



## Lesson Plan: Constitution Hall of Fame

### Constitutional Hall of Fame 2008 (Two Parts)

#### Part One:

Decide from the list below who you would like to impersonate for your living tableau biography. Every person must choose someone different. The first person to choose an individual will portray that individual. The teacher will settle duplicate submissions.

### The Signers of the U. S. Constitution

#### **New Hampshire**

[John Langdon](#)  
[Nicholas Gilman](#)

#### **Massachusetts**

[Rufus King](#)  
[Nathaniel Gorham](#)

#### **Connecticut**

[Roger Sherman](#)  
[William Samuel Johnson](#)

#### **New York**

[Alexander Hamilton](#)

#### **New Jersey**

[William Livingston](#)  
[David Brearley](#)  
[William Paterson](#)  
[Jonathan Dayton](#)

#### **Pennsylvania**

[Benjamin Franklin](#)  
[Thomas Mifflin](#)  
[Robert Morris](#)  
[George Clymer](#)  
[Thomas FitzSimons](#)  
[Jared Ingersoll](#)  
[Gouverneur Morris](#)  
[James Wilson](#)

#### **Delaware**

[George Read](#)  
[Gunning Bedford, Jr.](#)  
[John Dickinson](#)  
[Richard Bassett](#)  
[Jacob Broom](#)

#### **Maryland**

[James McHenry](#)  
[Daniel Carroll](#)  
[Dan of St. Thomas Jenifer](#)

#### **Virginia**

[John Blair](#)  
[James Madison, Jr.](#)  
[George Washington](#)

#### **North Carolina**

[William Blount](#)  
[Richard Dobbs Spaight](#)  
[Hugh Williamson](#)

#### **South Carolina**

[John Rutledge](#)  
[Charles Cotesworth Pinckney](#)  
[Charles Pinckney](#)  
[Pierce Butler](#)

#### **Georgia**

[William Few](#)  
[Abraham Baldwin](#)



## CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

Create a one page biography about your signer of the constitution. The paper must include a bibliography with sources used in your paper.

Study the art, timelines and the events that make your character related to constitutional times and design a costume for your character. You may use classroom materials and your peers to help assemble your costume.



## Constitutional Hall of Fame 2008 (Two Parts)

### Part Two:

**A picture is worth a thousand words! A visual representation can express many ideas without using words. Living pictures or scenes are often used in performing arts to make an idea come alive. In theater, such living scenes are called tableau vivants.**

You will form a partnership of **2-3** students that will help you complete part two of this project.

Your partnership will select **one** amendment from the bill of rights **or one** article from the constitution.

You will notify the teacher if your selection. If selections are submitted at the same time, the teacher will decide who presents the selection.

You should not disclose to the other groups what you have selected.

Follow these steps below to create a living scene.

**Step 1: Brainstorm your ideas for your tableau.** Review information about your chosen topic from the book and other sources you can gather.

**Step 2: Collect or create simple props.** Find or create simple props that you can use in your tableau to represent the amendment or article.

**Step 3: prepare to explain parts of your tableau.** You will present your tableau to the class. Remember that you will take silent poses during the presentation. Afterward, each group member will come to life, one at a time and explain the part of the scene he or she represented. **Each person in the group should practice ahead of time, explaining his or her part of the scene.**

**Step 4: Practice presenting your tableau.** Gather all your props, and practice your poses for the tableau. Make sure your group can clearly explain how your tableau represents the ideas in your amendment or article.