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## Effective Teaching Methods for Elementary Students with ADD/ADHD

Jane Bensen

Western Michigan University, jcbswim@gmail.com

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## Effective Teaching Methods for Students With ADD/ADHD

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Jane Bensen

Western Michigan University

Lee Honors College Thesis

**Abstract:** This paper first describes ADHD, or attention deficit/hyperactive disorder, then discusses the effects on students with ADD/ADHD when elements of choice (specifically alternate seating and book choice) and strength-based strategies are used in the classroom. Research is conducted as a literature review through peer-reviewed articles on ERIC educational database. The literature shows that incorporating choice in the classroom, including offering alternative seating, is a beneficial practice for students with ADD/ADHD. Additionally, strength-based strategies are a beneficial way to highlight and work with traits that students with ADD/ADHD possess in the classroom in a positive way. Some of which include incorporating activities in which students create a product to highlight divergency and spontaneity and intentionally giving credit to any academic progress, big or small. Next, a lesson is shown before and after it receives modifications for students with ADD/ADHD. Finally, a teacher's guide, 'Steps to Keeping Students with ADD/ADHD in Mind When Curriculum Planning' is included based on the research provided. **Key words:** classroom choice, alternative seating, book choice, strength-based strategies, ADD/ADHD traits, ADD/ADHD identification in classroom

## **THEORETICAL FRAMEWORK**

I plan to use a symbolic interactionism focus throughout my thesis. Symbolic interactionism is a form of interpretivism that stresses the idea that humans create meaning for things in their lives based on social interactions. During these social interactions, humans innately use symbols, such as language or dialogue, to help create meaning. People are constantly modifying their understanding of the world around them, and their choices on how to interact with that world, because their social interactions continue constantly (Bhattacharya, 2017).

Thinking that people create meaning based off of interactions is a key idea going into a study on ADD/ADHD (Bhattacharya, 2017). A significant part of differentiating any disorder is how a person with that disorder interacts with others. Not only do people around them create meaning of the disorder based on social interactions with those who have this disorder, but I have noticed that people with the disorder also create a societal meaning of it based on the social interactions people have with themselves. I believe it is these encounters that teach anyone, but specifically people with ADD/ADHD in this study, how to see themselves and how other people perceive them.

**PERSONAL CONNECTION/BACKGROUND WITH TOPIC**

My dad and my youngest sister were both born with Attention Deficit Disorder, or ADD, so this disorder has indirectly affected my entire life. Having family members affected with ADD/ADHD has changed how I interact with people, and has given me a deeper understanding of how individual people learn. The countless experiences I have had with them have taught me that individuals process information differently, and may have to intentionally make more of an effort in order to do so. It is a humbling experience to live with people whose mind work differently than your own. It forces you to intentionally think about where other people may be coming from when they do or say something that isn't considered socially "normal." Living with people that naturally get distracted at no fault of their own takes so much patience, even when you have a bit of knowledge about what is going on in their mind. I have developed an understanding that (especially in my case) the intentions are good. When it is not their turn to talk they want to listen, they want to contribute to the conversation, but they genuinely struggle. The gears in their mind are constantly turning and so when it is their turn to talk they want to share everything in that moment that is making those gears in their head turn 500 million miles a minute. I have developed a quality of patience that can only come from living with people whose minds work in this way. When they continue to talk because their mind is wandering so many places and they want to share all their thoughts, when you find yourself repeating a personal fact that you know you have mentioned at least three times before, when you look at someone you care about and you can tell they are not paying attention- you find yourself taking deep breaths and pausing before words come out; you find yourself talking in a different tone, hoping it will get the message across this time.

These numerous experiences with my close family and hearing about the struggles they've had in school has helped inspired me to pursue education so I can improve the educational careers of students who think like them. If I am able to apply what I have experienced and what I learn to my future students with ADD/ADHD then I might be able to make them feel intelligent, capable, and heard. The experiences I've had with ADD/ADHD in my life have given me the patience, the empathy, and the compassion for people who go day-to-day with this disorder. I want to use what I have in a setting that will allow me to make a difference in the lives of young people with ADD/ADHD to get them on the right track in their education as early as possible. My experiences give me an advantage in recognizing when a person has one of these disorders; therefore, I can use that to recommend a student to get diagnosed if I believe it will lead them to assistance that will help them succeed in their future educational career.

### **Understanding Attention Deficit/Hyperactivity Disorder**

It would behoove teachers of students with ADD/ADHD to first understand the traits that make these students different in order to highlight those traits positively in the classroom. There are currently three subcategories of ADHD- predominantly inattentive, predominantly hyperactive, and a combination. Martel (2009) describes emotion regulation analysis as a new perspective on how to look at the traits of ADHD. Inattentive ADHD traits may be associated with problems of the *regulation* and hyperactive/impulsive ADHD traits may be associated with problems of the *emotionality* in emotion regulation. Martel (2009) discusses studies in which students with some form of ADHD demonstrate more maladaptive or ineffective emotion regulation than students without ADHD.

Attention Deficit/Hyperactivity Disorder has also been described by differences that occur in the brain. Findings have shown that ADHD is caused by smaller sizes of specific regions of the brain, lower levels of dopamine in the brain, and that ADHD is highly heritable (Martel, Nikolas, Jernigan, Friderici, and Nigg, 2010). The California Child Q-sort and The Five Factor Model personality assessment were given to families to assess 578 children off medication; the five factors being neuroticism, extraversion, openness, agreeableness, and conscientiousness. Some children had some form of ADHD, some did not. “Compared with typically developing individuals, those with ADHD have been characterized by lower levels of conscientiousness and agreeableness and higher levels of neuroticism” (Martel et al., 2010, p.634).

### **Implementing Choice**

Research consistently shows that when classrooms teachers make intentional efforts to give students more of a role in their learning that students, including those with ADD/ADHD, it increases their positive behavior in the classroom and positive emotional responses to their work. Willis (2007) discusses internal significance of giving students choice in the classroom through the importance of connecting the release of a chemical in the brain, called dopamine, with a student's learning experiences. Dopamine is released when someone experiences, or even anticipates to experience, pleasure or reward. Dopamine is a chemical neurotransmitter that is associated with attention and decision making so it's beneficial for teachers to get students to the dopamine-reward state while participating in academic assignments so they are more attentive to it and find it intrinsically rewarding. "Giving students some degree of choice...stimulates a positive emotional response" (p. 73). One specific, practical way in which teachers can provide students with academic options for their learning is through a "menu," or options for the students to complete. A menu can be used for assignment options, multiple requirements for assessment, etc. DuPaul and Weyandt (2006) mention choice-making as one effective proactive treatment strategy for students with ADHD in which students are working independently on math assignments and the students are given a "menu" of assignment options to choose from to complete within the time period. This gives the students some control over their assignment. The article also references a 1994 study that demonstrates a similar, noteworthy result. In an ABAB reversal design, three middle school students (one was identified with ADHD) were given a menu of options for English and spelling tasks. The results of the study showed that offering

choices led to “reliable and consistent increases in task engagement with concomitant reductions in disruptive behavior” (p.346). This study directly illustrates positive results from students with ADHD having access to choices in their learning. A similar result can be found in a 1997 case study following a 7-year-old boy, who benefitted from “menu” style options in his learning. He had already been diagnosed with ADHD and took 15mg of Ritalin a day. A school psychologist and an education assistant observed him with a tape recorder “using a 10-second momentary time-sampling recording method.” They observed during language arts when his undesirable behaviors were supposedly the worst. They used an ABAB design to provide the student with choice and no-choice conditions during time he was observed. During no-choice phases he had to work on the same assignment as the rest of the class. During choice phases he was given three assignment choices from the class curriculum. His choices were the same length and difficulty, just differed in content. He was also not given the same assignment choice twice. The study provides a graph to show that the student’s level of undesirable behaviors certainly decreases during the times of choice condition. As the discussion explains, this study shows that providing choice in the classroom may be beneficial in a general education classroom, that this type of intervention doesn’t require all that much modification to instruction, and that because this study was done with no other behavior management programs, “allowing students a choice of academic assignments as an antecedent control technique may be both effective and efficient for reducing undesirable behavior” (p. 183).

