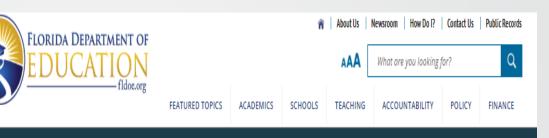
ESOL: Moving Forward with Distance Learning

Follow these steps/effective practices when planning for online instruction



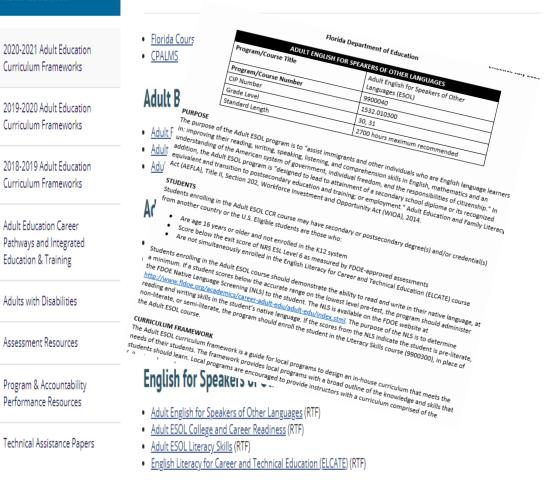
First: Review the 2020-2021 Adult Education Curriculum Frameworks



Home | Academics | Career & Adult Education | Adult Education | 2020-2021 Adult Education Curriculum Frameworks

ADULT EDUCATION

2020-2021 Adult Education Curriculum Frameworks



The Adult ESOL framework consists of three components:

- 1. College and Career Readiness (CCR) Standards for adult education
- 2. English Language Proficiency (ELP) Standards for adult education
- 3. The FDOE Life and Work Competencies

Second: Understand basics of ESOL DL service delivery, and begin to think about developing and implementing effective distance learning lessons

Florida Department of Education

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES			
Program/Course Title	Adult English for Speakers of Other Languages (ESOL)		
Program/Course Number	9900040		
CIP Number	1532.010300		
Grade Level	30, 31		
Standard Length	2700 hours maximum recommended		

PURPOSE

The purpose of the Adult ESOL program is to "assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom, and the responsibilities of citizenship." In addition, the Adult ESOL program is "designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment." Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Investment and Opportunity Act (WIOA), 2014.

STUDENTS

Students enrolling in the Adult ESOL CCR course may have secondary or postsecondary degree(s) and/or credential(s) from another country or the U.S. Eligible students are those who:

- Are age 16 years or older and not enrolled in the K12 system
- Score below the exit score of NRS ESL Level 6 as measured by FDOE-approved assessments
- Are not simultaneously enrolled in the English Literacy for Career and Technical Education (ELCATE) course

Students enrolling in the Adult ESOL course should demonstrate the ability to read and write in their native language, at a minimum. If a student scores below the accurate range on the lowest level pre-test, the program should administer the FDOE Native Language Screening (NLS) to the student. The NLS is available on the FDOE website at <u>http://www.fldoe.org/academics/career-adult-edu/adult-edu/index.stml</u>. The purpose of the NLS is to determine reading and writing skills in the student's native language. If the scores from the NLS indicate the student is pre-literate, non-literate, or semi-literate, the program should enroll the student in the Literacy Skills course (9900300), in place of the Adult ESOL course.

CURRICULUM FRAMEWORK

The Adult ESOL curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the

Effective distance learning for ALL students, especially our ESOLs, begins with careful planning and a focused understanding of course requirements and student needs.

Successful distance education rely on the consistent and integrated efforts of the students and the instructors.

	LESSON OVERVIEW TEMPLATE FOR ADULT ESOL						
	ESOL Level:	Instructor:	Date:		Theme/Topic:		
	Lesson Objective:		skill and/or strateg		to by the end of the lesson. Provide the context , us, and how the achievement of the objective will		
	Life & Work Competencies	the objective or serve as the context for the communication task within the lesson.					
	ELPS Anchor Standards						
	CCRS Anchor Standards		List the CCR Anchor Standards that learners will be working towards in conjunction with the ELPS. See the correlation chart on page xx.				
	Language Skill Focus	□ Listening □ Speaking	□ Speaking □ Writing		oft kills		
ponents		Vocabulary in Context (including Academic			Grammar in Context Identify the language		
onsider	context of the le	Vocabulary): List the key vocabulary words based context of the lesson. Include words from an Acad Vocabulary Word List such as Coxhead's AWL.			e structure(s) or concepts that learners need in order to achieve the lesson objective.		
		TENING ITEM T		_	READING TASK AREAS		
	(Check	which type of a ompts	question		. Forms . Tables/Chart/Graph/Map		
	2. Comprehension Question				. Articles/Paragraph/Directions/Pictures		
	3. Predict N	-		. Sign/Label/Ad/Tag			
		4. Identify True Statements Based on Prompt			· · · ·		
		Materials & Equipment: List any textbooks, handouts, websites, smartboards, etc., that students will need to do the lesson.					

