker, and pencils (per student)

Prior to Instruction: Place the *Unit 95 Lesson 1 SOC Articles of Confederation Worksheet Lv 1/2* in a Large Dry Erase Pocket

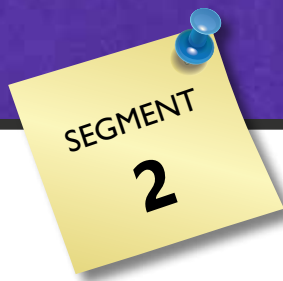
	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today, we will answer questions about the national government of the United States under the Articles of Confederation.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
MODEL	<p>I'll go first. Put the Articles of Confederation Worksheet Lv 1/2 in the Dry Erase Pocket. Point to the first question. Which group served as the first national government of the United States? Point to each image and read it aloud, [Continental Army, Second Continental Congress, Supreme Court, or Parliament]. Circle "Second Continental Congress" and say, The Second Continental Congress acted as the first national government of the United States from 1776 to 1781 and was responsible for drafting the Articles of Confederation.</p>		<p>I'll go first. Hold up the Articles of Confederation Worksheet Lv 3. Point to the first question. Which group served as the first national government of the United States? Point to each response and read it aloud, [Continental Army, Second Continental Congress, Supreme Court, or Parliament]. Circle "Second Continental Congress" and say, The Second Continental Congress acted as the first national government of the United States from 1776 to 1781 and was responsible for drafting the Articles of Confederation.</p>
GUIDED PRACTICE	<p>Let's work together. Point to the second question. Which of the following best represents the central government of the United States under the Articles of Confederation? Point to each image and read it aloud, [old, strict, strong, or weak]. Circle "weak" and say, The central government of the United States under the Articles of the Confederation was generally weak as most of the power was given to the individual states. It was very difficult for the central government to pass laws under the Articles of Confederation.</p>		<p>Let's work together. Point to the second question. Which of the following statements is TRUE about the Articles of Confederation? Point to each response and read it aloud, [The central government was very strong., It was very easy for the central government to pass laws., Most of the power was given to the individual states., or No one followed the Articles of Confederation.]. Circle "Most of the power was given to the individual states." and say, The central government of the United States under the Articles of the Confederation was generally weak as most of the power was given</p> <p style="text-align: right;"><i>(continued)</i></p>

	LEVEL 1	LEVEL 2	LEVEL 3
			to the individual states. It was very difficult for the central government to pass laws under the Articles of Confederation.
INDEPENDENT PRACTICE	<p>It's your turn. Give each student an Articles of Confederation Worksheet Lv 1/2 and a pencil. Circle the image that best answers each question. Point to and read the first question. Then, point to each image and read each response. Circle your answer. Give students an opportunity to respond. Then, assist them as needed with circling their response. Repeat this process for the remaining questions assisting the students as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>It's your turn. Give each student an Articles of Confederation Worksheet Lv 1/2 and a pencil. Circle the image that best answers each question. Point to and read the first question. Give students an opportunity to respond. Then, assist them as needed with circling their response. Repeat this process for the remaining questions assisting the students as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>It's your turn. Give each student an Articles of Confederation Lv 3 and a pencil. Read each question. Circle the response that best answers each question. Give students an opportunity to respond and assist them as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Circle the response that best answers the question: [Which group served as the first national government of the United States?].</p> <p>Model Prompt: Watch me. Point to each response and read it aloud. Circle [Second Continental Congress]. Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to circle [Second Continental Congress].</p>		
REINFORCE	<p>Great job! You showed a lot of what you know about the national government of the United States under the Articles of Confederation.</p>		



Instructional Tip! Use the Dry Erase U.S. Map throughout instruction to show students the relationship of the states and the national government under the Articles of Confederation and how the United States would grow.



Understanding the Big Ideas

Learning Objectives

- Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- Identify major debates and compromises in the process of writing and adopting the Constitution, such as plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights.
- Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.

Materials

- Print the following worksheets and data sheets:
 - Unit 95 Lesson 1 SOC Vocabulary Flashcards 2 Worksheet
 - Unit 95 Lesson 1 SOC Drafting the Constitution Worksheet (per student and teacher)
 - Constant Time Delay Individual (per student) or Group Data Sheet
 - System of Least Prompts Individual (per student) or Group Data Sheet
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - Unit 95 Lesson 1 Social Studies Companion Text (per student and teacher)
 - Dry Erase U.S. Map
 - Dry erase markers
 - Scissors (per Level 2 and 3 student and teacher)
 - Glue sticks (per student and teacher)

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

- Gather, print, and prepare all materials listed above.
- If you plan to program students' AAC devices, program the following words:

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> Philadelphia Constitutional Convention Virginia Plan New Jersey Plan Great Compromise <p>(continued)</p>	<ul style="list-style-type: none"> Philadelphia Constitutional Convention Virginia Plan New Jersey Plan Great Compromise <p>(continued)</p>	<ul style="list-style-type: none"> Philadelphia Constitutional Convention Virginia Plan New Jersey Plan Great Compromise <p>(continued)</p>

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • House of Representatives • Senate • Three-Fifths Compromise • amendments 	<ul style="list-style-type: none"> • House of Representatives • Senate • Three-Fifths Compromise • amendments 	<ul style="list-style-type: none"> • House of Representatives • Senate • Three-Fifths Compromise • amendments

Anchor Instruction for All Students

A meeting was called in 1787 to try to fix the Articles of Confederation or come up with a better system of government. Do you know what this meeting would become known as? Give students an opportunity to respond. **This meeting would become known as the Constitutional Convention. Do you know where the Constitutional Convention was held?** Give students an opportunity to respond. **The Constitutional Convention was held in Philadelphia, Pennsylvania in 1787. Representatives from 12 of the 13 states came. They met in the same building that the Second Continental Congress used to meet in.**

A big question was how to represent the people and the states in the government. Some states, like Virginia, had much bigger populations than states like New Jersey. Different states had different ideas about how to decide representation. What do you think Virginia’s plan was? Give students an opportunity to respond. **The Virginia Plan proposed representation based on a state’s population. What do you think New Jersey’s plan was?** Give students an opportunity to respond. **The New Jersey plan proposed each state be equally represented. How did the representatives figure out this disagreement?** Give students an opportunity to respond. **Delegates from Connecticut came up with a compromise that used parts of both the Virginia and New Jersey Plans. It created two houses of Congress. The House of Representatives was based on population, and the Senate had two Senators per state.**

