

Constitution Day & Citizenship Day: September 17



The Constitution
Signed Sept. 17, 1787
Ratified June 21, 1788

Gr.	Title of Lesson	Resources/Supplies	Lesson(s)
K	<p>Our Flag</p> <p>(1 lesson)</p> <p>Social Studies Program Understanding: I. CULTURE X. CIVIC IDEALS AND PRACTICES</p>	<p>Teacher supplied construction paper for flag and stick or straw</p>	<p>Teacher recites and discusses <i>The Pledge of Allegiance</i>. Teacher leads the students in the song “Stars and Stripes” (tune: Row, Row, Row Your Boat)</p> <p style="text-align: center;"><i>Wave, wave, wave the flag As we march around. Hold it high to show our pride It cannot touch the ground.</i></p> <p style="text-align: center;"><i>Wave, wave, wave the flag Dear red, white and blue. Stars and stripes forever bright, America to you!</i></p> <p>Students will create an American flag. Mount on stick or straw. As a class, march around singing the song while carrying the flag. For additional information: http://bensguide.gpo.gov/liberty-bell-1753 Choose the different symbols on the left hand side.</p>
1	<p>The Importance of Rules</p> <p>(1 - 2 lessons)</p> <p>Social Studies Program Understanding: VI. POWER, AUTHORITY, AND GOVERNANCE</p> <p>X. CIVIC IDEALS AND</p>	<p><i>School Rules</i> book by Larry Dane Brimner One book per teacher</p> <p>One paper scroll per student. To create scroll, use <i>Microsoft Word</i></p> <ul style="list-style-type: none"> • View • Toolbars • Drawing • Autoshapes • Stars and Banners • Scroll 	<p>Teacher reads <i>School Rules</i>. Discuss the importance of school rules and how they are important to being a good citizen. As a class, come up with your classroom rules. Each student will have his or her own scroll template. Assign students a classroom rule to illustrate on their scroll template. The illustration should be a student following the rule. The teacher will write the rule for the students on a strip of paper. Students will glue the rule strip onto their illustrated scroll. Rules can be posted on the wall or put into a class book. In addition, title an extra scroll page “We the People of _____” and ask everyone to sign the document to show his/her commitment to upholding the rules.</p> <p>Discussion: Teacher provides basic background knowledge on the US Constitution and its purpose. How are our class rules like the U.S. Constitution?</p> <p>Possible Extensions/Resources: <i>Technology-Kidspiration-Social Studies “Rules Rule!”</i> Complete together as a class.</p>

	PRACTICES	Strips for rules	Future resources available in <i>Houghton Mifflin Program</i> : “Constitution Day.”
2	What makes a person a good citizen? (1 – 2 lessons) Social Studies Program Understanding: VI. POWER, AUTHORITY, AND GOVERNANCE X. CIVIC IDEALS AND PRACTICES	<i>Being a Good Citizen</i> , Big Book from Sundance One book per teacher	As a shared reading, read: <i>Being a Good Citizen</i> We’ve been in school for two weeks. How are our classroom rules helping us get along? Why are laws and rules created? Rules allow us to live together in health and safety. Where do we have rules? Families, schools and cities/towns have rules. Countries have rules, too. The US Constitution tells the laws of our country. September 17 th is Constitution Day. For more information on the US Government & Constitution: http://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8 What makes a person a good citizen? Application: Students will write and illustrate their thoughts on what it means to be a good citizen. Their work will be displayed on the wall to celebrate Constitution Day & Citizenship Day. Possible Extensions/Resources: <i>Technology-Kidspiration-Social Studies-“Citizenship”</i> Future resources available in <i>Houghton Mifflin Program</i> : “Rules,” “Citizenship,” “Constitution” and “Constitution Day.”
3	The Pledge of Allegiance (1 – 2 lessons) Social Studies Program Understanding: I. CULTURE X. CIVIC IDEALS AND PRACTICES	<i>Our Citizenship Handbook</i> , Big Book from Houghton Mifflin pp. 14-17	<i>Flags! Flags! Flags!</i> (pp. 14 – 15) What does a flag represent? What does the US flag represent? What does the MN Flag represent? For more information on the MN flag see: http://www.mnsu.edu/emuseum/history/mnstatehistory/state_flag_of_minnesota.html <i>The Pledge of Allegiance</i> (pp.16-17): What does the pledge mean? What do the words mean? Application: Students select one of the six words (on p. 17) that they believe is most important in the pledge. Students will write the pledge, highlight the word they have chosen, and illustrate that word. In celebration of Constitution & Citizenship Day, students share their work with peers and discuss why they feel the word chosen is most important to them. Possible Extensions/ Resources: Students design a class flag and/or personal flag. Each flag will be colored and include symbols to represent the class and/or self. Students will write an explanation of each of their symbols. http://www.usflag.org and http://www.foundingfathers.info/American-flag Future resources available in <i>Houghton Mifflin Program</i> : “Red, White, and Blue” and