Key Con to C

Third: Think about your lesson and your pacing. How will the lesson flow? What will students be asked to do?

Open: Share agenda and lesson objective with class.

Warm up – Prime: Asses/ build background knowledge

Presentation – **Prepare:**

- Deliver direct / explicit instruction.
- Pose guiding questions

class.

• Poll the class with questions

Practice - Do task: Explain the task to the

			11	TE FOR ADULT ESOL		
SOL Level: I	nstructor:	Date:		_ Theme/Topic:		
Lesson Objective:	Identify what learners will be able to do by the end of the lesson. Provide the context, the language skill and/or strategy focus, and how the achievement of the objective will be evaluated.					
Life & Work Competencies	List the competency(ies) that students will work on during lesson. These may echo the objective or serve as the context for the communication task within the lesson.					
ELPS Anchor Standards	List the ELP Level De objective. (See page		learne	ers will work on in orde	er to achieve the lesson	
CCRS Anchor Standards	List the CCR Anchor the ELPS. See the co			•	wards in conjunction with	
Language Skill Focus	Listening Sp Speaking W	eaking riting	Sof Ski			
Vocabulary): Lis context of the le	ontext (including Acad at the key vocabulary v esson. Include words fi rd List such as Coxheac	vords based or rom an Acader			Identify the language pts that learners need in lesson objective.	
(Check	LISTENING ITEM TYPES (Check which type of question Photo Prompts Comprehension Question Predict Next Line of Dialogue Identify True Statements Based on Prompt			READING TASK AREAS 1. Forms 2. Tables/Chart/Graph/Map 3. Articles/Paragraph/Directions/Pictures 4. Sign/Label/Ad/Tag 5. Measurement Scales/Diagram		
Materials & Equ o do the lesson.	•	ooks, handout	s, web	osites, smartboards, et	c., that students will need	
LESSON PLAN C	UTLINE (LEARNING AI	ND EVALUATIO		SKS)		
	review materials. The			n environment for lear n practicing skills and s	ning, assess prior trategies or a review of	
Teacher-Led: I Do Teacher provide direct instruction and modeling.	We Do Teacher directed	and s ce. (E.g. osing, o actice, a	Y Stude pairs collab assign	municative Practice: You Do Together Ints work together in or small groups to orate on activities or iments. Her support as needed.	Independent Practice: You Do Independently Students work independently* to complete or reflect on a activity or assignment. Teacher and peer feedback.	
Ongoing Forma	tive Assessment: fist-t	to-five respons	es, ar	nswer cards, quizzes, e	tc.	
Evaluation: Ass	ess learners' attainme	nt of the lesso	n obje		n activities such as oral or	
			_			

*Independently can mean with a role assignment in their team or group.

Lesson Outline cont.

Report/ Feedback:

Students take turns sharing/ reporting results. You and/or the class provide brief feedback.

Focus on Form: Provide a mini-lesson to address a grammar and/or pronunciation challenge observed.

Evaluation: Checking for students understand. Formative/Summative

Close: Affirm learners' language development, collaboration and **achievement of the lesson goals.** Adjourn.

LESSON OVERVIEW TEMPLATE FOR ADULT ESOL					
ESOL Level: I	nstructor: Date: _		Theme/Topic:		
Lesson Objective:	Identify what learners will be able to do by the end of the lesson. Provide the context, the language skill and/or strategy focus, and how the achievement of the objective will be evaluated.				
Life & Work Competencies	List the competency(ies) that students will work on during lesson. These may echo the objective or serve as the context for the communication task within the lesson.				
ELPS Anchor Standards	 List the ELP Level Descriptors that learners will work on in order to achieve the lesson objective. (See pages xx-xx) 				
CCRS Anchor Standards					
Language Skill Focus	□ Listening □ Speaking □ Speaking □ Writing	Soft Skills			
Vocabulary): Lis context of the le	context (including Academic at the key vocabulary words based esson. Include words from an Acad rd List such as Coxhead's AWL.		Grammar in Context Identify the language structure(s) or concepts that learners need in order to achieve the lesson objective.		
LIS	LISTENING ITEM TYPES READING TASK AREAS				
1. Photo Prompts 2. Comprehension Question			 1. Forms 2. Tables/Chart/Graph/Map 3. Articles/Paragraph/Directions/Pictures 4. Sign/Label/Ad/Tag 5. Measurement Scales/Diagram 		
Materials & Equ to do the lesson.		uts, we	bsites, smartboards, etc., that students will need		
the second s					

LESSON PLAN OUTLINE (LEARNING AND EVALUATION TASKS)

Introduction/Warm-Up: Plan an activity that will create an environment for learning, assess prior knowledge, and review materials. The activity may focus on practicing skills and strategies or a review of previously learned content.