What other population issue was a problem at the convention? Give students an opportunity to respond. **Southern states had many enslaved people that worked on tobacco and cotton plantations. The Southern states wanted all enslaved people to count in their populations. Why?** Give students an opportunity to respond. **The South wanted to get as many representatives as they could. The North thought this was unfair. The Southern states were not treating the enslaved people as free citizens. What compromise did the representatives come to?** Give students an opportunity to respond. **They decided to count each enslaved person as three-fifths of a person. This meant that every five enslaved people was equal to three people in the population count.**

Some delegates and states were worried that the new government might be too powerful and take away people’s rights. They wanted to be able to make changes to the Constitution, if needed, to limit the government’s power and protect the people’s rights. Do you know what changes to the Constitution are called? Give students an opportunity to respond. **Changes to the Constitution are called amendments. You will learn more about the process of making amendments.**

Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts

Instructional Methods section at the front of this Teacher’s Guide or access the Core Vocabulary and Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

Materials: *Unit 95 Lesson 1 SOC Vocabulary Flashcards 2 Worksheet*, Constant Time Delay Individual (per student) or Group Data Sheet, System of Least Prompts Individual (per student) or Group Data Sheet

Prior to Instruction: Select instructional method (i.e., Constant Time Delay or System of Least Prompts). Then, prepare the corresponding individual or group data sheet to collect data on your students as you do the activities listed below. Cut out one set of Picture Cards from the *Unit 95 Lesson 1 SOC Vocabulary Flashcards 2 Worksheet*. Write the vocabulary targets on the Data Sheet.

VOCABULARY WORD	DEFINITION	LEVELS
convention	a large meeting of people who come to a place for usually several days to talk about their shared work or to make decisions as a group	1, 2, 3
constitution	a document that describes the system of beliefs and laws by which a country or state is governed	1, 2, 3
compromise	a way of reaching agreement in which each group gives up something that was wanted to end a dispute	1, 2, 3
House of Representatives	the larger part of the U.S. Congress with members apportioned by population	1, 2, 3
Senate	the smaller group of the two that form the U.S. Congress with members apportioned two per state	1, 2, 3

Read/Review the Text

Materials: *Unit 95 Lesson 1 Social Studies Companion Text*

Prior to Instruction: Read the *Unit 95 Lesson 1 Social Studies Companion Text* to the student. The e-Reader can be used to have the text read to the student by accessing the audio. The instructions for the recall task are listed here. The visuals that go along with this task are found in *Unit 95 Lesson 1 SOC Review the Text Technology Lessons*.

LEVEL 1	LEVEL 2	LEVEL 3
Complete the three-box sort about the branches of government.	Complete the three-box sort about the branches of government.	Complete the three-box sort about the branches of government.

Read and Connect the Big Ideas

Materials: *Unit 95 Lesson 1 SOC Drafting the Constitution Worksheet* (per student and teacher), System of Least Prompts Group Data Sheet (per group), scissors (per Level 2 and 3 student and teacher), glue sticks (per student and teacher)

Prior to Instruction: Cut out a set of Picture Cards from the *Unit 95 Lesson 1 SOC Drafting the Constitution Worksheet* for each Level 1 student, including a set for yourself to use as a model. You may have Level 2 and 3 students cut out their own Picture Cards during the activity, as appropriate, or you may cut them out for students ahead of time.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today we will map out some of the features, ideas, and results from the Constitutional Convention of 1787.</p>		
MODEL	<p>I'll go first. In the central spot on the Drafting the Constitution Worksheet, put the response option, "Constitutional Convention." The Constitutional Convention met in 1787 to revise or replace the Articles of Confederation. Show students the "Philadelphia" Picture Card and one of the three distractor response options from the Drafting the Constitution Worksheet. Which of these was where the Constitutional Convention met? Choose the correct response. The Constitutional Convention met in Philadelphia, Pennsylvania in the same place that the Second Continental Congress had met a decade before. Place the "Philadelphia" Picture Card in one of the boxes connected to the center. Do not glue the Picture Card in place.</p>		
GUIDED PRACTICE	<p>Let's work together to find another important feature of the Constitutional Convention. Large states believed they should have the most representation in the new government. Which one of the following choices represents this? Show students the "Virginia Plan" Picture Card and one of the three distractor response options from the Drafting the Constitution Worksheet. Give the students a chance to respond. Choose the correct response. The Virginia Plan for the Constitution outlined three branches of government with a two-house legislature where the number of representatives would be based on population. Do not glue the Picture Card in place.</p>		
INDEPENDENT PRACTICE	<p>Your turn. Give students the Drafting the Constitution Worksheet. Place the "New Jersey Plan" Picture Card in front of students. The New Jersey Plan believed that each state should have equal representation in the legislature regardless of its population. Assist students as needed in placing and gluing the Picture Card correctly on the worksheet. Repeat this process for the other Picture Cards. Use the following prompts:</p> <p>The Constitutional Convention met in Philadelphia, Pennsylvania in the same place that the Second Continental Congress had met a decade before.</p>	<p>Your turn. Give students the Drafting the Constitution Worksheet, a pair of scissors, and a glue stick. Assist students as needed with cutting out their Picture Cards. Glue the features, ideas, and results from the Constitutional Convention of 1787 in the correct spots on the worksheet. Assist students as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>Your turn. Give students the Drafting the Constitution Worksheet, a pair of scissors, and a glue stick. Assist students as needed with cutting out their Picture Cards. Glue the features, ideas, and results from the Constitutional Convention of 1787 in the correct spots on the worksheet. Assist students as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>The Virginia Plan for the Constitution outlined three branches of government with a two-house legislature where the number of representatives would be based on population.</p> <p>The Great Compromise combined aspects of the Virginia and New Jersey Plan to create a two-house legislature with one house based on population and the other with equal representation by state.</p> <p>The two houses of the United States Congress created by the Constitution were the House of Representatives and the Senate.</p> <p>The infamous Three-fifths Compromise said that each enslaved person would count as $\frac{3}{5}$ of a person in counting the population of Southern states.</p> <p>The promise of future amendments to the Constitution was very important to many delegates who wanted to make sure that individual and states' rights were protected.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>		
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Place the [Philadelphia, Pennsylvania] card on the worksheet.</p> <p>Model Prompt: Watch me. Move the [Philadelphia, Pennsylvania] card to a correct spot on the worksheet. Your turn.</p> <p><i>(continued)</i></p>	<p>Verbal Prompt: Glue the features, ideas, and results from the Constitutional Convention of 1787 in the correct spots on the worksheet.</p> <p>Model Prompt: Watch me. Move the [Philadelphia, Pennsylvania] card to a correct spot on the worksheet. Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to move the [Philadelphia, Pennsylvania] card to a correct spot on the worksheet.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to move the [Philadelphia, Pennsylvania] card to a correct spot on the worksheet.		
REINFORCE	Great work! You mapped out the features, ideas, and results from the Constitutional Convention of 1787.		



