

# Instructional Planning Template for the Document-Based Lesson Sequence – Revised 4.5.13

## OVERVIEW & CONTEXT

<b>Your names:</b>	Brittany Tincher	
<b>Grade level and school:</b>	5 <sup>th</sup> grade, Eberwhite Elementary	
<b>Title of lessons:</b>	The History Behind Checks and Balances	
<b>Teaching date(s) and time(s):</b>	N/A	
<b>Estimated time for lessons:</b> <i>Over how many days will you teach this lesson? How much time each day?</i>	Approximately 90 minutes	
<b>Overview of lessons:</b> <i>Provide a short description of the lesson (3-4 sentences). Include the central question you are addressing in the lesson.</i>	In this lesson, students will read through two primary source documents and learn about George Washington and John Adams' thoughts on how the new United States government should be run. I will model how to read through the first document, and then explain to students that they will be doing a writing assignment, so I will tell a little bit about what I will be looking for in their writing. I'm hoping that students will be able to explain when the text was written, how that time period affected the author's writing, who the intended audience was, and how that audience affected the author's writing. I will then ask students to read through the second document, keeping in mind that they will need to answer the question "Why did the Founding Fathers want checks and balances in government?". Students will be learning how to contextualize – that is, they will look at when the letters were written and think about who the intended audience was, how the time period that this letter was written would affect the content of the letter, etc.	
<b>Context of lesson:</b> <i>Briefly explain how the lessons align with what would come before and after it.</i>	Before the lesson, students will have learned about what caused the Revolutionary War, and why the Patriot colonists wanted a new government for the American colonies. After this lesson, students will begin to learn about how the system of government that the Founding Fathers came up with has affected our lives today (we still use their system of government today).	
<b>Background research:</b> <i>Include all sources you referenced in creating this lesson. In 1-2 paragraphs, describe what background knowledge you learned that will help students to get a more complete understanding of the primary sources and topic.</i>	<p>I used information from the primary sources that I found, along with my prior knowledge of U.S. history to create this lesson. I found my primary sources very helpful, because they were letters from George Washington and John Adams, so I was able to gain firsthand information about how the Founding Fathers felt about a new system of government. Both wanted there to be a system of checks and balances in place, so both knew that having one group in charge of the government would not be the best option. I want the students to be able to understand where the idea of checks and balances in government came from, and I would like them to make connections to the fact that we have checks and balances in government today, as we will be studying our current system of government in the lesson following this one.</p> <p><u>Sources:</u></p> <p>Letter from the President, "In Convention" – September 17, 1787 – George Washington  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/washington_letter.pdf">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/washington_letter.pdf</a></p> <p>"Thoughts on Government" – 1776 – John Adams  <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3943">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3943</a></p>	

## LEARNING GOALS

<b>Central question:</b>	Why did the Founding Fathers want checks and balances in government?	
<b>Specific learning goals:</b> <i>3 goals which relate to the content reading</i>	Connection to state social studies standards & the Common Core	Connection to activities (specify whether this learning goal pertains to

<i>practices, and writing practices in the lesson.</i>		<b>Part I, II, and/or III of the lesson sequence)</b>
<p>Students will be able to explain why the Founding Fathers wanted checks and balances in government, and how these checks and balances might be achieved.</p> <p>Students will be able to contextualize a primary source document.</p> <p>Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) Provide reasons that are supported by facts and details.</p>	<p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)</p> <p>5.RIT.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RIT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>This learning goal pertains to Parts II and III of this lesson. I thought of Part I as a quick recap that would serve as a launch to Part II. I thought Parts I and II would take place on one day, and that Part III would take place the next day.</p>

### ASSESSMENTS

<b>Type of assessment</b>	<b>Connection to learning goals:</b> <i>2-3 sentences explaining how this assessment addresses the learning goal(s) you identify above. Be sure to have an assessment for each learning goal (it is possible to address multiple learning goals with one assessment).</i>
<i>Informal reading assessment – focused on the reading practice in your lesson</i>	I will randomly call on students and ask them to share one thing that they learned from the reading that I modeled with the class. We will make a list on the board so students may reference this list when they are filling out their formal assessment. I will encourage students to reference the text when giving their answers, and to tell the class where they found their answer in the text.
<i>More formal, summative assessment – focused on the central question and the writing practice in your lesson</i>	After the students have read both documents, they will respond to the question, “Why did the Founding Fathers want checks and balances in government?” This will serve as the students’ formal assessment. I would like to see them citing information from the sources to answer their question.

