

Day 1

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart paper, image of the Constitution

Engage: Display a picture of the original Constitution

http://www.archives.gov/exhibits/charters/constitution_zoom_1.html

Ask students the following questions:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.

Engage: Have students brainstorm rules they've been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.

Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, "Why do we need rules?"



Day 2

Essential question: What are the rights and responsibilities family members and classmates have to each other?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: chart/visual from previous lesson, image of the Constitution

Engage: Display the visual of rules students created from the previous day when they brainstormed rules they have been asked to follow. Ask students to pick one rule from the list and share with a partner what happens (consequences) if the rule is broken.

Explain: Display image of the Constitution again. Explain that today we are going to create our own Class Constitution - a set of classroom rules that outlines our rights and responsibilities as citizens in the class (e.g. how we should treat each other). Key is to establish ways we can all help each other, treat one another as equals, promote a safe learning environment, and get along.

Explore: Ask each student to share one rule they would like to see on the Class Constitution. Record responses as students share. Explain how it's important to make sure everyone's voice is heard as we establish our class Constitution.

Elaborate: Create a list of rules from the students' suggestions and display them. Suggestion - only list the rules, not the students' names who shared. Tell students you are going to see if we can simplify the list just like the Framers of the Constitution did when they were discussing what to include in the Constitution.

- 1) Cross out repeats
- 2) Ask students if there are any similarities among the rules and combine them if possible

Ask students if there are any rules they cannot follow. If any come up, ask them to explain why and then discuss as a class if that rule should be included. If there are any issues with agreeing on rules, take a class vote.

Evaluate: Explain to students that they are to go home and think about if they can follow the class rules listed on the Constitution and what the consequences should be if they or anyone else breaks the rules. Inform that they tomorrow they will have the opportunity to review the list of rules, agree to them, and sign it.



Day 3

Essential question: What are the similarities and differences in the rules and expectations of your family and school?

- The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1)

Materials Needed: Class Constitution, image of Constitution

Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.

Engage: Display image of the Constitution, focus on signatures of the Framers:

http://www.archives.gov/exhibits/charters/constitution_zoom_4.html

Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain the need for signatures on forms giving consent, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days’ lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?



Day 4

Essential Question: How do people decide where to live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

Materials needed: Chart paper

Engage: Stimulate a cause and effect relationship (e.g. share a personal story and ask students to highlight the cause and effect, stimulate a mini experiment, ask review questions from history, etc.)

Explore: Create a two – column chart and write “Cause” on the first column and “Effect” on the second column. Discuss cause and effect relationships that would be relevant to the students (e.g. opportunity to review school rules, what it means to be a 5th grader and leader in the school, how to behave in the lunch room, etc.). Write examples in their appropriate columns on the chart and draw an arrow between them.

Evaluate: Once personal/social examples have been shared, draw a horizontal line on the chart. Ask students to discuss the cause and effect relationships in regard to where they live.



Day 5

Essential question: How do people decide where to live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)

Materials needed: *A River Ran Wild* by Lynne Cherry

Engage: Show students the cover of the book, *A River Ran Wild*, and ask them to write out predictions regarding what they think they might learn from the story. Ask a couple students to share their predictions. When they share, be sure to ask why they made the prediction (using evidence).

Explain: Provide background knowledge. Explain that the book is based on a true story about the Nashua River in Massachusetts. Show the students the map in the book and ask them to locate the river (option – use a large wall map).

Explain: Read the story to the students.

Evaluate: Ask students to review and discuss their predictions with a partner. What evidence can they gather from the text that will confirm or deny their predictions?



Day 6

Essential questions: How do people decide where to live, what consequences were brought upon the people and land of North America by European exploration and settlement; what caused the American Indians to change the way they live?

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

Materials needed: *A River Ran Wild*, cause and effect chart developed during Day 4, construction paper folded (fold in half vertically, then horizontally, then two more horizontal folds – should create 16 boxes)

Engage: Ask students to share a cause and effect relationship they witnessed or read about (may want to refer to the chart made on Day 4 to support their thinking).

Explore: Read through the first two pages of the book, *A River Ran Wild*. Model (think aloud) for the students the first cause and effect relationship that occurs (e.g., cause: the river had clean water, fish, and other natural resources; effect: the Nashua Native Americans settled by the river).

Distribute a piece of construction paper to each student and model how to fold it (need sixteen boxes).

In the top two boxes (first row), ask the students to the title of the book and their name. In the second row, ask them to write the words, “Cause” and “Effect.” Then ask students to fill in the first cause/effect relationship you previously discussed.

Read additional pages and stop, discuss cause/effect relationships and ask students to write them in their foldable (see chart for examples/support). Note – do not rush, continue lesson the next day.



