

# Waynesburg University TPS Unit



## TEACHING *with* PRIMARY SOURCES

**Title of Learning Unit:** The Constitution

**Subject(s):** History, English, Art

**Grade Level/Range:** 7<sup>th</sup> to 8<sup>th</sup> Grade

**Overarching Goal/Concept/Skill:**

In this unit, students will develop an understanding of the U.S. Constitution, learn how the Constitution was developed, and understanding its meaning.

**Overview:**

In this unit, students will be role playing as representatives of the states that signed the Constitution and debate among their peers. Students will also work together to create a classroom Constitution.. Lastly, students will create mixed media art work that displays the meaning of the articles of the Constitution. Student images will then be put together to create a classroom quilt.

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## Pre-instruction Assessment

The teacher will ask students to brainstorm a list of words that come to mind when they hear the title "The U.S. Constitution." Students will share their ideas with the class and form a semantic web on the chalkboard.

## Lesson #1

**Title of Lesson:** Views on the Constitution

### Overview of Lesson:

Students will be put into groups that represent the 13 original states that participated in the signing of the constitution. Each group will research their individual states views on the constitution and build enough information to debate their states position. They will come together as a class and hold a debate on whether their view of the constitution is positive or negative. After the debate, students will individually write an essay on how the delegates were involved in the process of making the constitution.

## PRE-INSTRUCTIONAL PLANNING

### PA Standards: These Standards need fixed to look like lessons 2 and 3

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

**The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.**

1. Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.
2. Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history.

English Standards

R4.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.

R1.6.3.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

1.4.3.B: Write informational pieces using illustrations when relevant.

### Investigative Question/Overall Goal:

The students will understand how the federalist papers and the delegates played a role in creating the Constitution..

### Objective(s):

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- Students will be able research accurate facts on their individual state using the internet.
- Students will be able to use their research to back-up and make valid points on their views of the Constitution, in a classroom debate.
- Students will be able to create a personal essay on the knowledge they obtain from the class wide views during the debate.

## Materials

### Print Sources:

Unite or Die: How 13 States Became a Nation Reader's Theater  
<https://www.teachervision.com/theater/printable/61522.html>

- <http://citadel.sjfc.edu/students/cep08849/e-port/teacher%20resource%20page.html>

### Online Collections/Exhibits/Websites:

- [http://en.wikipedia.org/wiki/United\\_States\\_Constitution](http://en.wikipedia.org/wiki/United_States_Constitution)
- <http://www.earlyamerica.com/earlyamerica/freedom/constitution/>

## DURING INSTRUCTION

### Motivator/Anticipatory Set:

To begin the lesson, students will each pick a card from a hat. Each card will have one of the 13 states that were involved in the signing of the Constitution. The students will write down anything that they know about their individual state then get with their group to begin researching information about their state and the Constitution.

### Student Learning Activities:

|                                       |  |                      |
|---------------------------------------|--|----------------------|
| Description of Procedure or Activity: | Key Instructional Discussion Question: | Inquiry Cycle Action |
|---------------------------------------|--|----------------------|

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|  |   |             |
|--|---|-------------|
| Provide time for the groups to research their state and its involvement with the U.S. Constitution   | What would happen if no rules were established?   | Investigate |
| When the students have gathered enough information for their state, students will share the information they found with their group members                    | What would happen if we had rules, but no one to enforce them?  | Construct   |
| Inform the students they will be explaining and debating their states position on the Constitution with their class.   | Were all the 13 states opinion the same of the US constitution?   | Wonder      |
| After the groups have had enough time to prepare students will put the desks in a circle and sit with their group.   | Do you think the amendments were necessary for the constitution?<br>Is there anything that you feel still needs to be changed about the constitution. | Connect     |
| The teacher will facilitate the debate and encourage each of the states to share their states position and information that they have found while researching. |   |             |
| After each state has shared their position, review the amendments to see if any of their states ideas went into effect.  |   | Reflect     |
| When the students have completed their debate, they will do a reader theater with "Unite or Die"   |   | Express     |

### Closure:

To close the lesson, students will individually reflect of what they have learned during the debate, their states ideas about the U.S. Constitution, and any facts they learned while researching.