Giving students choices in the classroom goes farther than providing options for assignments and assessments. In addition, providing alternative seating opportunities to students, particularly those with ADD/ADHD, improves their behavior, attention span, and hyperactivity. Schilling, Washington, Billingsley, and Deitz (2003) focus on the idea that sensory modulation



(internally adapting to changing sensory information) strategies may be a key to issues students with ADHD are having in the classroom. Students with ADHD may need to have an environment that fits their needs, which may look different than the stereotypical classroom seating options. Specifically, they investigated the effects of therapy balls as seating on in-seat behavior and legible word productivity of students with ADHD. Before the study started, all three of the 4th grade study participants showed disruptive behavior, including get out-of-seat, during the studied language arts period. All three students showed noticeable improvement in their behavior with the ball over the chair (Schilling, Washing, Billingsley, & Deitz, 2003). Fedewa and Erwin (2001) showed similar results as they looked at the effects of stability balls on students with attention and hyperactivity concerns. They evaluated the effects of the stability balls on 76 students' attention and hyperactivity and the effects on 8 students' in-seat and on-task behavior. At the end of the study they found increases in attention, decreases in hyperactivity, and increases in in-seat and on-task behavior. Teachers noted that they were able to notice the change in these students as the stability balls were put into place. A questionnaire demonstrated that teachers end up preferring the stability balls over chairs. Gochenour and Poskey (2017) also explain that students' attention difficulties may link with sensory-processing difficulties.

“Alternative seating classroom modification technique that can increase the amount of sensory stimulation a student receives while seated. This occurs by allowing students to continually move and adjust themselves without leaving their seat” (p.285). Alternative seating can take many forms like therapy cushions on a traditional seat, therapy balls, therapy ball chairs, sit-or-stand desks, fidget bars, wobble chairs, or bean bag chairs. A large review was done looking over a variety of studies and the general finding was that alternative seating for students with attention

difficulties improved the attention of these students and teachers reported this more than they reported the alternative seating as a distraction to other students.

A lack of research was on found on the effects on the focus and reading skill of students with ADD/ADHD when given choice of books. This should be further studied because the research that is available on students having book choice shows that it increases students' engagement in what they're reading. It can also strengthen their understanding of literary features such as genre, author, and plotline when they're looking for what book to read (Bang-Jensen, 2010.) Additionally, students find the views of their peers highly valuable; therefore, talking with friends about literature to discuss interests or suggestions can be naturally included in student conversation when given the option to choose what to read (Bang-Jensen, 2010).

### **Implementing Strength-Based Strategies**

For both teachers and students, it makes an incredible difference when teachers choose to approach students of any kind with strength-based strategies. Strength-based strategies are those in which students' strengths are personally highlighted and emphasized to improve their academic success. Research shows this idea greatly benefits students with ADD/ADHD as well. Batzle, Weyandt, Janusis, & DeVietti (2009) addressed a study in which 294 K-12 teachers in Washington State, who were between the ages of 24 and 66 and primarily white, were randomly given hypothetical descriptions of students. Some of the students were identified as male and some were identified as female. Some were identified with ADHD, some were identified with ADHD with stimulant treatment, and some identified as neither. They were then asked to rate the students with 7-Likert scales that related to behavior, IQ, and personality. The study provides multiple tables to show that the teachers rated students who identify as ADHD or ADHD with stimulant treatment lower than students who didn't identify as either. This demonstrates that teachers develop expectations for students with ADHD in the classroom based on that identification alone. This further proves that ADD/ADHD must be seen in the classroom in a different light, one based on strengths.

Teachers want nothing more than for students to grow positively in their academics and their belief in who they are; therefore, it's important to grab hold of the assets students have and teach them how to build their learning through them. As Hewitt (2005) says, "If you focus on the negative, the negative grows. If you focus on the positive, the positive grows" (p.2). Hewitt, a researcher in education administration, begins by watching the class of a first-year teacher who is specifically struggling with a particular student. Hewitt looks at what the student *is* doing over

looking for what the student is doing wrong. Initially assuming an optimistic, strength-based view allows an educator to believe they can make a difference, and therefore, gives children a model to be optimistic themselves. She then lists eight behaviors of strength-based teachers: focus on what the student can do, make realistic appraisals avoiding generalizations, look for/give credit to evidence of progress, positively reframe behavior, look for “silver lining” in student’s behavior and start from there, work with factors you can control, look at the whole picture, and be aware of labels used and projections made. These can often be easier said than done but can make all the difference.

Similarly, a 2013 article focuses on a strength-based strategy to resolve school problems, called student-driven interviewing, in which a student collaborates with a school psychologist to “develop meaningful goals, builds strength-based interventions, and obtains the student's feedback on the usefulness of services.” Instead of analyzing student’s problems and deficiencies, interventions are specifically build upon looking for examples of exceptions to the problem and upon the student’s *natural* resources such as coping strategies, hobbies, talents, personal attributes, and influential people. Building on strengths through student-driven interviewing is more efficient than trying to teach problem-strategies to the student that are brand new to them and it also conveys faith in the student’s abilities to make personal changes. Working with students’ strengths is a refreshing change of pace that can also be more respectful and culturally sensitive as compared to interventions created by practitioners. These interviews are also practical because they can be conducted anywhere, anytime, with any age (Murphy, 2013).

It is essential for teachers of students with ADD/ADHD to recognize the impact of identifying students in the classroom who are serviced as such as they attempt to highlight the

beautiful aspects of their differences. Teachers must be mentally willing to view each student, especially those who have ADD/ADHD, with a clean slate when they first meet and ready to look for strengths. If they approach a student's learning in the classroom with negative preconceived notions of how they will learn instead of focusing on how their differences can be used as strengths in their learning, it will be very evident to not only these students, but also to their peers.

Armstrong (2012) begins a chapter "The Joys of ADHD," by describing how a 10-year-old boy was seen in one setting with "vitality and commitment" (p.48) in one setting and was seen as the problem kid in another setting. In both places, he was demonstrating his natural energy and excitement but his Attention Deficit/Hyperactivity Disorder was received differently between the two. Armstrong discusses the key characteristics of the disability and the difference it makes if those are thought of in a positive light versus a negative light, especially in the classroom. For instance, the traits of ADHD can be discussed with students as passed down from prehistoric times when hyperactivity was needed to hunt food, rapidly shifting attention (distractibility) was needed to search one's environment for threats, and impulsivity was needed to respond to any known threats. What a difference it would make to everyone in the classroom if common words used to describe characteristics of ADHD, such as hyperactivity, distractibility, and impulsively were turned into vitality, divergency, and spontaneity (Armstrong, 2012, p.51). Teachers can uplift students with ADD/ADHD by asking them to perform tasks that illuminate these features such as brainstorming new ideas. Along with strength-based learning strategies, Armstrong also addresses the importance of positive role models, assistive technologies, enhanced human resources, and potential effective environmental modifications for these students. If a student with ADD/ADHD is in an environment that only encourages distractedness

or disruptive behaviors, it won't give that student the chance to use their naturally flourishing imagination for their academic benefit.

