

## COMPARING CONSTITUTIONS



### LESSON SUMMARY

BENCHMARK
<b>SS.5.CG.3.5</b> Explain how the U.S. Constitution influenced the Florida Constitution.
BENCHMARK CLARIFICATIONS
<ul style="list-style-type: none"><li>■ Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).</li><li>■ Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).</li></ul>
CORRELATED FLORIDA STANDARDS
<ul style="list-style-type: none"><li>■ <b>ELA.5.R.3.2:</b> Summarize a text to enhance comprehension.</li><li>■ <b>ELA.5.C.2.1:</b> Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</li><li>■ <b>ELA.5.C.5.1:</b> Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.</li><li>■ <b>ELA.5.V.1.1:</b> Use grade-level academic vocabulary appropriately in speaking and writing.</li><li>■ <b>ELA.5.V.1.3:</b> Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</li></ul>
ESSENTIAL QUESTION
In what ways did the U.S. Constitution influence the Florida Constitution?
VOCABULARY
constitution, articles, amendments, preamble
MATERIALS
<ul style="list-style-type: none"><li>■ Comparing Constitutions Venn Diagram</li><li>■ Comparing Constitutions response sheet</li><li>■ Comparing Constitutions placards</li><li>■ Highlighters</li></ul>

## ACTIVITY SEQUENCE

### INTRODUCTION/HOOK

**Teacher Note:** Please have the “Comparing Constitutions” placards printed and posted around the room before the start of the lesson.

1. Display the “Comparing Constitutions” Venn Diagram.
2. Pose the following questions to students and record their answers in the Venn Diagram as a whole class:
  - a. What do you already know about the United States Constitution?
  - b. What do you remember about the Florida Constitution?

**Teacher Note:** It may be helpful to review the K-4 civics and government benchmarks prior to this brainstorming activity as this will help you know what scaffolding questions you may be able to ask.

### ACTIVITY

3. Explain to students that when Florida wanted to become a state, there was one major requirement they would need to fulfill; Florida needed a constitution. A constitution explains how the government will be structured, limits the power of government, and finally, protects the rights of the people. When developing this document, the state looked to the United States Constitution for guidance.
4. Pass out the “Comparing Constitutions” response sheet.
5. Explain to students that they will be comparing the U.S. and Florida Constitutions, including the history, preambles, structure, and amendments.
6. Allow students to walk around the room to each “Comparing Constitutions” placard. At each placard they should look at any images, read the information, and complete the question(s) on their response sheet.

**Teacher Note:** This gallery walk may be done in a more freestyle fashion, or you may want it more structured by assigning students to starting placards, keeping a timer, and instructing all students to rotate in a particular direction.

### CLOSURE/FORMATIVE ASSESSMENT

7. Come back as a whole group to review students’ takeaways while comparing the two constitutions.
8. Return to the Venn Diagram from the introduction with any new information students learned about the two constitutions.

### ADDITIONAL RESOURCES

[FJCC/LFI Website](#)

### ANSWER KEYS

"Comparing Constitutions" response sheet

### SOURCES

Florida Constitution: <https://www.flsenate.gov/laws/constitution#A11>

U.S. Constitution: <https://www.archives.gov/founding-docs/constitution-transcript>