Teacher-Led: I Do	Guided Practice: We Do	Communicative Practice: You Do Together	Independent Practice: You Do Independently
Teacher provides direct instruction and modeling.	Teacher directed and supported practice. (E.g. Q&A, problem posing, pattern dialog practice, guided exercises.)	Students work together in pairs or small groups to collaborate on activities or assignments. Teacher support as needed.	Students work independently* to complete or reflect on ar activity or assignment. Teacher and peer feedback.
Ongoing Formativ	e Assessment: fist-to-five resp	oonses, answer cards, quizzes, e	etc.
		sson objective(s)with evaluation ment, aural or written quiz, self	
		ment, aural or written quiz, self exit tickets, can-do checklist, <i>afj</i>	C 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

*Independently can mean with a role assignment in their team or group.

Fourth: Which platforms are approved by your district and which one is right for your ESOL learners

Note: This section refers to some specific platforms by name, although your district may use other approved platforms. It's critical to understand online security risks for students and take measures to protect students' privacy as part of your planning.

Keep in mind that:

- The focus should be on how the tools can best support **teaching and learning goals rather than on the tools themselves**

nportant Notice

 It's best not to introduce too many new tools — otherwise students will spend their time learning the tools rather than
 learning the content *teach only one new thing at a time! It's an important
 reminder as students adjust to distance learning.

 District may have a list of approved and vetted platforms for distance learning.

- How will you ensure that the learner knows how to use the DL tool?
- How will you solve technical problems students have, both with the curriculum or their personal computers/internet?



Curriculum Soft wares

Burlington English EdReady Moby Max Northstar Digital Literacy Assessment Edmentum Easy ESL **English Discoveries** Rosetta Stone **Skills Tutor USA** Learns Crossroads Café **English for All**

Fifth: Set up a system of procedures and routines for students. What are the expectations/responsibility for both the students and teachers?



- How much study time (per week) will you recommend overall? Be sure to mention both the total time or description of content to be covered each week and the frequency of check-in you expect.
- What study-skills training will you provide— especially in how to work alone at a distance?
- What expectations will you communicate to students regarding how and how often you will provide feedback to them on their work? What are you going to promise students? How often will you check in?
- This is a good way to set boundaries, but also be available for students and even colleagues. Teachers can choose the time and frequency of your availability within/out teaching hours. Recommended expectation is a minimum of 1 hour. That could also be split into chunks.

Establish a structured learning environment

 How will you communicate with learners (telephone, mail, e-mail, face-to-face)? Will you communicate as needed or will you set a schedule? By what means will you provide feedback?

After you decide what tools you want students to use regularly (only pick a few), set up the dashboard or learning activity page where you may want to have:

- Daily/weekly agenda
- Calendar with assignments
- Announcements
- Discussion board for Q&As
- A chat room



Planning Instruction

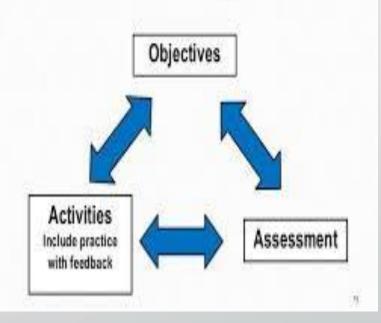
- Once you have a sense of your goals and what tools you will use for distance learning, you can focus on developing a unit of lessons.
- A weekly plan as part of a learning unit can help you maintain the same structure and learning activities each week. Students will know what to do every week because the lesson structure repeats with different content.
- If students get used to the structure of the online learning course or the materials they receive weekly, they can use their mental energy on language and content learning.

Lesson Outline

Open: Video; Bell work Warm up – Prime: Listening Activity Presentation –Prepare: Unit lesson Practice - Do task: Breakout session, Group/ Independent practice Report/ Feedback: Students share their thinking Focus on Form: Mini Grammar Lesson Evaluation: Quiz, Kahoot, Quizlet Close: Exit slip, review of objectives



The Lesson Planning Process



Sixth: Make sure you have a clear instructional system with feedback



The importance of regular feedback

- The best feedback will happen frequently in multiple areas of the digital space. It could be on the discussion board, individual assignments or larger projects. Since students can't see you, they need to know you are there through your interaction and encouraging feedback. Students want to do well and they need to hear from you daily so they know they are on the right track.
- Remember students do not have the advantage of asking questions in a classroom and getting your feedback as they work, so give them additional opportunities in the digital platform. We are asking learners who rely on a lot of scaffolding and supports to be successful to become independent learners overnight.

Seventh: Set up a system for assessing student progress and for tracking attendance and proxy hours

- How will you assess individual student needs and develop a study plan for each student?
- What form(s)/system will you use to monitor your contacts with students? Do you have the equivalent of a "grade book" used by classroom teachers?