### ATTENDING TO THE LEARNERS

<p><b>Anticipating student ideas, literacy practices, strengths, and challenges:</b> <i>Describe at least 3 ideas, strengths, and challenges you anticipate students - as a group or individual students - might have related to the learning goal(s). Address what you learned about students’ reading, writing, and content understanding in your student interviews.</i></p>	<p>I anticipate some students having trouble with the vocabulary in the documents. I have created a word bank that will hopefully help with this. I also adapted both of the texts so they would be easier for students to understand.</p> <p>I plan to circulate the classroom during the time when students are filling out their formal assessments. I’m hoping to notice when students are not referencing the texts, and encourage them to do so as they write.</p> <p>I’m anticipating that students will have a hard time with the structure of the formal assessment (introduction, reasons with evidence, and conclusion), so I plan to begin to model this at the beginning of the writing time so students will get a feel for how they should complete the assessment.</p>
<p><b>Making the content accessible to all students:</b> <i>Describe how you will help ALL students engage productively in the lesson. This includes identifying assumptions made during the lesson about students’ prior experiences, knowledge, and capabilities;</i></p>	<p>I’m planning on allowing students to share information about what they learned from the readings (such as why George Washington and John Adams wanted three branches of government, why the changes were not put into effect immediately, etc.) that I will put on the board and discuss these ideas with their peers, as well as write down what they have learned. This will allow students who communicate best in different ways to have a</p>

<i>making the representations, explanations, and/or vocabulary accessible and meaningful to all students; and making connections to students' personal, cultural, and social experiences during the lesson, if appropriate.</i>	chance to learn the material. I also plan to model both the reading and the writing so students will have an idea of what they should be doing. I have given myself time to work with students who have disabilities or may need extra help, as I will be circulating the classroom while other students are working quietly.
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### INSTRUCTIONAL SEQUENCE

<b>Materials:</b> <i>List the materials you will need and the materials the students will need. Indicate which are attached. Also, include primary source citation (title, author, the date or time period in which it was created, and the place where you found the image).</i>	Overhead projector copy of both primary source documents (letter from George Washington and letter from John Adams), one copy of each primary source document for each student, overhead markers, chalkboard and/or whiteboard.
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<b>Time frame:</b> <i>For each step, indicate how many minutes you think it will take and which day the step will take place on, if the lesson is spread over several days (e.g., Day 1, 5 min.).</i>	<b>Steps describing what the teacher and students will do/say:</b> <i>Include steps of the lesson, as well as any assessments you will conduct.</i>	<b>Notes and reminders:</b> <i>Include management considerations.</i>
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#### Part I, Introduction and Background Knowledge

For this part of the lesson, I want students to refresh their knowledge of the Revolutionary War, and the events that lead up to the colonists wanting a new form of government.

	I will remind students that many of the colonists were tired of being ruled by Great Britain, and didn't want to be controlled by people who lived all the way across the ocean. This led to the formation of a new government for the colonies. Many people who were loyal to the king did not like this idea, so there was tension between many of the colonists.	
Day 1, 20 minutes	<p>"As you all will remember, we have been discussing the Revolutionary War, and what events lead to the Revolutionary War. We know there were a lot of events that lead up to the War! We've also been learning about how many of the colonists wanted a new type of government for the United States, and that is what we are going to talk about today.</p> <p>Can anyone tell me why many colonists were unhappy with the way the government was ran in Britain? Yes, they didn't like that one person was in charge!</p> <p>Why do we think they didn't like that just one person was in charge?</p> <p>Who was the one person that was in charge in Britain?</p> <p>Did people like him (King George III)?</p> <p>Why didn't they like him?</p> <p>Does anyone know any other reasons for why the colonists were unhappy? Yes that's a good one – because they had to pay a lot of money for taxes on things that they used and needed, so every day things</p>	

