**La Educación Cívica en el Triángulo**

**Universidad de Carolina del Norte a Chapel Hill**

5 Grado - Lección 1: La Constitución Estadounidense

Repaso:

1. Introducciones
2. Ideas básicas de la constitución
3. La estructura de la constitución
4. Redondear

Objetivos:

* Conocer a los maestros y familiarizarse con la idea de CIVICS
* Identificar el propósito de la constitución EEUU
* Describir las circunstancias históricas en que fue escrito la constitución EEUU
* Discutir los valores de la constitución EEUU y las maneras en que se relacionan (usando el Preámbulo)
1. Introducciones!
	1. ¡Preséntense! Esto sería la primera vez que les conocen sus estudiantes. Crea un juego o algo así para presentarse y llegar a conocer a los estudiantes. Discutan con ellos el concepto de “CIVICS.” Expliquen que esta “clase” será una oportunidad para aprender sobre el “mundo real” y las fuerzas que pueden afectar la vida de ellos, sus amigos, y sus parientes.
	2. Llegar a conocer a los estudiantes.

Lesson Overview

1. Introductions
2. Basic Concepts of Constitution
3. Constitutional Structure
4. Wrap Up and Final Thoughts

Lesson Objectives:

* Be familiar with the teachers and concept of CIVICS
* Identify the purpose of a constitution
* Describe the historical circumstances under which the US Constitution was written
* Discuss the basic principles guiding the US Constitution and how they are related (found in the Preamble)
1. Introductions
	1. Introduce yourselves! This is the first time your students will be meeting you--provide some interesting window into what makes you excited. Talk a little about what Civics will look like. This “class” is all about learning about the “real world” and teaching them how *they* can make a difference.
	2. Get to know the students. Creatively facilitate their introduction of themselves to you. Aim to know the names of all students by the end of the second week.
	3. Informally Assess Prior Knowledge: As is possible, begin the lesson by informally gathering information about how much the students have learned about the American Revolution. Use these answers to shape the complexity of your approach, and report back to the Curriculum people back at Civics if lessons need some adjustment.
2. Basic Concepts of Constitution
	1. Begin by asking the students why rules are important. See if they can identify rules that they have established at their schools. What might the schools look like if there wasn’t a structure/roles in place (e.g. students, teachers, principals)? Why is this structure important?
		1. Explain that the US has rules for similar reasons. It is important to maintain some structure or order so that everyone in government knows what their job is and so that the government can be effective in making sure its citizens are safe and taken care of.
	2. Ask students why the structure of their school is the way that it is. Can they identify a book of rules? What about the government? Can they identify *why* there is a president?
	3. Introduce the idea of a constitution. A constitution is a written set of principles or rules that establish how an organization (or any group of people--a club, a school, a government) functions. Why did the United States need a constitution? Ask thought-provoking questions about why it is needed.
3. Constitutional Structure
	1. Pass out the pocket constitutions provided by Carolina K-12. Ask the students to come up with a list of words that stick out to them. After a couple minutes, bring them back together and put the words up on the board.
		1. Some words that hopefully will stick out: Preamble, Article, Amendment, President, Senate, House of Representatives, etc.
		2. Ask if they can identify any/see what they’ve heard of before
	2. If the students are speedy/ahead, have them identify how they know some of these roles to fit together (e.g., what is role of Congress, etc)
	3. Explain that the constitution is split up into 3 main parts: the Preamble, which explains what it’s for; the Articles, which are the meat of the document; and the Amendments, which are changes to the rules
		1. Today we’ll deal with the first two
4. Preamble Analysis (<http://www.lawanddemocracy.org/pdffiles/Preamble.pdf>)
	1. Older students will need dictionaries for use in paraphrasing the Preamble. For the drawing activity, you will need large sheets of posting paper, markers, and student instructions; note that you will need seven copies of the “Instructions for Block Design Groups” with one phrase of the Preamble written on each.
	2. Draw students’ attention to the Preamble on the overhead or poster you have prepared. Tell students that the Preamble, or introduction, to the U.S. Constitution is a very important document. Explain that the Preamble lays out the reasons for *why* the Framers wrote the constitution. Do they see any common themes?
		1. *We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, 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.*
	3. It begins with an important phrase, “We the People of the United States.” Ask: Why are these words important? (Because they tell us that the government’s power comes from the people.)
	4. Explain that the Preamble is also important because it outlines several purposes or functions of government. It explains why the government was created by the Framers. Clarify vocabulary with students or organize the students into groups and assign each group to look up words in one phrase and come up with a “translation” of the phrase into everyday language. Compile their translations into a class restatement of the Preamble. For younger students, you may wish to present and discussion a “translation” such as the one found in We the Kids.
	5. Tell students that they are going to be representing what the Preamble really means by creating a Preamble quilt. You will be dividing the class into eight groups; seven groups will create quilt squares representing phrases of the Preamble.
		1. The phrases will be:
			1. • We the People
			2. • In order to form a more perfect union
			3. • establish Justice
			4. • insure domestic Tranquility
			5. • provide for the common defense
			6. • promote the general Welfare
			7. • secure the Blessings of Liberty to ourselves and our posterity
	6. The last group will put the entire quilt together. They may give other groups instructions, such as how to orient their drawings (horizontally or vertically if using large rectangular pieces of paper), symbols to avoid (if too many groups use a map or flag, the quilt will not be as interesting), etc.
	7. When the quilt is assembled, encourage students to ask questions of other groups to explore why they chose to represent their phrase as they did. Conduct a class discussion using such questions as the following as prompts:
		1. • Do you disagree with the way in which any phrases are represented on the quilt?
		2. • How does looking at the quilt change your thinking about the meaning of the Preamble?
		3. • How did creating a quilt block change your thinking about the meaning of the phrase you represented?
		4. • Has rephrasing and visually representing the Preamble given you any new ideas about the purpose and function of government?
	8. *If time:* Play the ‘Schoolhouse Rock!’ video on YouTube about the preamble to the constitution. Allow students to ask questions about the content of the video.
		1. What point do they think the video is trying to make?
		2. Did they hear anything echoed from what we were just discussing in class?
5. Wrap Up and Final Thoughts
	1. Advertise the rest of the semester to the class. Talk about what kinds of activities you’ll be doing in the future, ask them what they’d like to discuss, and get them excited for the next few weeks!
	2. At the end of every lesson that you teach, you should spend a small amount of time reviewing the material from the day and getting feedback for future lessons. A simple way to wrap up a lesson is to ask your students to name three things that they learned that day. It helps them to reflect on and retain the information they learned, and it lets you know how you’re doing.
	3. Exit slips can be a great way to get to know your students and tailor your lessons to their interests. Ask them to write down at least one question they would like you to answer this semester, something they learned, and their name. Collect these and work them into future lessons. These are their exit slips and they can’t leave without giving you one! You can also have them ask questions that you answer over the next week and return to them next class. This helps you learn names and connect with the students individually.