### Inclusion Techniques for Students with Special Needs:

#### Enrichment:

- Students will have an opportunity to take a leadership role within their group and also during the debate.

#### Modifications/Accommodations:

- Students will be provided with prompts to assist them while writing thier essay.
- Students will also be given a choice for the debate section of the lesson :
  - Choice A : Students will be able to opt-out of the debate and just watch and listen as the class debates then answer questions about the debate with the teacher at a later time

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- Choice B- Students will participate in the debate but will have group notes and printed information about their states position to assist them

## **Assessment of Student Learning**

### **Formal Assessment: Rubric needs attached**

Students reflection will be assessed using a rubric  
Students research information and group notes will also be assessed

### **Informal Assessment:**

Students would be graded on participation and attitude during the debate..

## **Lesson #2**

**Title of Lesson:** Writing your own Constitution

### **Overview of Lesson:**

In this lesson, students will compose their own Constitution for the classroom including amendments they feel would help the atmosphere in the classroom.

## **PRE-INSTRUCTIONAL PLANNING**

### **PA Standards:**

- 8.1. Historical Analysis and Skills Development
  - 8.1.6. B. Explain and analyze historical sources.
- 8.3. United States History
  - 8.3.6. B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- 1.4. Types of Writing
  - 1.4.8. B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).
- 1.5. Quality of Writing
  - 1.5.8. B. Write using well-developed content appropriate for the topic.
- 1.6. Speaking and Listening
  - 1.6.8. E. Participate in small and large group discussions and presentations.

### **Investigative Question/Overall Goal:**

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Students will understand the work and compromise involved in writing an effective document and learn how to establish rules.

## Objective(s):

- Students will be able to write their own individual "Classroom Constitution".
- Students will be able to properly use a primary source document when writing their Constitution
- Students will be able to clearly express their opinion about what might happen if we did not have rules or a government in place.

## Materials:

- <http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html>
- <http://memory.loc.gov/cgi-bin/ampage?collId=mgw4&fileName=gwpage097.db&recNum=232>
- <http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page010.db&recNum=677>

## Print Sources:

- [http://www.teach-nology.com/worksheets/soc\\_studies/constit/](http://www.teach-nology.com/worksheets/soc_studies/constit/)
- [http://www.abcteach.com/free/p/poster\\_constitution.pdf](http://www.abcteach.com/free/p/poster_constitution.pdf)

## Online Collections/Exhibits/Websites:

- [http://constitutioncenter.org/ncc\\_exhbt\\_Interactive\\_Constitution.aspx](http://constitutioncenter.org/ncc_exhbt_Interactive_Constitution.aspx)
- <http://www.loc.gov/exhibits/jefferson/jeffed.html>

## DURING INSTRUCTION

### Motivator/Anticipatory Set:

To begin the lesson, students will work in groups to complete the K and W sections of a K-W-L chart about the Constitution. Once these sections are completed share with the students what the U.S. Constitution is and why it is important. Inform the students that they will be developing their own classroom Constitution.

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## Student Learning Activities:

