

I. Type of Lesson: Guided Concept Discovery (CONSTITUTION)

II. Information about the Class

A. Grade Level: Fifth Grade

B. Diversity

- **Student Size:** 24 Students; 13 Girls, 11 Boys
- **Race/Ethnicity:** 18 Caucasian, 5 Hispanic, 1 Multi-Racial
- **Socioeconomic Status:** 5 students receive free/reduced lunch
- **Reading Levels:** 23 of 24 students read at or above Grade Level. 1 Student reads at second grade level and receives assistance from the Reading Specialist.
- **Exceptionalities:** 4 students are English Language Learners. Two students receive Title 1 Assistance. One student receives Speech Therapy. There are no documented Learning Disabilities.

III. Materials

A. Student Materials:

-Notebook Paper and Pencil

B. Teacher Materials:

-Documents (1 Page Sample of each): U.S. Constitution, IL State Constitution, Mexican Constitution, Mr. Anderson's Classroom Constitution, Constitution of Afghanistan, Japanese Constitution.
-Markers and White Board

IV. Rationale (Background Knowledge)

Constitutions are something that students are affected by whether they know it or not. It is important for students to recognize the attributes of constitutions and the impact that the concept has (and has had) around the entire world. At the time of this lesson, students will have just finished studying the American Revolution and are aware that the newly formed Congress and people sought to create a set of rules to set up government. The students that I interviewed indicated that they knew that constitutions contained rules, but were not sure what they did or who has them in place. After this lesson, students will recognize attributes of a constitution and that they are in place all over the world.

V. Objectives and Assessment Plans

Objective #1

The students will analyze a primary source document (Constitution) and explain (both in discussion and writing) characteristics of the document examined.

Standards:

IL Learning Standard 14.B.3: Identify and compare the basic political systems (of Illinois and the United States) as prescribed in their constitutions.

Assessment Plan for Objective 1:

The teacher will informally assess whether students participate in discussion and take accurate notes about the documents that they examine. The teacher will write down the names of students that are off task and examine student notes by circulating during small group discussion time.

Objective #2

Students will summarize their findings by explaining what a constitution is in their own words, will give two examples or constitutions, and will explain why the concept of a constitution is important.

Standards:

IL Learning Standard 14.A.2: Explain the importance of fundamental concepts expressed in implied in major documents such as the Declaration of Independence, the United States Constitution, and the Illinois Constitution.

Assessment Plan for Objective 2:

The teacher will assess student summaries for completion and accuracy using a rubric.

Student response was complete	3	2	1
Student defined concept of constitution in their own words	3	2	1
Student response included two examples and explained why constitution is important	3	2	1

VI. Grouping Rationale

Class will discuss preliminary questions in a whole group setting. Students will remain in their tables and work in groups of 4 to 5 to examine and discuss about their document. Since there are six documents and six tables, each table will receive a document to examine. That way, each

student will receive adequate time. After students have gathered their ideas, the whole class will reconvene and discuss findings. Students will work individually to write their short summaries.

VII. Lesson Steps

- Introduction
 - “What kinds of things help your classroom or school to run smoothly”
 - Allow time for discussion; move forward when students suggest rules.
 - “Rules are made to make sure that we all do what we are supposed to.”
 - “What happens when you break a rule or agreement?”
 - Continue to discuss. (Some answers may include – punishment, warning, etc.)
 - “Who decides this?” (The teacher, parents, principal, student...)
 - “Should these ideas be written out somewhere?” (Yes, so people know what they can and cannot do).
 - “There are rules for every person living in the world. Students have rules, teachers have rules, principals have rules, the President has rules, and the government has rules. The same goes for everywhere else. Sometimes rules are new and sometimes they have existed forever. These ideas are often assembled into something.”
- Primary Sources
 - “Here are some ideas that people or governments have created and formally written down. These are documents, and they are real. (United States, Illinois, Afghanistan, Japan, Mexico, and your own classroom!). I am going to pass out one to each of your tables and I would like you to read through your document and think about what the document is saying.”
 - “Every table should examine and discuss about the document and come up with three things the document is saying in their own words and each person will write that in their journal.”
 - Circulate around the room to examine student responses. Make sure students are on task and answer any questions.
 - Question students “What do these documents seem to be communicating?” (Rules, Standards, Laws...)
 - “Can you find three big ideas in your document?”
 - When each student has had a chance to examine their document and write down their thoughts, reconvene as a whole class.
 - Write each document name on the board and leave space to write under each one.
 - “What kinds of things did you notice about your document?”
 - Write student responses on board under the document they are talking about.