•Use platform polling tools or polling app
•Ask yes/no questions and respond with the non-verbal tools
•Use the chat for Y/N or short answer responses
•Mark a text or image to edit or highlight elements
•Use Kahoot[™], Quizziz[™] or other app to check comprehension

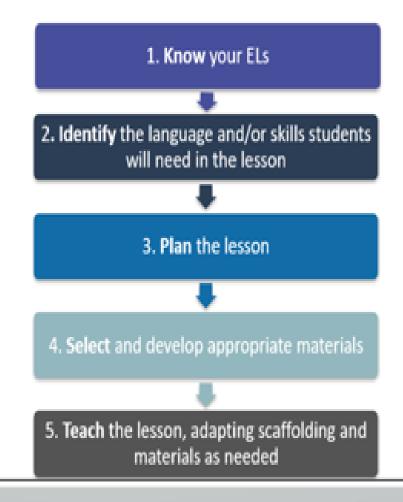
Scaffold Supports

Differentiate instruction and activities to accommodate different English language proficiency levels. This may mean that you have different sections and tasks for identified students. If you have students performing closer to their level, they may interact with the content tasks with minimal support.

- For beginning level English learners, however, you will need to analyze the instruction, readings, and activities to provide accommodations such as:
 - native language or simple English explanations through video
 - more visuals
 - native language or leveled English text
 - an activity completed in a small group rather than independently.

Pairs and groups can be assigned in online learning platforms and it can be helpful for students to collaborate.

5 Steps for Scaffolding a Lesson



Eighth: Set up a system for students to Practice, Practice, Practice

- How will you create opportunities for ELL students to practice their language skills?
- What strategies will you use to proactively support persistence?
- Will you assign supplemental instruction where needed? How?
- Will you develop any kind of "support group" among groups of learners?



Emphasize Language Production



- Keep the focus on academic learning and to avoid providing only skills-based activities, even if your primary activity is content review.
- Build in activities that require students to share their thinking in English.
- Build interaction. For example, students can post messages via writing, audio, and video and respond to each other. Recordings should be short – 3-5 minutes.
- Create or imbed videos that students can watch at their convenience and review multiple times for practice. (Some teachers have noted that their ELLs are struggling to keep up with "live" instruction and would benefit from videos they can review multiple times.)

For example:

- •Use whiteboard or google doc for brainstorming/categorizing, sequencing, labeling, etc.
- Use a google doc for generating whole group writing
- Use a whiteboard for generating whole group drawing
- Use share screen image for whole group annotation (highlighting, labeling)
- Use (gallery) class cameras to do role plays, ask/answer activities, interviews, etc.

Online Activities for ELLs

Here are some examples of activities for ELLs, with a focus on oral language development and content development.

- 1. Students can upload videos of themselves reading their favorite books.
- 2. Students can write and draw responses to a prompt (for example, "What is one way you can be helpful to someone in the community?") and then students can leave questions or comments for each other.
- 3. Students can film themselves solving a problem or record themselves explaining how they solved the problem, and the teacher can provide feedback.
- 4. Students can interview someone in their family that is important to them and create a presentation to share. They can present in both English and native language and include photos or short videos with quotes from their important person. Other students can leave written or verbal comments on slides in English or the students native language.
- 5. Teacher can create a presentation with slides and voice narration on a platform like Voice Thread. Students can respond orally or in writing to questions posed in the Voice Thread.
- 6. Teacher can provide a slideshow with visuals on a content topic and resource links for students to learn about the topic. Different students are assigned a few slides to narrate for their classmates to learn about the topic. A variation of this is for students to each get a different topic related to the unit (after learning about it from the teacher) and have them create a group presentation on that topic to share with the class.

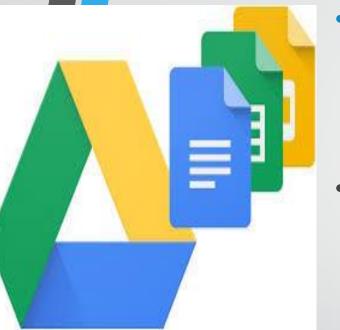
Online Learning Tool: Flipgrid

- Flipgrid article: <u>Remote Learning with Flipgrid</u>
- Privacy evaluation: <u>Flipgrid</u> (Common Sense Media)
- Strengths:
 - 1. Focus on oral language production
 - 2. Student-to-Student connection
 - 3. Ease of use multiple classes
 - 4. Visual platform

5. Free



Online Learning Tool: Google Docs Cloud Assignment



- You can create an online assignment that embeds a document directly from your **Google Drive** folder. Accepted assignment types are Google Documents, Spreadsheets, and Slides.
- When students open the assignment, **Google Drive will create a copy of the file**. Students can make changes per the assignment instructions directly from the assignment page. When they are ready to submit the assignment, they can submit the assignment. The copied document is also added to the student's Google Drive folder for the course.