| Description of Procedure or Activity   | Key Instructional Discussion Questions:  | Inquiry Cycle Action |
|--|--|----------------------|
| Ask the students to respond to the following question: What is the worst thing that you could envision happening to this country if we had no Constitution, police, or authority figures in general?                                       | Who can tell me what the first part of the Constitution is called?                 | Investigate          |
| Give the students about five minutes to come up with a response then break them into groups and let them share their responses.  | Why do you think the Constitution is set up the way it is?                         | Express              |
| Students will then go back to their seats. Once students are situated begin reviewing the writing process. Write the steps on the board as an easy reference for students  | What was the reasoning behind some of the ideas you placed into your Constitution? |                      |
| After the writing process has been reviewed, pass out a copy of the Constitution to each of the students. Discuss the Constitution's background, the revisions this document went through, and how it came to be what we know it as today. | Who were some of the writers of the Constitution?                                  | Connect              |
| Following the Constitution discussion inform the students that they will be using the U.S. Constitution as a guide to write their own classroom Constitution.  |  |                      |
| Students will then work independently developing ideas they would like to include in the classroom Constitution. After 10 minutes, the class will come together and write their ideas on the board.  |  | Express              |
| Together the class will make any necessary amendments to the Constitution when the document is created, we will draft a final copy of the "Classroom Constitution".  |  | Reflect<br>Construct |

## Closure:

To close the lesson, the class will hold a Constitution signing and put the "Classroom Constitution" on display for everyone to refer to.

## Inclusion Techniques for Students with Special Needs:

## Enrichment:

- Students will be able to develop their own original Constitution.
- Students will be able to draw a picture of what they envision the original signing of the

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Constitution would look like.

## **Modifications/Accommodations:**

- Students will be able to work with a partner brainstorming ideas to be included in the classroom Constitution.
- Students will be given preferential seating while the classroom Constitution is being developed

## **Assessment of Student Learning**

### **Formal Assessment:**

Students will be evaluated on the completion of their individual Constitution.

### **Informal Assessment:**

Students will be evaluated on their participation and cooperation throughout the lesson.



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## Lesson #3

**Title of Lesson:** Constitution Quilt

### **Overview of Lesson:**

This lesson focuses on the meaning behind each of the seven Articles of the Constitution. In groups, students will use research techniques and primary sources to enhance their knowledge of their specific Article of the Constitution. Students will individually create a piece of artwork to communicate the information from their Article in visual form. The artwork will be displayed around the room and students will match the artwork to the appropriate Article. Presentations of each piece of art and the corresponding Articles of the Constitution will follow. Finally, students will punch holes along the edges of the artwork and stitch them together to form a Constitution Quilt.

### **PRE-INSTRUCTIONAL PLANNING**

#### **PA Standards:**

9.1.5.E. Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.

9.2.5.E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.

#### **Investigative Question/Overall Goal:**

Can you convey the message of the Articles of the Constitution through a piece of art using mixed media techniques?

#### **Objective(s):**

- Using online resources and primary source documents, students will extend their background knowledge on a specific Article of the Constitution to prepare to present their Article to the class.
- Using pen, ink and watercolor, students will create a piece of artwork that represents their assigned Article of the Constitution.
- After learning about the Constitution in class, students will recall facts about the Articles of the Constitution to discern which Articles of Constitution are being represented by the artwork of other students.

#### **Materials: [bullet 2 link doesn't work](#)**

#### **Print Sources:**

- Examples of historically significant artwork: Links to these images need to be included
  - Egyptian wall carving
  - Greek red-figure pottery
  - Fighters with Athena and Hermes
  - Side A from an Attic red-figure amphora, ca. 530 BC. From Vulci
  - Sculpture of Buddha
  - Native American totem pole
  - Washington Crossing the Delaware Painting

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- The Foundation of American Government <http://www.loc.gov/pictures/item/93504023/>
- Scene at Signing of the Constitution of the United States Image <http://hdl.loc.gov/loc.pnp/ppmsc.00181>

## DURING INSTRUCTION

### **Motivator/Anticipatory Set:**

Students will view and discuss a set of diverse photographs and paintings which use symbolism while depicting historical events. Students will discuss these images and decide what kinds of messages the images are trying to communicate to the viewer