## **Application**

### **Modifications to Curriculum Planning**

When I developed by “Constitution Lessons Plans” for ED 4010 in Fall 2017, I kept students with ADD/ADHD in mind, but I didn’t know fully how to articulate accommodations that would benefit these students in the classroom. Now it is easy to take this unit plan that I created and speak about beneficial practices as well as accommodate it to incorporate practices that will assist students with ADD/ADHD. When I originally created the lesson plans, I took a few steps already for students with ADD/ADHD, one of which was creating an opportunity for student choice in the classroom. Specifically, I created a “menu” in which students had to complete assignments in “appetizer,” “entrée,” and “dessert” categories and there were assignment choices in each category for students to pick from. Since then I have made three general accommodations to the lesson plans. First I had previously written “Allow students to sit wherever they ‘feel they would be most productive’” but; even further, it’s important to specifically offer multiple forms of alternate seating in the classroom. Next, there were many opportunities throughout the activities in my lesson plans to give credit to students for progress being made. It is important for teachers to make note of these opportunities for their students, especially those with ADD/ADHD, as it is a strength-based strategy. Finally, as students with ADD/ADHD work alongside students without ADD/ADHD, it is essential for teachers to make a conscious effort to be aware of any labels used or projections made about students with ADD/ADHD and the work they produce. Making a specific reminder of this in lesson plans may allow teachers the opportunity to portray ADD/ADHD in the classroom by the strengths it can bring.

### **Teacher's Guide: Steps to Keeping Students with ADD/ADHD in Mind When Curriculum Planning**

1. Have at least part of your lesson allow for students to sit wherever they “feel they would be most productive”
  - a. Provide multiple forms of alternate seating such as therapy balls and stability balls
  - b. This can help students with ADD/ADHD focus and increase in-seat behavior
  - c. This can be an accountability tool for any students; if they make a poor seating choice, such as near peers that would intentionally cause them to be distracted, they will see the consequences of their own actions
2. As a teacher looking to build up students with ADD/ADHD based on the strengths of who they are, one beneficial strength-based strategy is to highlight any evidence of progress
  - a. Use time such in-class independent work, group work , or student presentations to give credit to any evidence of progress
  - b. During fast-paced activities, such as most review games, its impulsivity/spontaneity may allow students with ADD/ADHD to thrive but more likely the speed may fluster them. If the latter occurs, pair the student with one who tends to succeed under pressure, look for “silver linings” in their effort, and give credit to any academic or behavioral progress
3. In order for students with ADD/ADHD to express their innate divergency and spontaneity, include activities that allow for students to develop their own ideas through creation



- a. Examples include but are not limited to having students design something (such as a brochure, poster, or model), formulate a new concept into their own words, or write something to or from a character
- 4. In effort to allow students with ADD/ADHD, as well as all other students in the classroom, to feel they have a sense of ownership in their learning, offer students a variety of choices within their academics
  - a. Create content “menus” in which a unit or lesson has assignment categories (appetizer, entrée, and dessert) that students have to complete a certain number of assignments within each category but can choose the specific assignments
  - b. If possible, allow students multiple options in the way they present information they learned. Some students may get more out of a paper than a presentation and some may not

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# Lesson Plans- The Formation of the Constitution/Bill of Rights

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ED 4070

Dr. Lynn Nations Johnson

**Jane Bensen**

**11/25/2017**

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### Overview:

The focus of this unit is concerned with the Reconstruction Era of the United States. To make learning easier and more in-depth, this unit will be divided into four different sections. Each section will look at a part of the Reconstruction Era of the United States. Within those sections, lesson plans will be presented along with materials.

Students will look at the aftermath of the Revolutionary War by determining the most important events and placing them on a timeline. While working in pairs, students will conduct research in order to create an accurate timeline of the hardships and triumphs of the recovery that occurred after the war. Additionally, students will be participating in learning about how farming has evolved since the times of the Revolutionary War era.

After getting a taste of the state that the colonies had been left in after the war, students will engage in lessons focusing on the political regrowth of the colonies. The colonies stepped away from a monarchy and had to map out a whole new government, which was no easy feat. Students will follow people of the time from all different classes and political views by acting out situations. Next they will look at the first and second continental congresses to help them understand why there was a need for a government to be put in place. Students will also look at the Articles of Confederation, and what lead to their creation. Lastly, students will get to examine primary sources from John Quincy Adams himself. Students will examine his diary entries and determine his role in the political growth of the colonies and then will get to experiment with creating some of their own entries.

Students will transition to learning about the formation of the Constitution by spending time looking specifically at why the Articles of Confederation did not work and the reasons for the Constitutional Convention. They will take charge in their learning of what happens next through a “learning menu.” Split into groups, they will pick from a list of activities to be completed- first from the “appetizers,” activities about issues discussed during the convention, then from the “main courses,” activities about the Framers’ intentional concepts for the Constitution like federalism, separation of powers, and checks and balances, and then the “desserts,” activities about the Bill of Rights.

Upon developing an understanding of the framing and eventual ratification of the Constitution, and later, the Bill of Rights, students will dive deeper into the first presidency, fulfilled by none other than George Washington. Students will learn specifically about George Washington’s role in the Revolutionary War and how his leadership skills caused him to be unanimously chosen as the first president of the young nation. Students will formulate a position statement about his leadership skills and whether or not he should have agreed to be the first president. Students will look further into Washington’s presidency and examine a portion of it that was full of conflict.

**Justification:**

It is important for students to learn about the Reconstruction Era of the United States because it marks the birth of the United States as an independent nation. Events of the Reconstruction Era are the backbone of how our democratic society functions today and what we stand for. Allowing students to dig deeper into this part of our country's history shows them how we've shaped into who we are as a nation today. It demonstrates to students the hardships that occurred while forming this country and how the context of the time period affected the decisions that were made.

To teach this content to students, the content will be broken into four sections. Recovery from war will teach students about the rebuilding the country's farming and economy as a whole. Building the democratic republic and Continental Congress will show students a first-hand perspective of our country's first attempts to pull together a governmental system, highlighting key players of these efforts. Constructing the Constitution/Bill of Rights will explain the extensive journey that was taken by 55 men to create a document that would finally make our country into a united front. Establishing the presidency focuses on how George Washington was chosen to be the first president, the groundwork he laid for his successors, and the opposition he faced. Breaking the information up this way will allow students to see that this timeframe of our history required an extensive amount of time and deliberation for our founding fathers and give us the chance to break outside of the traditional textbook norms when teaching this essential content.