All in a Week

On Monday I rode a rocket ship away to outer space. On Tuesday I ran my heart out in a mile-long foot race. On Wednesday I taught a purple baby dragon how to fly. On Thursday I flew in a big balloon across the sunny sky. On Friday I swam the ocean blue atop a friendly whale. On Saturday I climbed a mountain up a rocky trail. How did I go on a great adventure every day? Easy—I just read a book, and words took me away!

Poem from ReadWorks.org

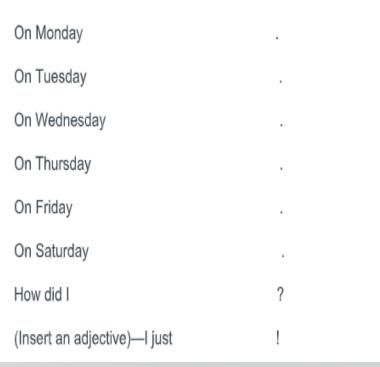
Complete the sentences to create your own poem about reflecting on this moment in time. You can share how you feel each day, what activities you do each day or where you wish you could be. Have fun!

Breakout Room



All in a Week

Complete the sentences to create your own poem about how you feel each day, what activities you do each day or where you wish you could be.

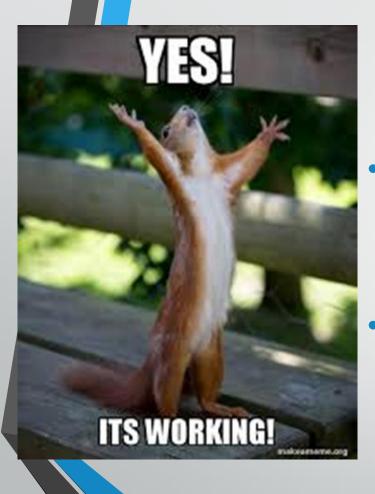




What does a Collaboration Team look like?

Group discussions with oral share out to whole group

• Group collaboration on google docs with teams sharing their docs with whole group



WHAT WORKS

Personal Connection

- Build community. Maintain the high level of personal connection.
- Keep a sense of fun and personalization in the online environment.
- Be patient. Be flexible. Breathe, have fun, and don't worry about getting to a certain spot.

Office Hours

- Connect frequently.
- Students can send me a message or request an online conference to video chat. You can set up a conference meeting for whole-group discussions.

Model, Model, Model

- Remember to "model, model, model." When you think you're done, model it again. Give them multiple ways to learn the same thing.
- Give students choices of how to demonstrate their learning they may surprise you with the creative work they share.
- Keep your focus clearly on what you want students to learn. Let the students guide the instruction.

WHAT WORKS cont.

- Videos & Visuals.
- Transitions. What's next?
- Formatting. Build routines into their online learning.
- Remember: teach only one new thing at a time!



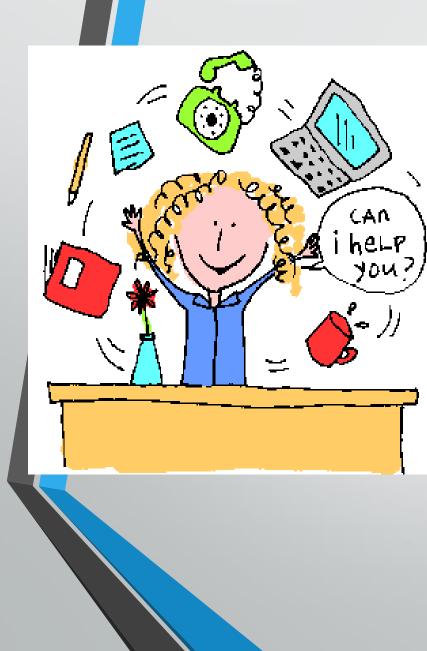


- Be User-Friendly. Provide options to access the same material—a link that opens up an extra tab, a link for them to copy and paste, an embedded video or picture, an embedded document, etc.
- Repetition. Constantly hearing or seeing concepts can assist with them mastering skills.
- Use your team. Don't get lost in the weeds of all the choices. Collaborate and plan with

WHAT DOESN'T WORK

- Vague vs. Too Much Instruction. Don't overwhelm your students.
 - Inconsistency.

Additional Resources



Remote learning – a list of companies that offer free resources

<u>Unite for Literacy</u> – online books. Students can read themselves, or listen to the recorded reading of the book in both English and a different language!

<u>NewsEla</u> – online news articles that allow students of different proficiency levels to access the same information. Comes with built-in quizzes and writing assignments. <u>Khan Academy</u>

<u>Kahoot!</u> – both you and your students can utilize this to present a lesson and to demonstrate learning.

<u>Peardeck</u> – create slides, quizzes, presentations and more. Students also love their Flashcard Factory game!

<u>StoryBoardThat</u> – a place for you (or your students) to create visuals, timelines and to simplify whatever you are reading as a class so your new English learners can access the information.