### **Student Learning Activities:**

| Description of Procedure or Activity  | Key Instructional Discussion Questions:  | Inquiry Cycle Action         |
|---|--|------------------------------|
| Students will pick a number from a hat. These numbers will correspond to the numbers of the Articles of the Constitution.   |  |                              |
| Each student will have access to the primary sources which apply to their specific Article. They will examine and read the primary sources, and research their Article online using the Library of Congress and other search engines.   | What is the purpose of this document? Who created it and why? Can you summarize the information from the Article of the Constitution in modern language?   | Wonder, investigate          |
| The teacher will lead a discussion about art and its role in history. The primary sources Scene at Signing of the Constitution and The Foundation of American Government will be presented and students will discuss the paintings and their historical significance. The class will discuss symbolism and representing ideas in visual form. Students will generate plans of how to illustrate phrases from the Preamble in a drawing or painting. | What role does art have in history? Why do you think the artist choose to paint this? These two paintings depict the same event. How are they different and similar? Which tells the story better? What is symbolism? Why is symbolism used in art? How can you take abstract phrases from the Preamble and translate them into concrete images? | Wonder, Investigate, Connect |
| Students will brainstorm ideas for their artwork. They will then create a mixed media composition using pen, ink and watercolor. The final product will depict their specific Article.  | How can you use pen & ink and watercolor to create an aesthetically pleasing product? How can you best represent your Article in the form of illustrations?  | Construct                    |
| Artwork will be displayed around the room and labeled by number. Each student will fill in a sheet by matching each piece of art to its corresponding Article, and will write at least one reason for their guess.  | Which Article is depicted by the artwork? How can you tell?  | Reflect                      |

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|   |  |         |
|---|--|---------|
| Each student will present their Article to the class and describe the method they used to create an effective visual representation of their Article. They will explain the images and symbols they chose to include in their artwork, the meaning of their piece of art, and how their artwork accurately depicts their Article of the Constitution. |  | Express |
| Each group will punch holes along the edges of their watercolor paper. Volunteers from each group will use yarn to stitch the pieces of art together to form a Constitution Quilt.  |  |         |

## Closure:

The quilt will be displayed on a bulletin board.

## Inclusion Techniques for Students with Special Needs:

### Enrichment:

Students can incorporate multiple mixed media techniques into their piece of art, such as charcoal, pastels, acrylics, or colored pencils.

### Modifications/Accommodations:

Students will research material from pre-selected sites and fill in a graphic organizer with guiding questions. Students can create a diagram for their Article if they cannot grasp the concept of symbolism. Rather than presenting their artwork in front of the class, students may write about the method they used to create their art and how it relates to their Article.

## Assessment of Student Learning

### Formal Assessment:

Rubric for Artwork, Rubric for Presentation NEEDS ATTACHED

### Informal Assessment:

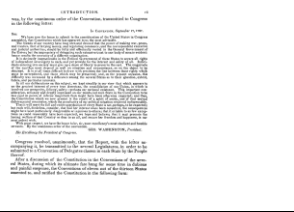
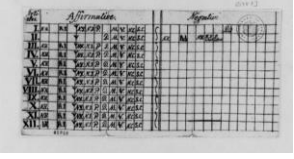




Teacher observation, participation in class discussion, responsibility cleaning art area, brushes, and palettes.

### Post-instruction Assessment





Students will create an entry in their Learning Logs which answers the following question: Why is the U.S. Constitution necessary and how does it impact your life today? Students' responses should be more than 8 sentences. If the teacher does not feel that these reflections sufficiently address the writing prompt, the teacher will hold a class discussion about the writing prompt and encourage further personal connections to the U.S. Constitution. The teacher should continue to reference the Constitution's impact on our nation during additional learning units throughout the year.