Instructional Tip! Use the Dry Erase U.S. Map throughout instruction to show students the different concepts of representation (equal and proportional) and what they ultimately would be under the Constitution.

Connecting the Big Ideas

Learning Objectives

- Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- Analyze and evaluate the text, intent, meaning, and importance of the U.S. Constitution, including the Bill of Rights.
- Demonstrate knowledge of the organization and powers of the national government.
- Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.

Materials

- Print the following worksheets and data sheets:
 - *Unit 95 Lesson 1 SOC Vocabulary Flashcards 3 Worksheet*
 - *Unit 95 Lesson 1 SOC Comprehension Worksheet Lv 3 (per Level 3 student)*
 - *Unit 95 Lesson 1 SOC Comprehension Worksheet Lv 1/2 (per Level 1 and student)*
 - *Unit 95 Lesson 1 SOC Branches of Government Worksheet (per student and teacher)*
 - *Constant Time Delay Individual Data Sheet (per student)*
 - *Systems of Least Prompts Group Data Sheet (per group)*
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - *Unit 95 Lesson 1 Social Studies Companion Text (per student and teacher)*
 - Dry erase markers (three different colors)
 - Pencils (per student)
 - Scissors (per level 2/3 students and teacher)
 - Glue sticks (per student)

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> legislative branch executive branch judicial branch President Congress Supreme Court 	<ul style="list-style-type: none"> legislative branch executive branch judicial branch President Congress Supreme Court 	<ul style="list-style-type: none"> legislative branch executive branch judicial branch President Congress Supreme Court

Anchor Instruction for All Students

You have been reading about the branches of the United States government and the system of checks and balances in your Companion Text. The United States Constitution divided the national government into different branches. How many branches of government are there? Give students an opportunity to respond. There are three branches of government. First, there is the legislative branch. Do you know what the legislative branch does? Give students an opportunity to respond. The legislative branch is made up of Congress. Congress makes or writes laws. Do you remember the two houses of Congress created by the Constitution? Give students an opportunity to respond. They are the House of Representatives and the Senate. There is also the executive branch. Who is in charge of the executive branch? Give students an opportunity to respond. The president of the United States is in charge of the executive branch. The president’s job is to carry out the laws or make sure they go into effect. The third branch is the judicial branch. What do you think the judicial branch does? Give students an opportunity to respond. The judicial branch is made up of courts, including the Supreme Court. The Supreme Court is the highest court in the United States. The courts evaluate the laws. Which branch is the most powerful? Give students an opportunity to respond. The three branches of government were designed in the Constitution to be equal. The Constitution created a system of checks and balances where each branch has some powers over the others. For example, the president is the commander in chief of the military, but only Congress can declare war. Can you think of any other powers that the different branches have? Give students an opportunity to respond.

We will learn more about the different powers of the branches of government.

Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts Instructional Methods section at the front of this Teacher’s guide or access the Core Vocabulary and Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

Materials: Unit 95 Lesson 1 SOC Vocabulary Flashcards 3 Worksheet, Constant Time Delay Individual (per student) or Group Data Sheet, System of Least Prompts Individual (per student) or Group Data Sheet

Prior to Instruction: Select instructional method (i.e., Constant Time Delay or System of Least Prompts). Then, prepare the corresponding individual or group data sheet to collect data on your students as you do the activities listed below. Cut out one set of Picture Cards from the Unit 95 Lesson 1 SOC Vocabulary Flashcards 3 Worksheet. Write the vocabulary targets on the Data Sheet.

VOCABULARY WORD	DEFINITION	LEVELS
federal	a form of government in which power is shared between a central government and individual states or provinces	1, 2, 3
legislative	having the power to make laws	1, 2, 3
executive	responsible for making sure laws are carried out and for managing the affairs of a nation or state	1, 2, 3
judicial	responsible for dealing with all legal cases involving the government	1, 2, 3
supremacy clause	part of the Constitution that says that a law of the federal government is law everywhere in the United States	1, 2, 3

Read/Review the Text

Materials: *Unit 95 Lesson 1 SOC Comprehension Worksheet Lv 3, Unit 95 Lesson 1 SOC Comprehension Worksheet Lv 1/2, and pencils*

Prior to Instruction: Give each student the *Unit 95 Lesson 1 SOC Comprehension Worksheet* and a pencil.

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> Which branch of government creates laws? (legislative) Who is the head of the executive branch in the United States? (president) What percentage of Congress is needed to override a presidential veto? (67%) Which of the following can declare laws unconstitutional? (Supreme Court) Which of the following has the power to declare war? (Congress) 	<ul style="list-style-type: none"> Which branch of government creates laws? (legislative) Who is the head of the executive branch in the United States? (president) What percentage of Congress is needed to override a presidential veto? (67%) Which of the following can declare laws unconstitutional? (Supreme Court) Which of the following has the power to declare war? (Congress) 	<ul style="list-style-type: none"> What is the purpose of the system of checks and balances? (to make sure one branch of government does not become too powerful) What is a simple majority? (one more than half the votes cast) What happens after Congress approves a law? (It goes to the president to be signed or vetoed.) Which of the following can declare laws unconstitutional? (Supreme Court) Which of the following is NOT an example of checks and balances? (The Supreme Court controls the military budget.)