Portions of it may be paid, but there is a TON of free premade resources on there as well.

Flipgrid – video recording for student responses

Brain Pop ELL

<u>Quill.org</u> – a great tool to get your students practicing grammar and writing. It has a builtin ELL section, where your students can take a pre-test which allows tailoring the assignments to their level.

Those who need to practice typing – https://www.typingclub.com/

And last but certainly not least – <u>virtual tours offered by world-class museums</u>.

*TNTP: Resources for continued literacy and language development for multilingual learners <u>https://tntp.org/assets/documents/ELL_and_ELD_At-Home_Learning_Support-</u> TNTP.pdf

Welcome to OTC Summer 2020 ESOL Distance Learning

WEDNESDAY, JUNE 24, 2020

Lesson Outline

- Open: Video; Bell work
- Warm up Prime: Listening Activity
- Presentation Prepare: Unit lesson
- Practice Do task: Breakout session, Group/ Independent practice
- Report/ Feedback: Students share their thinking
- Focus on Form: Mini Grammar Lesson
- Evaluation: Quiz, Kahoot, Quizlet
- Close: Exit slip, review of objectives



Distance Learning!

The Constitution of The United States of America

Sample Lesson





ESOL Instructors



Ms. Nortelus Orlando Campus



Avalon Campus

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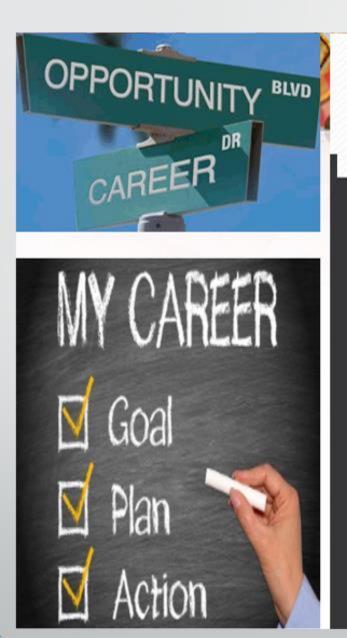
Westside Campus





THANK YOU for ALL that YOU do!!!

Winter Park Campus





Career Services Live Lesson Schedule Week of 05/11/2020

Monday	Tuesday	Wednesday	Thursday	Friday
Time Management	Effective Job Searching	Valencia Application	Top 10 Interview Questions	Navigating Professional Correspondence
1 p.m.	1 p.m.	1 p.m.	1 p.m.	1 p.m.

Civics Lesson Objectives

Today we are going to be learn and :

- Understand that some human rights can be limited.
- Understand that some human rights are absolute.
- Understand that human rights need to be balanced to protect individuals and wider society.



Use Visual Thinking Strategy questions with shared visuals having students respond in chat or as a whiteboard or google doc brainstorm.

Conflict

- What do we mean by conflict?
- How could conflicts be resolved?

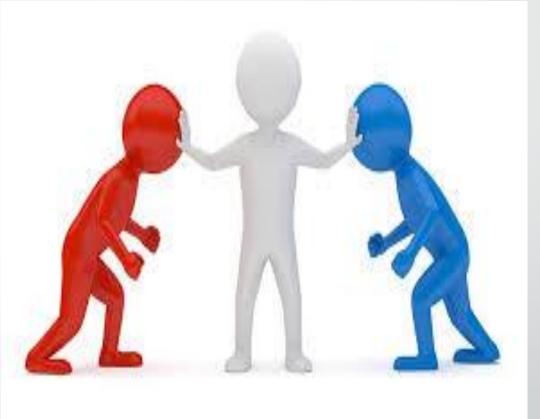


Conflict

•In the same way two individuals' opinions can conflict, so can two individuals' human rights.

•When human rights conflict, they need to be balanced by one human right being limited or restricted; similar to the example of conflicting opinions.

•We are going to look at how and why human rights sometimes need to be limited or restricted in this lesson.



Limiting Human Rights

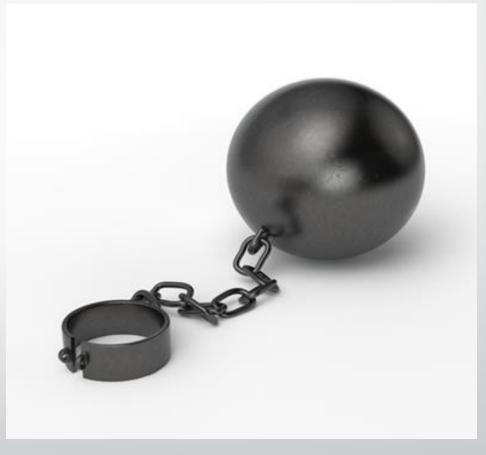
- Sometimes our human rights need to be limited.
- They can be limited if one person is using their rights in a way that threatens another person or wider society.
- For example, if the police suspected that someone was carrying a gun, would it be ok to limit their right to respect for private and family life by searching them?
- In this instance, by limiting the suspect's right to respect for private and family life, the police could help to protect public safety.





