

Final Project

Grade Level: Fifth

Objective: Students will research information about the writing and the implementation of the Constitution of the United States. They will create a class PowerPoint presentation. The students will address specific objectives of the Fifth Grade Social Studies Massachusetts Curriculum Frameworks. The focus area will be the Concepts and Skills from 5.18- 5.26 and the ELA Media Strand 27.3.

Materials: computer lab, reference materials including books, video, access to the internet, social studies textbook, primary sources

Procedure:

1. The students will read Chapter 10 “Forming a New Nation” and Chapter 11 “The Young United States” from their social studies textbook *Social Studies: Building a Nation* published by Scott Foresman in 2008. The students will participate in class discussions and answer related questions. Supplemental materials available to the teacher and students will also be used including vocabulary, visuals, and Readers Theater.
2. Several primary sources from *Read Alouds and Primary Sources* provided by Scott Foresman will be read and discussed. The following will be included:
 - a. From “Washington’s School Exercises: Rules of Civility and Decent Behavior”
 - b. From “George Washington’s Letter to James Madison”
 - c. “Speech at the Close of the Constitutional Convention”
 - d. “George Washington’s Address to Congress”
 - e. “A Letter from Benjamin Banneker to Thomas Jefferson”
3. The teacher will explain the objective of the project. The teacher will present the rubric to the students so they are aware of the final assessment.
4. Students will work individually or in pairs to research a particular topic and create two to five slides that will be combined to create a class project. The students will present the PowerPoint. The frameworks and the teacher’s knowledge of the students will guide the assignment of the topics.
5. The students will have books, videos, the internet, and textbooks available to them to research their topics. Included in this project is a bibliography of books and video available to the students through the local library network.

Assessment: The students will present their projects to other students and possibly to parents. The students will be assessed according to the attached rubric.

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Content Standard Alignment**Framework Topics**

5.18 Describe the life and achievements of important leaders during the early years of the United States.

- A. John Adams
- B. Benjamin Franklin
- D. Alexander Hamilton
- E. Thomas Jefferson
- F. James Madison
- G. George Washington

5.20 Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.

5.21 Describe Shays' Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.

5.22 Identify the various leaders of the Constitutional Convention and describe the major issues they debated.

- A. distribution of political power
- B. rights of individuals
- C. rights of states
- D. the Great Compromise
- E. slavery

5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.

- A. individual rights and responsibilities
- B. equality
- C. the rule of law
- D. limited government
- E. representative democracy

5.25 Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time

5.26 Identify the rights in the Bill of Rights and explain the reasons for its inclusion in the Constitution in 1791.

27.3: Create a media production using effective images, text, music, sound effects, or graphics.

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Media Available through the Old Colony Library Network

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- Graves, Kerry A. The Constitution: the Story Behind America's Governing Document. PA: Chelsea Clubhouse, 2004.
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- Mortensen, Lori. Thomas Jefferson: A Founding Father of the United States of America. MN: Picture Window Books, 2008.
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Sobel, Syl. The U.S. Constitution and You. NY: Barron's Educational Series, 2001.

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Travis, Cathy. Constitution: Translated for Kids. TX: Synergy Books, 2006.

The Three Branches of Government. PA: Schlessinger Media, 2002.

Whiting, Jim. The Life and Times of John Adams. DE: Mitchell Publishers, 2007.

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Name _____ Date _____ Score _____/30

Rubric: Social Studies PowerPoint

CATEGORY	3	2	1	0
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that is inaccurate.	The content is generally accurate, but two to three pieces are inaccurate.	Content is confusing or contains four or more factual error.
Sequencing of Information	Information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Use of Graphics	All graphics support the theme/content of the presentation.	A few graphics do not support the theme/content of the presentation.	Many graphics do not support the theme/content of the presentation.	Graphics detract from the content of the presentation.
Background	Choice of background enhances the topic and is appropriate for the topic.	Choice of background either enhances the text or is appropriate for the topic.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material but is lacking one key element.	Project is missing 2-3 key elements.	Project is lacking four or more key elements and has inaccuracies.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness.	Presentation shows very little attempt at original thought.
Work Ethic/Effort	The student or students made excellent use of time and put forth terrific effort.	The student or students made decent use of time and put forth notable effort.	The student or students worked somewhat consistently and put forth some effort.	The student or students did not use the time wisely and the effort was minimal.
Spelling	Presentation has no misspellings.	Presentation has 1-2 misspellings.	Presentation has 3-4 misspellings.	Presentation has 5 or more spelling errors.
Punctuation	Presentation has no punctuation mistakes.	Presentation has 1-2 punctuation mistakes.	Presentation has 3-4 punctuation mistakes.	Presentation has 5 or more punctuation mistakes.
Grammar	Presentation has no grammar mistakes.	Presentation has 1-2 grammar mistakes.	Presentation has 3-4 grammar mistakes.	Presentation has 5 or more grammar mistakes.

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