PROMPTING AND ERROR CORRECTION

If a student responds incorrectly, read the sentence from the Companion Text to them that contains the answer.	If a student responds incorrectly, read the paragraph from the Companion Text to them that contains the answer.	If a student responds incorrectly, prompt the student to re-read the Companion Text to find the answer.
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Asking Questions and Finding Answers

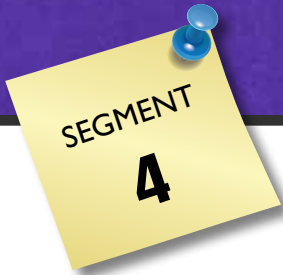
Materials: *Unit 95 Lesson 1 SOC Branches of Government Worksheet* (per student and teacher), System of Least Prompts Group Data Sheet (per group), scissors (per Level 2 and 3 student and teacher), glue sticks (per student and teacher)

Prior to Instruction: Cut out a set of Picture Cards from the *Unit 95 Lesson 1 SOC Branches of Government Worksheet* for each Level 1 student, including a set for yourself to use as a model. You may have Level 2 and 3 students cut out their own Picture Cards during the activity, as appropriate, or you may cut them out for students ahead of time.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today, we are going to learn about the three branches of government created by the Constitution of the United States. Display your copy of the Sorting Worksheet. There are three columns here. Each column represents a branch of the government. The three columns are Legislative Branch, Executive Branch, and Judicial Branch.</p>		
MODEL	<p>I'll go first. Point to the Legislative Branch column. This column says "Legislative Branch." You learned that Congress makes up the legislative branch. Hold up the "Congress" Picture Card in front of the students. This says "Congress." Congress is made up of the House of Representatives and the Senate. I will place Congress in the Legislative Branch column. Place the Picture Card in the correct column on the Sorting Worksheet. Do not glue the Picture Card in place.</p>		
GUIDED PRACTICE	<p>Let's work together. Point to the Executive Branch column. This says "Executive Branch." We discussed that the executive branch carries out laws created by Congress. Place the "president" and the "evaluates laws" Picture Cards in front of the students. Hold up each Picture Card one at a time and say, This says "president." This says "evaluates laws." Which one is part of the executive branch? Give students an opportunity to respond. Hold up the "president" Picture Card. The president is the head of the executive branch. The president signs or approves laws and makes sure they are carried out. I will place the president in the Executive Branch column. Model placing the Picture Card in the correct location on the Sorting Worksheet. Do not glue the Picture Card in place.</p> <p>Let's do one more. Point to the Judicial Branch column. This says "Judicial Branch." We discussed that the judicial branch interprets, or judges, if laws are good or bad. Place the "Supreme Court" and "commands the military" Picture Cards in front of the students. Hold up each Picture Card one at a time and say, This says "Supreme Court." This says "commands the military." Which one is part of the judicial branch? Give students an opportunity to respond by pointing. Hold up the "Supreme Court" Picture Card. The Supreme Court is the highest court in all the United States. It evaluates whether laws are constitutional or not. I will place Supreme Court in the Judicial Branch column. Model placing the Picture Card in the correct location on the Sorting Worksheet. Do not glue the Picture Card in place.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
INDEPENDENT PRACTICE	<p>It's your turn. Give a copy of the Sorting Worksheet and a glue stick to each student. I will ask you questions. You will choose the picture that answers the question. Place the “makes laws” Picture Card and one distractor in front of the students. Which picture belongs in the Legislative Branch column? Give students an opportunity to respond by pointing and then assist them as needed with placing the Picture Cards in the correct column on their Sorting Worksheet. Glue the Picture Cards in place for the students as needed. Repeat this process for the remaining Picture Cards from the Sorting Worksheet, asking students if the Picture Cards belong in the [Legislative Branch/ Executive Branch/Judicial Branch] column.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>It's your turn. Give a copy of the Sorting Worksheet, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Present three Picture Cards to the students at a time. I will ask you to identify pictures. Then, you will put the picture in the correct column on your worksheet. Place the “makes laws” Picture Card and two distractors in front of the students. Put the correct picture in the Legislative Branch column. Allow students to respond and then assist them as needed in gluing the Picture Card in the correct column on their worksheet. Repeat this process for the remaining Picture Cards from the Sorting Worksheet, asking students to place the Picture Cards in the [Legislative Branch/Executive Branch/ Judicial Branch] column.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>It's your turn. Give a copy of the Sorting Worksheet, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Look at the picture cards. Identify each column on their worksheet by name. Put the pictures into the correct column on your worksheet. Assist students as needed with placing and gluing Picture Cards on the Sorting Worksheet</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Which picture belongs in the [Legislative Branch/ Executive Branch/Judicial Branch] column?</p> <p>Model Prompt: Point to the correct response and say [makes laws] belongs in the [Legislative Branch] column. Your turn.</p> <p>(continued)</p>	<p>Verbal Prompt: Put the correct picture in the [Legislative Branch/ Executive Branch/Judicial Branch] column.</p> <p>Model Prompt: Point to the correct response and say [makes laws] goes in the [Legislative Branch] column. Your turn.</p> <p>(continued)</p>	<p>Verbal Prompt: If the picture belongs to the [Legislative Branch/Executive Branch/ Judicial Branch] column, put it in the [first/second/ third/] column.</p> <p>Model Prompt: Point to the correct response and say [makes laws] goes in the [Legislative Branch] column. Your turn.</p> <p>(continued)</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	Physical Prompt: Do it with me. Use hand-over-hand guidance to help the student point to the correct response, and say, [The legislative branch makes laws.] as you prompt them.	Physical Prompt: Do it with me. Use hand-over-hand guidance to help the student point to the correct response, and say, [The legislative branch makes laws.] as you prompt them.	Physical Prompt: Do it with me. Use hand-over-hand guidance to help the student point to the correct response, and say, [The legislative branch makes laws.] as you prompt them.
REINFORCE	Excellent! You showed a lot of knowledge about the three branches of government.		



