

## PREAMBLE to the Constitution

### **Utah Social Studies Core, 5<sup>th</sup> grade:**

**Standard 3** Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

**Objective 1** Assess the underlying principles of the US Constitution as the framework for the United States' form of government, a compound constitutional republic.

**b.** *Analyze goals outlined in the Preamble.*

### **Procedures:**

\* As table groups, create a timeline of events containing the following; Declaration of Independence (July 2<sup>nd</sup> written, 4<sup>th</sup> Congress approved, Aug 2<sup>nd</sup> signed, 1776), Articles of Confederation (1781), Constitution (Sept. 17, 1787), First president (George Washington 1789)

\* Have a class discussion about the order of events in the timeline, and the need for these as a country.

\* Pull up a website with a primary source look at the Constitution, pointing out where the PREAMBLE is located.

(<http://www.archives.gov/exhibits/charters/constitution.html>)

\* As a teacher, break down the Preamble into sections. Assign each table group one or two sections (based on members in the group and class size). Have each section printed on top of a sheet of computer paper as follows;

Preamble/We the people of the United States/in order to form a more perfect Union/establish justice/insure domestic tranquility/provide for the common defense/promote the general welfare/and secure the blessings of liberty/to ourselves and our posterity/do ordain and establish this Constitution/for the United States of America

\* Have the students research the vocabulary and put it in a more clear form for understanding. Have them give at least one example. Have them illustrate a picture to go along with the section.

\* Have each group come to the front and share their new understandings and illustrations.

\* Have students tape the pages in order with the illustrations underneath on the front board to get a sentence-type flow as they present. After all presentations are complete, assemble into a class book. \* \* As time allows, delve into each of the pre-cut phrases, tying scenarios in real world situations that benefit from the Constitution.

- \* **read** picture book: We the Kids by David Catrow
- \* **watch** Schoolhouse Rock; The Preamble (purchase or download from teachertube <http://www.teachertube.com/video/us-constitution-196683>) together as a class, making connections to the students findings.

**Questions pre/post:**

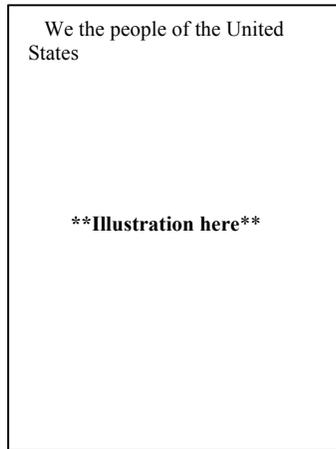
- What is a Preamble; why do we have one on our Constitution?
- What do the words mean?
- What goals do you think the authors had for our country?
- What type of government were we trying to establish?

**Before Lesson:**

Hand out supplies:

- \* copies of the Preamble strips to each table group.
- \* blank lined paper to record summary/information
- \* blank copy paper for an illustration
- \* supply drawer (colored pencils, pencils, erasers, sharpener, rulers, etc...)
- \* dictionaries
- \* iPads

example sheet



(\* \*be sure to surround this lesson with lessons on Articles of Confederation, Declaration of Independence, the Constitution, and government in the United States ~ allow for use of media to help with illustrations and research)

**Bibliography:**

Web:

Lesson helps:

<http://edsitement.neh.gov/lesson-plan/preamble-constitution-how-do-you-make-more-perfect-union>

Primary source document downloads:

<http://www.archives.gov/exhibits/charters/constitution.html>

Book:

Catrow, David. We the Kids; The Preamble to the Constitution of the United States. New York: Puffin Books, 2002. Print. Illustrations by David Catrow.