(It is about the government, it says what the government can do, and it says what people can do...)

- “What do these documents all seem to have in common?”(They all seem to list things that people (either the government/citizens) can or can’t do.)
 - “ In a way, they are rules that somehow apply to everyone and they are part of the law.”
 - “Now that we have discussed and examined each document, can anyone think of a word about what all of these documents are examples of? CONSTITUTION
 - “Very good! Countries, states, even your classroom have a formal collection of laws, rules, etc. that dictate what powers people living in that area have. The overall concept that binds these things together is constitution.”
 - “Therefore, what is the concept that we are talking about today?”
 - Whole class should say “constitution!”
- Discussion
 - “What are some examples of constitution?”
 - “Write them on your notes as I write them on the board”
 - (Hint: you just looked at some examples)
 - Students should answer (Illinois Constitution, Mexican Constitution, and U.S. Constitution, Constitution of Afghanistan, Japanese Constitution, Classroom Constitution...)
 - “These things are examples of constitution because they are a formal set of rules and laws that explain what powers people, allow people freedoms, and protect the people from a government that is a dictatorship. Constitution applies to everyone living in the given area.”
 - “What kinds of things would not be examples of constitution?”
 - These things would not apply to everyone living in the area or under the rule.
 - Sample Answers: (Sports Rule Book, Promise between friends ...)
 - Yes, the examples you gave contain rules for people or give people power to do certain things, but they are not universal to every citizen. Not everything that contains rules is an example of constitution.”
 - Independent Activity
 - “We have talked about constitutions and have identified some examples/non-examples of the concept in action.”
 - “On your own, I would like you to write a little summary about what you learned today. Your answer should be written in complete sentences and include a definition of a constitution and what kinds of ideas are contained within them.”

- Prompt: (Write on Board)
 - In your own words, explain what constitution is.
 - Give two examples and explain why those things are examples of constitutions.
 - Explain why you think a constitution is important
- Students will write down their thoughts (Should not take more than 10 minutes) and turn it in.
- “Great Job today!! You now know that a constitution is something that explains what powers people have and rules of a certain area. They exist all over the world. There is one for the country you live in, the state you live in and even the classroom you are in!”

REFERENCES FOR MATERIALS

Constitution of Afghanistan:

http://www.afghan-web.com/politics/current_constitution.html

Constitution of Japan:

<http://www.solon.org/Constitutions/Japan/English/english-Constitution.html>

Constitution of the United States:

http://www.constitution.org/constit_.htm

Constitution of Illinois:

<http://www.ilga.gov/commission/lrb/con1.htm>

Constitution of Mexico:

<http://www.latinamericanstudies.org/mexico/1917-Constitution.htm>

MR. ANDERSON'S CLASSROOM

- THE STUDENTS WILL ALWAYS TRY TO DO
THEIR BEST
- THE STUDENTS WILL ALWAYS TRY TO PAY
ATTENTION
- THE STUDENTS WILL NOT TALK WHEN THE
TEACHER IS TALKING
- THE STUDENTS WILL RAISE A HAND TO ASK
A QUESTION
- EVERYONE WILL BE HONEST AND TELL THE
TRUTH

JAPAN

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, and resolved that never again shall we be visited with the horrors of war through the action of government, do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people. This is a universal principle of mankind upon which this Constitution is founded. We reject and revoke all constitutions, laws ordinances, and prescripts in conflict herewith. We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationship and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want. We believe that no nation is responsible to itself alone, but that laws of political morality are universal; and that obedience to such laws is incumbent upon all nations who would sustain their own sovereignty and justify their sovereign relationship with other nations. We, the Japanese people, pledge our national honor to accomplish these high ideals and purposes with all our resources.