Research and Collaborate

Learning Objectives

- Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- Demonstrate knowledge of the organization and powers of the national government.
- Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

Materials

- Print the following worksheets and data sheets:
 - Unit 95 Lesson 1 SOC Vocabulary Flashcards 4 Worksheet
 - Unit 95 Lesson 1 SOC Comprehension Map Worksheet (per student)
 - Unit 95 Lesson 1 SOC Ratifying the Constitution Flashcards Worksheet Lv 1 (per Level 1 student)
 - Unit 95 Lesson 1 SOC Ratifying the Constitution Matching Worksheet Lv 2/3 (per Level 2 and 3 student)
 - Constant Time Delay Individual Data Sheet (per student)
 - Systems of Least Prompts Group Data Sheet (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - Unit 95 Lesson 1 Social Studies Companion Text (per student and teacher)
 - Dry Erase U.S. Map
 - Scissors (per Level 2 and 3 student and teacher)
 - Glue sticks (per Level 2 and 3 student and teacher)

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • James Madison • Federalists • Anti-Federalists • ratify <p>(continued)</p>	<ul style="list-style-type: none"> • James Madison • Federalists • Anti-Federalists • ratify <p>(continued)</p>	<ul style="list-style-type: none"> • James Madison • Federalists • Anti-Federalists • ratify <p>(continued)</p>

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> states' rights <i>Federalist Papers</i> Bill of Rights 	<ul style="list-style-type: none"> states' rights <i>Federalist Papers</i> Bill of Rights 	<ul style="list-style-type: none"> states' rights <i>Federalist Papers</i> Bill of Rights

Anchor Instruction for All Students

After the Constitution was written, it still needed to be agreed to, or ratified, by the individual states. Do you know how many of the original 13 states had to ratify the Constitution for it to become the foundation for a new national government? Give students an opportunity to respond. A supermajority of nine states was needed to ratify the Constitution. Delaware became the first state to ratify the Constitution in December of 1787. Americans were divided about the proposed Constitution. What was the name of people who supported the Constitution? Give students an opportunity to respond. The people who supported the Constitution were called Federalists. The Federalists were led by James Madison, who had authored the Virginia Plan at the Constitutional Convention. James Madison became known as the “Father of the Constitution.” James Madison worked with Alexander Hamilton and John Jay to write a series of essays supporting the Constitution. Do you know what these essays were called? Give students an opportunity to respond. These essays became known as the *Federalist Papers*. What do you think the purpose of the *Federalist Papers* was? Give students an opportunity to respond. The *Federalist Papers* were designed to convince state delegates to vote for ratifying the Constitution. The *Federalist Papers* have become some of the greatest writings on government in history.

Who were the people against the Constitution? Give students an opportunity to respond. The people against the Constitution were known as the Anti-Federalists. Why didn't the Anti-Federalists support the Constitution? Give students an opportunity to respond. Point to the Dry Erase U.S. map and highlight individual states as you say, The Anti-Federalists were afraid that a strong government would take away the rights of the people and the individual states. How do you think the Federalists were able to get the Constitution ratified? Give students an opportunity to respond. The *Federalist Papers* helped. The Federalists also promised the Anti-Federalists that they would add a Bill of Rights to the Constitution to protect the rights of the people and the individual states. The Constitution was ratified on June 21, 1788. It has been the foundation of the government of the United States ever since.

Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts Instructional Methods section at the front of this Teacher’s Guide or access the Core Vocabulary and Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

Materials: Unit 95 Lesson 1 SOC Vocabulary Flashcards 4 Worksheet, Constant Time Delay Individual (per student) or Group Data Sheet, System of Least Prompts Individual (per student) or Group Data Sheet

Prior to Instruction: Select instructional method (i.e., Constant Time Delay or System of Least Prompts). Then, prepare the corresponding individual or group data sheet to collect data on your students as you do the activities listed below. Cut out one set of Picture Cards from the *Unit 95 Lesson 1 SOC Vocabulary Flashcards 4 Worksheet*. Write the vocabulary targets on the Data Sheet.

VOCABULARY WORD	DEFINITION	LEVELS
Federalists	supporters of the U.S. Constitution who wanted a strong national government	1, 2, 3
Anti-Federalists	those who opposed the U.S. Constitution and creation of a strong national government	1, 2, 3
ratify	to make a document official by signing it or voting for it	1, 2, 3
Bill of Rights	The first 10 amendments to the U.S. Constitution that list the basic rights of the citizens and states	1, 2, 3

Read/Review the Text

Materials: *Unit 95 Lesson 1 SOC Comprehension Map Worksheet* (per student), scissors, and glue sticks

Prior to Instruction: Give each student a copy of the Comprehension Map Worksheet. Remove the response options from the worksheet for Level 3 students. Cut out the response options for those Level 1 and 2 students needing assistance.

LEVEL 1	LEVEL 2	LEVEL 3
<p>In the large circle on the Comprehension Map Worksheet, put the response option, “The United States Constitution places the federal government’s power into three distinct branches.” We read <i>Checks and Balances</i>. The main idea of the text was that the United States Constitution places the federal government’s power into three distinct branches. Point to the response option. Let’s find the details that support this main idea. One detail is that the three branches of the United States government are the legislative, the executive, and the judicial branches. Show students the correct response option and a distractor</p> <p>(continued)</p>	<p>We read <i>Checks and Balances</i>. What was the main idea of the text? Allow students to respond. If students need assistance, provide them with two options. Look at these two pictures. This one says, “The United States Constitution places the federal government’s power into three distinct branches.” Show the picture to the student. This one says, “The three branches of the United States government are the legislative, the executive, and the judicial branches.” Show the picture to the student. Which one is the main idea? Allow students to respond, providing support as needed. That’s right! The main idea</p> <p>(continued)</p>	<p>We read <i>Checks and Balances</i>. What was the main idea of the text? Allow students to respond. If students need assistance, show them all the response options from the Comprehension Map Worksheet. Provide support as needed. That’s right! The main idea of the text was that The United States Constitution places the federal government’s power into three distinct branches. Put this picture in the large circle on the worksheet. Let’s discuss the details that support this main idea. What did the text say to support the main idea? Allow students to respond. If students need assistance, show them all</p> <p>(continued)</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>(one of the other response options from the Comprehension Map Worksheet). Which one of these shows that the three branches of the United States government are the legislative, the executive, and the judicial branches?</p> <p>Allow students to choose, providing support as needed. Great job! Let's put it here. Point to one of the small circles on the worksheet. Continue with the other detail response options:</p> <ul style="list-style-type: none"> • Each branch limits the power of the other branches. • The legislative branch creates laws. • The executive branch carries out the law, and the judicial branch interprets the law. 	<p>of the text was that the United States Constitution places the federal government's power into three distinct branches. Put this picture in the large circle on the worksheet. Let's find the details that support this main idea. One detail is that the three branches of the United States government are the legislative, the executive, and the judicial branches.</p> <p>Show students all four response options. Which one of these shows that the three branches of the United States government are the legislative, the executive, and the judicial branches?</p> <p>Allow students to choose, providing support as needed. Great job! Let's put it here. Point to one of the small circles on the worksheet. Continue with the other detail response options:</p> <ul style="list-style-type: none"> • Each branch limits the power of the other branches. • The legislative branch creates laws. • The executive branch carries out the law, and the judicial branch interprets the law. 	<p>the response options from the Comprehension Map Worksheet. Then, encourage students to verbalize the supporting details.</p> <ul style="list-style-type: none"> • The three branches of the United States government are the legislative, the executive, and the judicial branches. • Each branch limits the power of the other branches. • The legislative branch creates laws. • The executive branch carries out the law, and the judicial branch interprets the law.