Pages	Cause	Effect
1 & 2	The river had clean water, fish, and other natural resources.	The Nashua Native Americans settled by the river.
3 & 4	The pale-skinned trader came with a boatload of treasures.	A trading post was built.
5 & 6	The settlers cleared land, built dams, built homes, fenced pastures, plowed fields and called the land their own.	The Indians' ways were disrupted and they began to fight the settlers.
7 & 8	An industrial revolution came to the Nashua's banks and pulp, dye, fiber, chemicals and plastics were dumped into the Nashua River.	Nashua's fish and wildlife became sick.
9	The pulp clogged up the river, the river smelled, became murky water and	The Nashua river was slowly dying.
10	Oweana and Marion had a dream.	They decided that something must be done to save the river.
11	Marion travel to each town along the river and told about its history and her vision to restore the river.	People listened, signed petitions, sent letters and protested to politicians.
11	People protested.	The paper mills to build a plant to process the waste. Factories stopped dumping in the river. New laws were passed.
12	The river carried away the dyes and fiber to the ocean.	Nashua river was clean again.
12 & 13	Nashua river was clean again.	People walked the banks, and boat upon the river. Animals visit the river once again.



Day 7

Continued from previous day's lesson (Day 6)...

Materials needed: *A River Ran Wild*, cause and effect foldables created during previous lesson

Explore: Finish reading the book and discussing the cause and effect relationships throughout story (see chart on Day 6 for examples/support).

Evaluate: Discuss the following questions and draw connections

1. How do people decide where to live?
2. What consequences were brought upon the people and land of North America by European exploration and settlement?
3. What were the consequences of colonizing the New World?



Day 8

Essential question: What were the perceived rights of the explorers and how did they impact the rights of the American Indians?

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)

Materials needed: Class Constitution, *A River Ran Wild* by Lynne Cherry, chart paper

Engage: Create a visual T-chart. On one side, write the word, “Right,” on the other side, “Responsibility.” Ask students to share what these two words have in common. Discuss their definitions and how they are related. Review the Class Constitution and ask students to identify on the Constitution what is a right and what is a responsibility.

Elaborate: Create another T-chart, label one side, “Explorers,” and on the other side, “American Indians.” Review the book, *A River Ran Wild*. Ask students to identify the rights the Explorers believed they had and the rights the American Indians believed they had. Follow up by asking students to identify the responsibilities of the Explorers and the responsibilities of the American Indians. Suggestion – make lists on the T-chart. In parenthesis, indicate if it’s a right or responsibility.

Once the list is complete, ask students to review the list and point out any rights or responsibilities that conflict with one another (e.g. rights the Explorers felt they had were much different from the rights the American Indians felt they had). Discuss and explain why there would be a conflict.

Evaluate: Class discussion based on the essential question, “What were the perceived rights of the explorers and how did they impact the rights of the American Indians?”

Alternative option – ask students to respond to the essential question in a written response.



Day 9

Essential Question: What caused the American Indians to change the way they live?

- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

Materials needed: *A River Ran Wild* by Lynne Cherry, blank white paper or notebook paper, colored pencils/crayons/markers/etc.

Engage: Hold up the book, *A River Ran Wild*. Ask students to discuss with a partner some of the changes the American Indians made when the explorers arrived. As a class, discuss what caused the American Indians to change the way they lived (refer to the book and ask students to share previous knowledge from 4th grade as well, “What are some other examples beyond the Nashua Native Americans?”).

Evaluate: Ask students to consider how they would feel if someone came into their neighborhoods and built industrial plants everywhere. Support them visualizing how it would feel to have their parks and pools torn down, pastures cleared, fences put up everywhere. How might it change the way they live (note: some students may have specific examples from commercial properties going up on 135th, 151st, and 199th streets). What would they do? Would they have behaved as the Nashua Native Americans did in the story?

Distribute a blank sheet of paper and ask students to fold it in half. On one side have them draw all the natural resources that were destroyed by the explorers and the Industrial Revolution. On the other side have them draw the natural resources that would be destroyed in our community if history were to repeat itself and someone came into their neighborhoods and build industrial plants everywhere. Ask students to label their drawings (note: may need to provide more time for them to finish their drawings during the next lesson).



Day 10

Essential question: Why were natural resources a common cause of conflict among American Indian groups?

- The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

Materials Needed: Student drawings from previous day's lesson

Evaluate: Provide students time to complete their drawings from previous day's lesson. Once students are finished, ask them to share their work with a partner.

As a class, discuss the essential question, "Why were natural resources a common cause of conflict among American Indian groups?" Reference the story and how they might feel if it happened in the present day to them.

Optional extension – ask students to provide a written response to the essential question.

