PRESENTER SCRIPT · GRADE 5 · 5.H.14-5.H.15 · 5.C.1 · 5.C.3 · 5.C.5

# Founding Documents & Our Government: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

**Presenter keys:** Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

**Response routine:** Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

## SLIDE 1: TODAY'S TARGET — 1 min

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| Say | Today's learning target is: "I can explain how the Constitution divides power among three branches and which rights the Bill of Rights protects." Read it with me. |
| Say | Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class. |
| Point to | The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil. |

## SLIDE 2: WARM-UP — 0:00–0:08

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| Say | Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go. |
| Do | Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes." |
| Look for | 1) Rules keep order and fairness; without them it would be chaotic or unfair. 2) Answers vary; look for a reason about fairness or power. 3) Examples: speech, religion, press, assembly, fair trial. |
| Say | Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class." |

## SLIDE 3: HOOK — 1 min

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| Say | Read the question on the screen: "Should one student make all the class rules, enforce them, AND judge who broke them?" Circle your prediction in Part 3 of your worksheet and write why. Then vote. |
| Background | Ask: "Should one student get to make all the rules for our class, enforce them, AND decide if someone broke them?" Discuss why that is risky. |

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| Do | Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction." |

## SLIDE 4: LEARN 1: WHY A CONSTITUTION? 3 min

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| Say | The Articles of Confederation made a weak national government: no power to tax, no president, no national courts. In 1787, leaders wrote the Constitution in Philadelphia. |
| Worksheet | Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The ARTICLES OF CONFEDERATION were too weak, so leaders wrote the CONSTITUTION in 1787. (tap "Show the missing words" after students try.) |
| Explore | Students do: List one weakness of the Articles of Confederation. |
| Turn and talk | Say: "Why would a very weak national government be a problem? Think about money and defense." Start the 1:00 timer. Then pick a pair to share. |
| Check | Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) The government could not collect taxes. The national government was too weak. |
| If < 80% correct | Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script. |

## SLIDE 5: LEARN 2: WE THE PEOPLE 3 min

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| Say | The Preamble begins "We the People." Power comes from the people: popular sovereignty. |
| Worksheet | Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Preamble starts with "WE THE PEOPLE," meaning power comes from the PEOPLE. (tap "Show the missing words" after students try.) |
| Explore | Students do: Write what "We the People" means in your own words. |
| Turn and talk | Say: "What is the difference between a government run by "We the People" and one run by a king?" Start the 1:00 timer. Then pick a pair to share. |
| Check | Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) The government's power comes from citizens. Popular sovereignty. |
| If < 80% correct | Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script. |

## SLIDE 6: LEARN 3: THREE BRANCHES 3 min

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| Say | Legislative (Congress) makes laws. Executive (President) carries out laws. Judicial (courts) decides what laws mean. |

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| Worksheet | Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Congress MAKES laws, the President CARRIES OUT laws, and the courts INTERPRET laws. (tap "Show the missing words" after students try.) |
| Explore | Flip each card only after students guess: Legislative = Congress: makes laws; Executive = President: carries out laws; Judicial = Supreme Court: interprets laws. Students do: Draw three boxes for the branches and write each one's job. |
| Turn and talk | Say: "Why not let one branch do everything? It would be faster." Start the 1:00 timer. Then pick a pair to share. |
| Check | Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) Judicial. Courts interpret laws. |
| If < 80% correct | Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script. |

## SLIDE 7: LEARN 4: CHECKS, BALANCES, AND RIGHTS — 3 min

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| Say | Each branch can check the others: veto, override with a 2/3 vote, courts ruling laws unconstitutional. The Bill of Rights (1791) protects freedoms like speech and religion. |
| Worksheet | Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The President can VETO a bill. Congress can override it with a 2/3 vote. The BILL OF RIGHTS protects our freedoms. (tap "Show the missing words" after students try.) |
| Explore | Students do: Draw one arrow showing one branch checking another. Label it. |
| Turn and talk | Say: "Which freedom in the Bill of Rights matters most to you at school? Why?" Start the 1:00 timer. Then pick a pair to share. |
| Check | Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) So no branch becomes too powerful. Checks prevent abuse of power. |
| If < 80% correct | Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script. |

## SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

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| Say | Watch how I solve this. Write the final answer in Part 9 of your worksheet. |
| Think aloud | Draw three boxes labeled Legislative, Executive, Judicial with arrows between them. Walk through one check aloud: "Congress passes a law. The President vetoes it. Congress votes 2/3 to override. Now it becomes a law anyway." |
| Reveal | Three boxes: Legislative (Congress) \| Executive (President) \| Judicial (courts). \| Step 1: Congress passes a bill. \| Step 2: The President vetoes it (a check on Congress). \| Step 3: Two-thirds of Congress votes to override (a check on the President). \| Result: the bill becomes law anyway. No branch has all the power. |

## SLIDE 9: WE DO — 2 min

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| Say | Now we solve one together in Part 10. Read the problem with me. |
| Do | Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step." |
| Steps | The Supreme Court is the judicial branch. \| Congress (the legislative branch) wrote the law. \| The courts can declare a law unconstitutional. \| So the judicial branch is checking the legislative branch. |
| Answer | Judicial checks legislative |

## SLIDE 10: YOU DO — 2 min

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| Say | Now on your own: Part 11. Solve it with no talking. You have 2 minutes. |
| Answer | (D) Checks and balances. The Senate (legislative) checked the President (executive). |
| Then | Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level. |

## SLIDE 11: WORK TIME: BILL OF RIGHTS BREAKOUT — 0:20–0:48

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| Say | Open Bill of Rights Breakout on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only. |
| Do | Start the 28:00 timer and leave this slide up. Circulate with the answer key. |
| Checkpoints | At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in. |
| Turn-in | Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry). |

## SLIDE 12: DEBRIEF — 0:48–0:52

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| Ask | Why did the Founders divide power into three branches? \| Which right in the Bill of Rights matters most to you, and why? \| Describe one check and balance in your own words. |
| Say | Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind? |
| Answer | Examples: speech, religion, press, assembly, fair trial. |

## SLIDE 13: EXIT TICKET — 0:52–1:00

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| Say | Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence. |
| Do | Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning). |

## MISCONCEPTIONS TO WATCH FOR

• "The President is the boss of the whole government." The three branches are equal and check each other.

• "The Bill of Rights gives people rights." It protects rights people already have from government interference.

• "Freedom of speech means you can say anything anywhere with no consequences." It limits government, not every consequence.