Organizing and Sharing What We Know Now

Materials: *Unit 95 Lesson 1 SOC Ratifying the Constitution Flashcards Worksheet Lv 1* (per Level 1 student and teacher), *Unit 95 Lesson 1 SOC Ratifying the Constitution Worksheet Lv 2/3* (per Level 2/3 student and teacher), System of Least Prompts Group Data Sheet (per group), and scissors & glue sticks (per Level 2 and 3 student)

Prior to Instruction: Cut out a set of Flashcards from the *Unit 95 Lesson 1 SOC Ratifying the Constitution Flashcards Worksheet Lv 1* for each Level 1 student, including a set for yourself to use as a model.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today, we will learn about the opposing sides and principles during the process of ratifying the Constitution.</p>		
MODEL	<p>I'll go first. Hold up the "James Madison" Picture Card. This is James Madison. Hold up the "ratification" Picture Card. This represents the ratification of the United States Constitution. Hold up both the "James Madison" and the "ratification" Picture Cards. Which of these is considered the Father of the Constitution? Hold up only the "James Madison" Picture Card. James Madison was a Federalist and the author of the Virginia Plan that contained many of the features that would become part of the United States Constitution.</p>		
GUIDED PRACTICE	<p>Let's work together. Hold up the "<i>Federalist Papers</i>" Picture Card. This represents the <i>Federalist Papers</i>. Hold up the "Bill of Rights" Picture Card. This is the Bill of Rights. Hold up both the "<i>Federalist Papers</i>" and the "Bill of Rights" Picture Cards. Which of these was used to defend the Constitution? Hold up the "<i>Federalist Papers</i>" Picture Card. The <i>Federalist Papers</i> were a series of essays written by James Madison, Alexander Hamilton, and John Jay with the purpose of defending the Constitution and convincing people to support and vote to ratify it.</p>		
INDEPENDENT PRACTICE	<p>It's your turn. Place the "states' rights" Picture Card and a distractor in front of the students. Point to each Picture Card and say aloud what it is. Point to one of the major reasons why the Anti-Federalists refused to support the Constitution out of fear of the individual states and their citizens being dominated by a powerful central government. Give students an opportunity to respond and then assist as needed. Repeat this process for the remaining Flash Cards. Use the following prompts:</p> <ul style="list-style-type: none"> • He was a Federalist and the author of the Virginia Plan that contained many of the features that would become part of the <p>(continued)</p>	<p>It's your turn. Give a copy of the Ratifying the Constitution Matching Worksheet Lv 2/3, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Point to the sentences on the worksheet. I will read a sentence. Then, you will put the picture that the sentence describes next to it. Read the first sentence, "He was a Federalist and the author of the Virginia Plan that contained many of the features that would become part of the United States Constitution." Read the response choices. Put the correct picture next to the sentence. Allow students to respond and then assist them as needed in gluing the correct Picture Card next to the</p> <p>(continued)</p>	<p>It's your turn. Give a copy of the Ratifying the Constitution Matching Worksheet Lv 2/3, a pair of scissors, and a glue stick to each student. Assist students as needed with cutting out their Picture Cards. Read each sentence. Point to the sentences on the worksheet. Put the correct picture next to each sentence. Assist students as needed with placing and gluing Picture Cards next to the sentences.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>United States Constitution. [James Madison]</p> <ul style="list-style-type: none"> • These were a series of essays written by James Madison, Alexander Hamilton, and John Jay with the purpose of defending the Constitution and convincing people to support and vote to ratify it. [<i>Federalist Papers</i>] • The promise of these first 10 Amendments to the Constitution listing individual and state rights helped to convince many Anti-Federalists to vote to ratify the document. [Bill of Rights] • On June 21, 1788, New Hampshire became the ninth state to accept the Constitution, officially establishing it as the governing document of the United States. [ratification] <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>sentence. Repeat this process for the remaining sentences.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Point to [the Federalist author of the Virginia Plan who was known as the Father of the Constitution].</p> <p>Model Prompt: Watch me. Point to [James Madison]. Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to point to [James Madison].</p>	<p>Verbal Prompt: Put the picture that the sentence describes next to it. [He was a Federalist and the author of the Virginia Plan that contained many of the features that would become part of the United States Constitution.].</p> <p>Model Prompt: Watch me. Point to the correct response [James Madison] Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance to help the student point to the correct response, and say, [James Madison].</p>	

LEVEL 1

LEVEL 2

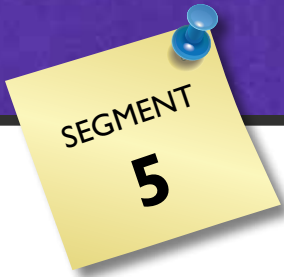
LEVEL 3

REINFORCE

Great job! You showed a lot of knowledge about the opposing sides and principles during the process of ratifying the Constitution.



Instructional Tip! Use the Dry Erase U.S. Map throughout instruction to demonstrate to students the concept of states' rights and federalism.