	<p>became very expensive.</p> <p>* Give time for students to give other answers *</p> <p>We also should remember that there were many colonists who still felt loyal to King George III, and they did not agree with the colonies making a new kind of government. These people often butted heads with the Patriot colonists, which made it difficult for a new type of government to be created.</p> <p>Have you ever heard of checks and balances? Checks and balances is what we have today, with our three branches of government. If one group does something that another group doesn't like, the other group has the ability to say that they don't think what happened is right, and that it needs to be fixed"</p>	
<p align="center"><b>Part II, Reading &amp; Inquiry</b></p> <p><i>List specific learning goal(s) for this part of the lesson:</i></p> <p>I would like students to work on contextualizing, and take what they have previously learned about the Framers of the new government, along with what they have learned from the primary source documents, to answer the central question during the Writing formal assessment.</p> <p><i>In the rows below, write how you will model the reading practice that is related to your learning goal. What will you do and say? Provide a script below for the modeling, or, indicate on the adapted text what you will say. Then describe how you will coach students as they work on this reading practice with the second document. Indicate how much time each step will take.</i></p>		
Day 1, 10-25 minutes	<p>For this part of the lesson, I will be modeling reading practice with the children. I want them to be able to understand how to read and interpret a primary source document. Most importantly, I would like the students to be able to take important content from the documents – in this case, I want them to notice that there is key evidence in the texts about why the Founding Fathers thought checks and balances in government were necessary.</p> <p><b>**Modeling**</b></p> <p>"Students, I would like us to first look at the paper titled Primary Source number 2. Does everyone have his or her papers ready? A primary source is a document that was written directly by someone, or is an original artifact. An example of a primary source is the Constitution, or a letter written by an important person. In this case, we will be looking at a letter from John Adams, entitled 'Thoughts on Government'. As we can see here, this letter was written in 1776. That's a really long time ago! We can also see here that this letter was written by John Adams, describing his feelings on the new American government that we talked about earlier. Who do you think the audience was for his letter? Was it for the rest of the Founding Fathers? Was it for the colonists? Because this letter was written a very long time ago, how do you think this affected what was said in the letter? These questions that we are thinking about are allowing us to do something called "contextualizing".</p> <p>In a little while, I will ask you to look at another primary source on your own. But first, I would like to show you how I want you to go about reading a primary source. Watch closely and pay attention to how I am thinking about things that might be a little tricky at first. You also might notice that I am underlining things up here on the overhead. I encourage you to do the same on your papers, both as I am reading, and as you are reading the other document on your own.</p>	

As we read, I want you to be thinking about an important question. That question is: 'Why did the Founding Fathers want checks and balances in government?'

(I will begin to read the document aloud. The italicized text are things that I will underline on the overhead.)

'The hardest part [...] *all of the other people*.' Hmmm...all of the other people. I wonder who he is talking about? Let's go back and look at when this was written. 1776...what important was happening in 1776? You're right, the Revolutionary War! I wonder if that had an impact on what he wrote? Maybe when he says '*all of the other people*' he means all of the people in the colonies who can't be in charge of the government? Yes, I'm thinking that's what he means. I wonder who the audience of this writing was supposed to be? Let's read on to find out more.

'It should be a small group of people that exactly represents the *majority* of the people.'

I think our prediction earlier was correct! I'm thinking that the majority of the people must mean the majority of the people who live in the colonies, who aren't in the government but still have opinions about what should happen in the new country. I'm wondering if this article is aimed at those people who were not involved in the government?

'This group [...] *rest of the country* [...]

Again, I think we know we are on the right track, because he wants the other people who aren't in the government to feel like their opinions matter. When John Adams says he wants the group to do justice to the rest of the country, he means for this group to represent the entire country well, and be interested in everyone being equal.

'We should take care [...] no unfair, partial, or corrupt elections.'

Now, this word 'corrupt' is underlined. This is a tricky word, but we can see there is a word bank at the bottom of the page! It says that corrupt means "Having or showing a willingness to act dishonestly in return for money or personal gain." Basically, corrupt means doing things that might harm others so you can get what you want. It seems like John Adams is saying that he doesn't want someone to be in charge who wouldn't be looking out for the best interest of the people in the new colonies. I think that makes a lot of sense, don't you?

This next sentence is really long, so we will go over it in small chunks: 'It will be easier to put these regulations into effect in times when things are more peaceful than they are now, and they will happen *naturally*, when all the powers of government can come together with the people, as friends.'

(repeat this line again)

Hmmm...I think what John Adams might be saying here is that all of these new laws made by the new government shouldn't be enforced right away. He doesn't want the people to be upset about all of the changes, so he thinks they should happen just a little bit at a time. It also seems like he thinks they should wait to enforce the new laws until things are peaceful, when he says 'when things are more peaceful than they are now.' It seems like he wants to make sure that people are comfortable in their new homes before everything starts to change. He wants everyone to be able to get along and agree to the new ideas.

