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### **Integrated Social Studies and Literacy Lesson: Five W's Web**

**Purpose:** To teach students how to collect the main facts/ideas from a non-fiction piece of writing and to teach them basic facts about the creation of the U.S. Constitution.

**Materials:** 5 copies of an excerpt on the Articles of Confederation. 30 copies of an excerpt on the U.S. Constitution, 30 copies of an additional excerpt on the U.S. Constitution, SMART Board. Chart paper with pre-written Five W's and explanations of each. Chart paper with pre-diagramed blank Five W's Web.

**BEFORE (20 Mins.): Assess prior knowledge, Create motivation, Model new skill.**

1. Initial Prompting Questions:
  - Difference between fiction and non-fiction stories?*
  - What do non-fiction stories tell us/Why would someone choose to write one?*
  - If class is struggling, use example of newspaper article to get them to understand that non-fiction articles give us facts and information.*
2. Explain that I am going to show them a way to organize the facts and information we get from a non-fiction piece of writing.
3. Next Prompting Questions:
  - Anyone heard of the Five W's- if so, what are they?*
  - If not, give them one or two W's and see if they can figure out the others?*
  - Reveal Five W's and explanations on chart paper:*
    - Who? Who was involved?
    - What? What happened (what's the story)?
    - Where? Where did it take place?
    - When? When did it take place?
    - Why? Why did it happen?
  - Why use the W's?*
4. Explain concept of Five W's Web – a way to visually organize the most important information/facts from a non-fiction story. This is a form of note-taking.
5. Do a Five W's Web together with the class using the attached excerpt about the Articles of Confederation, which will be projected on the SMART Board.
  - Ask a student volunteer to read the excerpt.
  - For each of the Five W's, have students complete 30-second “turn and talks” and then have them provide examples, which I will have them underline on the SMART board.
  - As they underline the info, I will transfer it to the Five W's Web on chart paper.
6. Ask if there are any questions after completion of the Web.

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**DURING (20-25 Mins.): Students apply new skill, Provide guidance, Assess progress.**

1. Students get their writing journals.
2. Hand out excerpt on the Constitution, which they will use to create a Five W's Web at their desks in partnerships.
3. Walk around to answer questions, provide guidance and assess performance.
4. Higher-level readers will be given an additional excerpt on the Constitution if they finish early.
5. Also, identify exemplary student examples that will be shown to the class (ask students for permission to show their work).
6. Underlined Articles of Confederation excerpt, Five W's and explanations and Sample Five W's Web will be kept at front of the room for children to reference as they do the Webs at their desks.

**AFTER (15-20 Minutes): Students demonstrate understanding, answer Question and Summarize lesson**

1. Put an outstanding example of a Five W's Web up on the SMART Board.
2. Have students explain how they created their Web.
3. Allow other students to ask questions of the students who are sharing.
4. Depending on time, put a second example on the board.
5. Summarize what we learned and see if there are questions.

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Excerpt 1 (will be used for group discussion)

**The Articles of Confederation**

After winning the Revolutionary War, the newly-created 13 American states needed to form a common central government. This led Congress to ask John Dickinson to create a document that explained how the new central government would work. The document he came up with was called the Articles of Confederation. The Articles of Confederation became the ruling document in the new nation after they were approved by all of the 13 American states in 1781. The Articles created a nation that was "a league of friendship." While this document was created in order to form a central government, the state governments actually retained most of the power under the Articles of Confederation.

Excerpt 2 (will be used for individual work )

**The U.S. Constitution**

One of the main problems with the Articles of Confederation was that the central government got little respect and was not able to accomplish much because it had very little control over states or individuals. Another issue with the Articles of Confederation was that it was almost impossible to change, so problems could not be corrected.

As people realized the need for a stronger central government, leaders from throughout the states got together to decide how to create it. Men came from all of the 13 states (except Rhode Island). But even though they asked to join, women and people of color and non-Christians were excluded. Some of the men at the meeting thought the government should help the poor to be equal to rich men. Other men disagreed; they thought the rich men knew more about how to run the United States. Some men thought that each state should decide most things for itself. Other men thought that the United States should decide most things together. Little by little, the leaders worked out compromises and the Constitution was signed on September 17, 1787 in Philadelphia, Pennsylvania. The Constitution established the U.S. government as it exists today.

Excerpt 3 (will be used for higher level readers)

**The U.S. Constitution (continued)**

James Madison wrote many parts of the Constitution and some of his ideas came from a document called the Magna Carta, which British people forced their king, John, to sign in 1215.

The Constitution explains that there are three branches of government. The legislative branch makes the laws. It includes two houses of Congress: The House of Representatives and the Senate. The executive branch is led by the president and ensures that the laws are carried out. The judicial branch is made of courts and judges. They interpret, or explain, the laws.

Americans who wanted the Constitution were called Federalists. Those who didn't want it were called Anti-Federalists. Anti-Federalists were afraid that, under the Constitution, the national government would be too powerful and would take rights away from people. In the end, all 13 states voted "yes" to the Constitution; however, many of them asked for something in return. This ultimately led to the creation of the Bill of the Rights.