Absolute Rights

- Not every human right can be limited. Some must be upheld in all circumstances!
- These are called **absolute rights**.
- Is it ever ok to torture someone or hurt them badly?
- The absolute right not to be tortured or treated in a way that is cruel or humiliating can never be limited or taken away. Cruelty can never be allowed!



Absolute Rights

- Is it ever ok to force children to work?
- The right not to be required to do forced labour or be treated as a slave must always be protected!
- No one can ever force you to work or to be a slave!



Human Rights

- It is important to recognise that we all have ____1___.
- Sometimes your human rights might conflict with another person's human rights and may need to be ____2_
- Human rights provide a standard for how the Government should treat its citizens and they are there to protect individuals.
- However, because some can be
 <u>4</u> in certain circumstances
 it means people can disagree about
 how and when they should be limited or
 exercised.
- But human rights provide a framework that can be used to discuss and debate different issues.

Helping everyone to live together

Word Bank

- absolute
- balanced
- limited
- human rights



Human Rights

- It is important to recognise that we all have human rights.
- Sometimes your human rights might conflict with another person's human rights and may need to be balanced.
- Human rights provide a standard for how the Government should treat its citizens and they are there to protect individuals.
- Some rights must be upheld in all circumstances! These are called absolute rights.
- However, because some can be limited in certain circumstances it means people can disagree about how and when they should be limited or exercised.
- But human rights provide a framework that can be used to discuss and debate different issues.

Helping everyone to live together



When everyone's human rights are balanced and protected, it can help everyone to get along and live together happily.

Civics Lesson Objectives

Learning objectives:

- Students will be able to identify the reasons why the United States needed the U.S. Constitution.
- Students will be able to understand that there are 3 parts to the U.S. Constitution and recognize the significance of each part.
- Students will be able to analyze how our Constitution has changed over the years, and evaluate the impact of these changes.

The Articles of Confederation

During the <u>American Revolution</u>, the colonies realized that they had the need to form a government in order to keep the new nation together and capable of governing the lands they controlled. More importantly, the <u>Founding</u> <u>Fathers</u> recognized the need for a government to make decisions and fight England during the revolution. As a result, the colonies created the first constitution of the United States known in March of 1871 known as the Articles of Confederation.

The Articles of Confederation created a loose agreement between the states, and pledged their friendship throughout the American Revolution, however this agreement would not stay strong after the end of the war.

Regardless, the <u>delegates</u> that met began realized the need for a new system of government. This convention would be known as the <u>Constitutional Convention</u>, as it would result in the creation of our current U.S. Constitution.



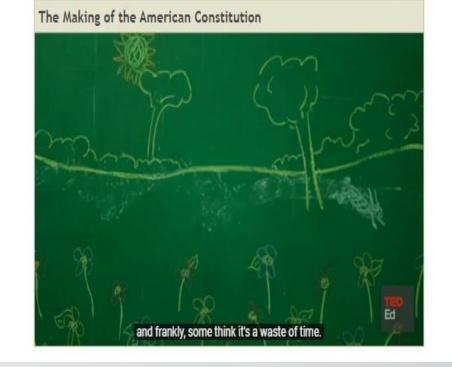
https://www.youtube.com/watch?v=ML8qtTpVuDs

The Constitutional Convention of 1787

After recognizing the failure of the Articles of Confederation, <u>delegates</u> from the twelve of the thirteen states met in Philadelphia at <u>Independence</u> <u>Hall</u> in May, 1787. The only state that did not send representatives was Rhode Island. Two delegates from each state were sent by their state legislatures, and instructed to revise the <u>Articles of Confederation</u>.

The Convention also made compromises based on a plan which became known as the <u>Great Compromise</u>, and its primary author was James Madison. For this reason, James Madison is said to be the father of our Constitution. The plan succeeded, and James Madison's Great Compromise became the framework for our U.S. Constitution. By September 17, 1787, these delegates would complete the current U.S. Constitution.

"The Making of the American Constitution" Video



https://www.youtube.com/watch?v=uihNc_tdGbk&feature=youtu.be

The U. S. Constitution is divided into three major parts:

- The Preamble
- Seven Articles
- Amendments

Before you learn about the purposes stated in the Preamble, let's look at your own ideas. Then we can compare your ideas with those in the Constitution. You might find that you and the Framers think alike!

- 1. What is government?
- 2. What is a purpose?

3. List one purpose that you think a government should have. Then explain why you think its important.



The Preamble to the Constitution of the United States

"We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our prosperity, do ordain and establish this Constitution for the United States of America."



https://www.youtube.com/watch?v=uGO-SldLrNA

The Preamble, or introduction introduces the main purpose of the U.S. Constitution. The Preamble is an explanation why the Constitution was written, and the major goals it hopes to accomplish. The single most important part of the Preamble is the first three words, **"We the people..."**

What does this mean?