'For now, it will be best to go forward with our current methods of

	<p>government that everyone knows, until it is safe to make transitions.’ This makes a lot of sense, don’t you think? The colonists had to move ALL the way from Britain to a new country, and they are probably tired and scared, and missing the people they left behind. John Adams thinks that if they start making transitions now, people will get really upset. He wants to stick with the rules that everyone knows, until people feel safe in their new homes.</p> <p>‘The idea that one group [...] shall be left to this <i>one body</i>? I think a group of people cannot be free for a long time, nor forever happy forever, if their government is in one assembly.’</p> <p>Wow...let’s take a minute to let that sink in. (re-read that part again). John Adams is really saying a lot here! It seems to me like he is saying that he doesn’t think the powers of government should be left to one group of people. It seems like he thinks there should be a few groups who can share opinions and balance each other out. Have you ever heard of checks and balances? Checks and balances is what we have today, with our three branches of government. If one group does something that another group doesn’t like, the other group has the ability to say that they don’t think what happened is right, and that it needs to be fixed. Hmm, interesting. Maybe people listened to John Adams, and that’s why we have a government like we do today!”</p>	
Day 1, 10 minutes	<p>“Now that I have shown you how to read long documents that are a little tricky to understand, I want you to try to read Primary Source 1 on your own. It is a letter from George Washington. I want you to remember what I did when I read the letter from John Adams, and I want you to do the same thing. I will make a list of these things on the board so we can remember:</p> <p>Read slowly. Think about what each sentence means after you’re done reading each sentence. Ask questions as you read. Write down the questions if you have any that you don’t know the answer to.”</p>	
Describe the informal assessment of reading you will ask students to do.	<p>“Now that you have read both documents, I want to make a list on the board of some things that we learned from the primary sources. I want you to include things such as (write a list on the board):</p> <p>When the sources were written. Who wrote the sources. Who was the audience. Why did these two men want checks and balances in government? * Be sure to give specific examples from the reading! *”</p> <p>(Hopefully the list will include things such as “GW and JA wanted checks and balances”, “Both wanted there to be more than one group in charge of the government”, “JA said we should wait to make a new government until things are more peaceful”, etc.)</p>	
<p align="center"><b>Part III, Writing &amp; Interpretation</b></p> <p><i>List specific learning goal(s) for this part of the lesson:</i></p> <p>Students will be able to use examples from what they have learned from the sources to answer the central question. This writing portion will serve as the formal assessment. I will ask students to answer the central question in their writing, and tell them that I would like them to use examples from the documents to answer the question.</p>		
Day 2, 5-10 minutes	**Modeling**	



	<p>"Students, If you will remember yesterday we read two primary source documents, and learned about how George Washington and John Adams felt about the new government in the colonies. We talked about an important question, which was: 'Why did the Founding Fathers want checks and balances in government?' Today, I want you to write a paragraph that answers that question. However, there is a very special way that I want you to write this. We have talked about having an introduction, some middle sentences that explain your thinking and show evidence that supports your thinking, and a conclusion. Today, that format will be very important. I have written that format on the board for you to look at as you write. I have also written the important question on the board, so you will remember what you are supposed to write about. Before we begin, I will give you a little sample of what a good writing looks like.</p> <p>If everyone could please take out primary source 1, I am going to look at that as I begin to write. However, I want you to use both Primary Source 1 and Primary Source 2 in your writing.</p> <p>(On the overhead projector) A good way to start my writing would be to say something like:</p> <p>'After reading a letter from George Washington, I think that the Founding Fathers wanted checks and balances in government. In paragraph two, George Washington mentions that he doesn't want to give too much power to one man, so he thinks that another group of people should help share the power.'</p> <p>Did you notice what I did there? I said why I was thinking that the Founding Fathers wanted checks and balances in government, and then I said how I knew that, based on what I had read. Your paragraph will obviously be much longer since you will be using information from both primary sources, but I could probably end my paragraph with something like:</p> <p>'Based on what I learned from George Washington's letter, I think that he wanted there to be several groups in charge of the government, not just one group.'</p> <p>Before you write, I would like you to re-read each of the primary source documents. When you find an idea from the readings that you would like to talk about, put a star beside that sentence. This will help you to Organize your ideas, which if we look at the STOP and DARE chart in the back of the room, we will notice that Organizing Ideas is one of the strategies listed. Organizing our ideas is a very important thing to do before we write, otherwise our writing will not make much sense! Then, once you have found ideas that you want to write about, I want you to number each argument in the order that you want to put it in your paragraph, and fill them in (in order) on the worksheet that I will pass out after I finish my instructions. This worksheet will help you to organize what you will write about in your paragraph.</p> <p>Now that I have shown you an example of how to write your paragraph, I would like you to work silently at your seat for the next 20 minutes to write your paragraph. There should be no talking.</p> <p>When you are finished with your writing, please put your paper in the blue bin in the front of the room, and take out your silent reading book."</p>	
Day 2, 20	I will ask the students to work silently at their seats for the next 20	

minutes	minutes to write their paragraph. There should be no talking. When they are finished, they are to put their papers in the blue bin in the front of the room, and take out their silent reading books.	
Day 2, 2 minutes	Now that we have discussed a few reasons why the Founding Fathers wanted checks and balances in government, we will begin to look at how our government is ran today. We will start on this lesson tomorrow, and I want you all to be looking out for any similarities or differences you see between our government today and the government that the Founding Fathers created! We also learned about how to cite evidence in our writing, and that is something that I want you to do in all of your future writings.	

