

Jennifer Troy MS 371

Title: Drafting and Ratifying the Constitution-Timeline of Events

Focus Question(s):

- How did the states work together to draft the Constitution?
- What key documents influenced the ideals of the new nation?

Standards addressed:

1.1a, 1.1b, 1.4a, 2.4a

Objective:

- This lesson introduces students to the chronological events that resulted in the drafting and ratification of the Constitution.
- Students will learn the sequence of events that led to the drafting and ratification of the Constitution and the passing of the Bill of Rights.
- Students will demonstrate their understanding of chronology by creating a timeline.

Materials:

- Books from classroom library on the Constitution
- Computers
- Sample American History timeline websites
 - http://www.worldalmanacforkids.com/WAKIViewArticle.aspx?pin=wwwwak-464&article_id=677&chapter_id=15&chapter_title=United_States&article_title=U.S._History_Timeline:_1492-1783
 - http://www.kids.gov/6_8/6_8_social_studies_us_history.shtml
 - <http://www.socialstudiesforkids.com/subjects/americantimelines.htm>
 - <http://www.mdx.ac.uk/WWW/STUDY/america.htm>
- “Constitution Timeline” transparency
- Roll of craft paper
- Markers and crayons
- Rulers or a straight edge
- Post-its for Gallery Walk

Motivation:

Timeline practice

Mini-Lesson/Guided Practice:

- Discuss the use of history timelines. Sample guiding questions:
 - “What is a timeline?”
 - “How do we use timelines in our study of history?”
- Chart student responses.
- Explains that a *timeline is a tool that helps historians organize information, show chronology, and visually represent events.*
- Teacher displays or projects samples of American History timelines. (*Samples may be taken from the trade books or websites listed above.*)
- Ask:
 - “How is the information represented on the timeline?”
 - “How are visuals used?”
 - “How might this timeline be used in our study of this time period in history?”
- Explain that students will work in groups of 4 - 5 to research key dates from the Constitutional Convention to the ratification of the Constitution.

- Display the overhead with directions for the assignment and review the directions.
- Explain to students that they need to record their research in their Interactive Notebooks to be able to organize their work.

Group Work:

- Students will work in groups of 4 - 5 to research the key dates and events in the process of drafting and ratifying of the Constitution.
- Students will record their research in their Interactive Notebooks. They then will determine the format of the timeline and how each event will be illustrated.
- Teacher will circulate among the pairs/groups to review the accuracy and chronology of the events before the pairs/groups begin the final product on craft paper.

Share:

- Student groups display their timelines in the classroom.
- Students participate in a Gallery Walk recording their feedback using post-it notes. Guiding questions for feedback include:
 - “Which individuals played a key role in the drafting of the Constitution?”
 - “What documents were models for the Constitution?”
 - “What were the key issues debated by the members of the Constitutional Convention?”
 - “What role did compromise play in the drafting and ratification process?”
- Teacher facilitates a discussion of the Gallery Walk using the feedback questions and post-it note comments.
 - “How did organizing information using a timeline add to your understanding of the events that led to the drafting and ratification of the Constitution?”

Assessments:

- Rotate among the groups during the discussion to evaluate student need for additional support, and to evaluate how the groups are managing their time, and how well they are working independently and cooperatively.
- Assess the timelines using a rubric.

Homework:

Textbook p. 158-162 Reading checks, assessment, geography skills

Constitutional Timeline

Instructions:

1. Work in pairs or groups of three to research the people and events that resulted in the drafting and ratification of the Constitution.
2. Create a timeline for the events from the convening of the Constitutional Convention through the ratification of the document.
3. Each group will be given 2 to 3 feet of paper to create the timeline.
4. Use your creativity to make your timelines interesting to the class.
5. Here are the dates that must be included in the historical timeline; you need to include the historical significance of these dates.
 - a. 1777
 - b. 1781
 - c. 1783
 - d. May 1787
 - e. June 1787
 - f. 1788
 - g. 1791
6. You must also include at least 4 other events of historical significance between 1775 and 1791, state the event and then give an explanation.

7. You can use any book in the room or the computers, but it is important to plan a strategy to complete the task.

8. Timelines will be graded as a classwork grade.

9. Groups will also be graded on how well they worked together and if the project was completed as assigned.