The Preamble defines the following six goals: 1) "to form a more perfect union"

- 2) "establish justice"
- 3) "ensure domestic tranquility"
- 4) "provide for the common defense"
- 5) "promote the general welfare"

The Preamble School House Rock

6) "secure the blessings of liberty to ourselves and our posterity."

https://www.youtube.com/watch?v=mKPmobWNJaU

"We the people..." which point out where our government receives its authority from, the people that are governed. The U.S. Constitution was created by the people of one nation.

The Preamble defines the following six goals:

1) "to form a more perfect union"

- They hoped to construct a stronger and more effective government than the Articles of Confederation.

2) "establish justice"

- Form, or create, a better system of courts and trial

system.

3) "ensure domestic tranquility"

- Keep peace between the different states.

4) "provide for the common defense"

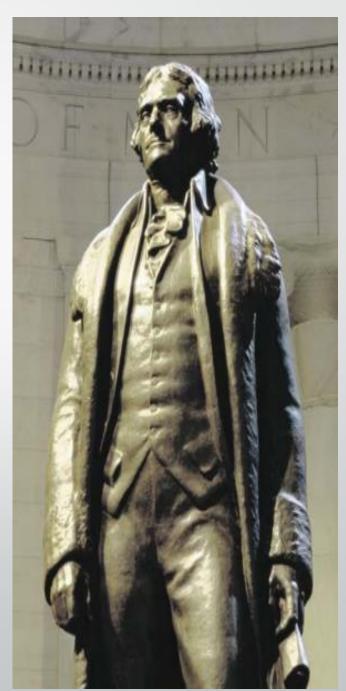
- Defend the nation from threats and others that will do the nation harm or evil.

5) "promote the general welfare"

- Guard the right of the people to work for a high standard of living, or good living conditions.

6) "secure the blessings of liberty to ourselves and our posterity."

- Safeguard the same freedom for themselves and generations of Americans to come.



The remainder of the Constitution consists of seven Articles and the Amendments.

The seven Articles outline the three branches of government, and specific powers and responsibilities of the government. Each Article contains different Sections and Clauses that help organize the document.

Articles:

- Article I Outlines the Legislative Branch
- Article II Outlines the Executive Branch
- Article III Outlines the Judicial Branch

Separate the powers of government among three branches and checks and balances

- Article IV Defines the rules for and relationship between the states
- Article V States the rules and procedures for amending the Constitution
- · Article VI Declares that the Constitution is the Supreme law of the land
- Article VII Outlines the process for ratifying, or approving, the Constitution

The Amendments are additions and changes that have been made to the Constitution since its ratification.

Amendments:

- The Bill of Rights The first ten amendments
- Additional Amendments Amendments 11 through 27

Twenty-seventh Amendment, (1992) to the Constitution of the United States that required any change to the rate of compensation for members of the U.S. Congress to take effect only after the subsequent election in the House of Representatives.

THE BILL OF RIGHTS

1 st Amendment	Freedom of Religion, Speech, Press, Assembly, and Petition.
2 nd Amendment	Right for the people to keep and bear arms, as well as to maintain a militia.
3 rd Amendment	Protection from quartering of troops.
4 th Amendment	Protects against unwarranted searches and seizures of homes, properties, and bodies.
5 th Amendment	Due process, double jeopardy, self-incrimination, private property.
6 th Amendment	Trial by jury and other rights of the accused.
7 th Amendment	Civil trial by jury.
8 th Amendment	Prohibition of excessive bail, as well as cruel and unusual punishment.
9 th Amendment	Protection of rights not specifically enumerated in the Bill of Rights.
10 th Amendment	Details of the powers of states and people.

The first 10 amendments to the U.S. Constitution –

https://www.youtube.com/watch?v=yYEfLm5dLMQ

constitution



The Constitution acted like a colossal merger, uniting a group of states with different interests, laws, and cultures. Under America's first national government, the Articles of Confederation, the states acted together only for specific purposes.

The Constitution united its citizens as members of a whole, vesting the power of the union in the people. Without it, the American Experiment might have ended as quickly as it had begun.

<u>QUIZ:</u>

https://www.softschools.com/quizzes/social_studies/united_states_constitution/quiz935.html

Videos

The Articles of Confederation

https://www.youtube.com/watch?v=ML8qtTpVuDs

• The Constitutional Convention of 1787

https://www.youtube.com/watch?v=uihNc_tdGbk&feature=youtu.be

• THE PREAMBLE

https://www.youtube.com/watch?v=uGO-SldLrNA

https://www.youtube.com/watch?v=mKPmobWNJaU

• Quiz

https://www.softschools.com/quizzes/social_studies/united_states_constitution/quiz9 35.html

• A 3-minute guide to the Bill of Rights

https://www.youtube.com/watch?v=yYEfLm5dLMQ