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## Bibliographic Organizer of Library of Congress Sources Needs Images

| Name of Learning Unit: The Constitution   |  |   |
|---|--|---|
| Created by: Nicole Morrow, Mara Colamartino, Brittany Wishner                       |  |   |
| Date: September 9, 2010   |  |   |
| Thumbnail Image   | Document Title, Author/Creator, Date   | Library of Congress URL   |
| Lesson #1: (The Constitutional Debate)  |  |   |
|    | Washington, George. George Washington to United States Congress. 17 September 1797. From Library of Congress, A Century of Lawmaking for a New Nation U.S. Congressional Documents and Debates, Introduction to the Annals of Congress.                | <a href="http://memory.loc.gov/ammem/amlaw/ac001/intro3.html">http://memory.loc.gov/ammem/amlaw/ac001/intro3.html</a>   |
|    | Jefferson, Thomas. Chart of State Votes on the United States Constitution. 1788. From Library of Congress, The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827.  | <a href="http://memory.loc.gov/cgi-bin/ampage?collid=mtj1&amp;fileName=mtj1page010.db&amp;recNum=678">http://memory.loc.gov/cgi-bin/ampage?collid=mtj1&amp;fileName=mtj1page010.db&amp;recNum=678</a> |
|   | Constitutional Centennial March. Music cover illustration. 15 September 1887. From Library of Congress Prints and Photographs Online Catalog.  | <a href="http://www.loc.gov/pictures/item/2004682053/">http://www.loc.gov/pictures/item/2004682053/</a>   |
|  | United States Constitution [as Originally Adopted]. 17 September 1787. From Library of Congress, A Century of Lawmaking for a New Nation U.S. Congressional Documents and Debates, Introduction to the Annals of Congress.                             | <a href="http://lcweb2.loc.gov/ammem/amlaw/ac01/intro4.html">http://lcweb2.loc.gov/ammem/amlaw/ac01/intro4.html</a>   |
| Lesson #2: (Writing your own Constitution)  |  |   |
|  | United States Constitution [as Originally Adopted]. 17 September 1787. From Library of Congress, A Century of Lawmaking for a New Nation U.S. Congressional Documents and Debates, Introduction to the Annals of Congress.                             | <a href="http://lcweb2.loc.gov/ammem/amlaw/ac01/intro4.html">http://lcweb2.loc.gov/ammem/amlaw/ac01/intro4.html</a>   |
|  | Washington, George. Constitution, Printed, with Marginal Notes by George Washington. 12 September 1787. From Library of CONGRESS, George Washington Papers the Library of Congress, 1741-1799: Series 4. General Correspondence. 1697-1799. Image 233. | <a href="http://memory.loc.gov/cgi-bin/ampage?collid=mgw4&amp;fileName=gwpage097.db&amp;recNum=232">http://memory.loc.gov/cgi-bin/ampage?collid=mgw4&amp;fileName=gwpage097.db&amp;recNum=232</a>     |

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| Lesson #3: (Art)   |  |  |
|--|--|--|
|   | <p>Christie, Howard. Scene at Signing of the Constitution of the United States Image. [ca. 1960.] From Library of Congress Prints and Photographs Online Catalog.</p>  | <p><a href="http://hdl.loc.gov/loc.pnp/ppmsc.00181">http://hdl.loc.gov/loc.pnp/ppmsc.00181</a></p>                           |
|   | <p>A Bill of Rights as Provided in the Ten Original Amendments to the Constitution of the United States... December 15, 1791. Broadside. 1950. From Library of Congress, An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera.</p> | <p><a href="http://hdl.loc.gov/loc.rbc/rbpe.24404400">http://hdl.loc.gov/loc.rbc/rbpe.24404400</a></p>                       |
|   | <p>United States Constitution [as Originally Adopted]. 17 September 1787. From Library of Congress, A Century of Lawmaking for a New Nation U.S. Congressional Documents and Debates, Introduction to the Annals of Congress.</p>                                | <p><a href="http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html">http://lcweb2.loc.gov/ammem/amlaw/ac001/intro4.html</a></p> |
|  | <p>Hintermeister, Henry. The Foundation of American Government. Image. Newark: Osborn, c. 1925. From Library of Congress Prints and Photographs Online Catalog.</p>  | <p><a href="http://www.loc.gov/pictures/item/93504023/">http://www.loc.gov/pictures/item/93504023/</a></p>                   |