

Overview

TIME NEEDED: 1 Block Period

Start Time: 12:15pm

End Time: 1:36pm

Grade Level: 8th

Lesson Title: Bringing the U.S. Constitution to Life- Video Vignettes

CA History-
Social
Science
Standards:

8.2.6: Know the powers of the three branches of government and the relationships among them (checks and balances and separation of powers).
8.2.7: Understand the functions of the three branches of government and the significance of the Bill of Rights.
8.3.6: Describe how the Constitution provides the structure for the federal government.

Objective: By the end of class, students will be able to: Identify and explain key concepts from the U.S. Constitution, collaborate with their peers to brainstorm, create, and present what they have learned as a video vignette, and demonstrate the significance of understanding the U.S. Constitution as a citizen of this country.

Essential Question(s): How does the U.S. Constitution protect individual rights and structure our government, and why is it important?

Materials Needed:

- Copy of the U.S. Constitution (in history textbook)
- Notebook for planning
- Chromebook and electronic device for recording (cell phone)
- Examples/Samples of past vignettes for students to grasp concept

Procedure

Hook/Anticipatory Set:

Display or act out a brief, humorous or dramatic example of a constitutional principle (e.g., one student acting as all three branches of government).
Ask students: "What would happen if one person had all the power?"
Brief discussion leading into the significance of constitutional structures.

Procedure

Direct Instruction:

Brief review of the Constitution's key components: Preamble, Articles, Bill of Rights.
Emphasize relevance to the U.S. citizenship test and real-life rights/responsibilities.
Share project goal: Students will create a short video illustrating one part of the Constitution.

Guided Practice:

- Distribute and review the IB Project Directions.
- In pairs or small groups, students select a section of the Constitution to focus on (e.g., First Amendment, Article I powers, due process, checks and balances).
- Explain and begin brainstorming and scripting: How will you explain or dramatize this section?

Link to Directions:



<https://tinyurl.com/mrjfxh94>

Independent/ Group Work:

- Continue to work in groups
- Teacher circulates the room and makes “the rounds” assisting students when needed, while keeping an eye on students who step outside to film.
- Students establish roles, setting, and script for video.

Assess

Informal:

Teacher will verify and check for understanding while circulating the room and makes “the rounds” assisting students and clarifying when needed. Students will also need to show rough drafts and outlines before they may begin the filming process.

Assess

Formative:

Students will present their vignettes to the class. The teacher will use the rubric to determine whether students have met criteria and grade the assignment. As an fun option, the class can informally vote for the top 3 videos and teacher can offer a small prize or extra credit to the winners.

Summative:

Students will take a modified version of the U.S. citizenship test after watching each others videos vignettes.

Differentiation/
Accommodations:

Students with learning needs will be given a list of ideas to choose from to help get started.
Students who are shy or express a fear of presenting will be able to present their projects at an alternative time with just teacher present.
Students with IEP or 504 may use notes and U.S. Constitution on citizenship test.

Rubric:

<https://bit.ly/3Hftlmx>

Copy of
Modified
Citizenship
Test:

<https://tinyurl.com/endy6zam>