Applying What We Know

Learning Objectives

- Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- Demonstrate knowledge of the organization and powers of the national government.
- Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.
- Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

Materials

- Print the following worksheets and data sheets:
 - Unit 95 Lesson 1 SOC Vocabulary Flashcards 5 Worksheet
 - Unit 95 Lesson 1 SOC Reflections Worksheet (per student and teacher)
 - Unit 95 Lesson 1 SOC Checks and Balances Worksheet (per student)
 - Constant Time Delay Individual (per student) or Group Data Sheet
 - System of Least Prompts Individual (per student) or Group Data Sheet
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - Unit 95 Lesson 1 Social Studies Companion Text (per student and teacher)
 - Dry Erase World Map
 - Scissors (per Level 2 and 3 student and teacher)
 - Glue sticks (per student and teacher)

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • checks and balances • veto • override • commander in chief • declare war 	<ul style="list-style-type: none"> • checks and balances • veto • override • commander in chief • declare war 	<ul style="list-style-type: none"> • checks and balances • veto • override • commander in chief • declare war

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • judicial appointments • Congressional approval • treaties • Executive Orders • judicial review • unconstitutional • impeachment 	<ul style="list-style-type: none"> • judicial appointments • Congressional approval • treaties • Executive Orders • judicial review • unconstitutional • impeachment 	<ul style="list-style-type: none"> • judicial appointments • Congressional approval • treaties • Executive Orders • judicial review • unconstitutional • impeachment

Anchor Instruction for All Students

You have been reading about the principle of separation of powers and the concept of checks and balances in your Companion Text. What is the purpose of checks and balances? Give students an opportunity to respond. **The purpose of checks and balances is to make sure that no one branch of government becomes too powerful. Sharing power equally among the three branches of government protects the people and the individual states. Let’s look at some examples of checks and balances. What happens after Congress passes a bill?** Give students an opportunity to respond. **The president can sign a bill that Congress has passed, and it then becomes a law. What else can the president do?** Give students an opportunity to respond. **The president has the power to veto an act of Congress. Can Congress override the presidential veto?** Give students an opportunity to respond. **A Congressional override of 2/3, or 67%, makes it possible to still pass the law. How do checks and balances work with regards to the military?** Give students an opportunity to respond. **The president serves as commander in chief of the armed forces, but Congress controls the military budget and is responsible for a declaration of war when needed. Do you know how someone becomes a federal judge?** Give students an opportunity to respond. **Presidents make judicial appointments to federal courts. Appointees are then required to get Congressional approval. Do you know how a treaty with another country happens?** Give students an opportunity to respond. **The executive branch has the power to make treaties with other countries. Any treaty that is negotiated must get 2/3 of the Senate’s approval. Do you know what presidents can do if they want to quickly make a rule?** Give students an opportunity to respond. **The president has the power to issue Executive Orders that carry the full force of law. The Supreme Court has one of the clearest powers that demonstrate the principle of checks and balances. Do you know what the Supreme Court does?** Give students an opportunity to respond. **The Supreme Court has the power of judicial review and can declare acts by the executive and legislative branches unconstitutional. Congress has a unique power over the other two branches. Can you guess what it is?** Give students an opportunity to respond. **Congress has the power to impeach the president and executive appointees. This means they can remove people from office.**

You will get the chance to map out examples of checks and balances.

Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts Instructional Methods section at the front of this Teacher’s Guide or access the Core Vocabulary and

Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

Materials: *Unit 95 Lesson 1 SOC Vocabulary Flashcards 5 Worksheet*, Constant Time Delay Individual (per student) or Group Data Sheet, System of Least Prompts Individual (per student) or Group Data Sheet

Prior to Instruction: Select instructional method (i.e., Constant Time Delay or System of Least Prompts). Then, prepare the corresponding individual or group data sheet to collect data on your students as you do the activities listed below. Cut out one set of Picture Cards from the *Unit 95 Lesson 1 SOC Vocabulary Flashcards 5 Worksheet*. Write the vocabulary targets on the Data Sheet.

VOCABULARY WORD	DEFINITION	LEVELS
veto	the right or power of a person in authority to decide that an act or law will not be approved	1, 2, 3
unconstitutional	not allowed by the constitution of a country or government	1, 2, 3
amendment	a change in the words or meaning of a law or document like a constitution	1, 2, 3
reserved powers	powers that belong only to state governments and not the federal government	1, 2, 3

Read/Review the Text

Materials: *Unit 95 Lesson 1 SOC Reflections Worksheet* (per student and teacher), scissors (per Level 2 and 3 student and teacher), glue sticks (per student and teacher), and pencils (per Level 3 student)

Prior to Instruction: Give each student a copy of the *Unit 95 Lesson 1 SOC Reflections Worksheet*. Remove the response options from the worksheet for Level 3 students. Give each Level 3 student a pencil. Give each Level 2 student scissors and a glue stick. Give each Level 1 student a glue stick.

LEVEL 1	LEVEL 2	LEVEL 3
<p>We've been reading <i>Checks and Balances</i>. Did you like the text? Allow students to respond. Today we are going to review what we already knew and what we learned from the text. <i>Checks and Balances</i> was about the idea of separation of powers and how the Constitution provides a system of checks and balances. Before reading the Companion Text, what did you already know about checks and balances? Show students the response options from the Reflections Worksheet. Read them to the student.</p>	<p>We've been reading <i>Checks and Balances</i>. Did you like the text? Allow students to respond. Today we are going to review what we already knew and what we learned from the text. <i>Checks and Balances</i> was about the idea of separation of powers and how the Constitution provides a system of checks and balances. Before reading the Companion Text, what did you already know about checks and balances? Allow students to respond. If needed, show students the response options from the Reflections</p>	<p>We've been reading <i>Checks and Balances</i>. Did you like the text? Allow students to respond. Today we are going to review what we already knew and what we learned from the text. <i>Checks and Balances</i> was about the idea of separation of powers and how the Constitution provides a system of checks and balances. Before reading the Companion Text, what did you already know about checks and balances? Allow students to respond, providing assistance as needed. Have students record their responses</p>

LEVEL 1

Allow the students to choose a response. (There are no wrong answers.) Assist students in gluing the response option into the first column of their worksheet. **What did you learn from our text?** Show students the response options from the Reflections Worksheet. Read them to the student. Allow the students to choose a response. (There are no wrong answers.) Assist students in gluing the response option into the second column of their worksheet. **What topics from our text would you like to learn more about?** Show students the response options from the Reflections Worksheet. Read them to the student. Allow the students to choose a response option. (There are no wrong answers.) Assist students in gluing the response option into the third column of their worksheet. **Can you make any connections between what we read and your own life?** Show students the response option “Are the branches of government equal?” Assist students in gluing the response option in the last column of their worksheet.

