

## Grade 5

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## Marlins: Fifth Grade Social Studies Lesson

VISION-SETTING	<b>OBJECTIVE.</b> What is your objective? □	<b>KEY POINTS.</b> What knowledge and skills are embedded in the objective? □
	<p><i>Student will be able to:</i></p> <p>Define a constitution, and discuss its purposes.</p> <p>Explain the definition and origin of rights.</p>	<ol style="list-style-type: none"> <li>1. The Constitution is the highest law in the United States. All other laws come from the Constitution. It says how the government works.</li> <li>2. The Constitution is changed by an "amendment." Among the amendments is a list of the rights of the people. By listing these rights, they are made special. It is illegal for the government to violate those rights.</li> <li>3. A human right is a legal or moral claim that cannot be taken away by anyone, including the government. For example, in America, I have the right to freedom of speech. No one can take that away from me!</li> <li>4. The idea of human rights originated almost a thousand years ago, and became a central concern in the American and French revolutions.</li> </ol>
	<b>ASSESSMENT.</b> Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. □	
	Students will create Constitutions of their own, either based on their home lives or the environment that they envision at school.	
DETERMINING METHODS	<b>OPENING (10 min.)</b> How will you communicate <i>what</i> is about to happen? □ How will you communicate <i>how</i> it will happen? □ How will you communicate its <i>importance</i> ? □ How will you communicate <i>connections</i> to previous lessons? □ How will you engage students and capture their interest? □	<b>MATERIALS.</b>
	<p>Students will enter class and immediately respond to the following prompt on the board: "What are some of the rules at our school? What are some of the rules at your house? Are they all fair? Why or why not?"</p> <p>After students have been given five minutes to write, the teacher will begin: Okay, all, what do you think? Would anyone like to share? (Calls hands) Today we are going to learn a little bit about the history of our country. Our country is based on a document called the Constitution. Has anyone ever heard of it? That's right – the reason that we talked about rules at the beginning of class is because the Constitution defines a set of rules for what the government can and cannot do in our country.</p>	Student notebooks
	<b>INTRODUCTION OF NEW MATERIAL (10 min.)</b> How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? □ Which potential misunderstandings do you anticipate? How will you proactively mitigate them? □ How will students interact with the material? □	

<p><i>Students will take guided notes on the following information on the Constitution, with each bolded and underlined word serving as a blank on their "Fifth Grade Constitution" handouts.</i></p> <p>The <b>Constitution</b> is the highest law in the United States. All other laws come from the Constitution. It says how the government works. It creates the Presidency. It creates the Congress. It creates the Supreme Court. Each state also has a constitution. The constitutions of the states are their highest law for that state — but the United States Constitution is higher. The Constitution can be <b>changed</b>. The Constitution is changed by an "amendment." Among the amendments is a list of the rights of the people. By listing these rights, they are made special. It is illegal for the government to violate those rights. As of 2006, there are <b>27</b> amendments. Not all of them involve rights, but many do. The first ten amendments are special. They are called the Bill of Rights.</p> <p><b>History</b></p> <p>The Constitution was written in <b>1787</b>. Yes, it is over 200 years old. We actually have old copies of what was created. The master copies are stored at the National Archives in Washington D.C.</p> <p>From May to September 1787 a group of men known as the <b>Framers</b> met. The Framers talked about what should be in the Constitution. The United States was a brand new country. The United States had a government that did not work very well. The Framers met to find a new way of running the country. This meeting is called The <b>Convention</b>. Some of the Framers are famous to us today. They include James Madison, Ben Franklin, and George Washington.</p> <p>At that time there were only 13 states. The men came from all the states except Rhode Island. Each state had ideas for the new government. The Framers had many debates. They talked a lot. They make a lot of speeches. By talking about it, they came up with a plan that everyone could agree with. They had to have a lot of compromises. Only by agreeing could all the arguments be worked out. Ben Franklin said the he was not sure if the plan was perfect. He said that it was probably as perfect as it could be.</p> <p>After the Convention, the Constitution had to be approved. Actually, only nine states had to agree to, or ratify, the Constitution. But everyone wanted all 13 states to agree. Two states took a long time to decide to agree. These states were Rhode Island and North Carolina. In the end, they did agree. Once the first nine states agreed, we say the Constitution was "<b>ratified</b>." New Hampshire was the ninth state to ratify.</p>	<p>Student notebooks</p> <p>"Fifth Grade Constitution" Handouts</p>
<p><b>Amendments</b></p> <p>When the Constitution was written, the Framers knew their creation was not perfect. They knew that other people would have good ideas for the Constitution. They wanted to be sure that it wasn't too hard to make changes. They also wanted to be sure that it wasn't too easy.</p> <p>The Framers added an <b>amendment</b> process. An amendment to the Constitution is a change that can add to the Constitution or change an older part of it. Originally, some people did not want to ratify the Constitution. One big reason was that it did not have a bill of rights. A bill of rights is a list of rights that belong to the people. The government is not allowed to <b>break</b> these rights. Some of these rights might sound familiar: the right of free speech; the right to practice your own religion; the right to be silent if you are arrested. The original Constitution had no bill of rights. Many of the Framers did not think it was needed. But many people wanted one. So, promises were made to add one, using the amendment process.</p> <p>Soon, the new government started meeting. Congress proposed the Bill of Rights. A list of twelve changes was sent to the states. In 1791, ten of those changes were agreed to by the states. The ten changes were added to the Constitution. These ten changes are called the "<b>Bill of Rights</b>." Other changes to the Constitution are discussed below. The last change to the Constitution was made in 1992. The 27th Amendment is actually one of the two left-over amendments from 1791. It is very unusual for an amendment to take that long to be accepted, but it is possible. Some, like the 26th Amendment, are accepted very quickly, in just 100 days. Most, though, take a little over a year to be ratified.</p>	