Student Name(s) Jane Bensen Grade: 5 Subject/Topic: Constitution/Bill of Rights  
 Professor/Instructor: \_\_\_\_\_ Lesson Title: Introduction to Constitution – 2 hours, 5 minutes

<b>LESSON PREPARATION:</b> <ul style="list-style-type: none"> <li>List NCSS Theme and Standards—Middle Grades</li> <li>List Michigan 5<sup>th</sup> Social Studies GLCEs (under review)—Specific content learning target</li> <li>List materials needed for lesson</li> <li>List vocabulary to be taught</li> <li>Plan strategies for equal participation of <u>ALL</u> students throughout the lesson</li> <li>Determine lesson length and pacing</li> </ul>	<b>GLCEs-</b> 5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, 5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.  <b>NCSS-</b> <u>Time, Continuity, and Change- Questions for Exploration (Middle Grades):</u> -How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence? <u>Individuals, Groups, and Institutions- Questions for Exploration (Middle Grades):</u> -How do groups and institutions originate and change over time and place? <u>Power, Authority, and Governance- Questions for Exploration (Middle Grades):</u> -What are the purposes and functions of government?  <b>Materials needed-</b> Whiteboard Whiteboard markers Projector with internet access 2 handouts	<b>Vocabulary Words:</b> Articles of Confederation, federal, convention, government, institution  <b>Accommodations:</b> <ul style="list-style-type: none"> <li>Cultural- More time will be given for each Kahoot question so low English fluency students can read question; homework handouts will be offered in English and Spanish</li> <li>Special Needs- Allow students to sit wherever they “feel they would be most productive” in the classroom during both writing times to help focus kids with ADD/ADHD and keep them accountable; offer multiple forms of alternate seating</li> <li>Academic- no academic prize, such as extra credit, will be given during Kahoot</li> </ul>
<b>OPENING:</b> <ul style="list-style-type: none"> <li>“I Can Statement” posted and taught</li> <li>Determine and engage Prior Knowledge/pre-assessment</li> <li>Review behavioral expectations</li> <li>Anticipatory Set – relate to real world</li> </ul>	<b>Time allotment: 30 minutes</b> Have the students prepare a 10-minute journal entry that addresses these questions: Have you ever experienced a bad rule? One that didn’t work? Why didn’t it work?  Have students share journal entries within their small groups. A max of 3 students may share their entry with the whole class. <u>(Be sure to give credit to those who show progress in their writing, reading of their journal, or in their public speaking).</u>	
<b>PRESENTATION – “I DO”:</b> <ul style="list-style-type: none"> <li>Lesson aligns with objective</li> <li>Material presented in small steps</li> <li>Modeling/Examples 4 or more visual</li> </ul>	<b>Time allotment: 20 minutes</b>  Show videos- “ The Articles of Confederation Crash Course” <a href="https://www.youtube.com/watch?v=e137BoXi1hA">https://www.youtube.com/watch?v=e137BoXi1hA</a> and Liberty Kids episode 140 0:00-5:15 <a href="https://www.youtube.com/watch?v=ZJKagn2RrQ4">https://www.youtube.com/watch?v=ZJKagn2RrQ4</a>	<b>Check for Understanding:</b> <ul style="list-style-type: none"> <li>Thumbs Up / Down</li> <li>Turn and Talk</li> <li>Response Cards</li> </ul>

Classroom seating options should be provided for students to find what will increase their focus and in-seat behavior

As a teacher looking to build up students with ADD/ADHD based on who they are, one beneficial strength-based strategy is to highlight any evidence of progress



representations provided • Check for Understanding	Brief recap of what we learned about what we know about our nation's history up to this point- with other lessons we've learned about rebuilding after revolution (Darby) and the continental congress (Payton) and citing the videos.  What does our nation look like at this point in terms of government? How did we get here? (What is government?)	• Individual Responses • Other _____
<b>STRUCTURED PRACTICE – “WE DO”</b> • Teacher leads students through step-by-step practice 3 or more examples • Use visual models • Check for understanding • Correct / clarify misconceptions	<b>Time allotment: 30 minutes</b>  Have students work with table mates to come up with first (1) problems under the A of C and (2) why the Constitution was written. (They are pulling from what they've learned in previous lessons and the videos provide easily accessible answers as well.) After brainstorming as a table, they can send a representative to write ideas on the board. We can then discuss what they wrote as a whole class and come up with a final list of problems under the Articles and final list of reasons for the Constitution.	<b>Check for Understanding:</b> • Think, Pair, Share • White Boards • Response Cards • Individual Responses Other _____
<b>GUIDED PRACTICE – “YOU DO”</b> • Goal is 90% accuracy • Monitor individual and/or small group practice • Provide corrective feedback (re-teach as needed) • Reinforce correct responses	<b>Time allotment: 20 minutes</b>  Students as a class will all participate in a review game of Kahoot, reviewing problems the country had under the Articles of Confederation and why Constitution was written. (Kahoot is a free online platform in which students can review information as a game. Teachers create questions, students “join” the game on their own device, provide answers to each questions showed on the projector, and get points for each question answered correctly and quickly.)	<b>Check for Understanding:</b> • Think, Pair, Share • White Boards • Response Cards • Individual Responses • Exit “Ticket” • Four Corners Other _____
<b>INDEPENDENT PRACTICE – “YOU DO”</b> • Short individual practice • Provide practice for different abilities – below, on, above grade level	<b>Time allotment: 20 minutes</b>  To assess their understanding, students will answer individually answer and <u>turn in</u> answers to the teacher to three writing prompts: (1) note explaining to a first continental congress member what they did wrong with the Articles of Confederation, (2) reasons the Constitutional Convention occurred, and (3) their predictions about the Constitutional Convention. Address the prompts to students as a whole group before they start writing to answer and misunderstandings about the prompts	<b>Check for Understanding:</b> • Completed assignment • Exit “Ticket” • Formative Assessment Other _____
<b>CLOSING / TRANSITION:</b> • Objective (“I Can”) reviewed • Students articulate learning goal • Teacher determines next steps • Clean up / prepare for next lesson	<b>Time allotment: 5 minutes</b>  Review “I can” statements Homework: Students will be given a handout of <a href="https://www.usconstitution.net/constkids4.html">https://www.usconstitution.net/constkids4.html</a> or <a href="https://www.whitehouse.gov/1600/constitution#convention">https://www.whitehouse.gov/1600/constitution#convention</a> . They will read the handout and bring to class 2 facts about the Constitutional Convention. They must read the handout but they may or may not bring facts from the handout. If they continue to do their own research they must bring the source for their fact(s). Their facts can be anything- timeframe, location, participants, topics discussed, etc.	<b>Post-Assessment:</b>

The fast pace of Kahoot may fluster students with ADD/ADHD but its impulsivity/ spontaneity may also allow them to thrive. If the former, look for “silver linings” in their behavior and give credit to any academic or behavioral progress

Being given a choice in what to read, even in homework, increases student engagement in the literature

Student Name(s) Jane Bensen Grade: 5 Subject/Topic: Constitution/Bill of Rights  
 Professor/Instructor: \_\_\_\_\_ Lesson Title: Constitution "Menu"- 3 hours and 40 minutes (over 3 days)

**LESSON PREPARATION:**

- List NCSS Theme and Standards— Middle Grades
- List Michigan 5<sup>th</sup> Social Studies GLCEs (under review)—Specific content learning target
- List materials needed for lesson
- List vocabulary to be taught
- Plan strategies for equal participation of ALL students throughout the lesson
- Determine lesson length and pacing

**GLCEs-**

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three Fifths Compromise). (National Geography Standard 9, p. 160,  
 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).  
 5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).  
 5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.  
 5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

**NCSS-**

Individuals, Groups, and Institutions- Questions for Exploration (Middle Grades):

-What are the causes and effects of tensions that occur when the goals, beliefs, norms, and principles of two or more groups or institutions are in conflict?

