

SUBJECT: UNDERSTANDING AND APPRECIATING THE LAW

**LESSON NAME: CLASSROOM CONSTITUTION**

Overview	
Time Needed	60 minutes
Materials Needed	<ul style="list-style-type: none"> <li>• Four Squares booklet</li> <li>• U.S. Constitution</li> <li>• Chart tablet</li> <li>• Laptop/multimedia or promethean board/laptop</li> </ul>
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss who helped write the U.S. Constitution and why it was created</li> <li>2. Brainstorm classroom rules from previous years</li> <li>3. Discuss each rule in the Classroom Constitution</li> <li>4. Understand why rules are important</li> </ol>
Common Core Standards Met	<p>Speaking &amp; Listening (Grade 7)</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.c</a> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.1.d</a> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
Step By Step	
Activity	<ul style="list-style-type: none"> <li>• Prior to starting this lesson participants created a Four Squares vocabulary booklet. They may use this booklet at any time as a reference.</li> <li>• Participants will be introduced to the U.S. Constitution, learn about why the constitution was created, who created it, the impact it made in today’s society, and discuss other important facts about the U.S. Constitution.</li> <li>• Watch the video Introduction to the U.S. Constitution. <a href="https://www.youtube.com/watch?v=tw5QPncdkTM">https://www.youtube.com/watch?v=tw5QPncdkTM</a></li> <li>• Before starting this next activity, the facilitator can share a</li> </ul>

sample of what the participants will be working on so they have an idea of what their product should look like.

- As a link to the previous lessons about ***Who Makes the Rules*** and the introduction to the U.S. Constitution, the participants will use a graphic organizer to share what they know about Rules, Rights and Responsibilities.
- Participants will work in groups of four and brainstorm the definitions of each section.
- Each group will be given a chart paper that is labeled and divided into the four sections and writing supplies. They will discuss what rules, rights, responsibilities, and non-negotiable rules they feel should be implemented in their classroom. Each group will have a writer and a reporter.
- The reporter from each group will share what their group decided on. The facilitator will compile the information on a large chart displayed at the front of the classroom.
- The class will discuss changes they want to make and/or add any ideas to the list that they feel were left out.
- The participants will vote on each section.
- As a class, they will create their classroom constitution on another chart tablet using what they discussed. The Classroom Constitution will be hand written.
- The participants will sign their name on the Classroom Constitution and a copy will be provided to them. The Classroom Constitution will be visible in the classroom for any future references.
- Participants will write a journal entry about the importance of having a classroom constitution, the importance of having rules in place and the benefits of having participants help in the creation of the Class Constitution.

**Accommodations and Modifications:**

- Participants who need extra assistance may be given premade materials in which they only need to fill in certain missing information.
- Participants who need to be challenged may be required to find additional information or be given a special project he/she can share with his peers.
- Create lessons based on a child's Individualized Educations Plan (IEP) or English Learner (EL) accommodations and modification checklist(s).

	<p><b>Resources and Links to Technology:</b></p> <p><a href="http://www.teacherspayteachers.com">www.teacherspayteachers.com</a></p> <p><a href="https://www.constitutionfacts.com/us-constitution-amendments/fascinating-facts/">https://www.constitutionfacts.com/us-constitution-amendments/fascinating-facts/</a></p> <p><a href="https://constitutioncenter.org/constitution-day/about-constitution-day/10-fast-facts-on-the-constitution">https://constitutioncenter.org/constitution-day/about-constitution-day/10-fast-facts-on-the-constitution</a></p> <p><a href="http://www.history.com/topics/constitution">http://www.history.com/topics/constitution</a></p> <p><a href="https://www.archives.gov/">https://www.archives.gov/</a></p>
Discussion / Close	<p>Call on participant volunteers to share their journal entries. Participants can be given a chance to visit the national archive website to learn more about the U.S. Constitution and share any new information they find with the class. Participants can create a brochure about the U.S. Constitution.</p>