<p><b>GUIDED PRACTICE (15 min.)</b>          How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? □          How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? □</p>	
<p>Many organizations and groups in the world have Constitutions of their own. One constitution that exists in the United States (in addition to the government's Constitution) was created by Major League Baseball.</p> <p><b>Group A:</b> This group will read the portions of the Major League Baseball Constitution. While they read, they will answer the following questions: How many articles are present in the Constitution? What are three of the most important aspects of the MLB Constitution, according to you? How many clubs, leagues, and divisions are present in the MLB? How do you know?</p> <p><b>Group B:</b> This group will focus on vocabulary words present in MLB Constitution. They will write down the following words and their definitions, and also use them in a sentence.</p> <ol style="list-style-type: none"> <li>1) Amend (verb): The act of changing for the better; improvement.</li> <li>2) Terminate (verb): To end or eliminate.</li> <li>3) Supersede (verb): To take the place or move into the position of.</li> <li>4) Miscellaneous (adjective): Composed of</li> </ol>	<p>"Fifth Grade Constitution" Handouts</p>
<p><b>INDEPENDENT PRACTICE (15 min.)</b>          How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? □</p>	
<p>Now that we have reviewed two examples of Constitutions, you are going to have the opportunity to create your own Constitution, either based on the rights that you would like to possess in your home, or the rights that you like to possess at school. There are two requirements for this assignment:</p> <ol style="list-style-type: none"> <li>1) You must include at least two of the vocabulary words that we learned earlier this class period.</li> <li>2) You must include at least ten rights in your Constitution, along with the reason you believe this right must exist.</li> </ol> <p>You will only have fifteen minutes to complete this assignment. Teachers may decide if this activity can be done in groups, or silently and individually.</p>	<p>"Fifth Grade Constitution" Handouts</p>
<p><b>Lesson Assessment:</b> Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective? □</p>	
<p>The lesson assessment will be the product of the time utilized during independent practice.</p>	
<p><b>CLOSING (5 min.)</b>          How will students summarize and state the significance of what they learned? □</p>	

	<p>If we have time, at least three students will share their Constitutions. Today we learned about the document that guides each and every aspect of our government in the United States. Organizations like Major League Baseball have their own Constitutions to ensure that everyone feels appreciated and respected. Maybe in the future, it will be your job to think about a constitution at your workplace, or how to improve the Constitution of our country! Great job today!</p>	
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Fifth Grade – Social Studies  
Activity: Identifying & Studying a Constitution

The \_\_\_\_\_ is the highest law in the United States. All other laws come from the Constitution. It says how the government works. It creates the Presidency. It creates the Congress. It creates the Supreme Court. Each state also has a constitution. The constitutions of the states are their highest law for that state — but the United States Constitution is higher.

The Constitution can be \_\_\_\_\_. The Constitution is changed by an "amendment." Among the amendments is a list of the rights of the people. By listing these rights, they are made special. It is illegal for the government to violate those rights. As of 2006, there are \_\_\_\_\_ amendments. Not all of them involve rights, but many do. The first ten amendments are special. They are called the Bill of Rights.

## History

The Constitution was written in \_\_\_\_\_. Yes, it is over 200 years old. We actually have old copies of what was created. The master copies are stored at the National Archives in Washington D.C.