-How can groups and institutions cooperate to bring about positive change?

Power, Authority, and Governance- Questions for Exploration (Middle Grades):

-What is power, and under what circumstances is the exercise of power acceptable?

-How are governments organized in communities, states, and nations?

-How are individual rights protected within the context of majority rule?

-What are the rights and responsibilities of citizens in a constitutional democracy?

**Materials needed-**

K-W-L charts  
 Projector with internet access  
 Whiteboard  
 Whiteboard markers  
 iPads  
 Headphones  
 Two copies of handout for "Tell Me the Story" activity  
 "Fact or Opinion" worksheets  
The U.S. Constitution and You by Syl Sobel  
 1 large piece of butcher block paper  
The U.S. Constitution by Michael Teitelbaum  
 2 copies of handout for "Your Version" activity

**Vocabulary Words:**

Constitution, Bill of Rights, Federalist, Anti-Federalist, amendment, Framers, government, ratification, federalism, compromise, separation of powers, checks and balances, First Amendment, Second Amendment, Third Amendment, Fourth Amendment

**Accommodations:**

- Cultural- low English fluency students will be paired with high English fluency students so the low English fluency students have someone who can help with the language
- Special Needs- students who comprehend the content slower (due to ADD/ADHD or language barrier) have a good chunk of time to complete the activity they choose
- Academic – extra tasks are prepared for students who comprehend the content faster

Allowing students with ADD/ADHD adequate time to complete activities, by providing extra tasks for other students, gives these students the chance to show what they can do (not just in a short amount of time)

<b>OPENING:</b> <ul style="list-style-type: none"> <li>• “I Can Statement” posted and taught</li> <li>• Determine and engage Prior Knowledge/pre-assessment</li> <li>• Review behavioral expectations</li> <li>• Anticipatory Set – relate to real world</li> </ul>	<b>Time allotment: 25 minutes</b>  Fill out the K and the W in a K-W-L chart individually, then in groups, than as a class, about their knowledge of the Constitution and the Bill of Rights (see appendix page 13 for the K-W-L chart students will use).	
<b>PRESENTATION – “I DO”:</b> <ul style="list-style-type: none"> <li>• Lesson aligns with objective</li> <li>• Material presented in small steps</li> <li>• Modeling/Examples 4 or more visual representations provided</li> <li>• Check for Understanding</li> </ul>	<b>Time allotment: 30 minutes</b>  To introduce the new content, the teacher will play “The Constitutional Convention of 1787 for Dummies” video <a href="https://www.youtube.com/watch?v=xXA4Ob3s-V0">https://www.youtube.com/watch?v=xXA4Ob3s-V0</a> . On day one play 0:00-10:00, on day two play 10:00- 15:00. Encourage the students to take notes on significant points they hear throughout the video. As the speaker is addressing each main point, stop the video and ask for student opinion responses and thumb up/down for comprehension.	<b>Check for Understanding:</b> <ul style="list-style-type: none"> <li>• Thumbs Up / Down</li> <li>• Turn and Talk</li> <li>• Response Cards</li> <li>• Individual Responses</li> <li>• Other _____</li> </ul>
<b>STRUCTURED PRACTICE – “WE DO”</b> <ul style="list-style-type: none"> <li>• Teacher leads students through step-by-step practice 3 or more examples</li> <li>• Use visual models</li> <li>• Check for understanding</li> <li>• Correct / clarify misconceptions</li> </ul>	<b>Time allotment: 30 minutes</b>  Ask students to talk to their tablemates and find common ideas that they took notes on. Each table will volunteer a spokesperson to share with the class their table’s final, concise list of big ideas from the video. The teacher will write the big ideas he/she hears on the board as students are sharing and noting which ideas and important vocabulary terms are used more than once. The teacher will then ask what ideas, whether they were mentioned as big ideas or not, are students confused about. The teacher will work to have one student answer questions by other students and step in only to clarify misconceptions.	<b>Check for Understanding:</b> <ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• White Boards</li> <li>• Response Cards</li> <li>• Individual Responses</li> <li>Other _____</li> </ul>
<b>GUIDED PRACTICE – “YOU DO”</b> <ul style="list-style-type: none"> <li>• Goal is 90% accuracy</li> <li>• Monitor individual and/or small group practice</li> <li>• Provide corrective feedback (re-teach as needed)</li> <li>• Reinforce correct responses</li> </ul>	<b>Time allotment: 45 minutes ( day 1); 45 minutes (day 2)</b>  Students are taking charge of their learning in this lesson. They will get some choice in the assignments they complete and in the order they complete them. They will be split into groups of two or three and then learning this information as a “menu.” Each activity will be set up in a different spot of the room. The activities are split into appetizers (to be completed first), main course (to be completed next), and dessert (to be completed last). The groups will be given a set amount of time, split between 2 days, to “make it through their meal.” The groups have some level of choice and can proceed through each activity at the speed they need as long as they finish the required tasks. The activities with an asterisk come with assignments that are required and those without are there for students to come back to if they desire once the required ones are completed if they have extra time or are still interested. Because not all are required, students can choose which activity from each category they want to complete and be graded on. They are going to do the best on the work they feel most proud of. (Throughout the time students are working through their menus, spend some time rotating around the room to answer questions, point out positive behavior/progress, and be conscious of any labels used or projections made about students with ADD/ADHD and the work they produce.)	<b>Check for Understanding:</b> <ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• White Boards</li> <li>• Response Cards</li> <li>• Individual Responses</li> <li>• Exit “Ticket”</li> <li>• Four Corners</li> <li>Other _____</li> </ul>

This menu format increases students’ engagement in the tasks as they are given some control and flexibility over their learning

It also provides great opportunity to survey students’ progress, morale, and relationships

Constitution “Menu”		
Appetizer	Main Course (Pick 3)	Dessert (Pick one)
*(1) Tell Me the Story	*Graphics!	Do I have Any Rights?
*(2) What is What?	* Power Divided	Your Version
Fact or Opinion?	Federalism Web	
	School House Rock	

**Tell Me the Story:** Using

<https://i.pinimg.com/originals/14/d9/c2/14d9c27fd78ef9f6df685f3cf3d525cd.jpg>, create a storyboard explaining the New Jersey Plan, Virginia Plan, and ultimately the Great Compromise. **Create one storyboard** within your group.

**What is What?:** The video we watched as a class talked about two decisions that were made during the Constitutional Convention- the Great Compromise and the Three Fifths Compromise. Use the iPads at this station to visit <http://www.government-and-constitution.org/us-constitution/three-fifths-compromise.htm> and learn about both again. Make a Venn diagram comparing the Three Fifths Compromise and the Great Compromise. There must be at least 4 things written in each section of your diagram. Each group member should turn in their own Venn diagram.

**Fact or Opinion?:** Work with your group to read passage and complete assignment. Turn it two separate copies to show reading strategies such as underlining while determining importance and circling words you do not know. (See appendix page 12 for this assignment’s worksheet.)

