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

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

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

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.

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

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

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

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

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

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

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

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

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: BRANCHES OF POWER QUEST — 0:20–0:48

Say	Open Branches of Power Quest 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

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

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.