From May to September 1787 a group of men known as the \_\_\_\_\_ met. The Framers talked about what should be in the Constitution. The United States was a brand new country. The United States had a government that did not work very well. The Framers met to find a new way of running the country. This meeting is called The \_\_\_\_\_. Some of the Framers are famous to us today. They include James Madison, Ben Franklin, and George Washington.

At that time there were only 13 states. The men came from all the states except Rhode Island. Each state had ideas for the new government. The Framers had many debates. They talked a lot. They make a lot of speeches. By talking about it, they came up with a plan that everyone could agree with. They had to have a lot of compromises. Only by agreeing could all the arguments be worked out. Ben Franklin said the he was not sure if the plan was perfect. He said that it was probably as perfect as it could be.

After the Convention, the Constitution had to be approved. Actually, only nine states had to agree to, or ratify, the Constitution. But everyone wanted all 13 states to agree. Two states took a long time to decide to agree. These states were Rhode Island and North Carolina. In the end, they did agree. Once the first nine states agreed, we say the Constitution was "\_\_\_\_\_." New Hampshire was the ninth state to ratify.



Students will read the sections of the Major League Baseball Constitution and answer some questions and find the definition to some vocabulary words.

## **Amendments**

When the Constitution was written, the Framers knew their creation was not perfect. They knew that other people would have good ideas for the Constitution. They wanted to be sure that it wasn't too hard to make changes. They also wanted to be sure that it wasn't too easy.

The Framers added an \_\_\_\_\_ process. An amendment to the Constitution is a change that can add to the Constitution or change an older part of it.

Originally, some people did not want to ratify the Constitution. One big reason was that it did not have a bill of rights. A bill of rights is a list of rights that belong to the people. The government is not allowed to \_\_\_\_\_ these rights. Some of these rights might sound familiar: the right of free speech; the right to practice your own religion; the right to be silent if you are arrested. The original Constitution had no bill of rights. Many of the Framers did not think it was needed. But many people wanted one. So, promises were made to add one, using the amendment process.

Soon, the new government started meeting. Congress proposed the Bill of Rights. A list of twelve changes was sent to the states. In 1791, ten of those changes were agreed to by the states. The ten changes were added to the Constitution. These ten changes are called the "\_\_\_\_\_."

Other changes to the Constitution are discussed below. The last change to the Constitution was made in 1992. The 27th Amendment is actually one of the two leftover amendments from 1791. It is very unusual for an amendment to take that long to be accepted, but it is possible. Some, like the 26th Amendment, are accepted very quickly, in just 100 days. Most, though, take a little over a year to be ratified.

## Major League Baseball Constitution

The current constitution consists of the following sections:

- **Article I** - Formation and Duration of Constitution
- **Article II** - The Commissioner (9 sections)
- **Article III** - The Executive Council (4 sections)
- **Article IV** - Rules, Resolutions and Regulations
- **Article V** - Major League Meetings (3 sections)
- **Article VI** - Arbitration (3 sections)
- **Article VII** - Superseding Effect
- **Article VIII** - Clubs and Territories
  1. 30 clubs, 2 leagues, 3 divisions (lists the clubs in each league and division)
  2. Expansion, Contraction, Realignment, Divisions
  3. Voluntary Termination
  4. Involuntary Termination (12 subsections a-l)
  5. Termination Procedure
  6. Effect of Termination
  7. Effect of Termination on Active Player Contracts and Reservation Rights
  8. Operating Territories
    - a) National League (lists cities)
    - b) American League (lists cities)
  9. Home Television Territories
- **Article IX** - Conduct of Championship Season and Post-Season
  1. Schedule
  2. Playing Rules
  3. Parks not to be changed during season
  4. Championship Season and Post-Season
  5. All-Star Game
- **Article X** - Major League Central Fund
  1. Maintenance of Major League Central Fund
  2. All-Star Game Revenues and Expenses
  3. Major League Club Broadcasts (4 subsections a-d)
  4. National and International Broadcast, Copyright and Royalties
  5. Payments from Central Fund, Books of Account (4 subsections a-d)
  6. Termination of Central Fund
- **Article XI** - Miscellaneous
  1. Fiscal Responsibility
  2. Indemnification of officials
  3. Major League Regulations



## Questions

How many articles are present in the MLB Constitution?

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What are three of the most important aspects of the MLB Constitution, according to you?

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How many clubs, leagues, and divisions are present in the MLB? How do you know?

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## Vocabulary

*Define the words below.*

Amend (verb)

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Terminate (verb)

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Supercede (verb)

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Miscellaneous (adjective)

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