**Graphics:** (1) Read through The U.S. Constitution and You by Syl Sobel (See appendix page 20). Use the information given in the text to make a T-chart as a group, showing the differences between a monarchy and democracy. The Framers specifically wanted to make the United States a democracy. Write at least 3 sentences explaining why. (2) Keep reading the text. **Make your own graphic organizer to show the separation of powers that is in our government because of the Constitution.** Make sure to label what each branch of government does. Your graphic organizer should demonstrate checks and balances.

Divergency and spontaneity in students with ADD/ADHD can be highlighted in activities that require creation

Another example of a creation activity, highlighting the strengths of students with ADD/ADHD to develop new ideas

	<p><b>Power Divided:</b> Use an iPad at this station to watch this video as a group about how power is divided in our government based on decisions that were made during the Constitutional Congress: <a href="https://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman#watch">https://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman#watch</a>. The rest of the iPads at this station have 2 tabs with games for you to play about Checks and Balances in our government and Separation of Powers. Complete both: <a href="http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm">http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm</a> <a href="http://www.sheppardsoftware.com/usa_game/government/branches_government.htm">http://www.sheppardsoftware.com/usa_game/government/branches_government.htm</a></p> <p><b>Federalism Web:</b> If you are the first group to this station- with your group members, <b>create a large web organizer</b> on a piece of butcher block paper with the word “federalism” in the middle bubble along with our definition, “the division of power between the federal government and the states.” Add “separation of powers” to one attached bubble and “checks and balances” to another attached bubble. Add more vocabulary terms as other bubbles and, most importantly, write on their stems how the terms relate. You are encouraged to use any notes from other activities. Feel free to draw arrows if needed.</p> <p>If you are not the first group to this station- do not create your own web organizer but <b>add to what other group have contributed</b>. Add more vocabulary terms as other bubbles and, most importantly, write on their stems how the terms relate. You are encouraged to use any notes from other activities. Feel free to draw arrows if needed.</p> <p><b>School House Rock:</b> The Preamble is the very beginning section of the Constitution. Use the iPad at this station to watch School House Rock’s “The Preamble” video with your group: <a href="https://www.youtube.com/watch?v=yHp7sMqPL0g">https://www.youtube.com/watch?v=yHp7sMqPL0g</a>. When they sing the preamble, follow along with your printed copy. Read through pages 16 and 17 of <u>The U.S. Constitution</u> by Michael Teitelbaum (see appendix page 19). and decide if each of the 6 reasons given in the Preamble for writing the Constitution still hold true today. Submit one copy per group. Make sure you have an example when deciding if each of the 6 reasons still hold true.</p> <p><b>Do I have Any Rights?:</b> The Bill of Rights are amendments that were later added to the Constitution. They lay out specific rights that are given to United States citizens. Watch this video and write a letter to those who wrote the Bill of Rights <a href="https://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman">https://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman</a>. How do feel about the Bill of Rights? Were they necessary? Why or why not? Which one(s) stand out to you? Which ones had you heard before? Have you heard any on the news lately?</p> <p><b>Your Version:</b> Discuss with your partner(s) what the Bill of Rights was and why it was added. Using <a href="http://www.flandersfamily.info/web/wp-content/uploads/2015/07/Print-Bill-of-Rights.pdf">http://www.flandersfamily.info/web/wp-content/uploads/2015/07/Print-Bill-of-Rights.pdf</a>, work with your partner(s) to <b>rewrite amendments 1 through 4 in your own words</b>. You can rewrite 2 other amendments together for extra credit.</p>	
INDEPENDENT PRACTICE – “YOU	Time allotment:	Check for Understanding:

...more  
developing  
new ideas

...even more  
developing  
new ideas,  
uplifting  
students with  
ADD/ADHD by  
highlighting  
their strengths

<b>DO"</b> <ul style="list-style-type: none"> <li>• Short individual practice</li> <li>• Provide practice for different abilities – below, on, above grade level</li> </ul>	<p>(Students have 5 assignments throughout the lesson that they must turn at the end of their constitution "meal" to show their learning and connections). On top of this, have students finish their K-W-L chart by individually filling out the L column to demonstrate their understanding of new information that they learned.</p> <p>(At the end of day 2; into day 3): Students will individually complete a formative assessment in the form of a brochure that could inform someone why the Constitutional Convention is important. See appendix page 14 for a rubric on this assignment. Those who have the time at the end of day 2 can begin their brochure. Allow 20 additional minutes on the following day for students to finish/complete their brochure.</p>	<ul style="list-style-type: none"> <li>• Completed assignment</li> <li>• Exit "Ticket"</li> <li>• Formative Assessment</li> </ul> Other _____
<b>CLOSING / TRANSITION:</b> <ul style="list-style-type: none"> <li>• Objective ("I Can") reviewed</li> <li>• Students articulate learning goal</li> <li>• Teacher determines next steps</li> <li>• Clean up / prepare for next lesson</li> </ul>	<b>Time allotment: (homework assignment)</b> <p>Address the key ingredients for a paragraph and for complete sentences-</p> <p>Homework: What were the two facts you found in your research for home work? Did we touch on them today? What more do you know about them? Write one paragraph about each fact with complete sentences.</p>	<b>Post-Assessment:</b>

Assignments in which the students' product doesn't have to look exactly like peers' allows students with ADD/ADHD to illuminate the divergency in their thinking

## Appendix

For Activity “Fact or Opinion”:

Name \_\_\_\_\_ U.S. Constitution  
The convention

### The Constitutional Convention


Read the passage.

In 1787, 55 men met in Philadelphia, Pennsylvania. They were meeting because they wanted to help their country become strong. They wanted a meeting president. They elected George Washington. Other famous men were there too.

At first, the men planned to fix the Articles of Confederation. But then they decided that a new plan must be written. They wanted some of the same things. They wanted the states to get along. They wanted the country to be able to protect itself. They wanted freedom for themselves. They also wanted their children to be free.

There were some things that they didn't agree on. One man wanted a president to serve until he died. Other men thought that would be too much like having a king. Some men wanted states that had more people to have more votes. Men who lived in small states didn't like this. They thought that it would give larger states more power.

The men had a lot of decisions to make. The meeting lasted all summer. Finally, they had a document that they were all proud of. On September 17, 1787, 39 of the men signed the U.S. Constitution.



If the sentence is a fact, color the feather blue.  
If the sentence is an opinion, color the feather red.

- 1 The U.S. Constitution was written in Philadelphia, Pennsylvania.
- 2 A president should serve until he dies.
- 3 George Washington was the best president for the meeting.
- 4 All of the men wanted the country to be able to protect itself.
- 5 The Constitution was signed on September 17, 1787.

