

FLCHE-TPS Lesson 5 Grade 3

Early Ideas of our Democracy

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ul style="list-style-type: none">• The United States' Constitution was adopted and signed in the summer of 1781.• Founding Fathers such as Hamilton and Jefferson helped write the U.S. Constitution.• There are seven Articles in the U.S. Constitution.• Articles I, II & III of the U.S. Constitution give specific powers to the three branches of U.S. Government.	
<u>Essential Questions:</u> What are some ideas of our early government?	
<u>Vocabulary/Targeted Skills:</u> constitution, judicial, defense, tariff, appointment, revenue, impeachment, foreign	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will write a short summary of their findings regarding the essential question: <i>What are some ideas of our early government?</i>	
<u>Lesson:</u> Early Ideas of our Democracy	<u>Time:</u> 2-5 days
<u>Standard(s):</u> <u>Florida Social Studies Standards:</u> SS.3.A.1.1- Analyze primary and secondary sources. SS.3.C.1.3- Explain how government was established through a written Constitution. SS.3.C.2.1- Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. <u>Florida Language Arts Standards:</u> LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	
<u>Content Purpose:</u> Students will use primary sources to show the early ideas of our democratic government.	
<u>Assessment/Evaluation (for this lesson):</u> Sourcing questions, class discussion and student's writing samples answering the essential question.	

Reading Materials/Primary Source links:

Jefferson's notes on the Constitution -The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827 https://www.loc.gov/resource/mtj1.010_0678_0678/

The Constitution of the United States <https://www.archives.gov/founding-docs/constitution>
(The Constitution of the United States: A Transcription <https://www.archives.gov/founding-docs/constitution-transcript>)

Suggested Procedures:

If needed, review with students the parts of the U.S. Constitution (Videos by *Freedom Factor* <https://youtu.be/NmwzK1Ba7v0>)

1. Divide students into groups (2-4 students in each). Pass out a copy (a few lines) of *Jefferson's notes on the Constitution* **not allowing them to know they are written by Thomas Jefferson**. (Teachers may want to use only a few lines from the document if they feel the entire document may be too advanced for their class)
2. Have students transcribe the notes to the best of their ability. (Teacher can help students by using the transcription of Jefferson's notes provided in the lesson.)
3. Tell students to write a list of words from the document that can be categorized together (*i.e congress, impeachment, appointments, etc.*) These word groups may be clues that will help students when sourcing.
4. Ask students to "Source" the notes, guessing the answers to the following questions:
 - a. Who do you think wrote this document?
 - b. Why do you think the document was written?
 - c. When do you think the document was written?
 - d. Where do you think the document was written?
 - e. Is this document reliable? Why? Why not?
5. Using the sourcing information found at the link provided, tell the students the true origin of the notes by going through the sourcing questions and revealing the correct answer for each. Have them compare their answers with the true answers.
6. Using sources like *The Constitution of the United States* <https://www.archives.gov/founding-docs/constitution> and *The Constitution of the United States: A Transcription* <https://www.archives.gov/founding-docs/constitution-transcript> have students research a few of their categorized words in regards to where they are located in the U.S. Construction.
7. Have students write 1-2 paragraphs answering the essential question: *What are some ideas of our early government?* Based on sourcing notes from Thomas Jefferson and the U.S. Constitution, have student write about one-two ideas of our early government.

Extensions: Advanced Students- Complete the same activity using *Alexander Hamilton's notes for a speech proposing a plan of government at the Federal Convention*, [18 June 1787]. [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field\(DOCID%2B@lit\(mcc/018\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID%2B@lit(mcc/018)))
(transcript: <https://founders.archives.gov/documents/Hamilton/01-04-02-0098-0002>)

TRANSCRIPT

Jefferson's notes on the Constitution

The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827

Thomas Jefferson, 1788, Notes on the United States Constitution

<http://hdl.loc.gov/loc.mss/mtj.mtjbib003996>

- war to require $\frac{2}{3}$ of Congress.
- power over the purse expressly declared a check
- impeachment.
- all laws void after years
- no foreign ministers.
- no foreign-armed vessels in our ports during war.
- no protection out of our limits
- a declaratory part as to all former breaches of constn
- states make citizens—bankrupts.
- council of appointment.
- no apmnt. to member of Congress.
- electors to be chosen by people not by legislatures
- by district & not by a general vote. quota—all taxes according to numbers. exercise no power
- but relative to war Senate new modeled.