- The Emperor shall be the symbol of the State and the unity of the people, deriving his position from the will of the people with whom resides sovereign power.
- The Imperial Throne shall be dynastic and succeeded to in accordance with the Imperial House Law passed by the Diet.
- The advice and approval of the Emperor in matters of state, and the Cabinet shall be responsible therefore.
- The Emperor shall perform only such acts in matters of state as are provided for in this Constitution and he shall not have powers related to government.

AFGHANISTAN

We the people of Afghanistan:

1. With firm faith in God Almighty and relying on His lawful mercy, and Believing in the Sacred religion of Islam,
2. Realizing the injustice and shortcoming of the past, and the numerous troubles imposed on our country,
3. While acknowledging the sacrifices and the historic struggles, rightful Jihad and just resistance of all people of Afghanistan, and respecting the high position of the martyrs for the freedom of Afghanistan,
4. Understanding the fact that Afghanistan is a single and united country and belongs to all ethnicities residing in this country,
5. Observing the United Nations Charter and respecting the Universal Declaration of Human Rights,
6. For consolidating national unity, safeguarding independence, national sovereignty, and territorial integrity of the country,
7. For establishing a government based on people's will and democracy,
8. For creation of a civil society free of oppression, atrocity, discrimination, and violence and based on the rule of law, social justice, protection of human rights, and dignity, and ensuring the fundamental rights and freedoms of the people,
9. For strengthening of political, social, economic, and defensive institutions of the country,
10. For ensuring a prosperous life, and sound environment for all those residing in this land,
11. And finally for regaining Afghanistan's deserving place in the international community

Mexico

Article 1. Every person in the United Mexican States shall enjoy the guarantees granted by this Constitution, which cannot be restricted or suspended except in such cases and under such conditions as are herein provided

Article 2. Slavery is forbidden in the United Mexican States. Slaves who enter national territory from abroad shall, by this act alone, recover their freedom and enjoy the protection afforded by the laws.

Article 3. The education imparted by the Federal State shall be designed to develop harmoniously all the faculties of the human being and shall foster in him at the same time a love of country and a consciousness of international solidarity, in independence and justice.

I. Freedom of religious beliefs being guaranteed by Article 24, the standard which shall guide such education shall be maintained entirely apart from any religious doctrine and, based on the results of scientific progress, shall strive against ignorance and its effects, servitudes, fanaticism, and prejudices. Moreover:

a. It shall be democratic, considering democracy not only as a legal structure and a political regimen, but as a system of life founded on a constant economic, social, and cultural betterment of the people;

b. It shall be national insofar as -- without hostility or exclusiveness -- it shall achieve the understanding of our problems, the utilization of our resources, the defense of our political independence, the assurance of our economic independence, and the continuity and growth of our culture.

UNITED STATES

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.

Article. I.

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons . The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3. The Senate of the United States shall be composed of two Senators from each State, *chosen by the Legislature thereof*], for six Years; and each Senator shall have one Vote.

ILLINOIS

We, the People of the State of Illinois - grateful to Almighty God for the civil, political and religious liberty which He has permitted us to enjoy and seeking His blessing upon our endeavors - in order to provide for the health, safety and welfare of the people; maintain a representative and orderly government; eliminate poverty and inequality; assure legal, social and economic justice; provide opportunity for the fullest development of the individual; insure domestic tranquility; provide for the common defense; and secure the blessings of freedom and liberty to ourselves and our posterity - do ordain and establish this Constitution for the State of Illinois.

SECTION 1. INHERENT AND INALIENABLE RIGHTS

All men are by nature free and independent and have certain inherent and inalienable rights among which are life, liberty and the pursuit of happiness. To secure these rights and the protection of property, governments are instituted among men, deriving their just powers from the consent of the governed.

SECTION 2. DUE PROCESS AND EQUAL PROTECTION

No person shall be deprived of life, liberty or property without due process of law nor be denied the equal protection of the laws.