LEVEL 2

Worksheet. Read them to the student. Blank options are included on the worksheet if students want to record different information than what is provided. Allow students to glue the response option(s) into the first column of their worksheet. **What did you learn from our text?** Allow students to respond. If needed, show students the response options from the Reflections Worksheet. Read them to the student. Blank options are included on the worksheet if students want to record different information than what is provided. Allow students to glue the response option(s) into the second column of their worksheet. **What topics from our text would you like to learn more about?** Allow students to respond. If needed, show students the response options from the Reflections Worksheet. Read them to the student. Blank options are included on the worksheet if students want to record different information than what is provided. Allow students to glue the response option(s) into the third column of their worksheet. **Can you make any connections between what we read and your own life?** Allow students to respond. The worksheet includes the response option “Are the branches of government equal?” Allow students to glue the response option in the last column of their worksheet.

LEVEL 3

in the first column of their worksheet. **What did you learn from our text?** Allow students to respond, providing assistance as needed. Have students record their responses in the second column of their worksheet. **What topics from our text would you like to learn more about?** Allow students to respond, providing assistance as needed. Have students record their responses in the third column of their worksheet. **Can you make any connections between what we read and your own life?** Allow students to respond, providing assistance as needed. Have students record their responses in the last column of their worksheet.

Applying What We Know Now

Materials: *Unit 95 Lesson 1 SOC Checks and Balances Worksheet* (per student and teacher), System of Least Prompts Group Data Sheet (per group), scissors (per Level 2 and 3 student and teacher), glue sticks (per student and teacher)

Prior to Instruction: Cut out a set of Picture Cards from the *Unit 95 Lesson 1 SOC Checks and Balances Worksheet* for each Level 1 student, including a set for yourself to use as a model. You may have Level 2 and 3 students cut out their own Picture Cards during the activity, as appropriate, or you may cut them out for students ahead of time.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today we will map out examples of checks and balances between the branches of government.</p>		
MODEL	<p>I'll go first. In the central spot on the Checks and Balances Worksheet, put the response option, "Checks and Balances." Checks and balances were made part of the United States Constitution to ensure that the principle of separation of powers among the three branches of government is maintained. Show students the "veto & Congressional override" Picture Card and one of the three distractor response options from the Checks and Balances Worksheet. Which of these represents the relationship between the legislative and judicial branches when it comes to approving a law? Choose the correct response. The president has the power to veto an act of Congress, but a Congressional override of 2/3 or 67% makes it possible to still pass the law. Place the "veto & Congressional override" Picture Card in one of the boxes connected to the center. Do not glue the Picture Card in place.</p>		
GUIDED PRACTICE	<p>Let's work together to find another example of checks and balances between the branches of government. Which one of the following choices represents this? Show students the "commander-in-chief and declaration of war" Picture Card and one of the three distractor response options from the Checks and Balances Worksheet. Give the students a chance to respond. Choose the correct response. The president serves as commander in chief of the armed forces, but Congress controls the military budget and is responsible for a declaration of war when needed. Do not glue the Picture Card in place.</p>		
INDEPENDENT PRACTICE	<p>Your turn. Give students the Checks and Balances Worksheet. Place the "judicial appointments and Congressional approval" Picture Card in front of students. Presidents make judicial appointments to federal courts, but appointees are required to get Congressional approval. Assist students</p>	<p>Your turn. Give students the Checks and Balances Worksheet, a pair of scissors, and a glue stick. Assist students as needed with cutting out their Picture Cards. Glue examples of checks and balances between the branches of government in the correct spots on the worksheet. Assist students as needed.</p>	<p>Your turn. Give students the Checks and Balances Worksheet, a pair of scissors, and a glue stick. Assist students as needed with cutting out their Picture Cards. Glue examples of checks and balances between the branches of government in the correct spots on the worksheet. After you have added a card, explain why</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>as needed in placing and gluing the Picture Card correctly on the worksheet. Repeat this process for the other Picture Cards. Use the following prompts:</p> <p>The president has the power to veto an act of Congress, but a Congressional override of 2/3, or 67% makes it possible to still pass the law.</p> <p>The president serves as commander in chief of the armed forces, but Congress controls the military budget and is responsible for a declaration of war when needed.</p> <p>The executive branch has the power to make treaties with other countries, but they must get 2/3 of Senate approval.</p> <p>The president has the power to issue Executive Orders that carry the full force of law.</p> <p>The Supreme Court has the power of judicial review and can declare acts by the executive and legislative branches unconstitutional.</p> <p>Congress has the power to impeach the president and executive appointees.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>Collect data using the System of Least Prompts Group Data Sheet.</p>	<p>each was important. Assist students as needed.</p> <p>Collect data using the System of Least Prompts Group Data Sheet.</p>

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Place the [veto & Congressional override] card on the worksheet.</p> <p>Model Prompt: Watch me. Move [veto & Congressional override] card to a correct spot on the worksheet. Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to move the [veto & Congressional override] card to a correct spot on the worksheet.</p>	<p>Verbal Prompt: Glue examples of checks and balances between the branches of government in the correct spots on the worksheet.</p> <p>Model Prompt: Watch me. Move [veto & Congressional override] card to a correct spot on the worksheet. Your turn.</p> <p>Physical Prompt: Do it with me. Use hand-over-hand guidance and physically prompt the student to move [veto & Congressional override] card to a correct spot on the worksheet.</p>	
REINFORCE	<p>Great work! You mapped out examples of checks and balances between the branches of government.</p>		

Social Studies for Life: Generalization and Extension Activities

To provide your students with opportunities to generalize and extend their knowledge via Social Studies-focused Transition skills, please complete any or all of the following activities.

ACTIVITY	DESCRIPTION
Home Skills	The United States Government consists of laws that citizens must follow. A law is like a rule. Have students create a list of rules they must follow at home with their caretakers. Students can discuss how these rules keep them safe and what purpose they serve.
Community Skills	As a class, create a three-box sort. Label the boxes “executive,” “judicial,” and “legislative.” Organize community government roles by the branch they belong to. For example, a mayor is part of the executive branch, a judge is part of the judicial branch, and a senator is part of the legislative branch.
Personal Life Skills	Split the class into small groups. Assign each of the groups to research a founding father of the Constitution (George Washington, James Madison, Benjamin Franklin, etc.). Have each group share their research with the class.
Vocational Skills	Assign each student a government role such as senator, congressman, president, vice president, or Supreme Court judge. Walk through the steps of getting a law passed, displaying how the government’s checks and balance’s function.

ACTIVITY	DESCRIPTION
Personal Life Skills	Using a large piece of paper or poster board, create a diagram of the United States government's system of checks and balances. Display this visual in the classroom.