



Lesson Plan: Constitution Hall of Fame

Lesson Activity Steps: This lesson should be completed over a 2-week period per teacher discretion and student need.

Purpose	Teacher	Students
<p>Hook Engage students</p> <p>5 minutes</p>	<p>“Have you ever made up rules for a game and then found when playing, that the rules did not work well.</p> <p>What kinds of problems did you have and what did you do to fix the problems Did players disagree about how to fix or change the rules?</p> <p>How were disagreements settled?</p>	<p>Attend to a formal introduction.</p> <p>Take notes as needed</p>
<p>Into</p> <p>Review Articles of Confederation</p> <p>80 minutes</p>	<p>Review the Articles of Confederation.</p> <p>Discuss the shortcomings of the Articles.</p> <p>Discuss the Annapolis Convention and Shays’s Rebellion.</p> <p>Discus the Constitutional Convention and the Participants</p> <p>Discuss the Debates and the Compromises at the Convention</p> <p>Discuss the purpose of the Constitution as stated in the Preamble</p>	<p>Take notes as needed.</p> <p>Students use history/social science text and/or other documents provided on the Articles and the Conventions, check and correct as a class for</p>



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	<p>Compare the powers and functions of three branches of government</p> <p>Discuss the struggle to get the Bill of Rights approved and explain the key rights that were guaranteed in the Bill of Rights</p>	<p>understanding</p>
<p>Through</p> <p>60 minutes</p> <p>History Alive Simulations</p>	<p>Simulation of Constitutional situations that require action by branch (es)</p> <p>Apply knowledge about the Bill of Rights to a shield that depicts a few illustrations of these rights</p> <p>Create a Hall of Fame that honors the constitution, the people and the events and ideas that were important to history.</p>	<p>Student teams will use constitutional power cards that decide governmental actions. Some situations will require the students to place the power cards in a proper sequence that the government would act.</p> <p>Student teams will complete the shield and discuss as a team and then as a class for clear understanding.</p>
<p>Constitution Hall of Fame</p> <p>1- 2 weeks class time</p>		



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		<p>Students will:</p> <ul style="list-style-type: none"> 1 page biography of constitutional writer 1 minute oral presentation of their character highlights Come in Costume with props as needed and complete self reflection <p>Teams will:</p> <ul style="list-style-type: none"> Create Tableaus of an amendment in the Bill of Rights and perform in front of class Reflect on the group process
<p>Beyond</p>	<p>Next steps include: Lessons discussing a Constitutional democracy</p>	<p>Next steps include: Compare the powers granted to citizens, to the three branches of the federal government and to the states</p>



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Special Needs of students are considered in this lesson: Students are put into flexible grouping scenarios that will benefit learning for all types of learners and special needs. Hands-on learning with plenty of opportunities for movement, verbal, written, and nonverbal expression, and multiple learning modalities are available within the context of this lesson.

Extension Ideas:

This lesson may be repeated with different amendments and or articles from the constitution. Students may want to investigate current events that could lead to amendments. Film the tableau's and use music, (after practicing with the technology and guidance with the use of music and props). Skits could be performed in the place of tableau with structure provided.