



Constitution Day Lesson Plan

Introduction

- ★ The Preamble of the United States Constitution sets out the purposes or functions of American government as envisioned by the framers. Using the Preamble as a guide, students will identify the purposes of their own classroom and create a Classroom Constitution.

Learning Objectives

- ★ Interpret the intentions of the Preamble of the Constitution;
- ★ Explain the purposes of government as identified in the Preamble of the Constitution;
- ★ Create a Preamble and Constitution for governing their classroom; and
- ★ Develop an understanding of the purposes of their classroom

Materials & Preparation

- ★ Preamble of the Constitution (see Handout and Answer Key)
 - Give each student a copy, as well as projecting it (if possible)
- ★ Classroom Constitution Outline (see Our Classroom Constitution Example)
 - Use a flip chart and markers to fill in as the class discusses

Procedure

- ★ Begin a conversation with your class by asking them where the government gets its instructions.
 - How do members of Congress, the President, and federal judges know what to do?
- ★ Put the Preamble into everyday words
 - Distribute copies of the Preamble to the students (and project if possible).
 - Discuss the importance of “We the People of the United States.”
 - Explain that the Preamble outlines the purposes or functions of the government.
 - In large or small groups, have the students look-up vocabulary words and translate the phrases of the Preamble into everyday language.
- ★ “We the Student”: Write a Classroom Constitution.
 - Ask the students to think about the most important purposes of their classroom
 - In large or small groups, have the student draft rules based on the important purposes of their classroom.
 - Groups will then present their rules to the class, make any necessary changes, and vote on the rules they want as part of their Classroom Constitution.
 - Finally, on the master Classroom Constitution have every student (and teacher) sign the document.

Discussion Questions

- ★ Did you find that some of the “big” rules needed “little” rules to help explain them?
- ★ Were the rules positive or negative? Which is better: the affirmative or the negative?

Our Class Constitution

WE The Students of _____

Article 1. _____

Article 2. _____

Article 3. _____

Article 4. _____

Article 5. _____

Article 6. Our Class, whenever a group of students or our teacher requests it, shall propose Amendments to this Constitution. These Amendments shall be valid when two-thirds of the Class and our Teacher approve them.

Done on the _____ Day of _____ in the Year _____

In Witness whereof we have hereunto subscribed our names,

PREAMBLE OF THE CONSTITUTION HANDOUT

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.

PREAMBLE OF THE CONSTITUTION ANSWER KEY

We the People of the United States,
not the King, because this is a democracy

in Order to form a more perfect Union,
a better union of states than before

establish Justice,
create a fair legal system

insure domestic Tranquility,
keep things peaceful at home

provide for the common defense,
join together to defend against attacks

promote the general Welfare,
help support people's well-being

and secure the Blessings of Liberty to ourselves and our
Posterity,
*make sure that freedom and liberty is around today and for
our descendants*

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

*The people have created and agreed to follow this new plan of
government.*