Topic \_\_\_\_\_

date \_\_\_\_\_

<u>Know</u> What I <i>think</i> I know	<u>Wonder</u> What I <i>want</i> to know	<u>Learn</u> What I <i>learned</i>



### Making A Brochure: Why is the Constitutional Convention Important?

CATEGORY	4	3	2	1
Content	The brochure contains information about why we needed a Constitution, issues discussed at the convention, the government structure that was created by the Constitution, and the Constitution's ratification.	The brochure contains information about 3 of the 4 topics needed.	The brochure contains information about 2 of the 4 topics needed.	The brochure contains information about 1 of the 4 topics needed.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are less than 3 grammatical mistakes in the brochure.	There are less than 5 grammatical mistakes in the brochure.	There are more than 5 grammatical mistakes in the brochure.
Writing - Vocabulary	The authors included and correctly used all 16 unit vocabulary words in the brochure.	The authors included and correctly used at least 14 unit vocabulary words.	The authors included and correctly used at least 10 unit vocabulary words in the brochure.	The authors do not correctly use at least 10 unit vocabulary words in the brochure.
Graphics/Pictures (Can be drawn or printed)	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy."	Graphics do not go with the accompanying text or appear to be randomly chosen.

## **Children's Literature Annotated Bibliography Reconstruction Time Period**

### **Darby: Recovery from the War**

Bullock, C.S. (2003). *The American Revolution: A history in documents*. New York, NY: Oxford University Press.

This book contains a collection of political documents that detail first-hand accounts of people's experiences in the form of letters, memoirs, songs, newspaper articles, etc. Readers are able to see the primary source of particular events, such as letters between Benjamin Franklin and his Loyalist son, and examine additional text that provides further explanation of what the documents contain. Readers are able to see key figures from the American Revolution in a more three-dimensional way due to the format of this book.

Halley, N. (2000). *Farm*. New York, NY: Dorling Kindersley Publishing, Inc.

This book details how farming has been accomplished in the past, present, and the future. In addition to the informative text, pictures are provided to allow for further comprehension. The book highlights different types of farming tools, techniques for farming efficiently, and discovering new information about farming. Each picture that is provided has a description of what it is and how it is used. This provides the readers with additional information on top of the story text that is on each page.

Herbert, J. (2002). *The American Revolution for kids: A history with 21 activities*. Chicago, IL: Chicago Review Press.

Detailed in this book are twenty-one different activities that can be utilized in the classroom with a focus on the American Revolution. Readers will learn about different aspects of the American Revolution not only from just reading the information, but from participating in the activities. The activities discussed in the book range from creating shirts similar to the ones worn by frontiersmen, reenactments of certain battles, and discovering how the Congress works. These different activities give ideas to teachers on what to use in the classroom and what students should learn about the American Revolution.

Love, A., & Drake, J. (1996). *Farming*. Buffalo, NY: Kids Can Press Ltd.

Within the covers of this book, two different types of farming are depicted. One type of farming that is detailed covers all types of information dealing with a vegetable farm. This vegetable farm visit explains how spring planting is done and how those plants are harvested in the fall. To learn about the other side of farming, the story visits a cattle ranch where summer cattle roundup and later the cattle will have birth to calves in the late winter. By having these two types of farming explained, readers are able to learn about a year in farming.

Zinn, H., & Stefoff, R. (2009). *A young people's history of the United States*. New York, NY: Seven Stories Press.

In this book, history is told with an emphasis on how young people have impacted history overall. This makes the important point that readers should realize that they can have an impact on the country and world overall, instead of just relying on the government and military to take care of things. On top of that, history is told through a different lens than the traditional textbooks that most students are used to reading. This causes readers to become aware of the different types of viewpoints when it comes to history.

### **Payton: Continental Congress and Political Regrowth**

Osborne, M. P., Boyce, N. P., Murdocca, S., & Osborne, M. P. (2013). *American Revolution: A nonfiction companion to Magic tree House #22: Revolutionary War on Wednesday*. New York: Scholastic.

This is a magic tree house book that has many facts about the Revolutionary War and how people lived and what their everyday lives were like. It also recounts the events of the war. It helps students to understand the conditions that people were living in and provides a more full picture of what things were like back then. This is helpful because it will serve to help students understand why Americans wanted the things that they did, and their motivations. It also include key players of the time period including George Washington.

Murray, S. (2002). *Eyewitness American Revolution*. New York: DK Publishing.

Like the above book, this book gives details about the times, the people, and the war itself. However, it also includes information about negotiations and letters that went between the colonies and the King of England, and how the king took very little concern regarding what the colonists had to say. It goes into detail about the constitution and the 1st and 2nd continental congresses. The book shows maps and pictures of key players and what the colonies looked like. A timeline is included as well as information about George Washington that sheds some light onto our first president and why he was so popular to the people. The most helpful pages are 60-67.

Quiri, P. R.yon. (1998). *The Declaration of Independence*. New York: Childrens Press.

I mainly looked at pages 15-17, 25-30, 32, and 33 in this book. It talks about the first Continental Congress and how the colonies began to unite. Then it talks about the Declaration of Independence being written. The colonies wanted it to be a statement to the world, explaining why they were breaking away from Britain. Talks about the process that the declaration went through to be approved, and key players in the process.

Steffoff, R., and Zinn, H. (2009) *A. young peoples history of the United States: Columbus to the war on terror*. New York: Seven Stories Press, 2009.

The chapter “Tyranny is Tyranny” starts talking about what the political and social atmosphere of the colonies was like before the Revolutionary war. Detailed accounts of leadership and

“government” of the colonies is told and the common people's reaction. The chapter moves on to talk about common sense and the first Continental Congress (this happened before the Revolutionary War) and how that council Continental Congress made the decision to separate from Great Britain. The Declaration of Independence was written and included a list of offensive things that the King had been doing, clearly laid out for Britain to see. The declaration originally included a statement against slavery that was later taken out because slaveholders were in disagreement about whether or not they wanted to end slavery. (Imagine if it had been included; I wonder if our country's history would have played out differently). The next chapter then goes on to talk about Women and their rights to vote and their power (or lack there of) in politics. This connects with the political regrowth after the Revolution. The colonies had their freedom and constitution but it completely ignored over 3/4 of the population in the colonies (women, indians, blacks, and slaves). This led to a push for change in the political and social world of the colonies.

Davis, B. (1976). *Black heroes of the American Revolution / Burke Davis ; foreword by Edward W. Brooke ; with prints and portraits of the period.* (1st ed.).

This is a fascinating childrens book about Black Heroes during the American Revolution and how they helped the colonies gain their freedom from Great Britain. It includes tales of William Lee, one of George Washington's closest companions throughout the war, and the advice and influence that he had over George Washington. I liked this book because while many of the other sources point out the lack of African American presence during this time, this book shows many influential black figures, some free, and others slaves. The interactions and effect that they had on white leaders was present, even if it is hard to see.

### **Bethany: The Presidency - George Washington and Establishing the Presidency**

Adler, D. A. (2004). *George Washington: An illustrated biography.* New York: Holiday House.

This biography, written by David A. Adler, discusses the life of George Washington in every realm of his pursuits. The book includes many chapters devoted to Washington's life before the presidency, providing an important precursor to understanding the life of the nation's first president. Readers learn about Washington's strong leadership skills in the Revolutionary War, the Constitutional Convention, and leading to the presidency. The book includes many of Washington's quotes and writings from the period, offering insight into his thoughts and desires compared to what unfolded in history. The text describes the early days of Washington's presidency as he worked to establish the administration. Within the pages of the book, particularly in the chapter “Untrodden Ground,” focusing on Washington's presidency, members of his cabinet are each highlighted. Further, Martha Washington, George's wife, is frequently a topic of discussion, along with the family's slaves.

Cunliffe, M. (1988). *George Washington and the making of a nation.* Mahwah, NJ: Troll Associates.

