

CONSTITUTIONS



LESSON SUMMARY

BENCHMARK
SS.1.CG.3.1 <i>Recognize that the United States and Florida have Constitutions.</i>
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none">■ Students will define a constitution as an agreed-upon set of rules or laws.■ Students will recognize that the U.S. Constitution starts with “We the People”.
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none">■ ELA.1.C.2.1: <i>Present information orally using complete sentences and appropriate volume.</i>■ ELA.1.C.3.1: <i>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</i>■ ELA.1.V.1.1: <i>Use grade-level academic vocabulary appropriately in speaking and writing.</i>
ESSENTIAL QUESTION
What is a constitution?
VOCABULARY
constitution
MATERIALS
<ul style="list-style-type: none">■ Classroom rules or school rules chart■ Music/Youtube link: https://www.youtube.com/watch?v=E4vjK4r6vGY■ Constitution slides■ Constitution exit slip (2 per sheet)

ACTIVITY SEQUENCE

INTRODUCTION/HOOK

1. Display your classroom or school rules chart for the class. Pose the following question for discussion: What does this chart show? (classroom/school rules)
2. Explain to students that we are going to do a quick activity to review what we know about rules and laws.
3. Have students stand next to their desk/table.
4. Tell students that you are going to play some music. When the music is playing, they must calmly and slowly walk or dance around the room. When the music stops, they must find the closest partner to them and freeze. If they cannot find a partner, have them raise their hand to see who is available. ([Musical option](#))
5. Each time the students freeze with a new partner, the teacher will pose a new review question that the partners will answer together. Review the correct answer before restarting music.
 - a. Who must follow our classroom/school rules? (students)
 - b. Who makes classroom/school rules? (teachers, principals, school board)
 - c. Who enforces these rules or makes sure they're followed? (teachers, principals)
 - d. Who makes community laws? (government)
 - e. Who enforces the rules in our community or outside of school? (police, government)
 - f. Why do we have rules and laws for citizens? (to keep us safe, so everyone is treated fairly, to keep things organized)

ACTIVITY

6. Directing student attention back to your classroom/school rules chart, point out to students that just like we write out all of our rules and display them on this poster, both Florida and the United States write out all of our laws and they are in a document called a constitution.
7. Display the "Constitutions" slides.
8. Explain that both the U.S. Constitution and Florida Constitution list the rules/laws all citizens agree to follow. The documents also explain who is in charge of making and enforcing the rules and laws.
9. Display slide #2 and draw student attention to the first three words of the U.S. Constitution, "We the People".
10. Pose the following questions for discussion: Where do we find the first three words of the document? (At the top) Can anyone read the first three words? (We the People) Why do you think these words are bigger than the rest? (to show they are important)
11. Explain to students that the Founding Fathers wanted these words to stick out because they are very important. The words "We the People" remind us that "we" (citizens) can help make laws, can vote and have our voices heard about laws, and we also agree to follow the laws.

CLOSURE/FORMATIVE ASSESSMENT
12. Pass out the “Constitutions” exit slip. Have students complete independently or in small pairs/groups.
ADDITIONAL RESOURCES
FJCC/LFI Website
ANSWER KEYS
Exit slip correct answer: Rules or laws we agree to follow
SOURCES
Patriotic Music USA Ambiance from Calm Cassette: https://www.youtube.com/watch?v=E4vjK4r6vGY