### REFLECTION ON PLANNING

<b>Learning goal for self:</b> <i>State at least one learning goal that you have for yourself, with regard to your teaching. In other words, what are you working on to improve your teaching practice? If someone will be observing your lesson, also think about what aspect of your teaching you would like the observer to focus on. This may or may not be the same thing as the learning goals you have for yourself.</i>	I'm working on being very clear and explicit in my instructions. On Friday when we tested this lesson, I think I did a great job of modeling and being clear about what I wanted students to do. I hope that in front of an actual class, of 5 <sup>th</sup> graders I could do just as well!
<b>Preparing to teach this lesson:</b> <i>Describe the things you did in preparation to teach this lesson. For example: practiced the activity with the actual materials, answered the worksheet questions myself, thought through timing, researched materials, etc. <u>Also explain any revisions you made as a result of practice teaching with your peers.</u></i>	I practiced this lesson several times before last Friday's practice lesson, and practiced a couple more times after I enacted a shortened version of this lesson last Friday. I spent a lot of time adapting my primary source documents, and even asked my 5 <sup>th</sup> graders for advice during their DBL interview about how I could make this easier for 5 <sup>th</sup> graders to understand. They gave me some great tips, which led to even more adaptation of my documents. Their writing response during the interview was very short and included no reference to specific things they had learned from the documents, so I really wanted the focus of the writing portion of this lesson to be about referencing materials and "citing" your work/stating where you found your answers. When I explained to my peers what a primary source was, I had a very hard time, so I tried to simplify my definition as much as possible when making this plan.

**\*\* Attach the primary sources (adapted and original) and any handouts/worksheets you plan to use with the students.**



## Primary Source 1 - Letter from the President, “In Convention” – September 17, 1787

This is part of a letter from George Washington, presenting the Constitution to the leaders of the new country of America.

### Adaptation:

“Dear Sir,

We are honored to ask the people of the United States Congress to consider the Constitution, which we [the Founding Fathers] think will be very helpful.

For a long time, we have wanted the power to make war, peace, and treaties, and to have control over our money and commerce, as well as the authority to make executive and judicial decisions. However, we don’t want to give too much power to one man, so we need another group of people to share the power.

It would be impossible with our Federal Government in the States to give independent sovereignty to every individual person, while still providing safety for everyone. **Individuals must give up some of their freedoms for the safety of others.** [...]

-George Washington, President”

### Word Bank:

Commerce: the activity of buying or selling, especially on a large scale.

Adapted from original source:

Letter from the President, “In Convention” – September 17, 1787 – George Washington

[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/washington\\_letter.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/pdf/washington_letter.pdf)

## Primary Source 2 – “Thoughts on Government” - 1776

This is part of a letter from John Adams, describing his feelings on the new American government.

### Adaptation:

“[...] The hardest part, but the part that deserves the most care, is choosing this group to represent all of the other people. It should be a small group of people that exactly represents the majority of the people. This small group should think, feel, reason, and act like the majority. This group should do justice to the rest of the country, and have interests that allow for equality for all. We should take great care to make sure there are no unfair, partial, or corrupt elections. It will be easier to put these regulations into effect in times when things are more peaceful than they are now, and they will happen naturally, when all the powers of government can come together with the people, as friends. For now, it will be best to go forward with our current methods of government that everyone knows, until it is safe to make transitions.

The idea that one group would represent all of the people makes me wonder whether all the powers of government, legislative, executive, and judicial, shall be left to this one body? **I think a group of people cannot be free for a long time, nor happy forever, if their government is in one assembly.** [...]”

-John Adams

### Word Bank:

Corrupt: Having or showing a willingness to act dishonestly in return for money or personal gain.

Adapted from original source:

“Thoughts on Government” – 1776 – John Adams

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3943](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3943)

Name: \_\_\_\_\_

## Organizing My Ideas

1. I think:

\_\_\_\_\_ because  
Primary Source \_\_\_\_\_ said,  
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2. I think:

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Primary Source \_\_\_\_\_ said,  
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Name: \_\_\_\_\_

3. I think:

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Primary Source \_\_\_\_\_ said,  
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4. I think:

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