In this colorfully illustrated book, in which most of the illustrations are from the period, readers will learn about George Washington from the time that he was a young boy and his work as a

surveyor, his time as a military commander, and his duty as America's first president. Specifically, there is a chapter about his journey from being involved in the Constitutional Convention and his presidency. The book allows younger readers to have an inside look at what it took to develop the presidency, Washington's actions as president, and the criticisms he and the Federalists faced.

Davis, K. C. (2016). *In the shadow of Liberty the hidden history of slavery, four presidents, and five black lives*. New York, NY: Henry Holt and Company.

This book is a collection of the stories five enslaved people who lived during the early years of American history. Most important to note about these enslaved people is that the Founding Fathers owned them. This book tells the story of America's beginnings as related to the stories that often go untold in history books - from the eyes of the slaves. Davis focuses on two of George Washington's slaves in this book - one of which fought beside him in the Revolutionary War, and the other who escaped from his household in Philadelphia. The stories told in this book are each true and valuable to understanding the beginning of the United States.

Delano, M. F., & Epstein, L. (2013). *Master George's people George Washington, his slaves, and his revolutionary transformation*. Washington, D.C: National Geographic.

This book focuses on the stories of the people behind the daily operations of Mount Vernon, George Washington's Virginia plantation. Those people who kept his plantation running were slaves. George Washington referred to them as "my people," despite their enslavement. This book provides readers with the perspectives of an enslaved waiter, overseer, seamstress, and Washington's top chef and his own personal servant through sidebar profiles. Along with the profiles on the specific people of Mount Vernon, Washington's life is highlighted throughout the text, focusing on his childhood, role in the Revolutionary War, and his changing perspectives as a slave owner. This book invites readers to look beyond the typical story of George Washington that is presented in history books and consider the perspectives, thoughts, and feelings of the people in history that are often overlooked

Harness, C. (2006). *George Washington*. Washington, D.C.: National Geographic.

This reader-friendly picture book provides a brief overview of the life of George Washington. Published by National Geographic, the book gives readers little known facts about Washington in his early life and going into his role in the Revolutionary War and developing the government of the United States. This book is meant for ages 5-10, and fifth graders will be able to appreciate the information that it holds as an introduction to George Washington as a Founding Father. This book presents questions that would prompt students to think more deeply about the issues that presented themselves after the conclusion of the Revolutionary War that Washington had to contend with in developing the presidency.

Steffoff, R., & Zinn, H. (2009). *Revolutions*. In *A young people's history of the United States: Columbus to the war on terror*. New York, NY: Seven Stories Press.

Zinn and Steffoff present a chapter highlighting the experiences of a diverse group of people in the Revolutionary War in this portion of the book. It begins with the experience of the poor fighting in the war, and discusses Washington's role in the war. It goes further to focus on Indians and Blacks in the Revolution, as well as the farmers revolting. Beyond these pages, the authors touch on the political climate of the time and the fears of the founding fathers in developing the Constitution. Limits were placed on voting pertaining to the amount of land a citizen owned, and the interests of women, Blacks, indentured servants, or people without property were not reflected in the Constitution. This chapter explains the process of electing the president as something that is beyond the common man, and left to the wealthy landowners.

### **Jane: Framing the Constitution**

Fritz, J. (1987). *Shh! We're writing the Constitution*. Toronto: General Publishing Co.

This book is written as a story book with an informal, childish tone. It starts by stressing how comfortable everyone was after the Revolutionary War with just being their own separate states. It was George Washington who knew that wouldn't work. The First Continental Congress wrote the Articles of Confederation but it didn't provide a strong central government. Not enough delegates were on board at first to meet and adjust the Articles and it took awhile to get there. George Washington was elected president of the convention. Topics discussed at the convention were kept secret until the convention was over. The book provides a nice picture of the Virginia Plan governmental structure breakdown. It showed they had a lot of questions they argued about in the four months. People of Philadelphia tried to keep the delegates happy but the city had crazy heat, bugs, and a big prison. The biggest argument that almost broke the delegates ended the Great Compromise which gives the representation in the House and Senate that we still have today. After this, the delegates voted themselves on a 10 day vacation. They created citizenship rules for representatives and the president and how to make an amendment. They decided they needed 9/13 states to ratify the Constitution, which took six months, because some people wanted a Bill of Rights. Those who voted for it were Federalists and those against were called Anti-Federalists. There was a grand parade when it was ratified.

Teitelbaum, M. (2005). *The U.S. Constitution*. Chanhassen, MN: The Child's World.

The book is split up into four chapters and includes a time line, glossary, "for further information," and an index. Chapter one is a brief introduction as to what led up to the creation of the Constitution. The colonies were created under King George but the Americans revolted, the Declaration of Independence was written, and the Articles of Confederation were written but failed for multiple reasons. The Constitutional Convention was called in Philadelphia in 1787, attended by delegates from all of the states. The disagreements by these 55 men lasted four months. The Virginia Plan gave us our three branches of government and the Great Compromise gave us our representation break down for the House and Senate. In June of 1788 the needed 9 out of 13 colonies accepted the Constitution. The full break down of when and how each colony voted is shown. It breaks down the format of the document-- the introduction, or the preamble, seven articles, and what each provides. Three years later the first 10 amendments, the Bill of Rights, was added and it gives a breakdown of each one. It also mentioned that 17 additional amendments have been added over the years.

Sobel, S. (2001). *The U.S. Constitution and You*. Hauppauge, NY: Barron's Educational Series, Inc.

The book addresses the reader directly, saying life in this country when it first began would have been very different. It started by trying to organize the states into a league but the Articles of Confederation didn't allow the states to work together. Patriotism was situated within each of the states and states had different kinds of money. Most of the states sent delegates to a meeting in Philadelphia in 1787 to figure out how to organize the "league" better. The book breaks down how the Constitution makes rules for the government, says the government cannot take away certain rights from people, and allows state governments to keep certain rights. It stresses that the rules for the government were made knowing they wanted to avoid anything like a monarchy and instead wanted a republic. They even created a system in which power in the government was shared through different branches- the legislative branch containing the House and Senate (makes laws), the executive branch led by the president (carrying out laws), and the judicial branch with judges and justices (enforcing laws). This system creates a separation of powers that allows for checks and balances among those in charge. The president, representatives, and senators all have term limits which gives the people have power through their ability to elect new members. Knowing the rules they created may not always work, the "Framers" included that the Constitution could be altered through amendments. The Bill of Rights was later added which gave even more rights to the people; each amendment is explained. The "Framers" after giving power to the federal government and to the people, also saved some power for the states. The book includes a glossary, a bibliography, and an index.

Zinn, H., & Steffoff, R. (2009). *A young people's history of the United States*. New York, NY: Seven Stories Press.

The section of this book about the Constitution offers a view on the document and process of its creation that is not often expressed. The 55 men who spent excessive time composing the Constitution were all of very similar demographic backgrounds, so they were more likely to develop a government that benefitted them and their interests. Even a step farther, the same demographic of people were the only U.S. citizens at the time who were allowed to vote in the elections for governmental representation that the Constitution called for. There were problems with the democracy offered in the Constitution which led to intense debates in some states when deciding whether to support its ratification. The gap between the slaves and masters, between races, between the rich and poor certainly stayed wide with this document.