4	<p>The Preamble to the Constitution</p> <p>(1-2 lessons)</p> <p>Social Studies Program</p> <p>Understanding: VI. POWER, AUTHORITY, AND GOVERNANCE</p> <p>X. CIVIC IDEALS AND PRACTICES</p>	<p><i>We the Kids</i>, book by David Catrow One book per teacher</p> <p><i>We the Kids</i> video One video per grade level stored in SS grade level box</p>	<p>“Constitution Day.”</p> <ul style="list-style-type: none"> •Students will learn the purpose of the U.S. Constitution. •Students will analyze the language and meaning of the Preamble. <p>Activating background knowledge:</p> <ol style="list-style-type: none"> 1. Brainstorm together “What do you know about the Constitution?” List on board or chart. 2. Read “Constitution Basics” (see page 5 of this document). 3. Students will analyze what the Preamble to the Constitution means. Assign groups to discuss the following phrases and share with classmates. <ul style="list-style-type: none"> • form a more perfect union • establish justice • insure domestic tranquility • Provide for the common defense • Promote the general welfare • Secure the blessings of liberty <p>Read the book or watch the video <i>We the Kids</i>. (The purpose of the book/video is to help students understand the above sections of the Preamble.)</p> <p>After reading the book/watching the video, groups reflect on their initial analysis of the Preamble. How has our thinking changed? What is a Preamble? How does the US Constitution guide our country?</p> <p>Possible Extension Activity: The class discusses a plan for developing their own class constitution to guide them for this school year. Students will work together to write rules and guidelines for a successful learning community. Post the Class Constitution in the room and allow all members of the learning community to sign the document.</p> <p>Sample:</p> <p><i>We the students of Room 34, in order to have a more perfect class, promise to work together to become a united team, promoting peace and harmony at all times. We will respect each other, always being considerate of other people’s feelings and their property. We will always be cooperative and polite, listen carefully to others and their ideas, and praise others for their accomplishments. We will remember that the class is a place to learn, so we will always complete our assignments to the best of our abilities. When asked, we will work quietly and independently, thoroughly completing our work. We will actively participate in class and work cooperatively with a partner or small group. We will keep our room and desks clean and organized, and will move slowly and safely about the classroom and in the hallways. We pledge to do whatever we can to make our year in fourth grade a success and will always try our hardest to be the best we can possibly be!</i></p>
---	---	---	---

5	<p>What Is the Constitution? (1-2 lessons)</p> <p>Note: The grade five curriculum includes a unit of study on the US Govt. Therefore, this lesson may easily be extended.</p> <p>Social Studies Program Understanding: II. TIME, CONTINUITY AND CHANGE VI. POWER, AUTHORITY, AND GOVERNANCE</p> <p>X. CIVIC IDEALS AND PRACTICES</p>	<p><i>What is the Constitution?</i> By Joanne Randolph One big book per two teachers</p>	<p>Future resources available in <i>Houghton Mifflin Program</i>: “Constitution Day”</p> <ul style="list-style-type: none"> • The students will learn the purpose of the Constitution. • The students will focus on the complexity and process of writing a constitution. • The students will either synthesize this process by writing a classroom constitution – or compare and contrast their classroom constitution (if it is already written) with the content and process of the U.S. Constitution. <p>Shared reading: As a class, read the big book, <i>What Is the Constitution?</i> (For more information on using this resource, see the back cover of the big book.)</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> • Why did the 13 states need a constitution? • Why were so many people opposed to the word “national”? Were there any other road block in this process? • What would life in the United States be like without the Constitution? • What made the writing of the constitution easy? What made it difficult? • How did the authors work together to accomplish the task of writing our U.S. Constitution? <p>After reading the text, view a copy of the US Constitution. For information on how to access parts of the US Constitution see the following website: http://www.constitutioncenter.org/constitution/</p> <p>Application: Think and discuss the following questions:</p> <ul style="list-style-type: none"> • What rights do you think everyone in our classroom should have? • What kind of rights or freedoms might get in the way of learning and getting along with one another? • What responsibilities do you think everyone in our classroom should have? <p>Create a “Class Constitution” or “Bill of Rights” - OR - if the students have already written a Class Constitution, compare/contrast the writing process and the content of your existing class rights and responsibilities to the U.S. Constitution. Note: a class may choose to extend this learning opportunity beyond the Constitution Day celebration in order to mimic the process used by the authors of the US Constitution. These extended lessons support the grade five curriculum on the US Government.</p> <p>Future resources available in <i>Houghton Mifflin Program</i>: “Constitution Day” and in the grade five government district purchased materials.</p>
---	--	--	---

Constitution Day Websites

Ben's Guide to US Government for Kids: <http://bensguide.gpo.gov/>
<http://www.constitutioncenter.org/constitution/>
<http://www.constitutionday.com/>
<http://www.usconstitution.net/constkids.K.html>
<http://www.teach-nology.com/themes/social/constit/>
<http://www.schooltube.com/video/e0c8af9159b6300c0612/Constitution-Preamble-schoolhouse-Rock>
http://www.atozteacherstuff.com/Themes/Constitution_Day/
http://congressforkids.net/Constitution_delegates.htm
<http://www.EnchantedLearning.com/history/us/documents/constitution/>
<http://www.usconstitution.net/constkids4.html>

Constitution Basics:

The Constitution is the highest law in the United States. All other laws come from the Constitution. It says how the government works. It creates the Presidency. It creates the Congress. It creates the Supreme Court. Each state also has a constitution. The constitutions of the states are their highest law for that state, but the United States Constitution is higher.

The Constitution can be changed. The Constitution is changed by an "amendment." Among the amendments is a list of the rights of the people. By listing these rights, they are made special. It is illegal for the government to violate those rights. As of 2006, there are 27 amendments. Not all of them involve rights, but many do. The first ten amendments are special. They are called the Bill of Rights.

The Preamble

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 posterity, do ordain and establish this Constitution for the United States of America.

Options for School Wide Celebration

- Wear red, white and blue
- Recite the pledge as a school
- Read the school's rules in a "Preamble" style: "*We the students of _____ Elementary School...*"
- Other: