SECOND GRADERS CREATE THEIR OWN SOCIAL STUDIES BOOK (PART I, THE 5 Ws OF THE CONSTITUTION)

Grade Level or Special Area: Second Grade
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Length of Unit: Six lessons, 45 minutes each except Lesson Four is two periods of 45 minutes

I. ABSTRACT
Throughout the year, second graders will develop their own social studies textbook (using Part I-VI) from a blank theme book as they study American History. In Part I, students will learn about the beginnings of the United States Constitution. Through a variety of activities and learning experiences they will add to their books as they discover who helped create the Constitution, who wrote it, what it was and what it did, where and when it was written, and why it was needed. These learning activities include experiences in using art, music, simulations, read alouds, shared writing and the creation of a class constitution.

II. OVERVIEW
A. Concept Objectives
1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
2. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
3. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)

B. Content from the Core Knowledge Sequence
1. Reading and Writing (p. 43)
   a. Writing
      i. Produce a variety of types of writing
2. American Government—the Constitution (p. 49)
   a. American government is based on the Constitution, the highest law of our land
   b. James Madison, the Father of the Constitution (p. 49)
   c. Government by the consent of the governed: “We the people” (p. 49)

C. Skill Objectives
1. Students identify ways that history was or is recorded or passed on to others.
2. Students identify parts of a social studies textbook.
3. Students explain what chronological order means.
4. Students explain why social studies textbooks are written in chronological order.
5. Students create the cover, title pages, table of contents, vocabulary page and number the pages in their own textbooks.
7. Students identify who should make the rules for their classroom and for our country.
8. Students write definitions of constitution, Constitution of the United States of America, and delegate.
9. Students identify when and where Constitutional Convention was held and the conditions in the hall during the convention.
10. Students draw Independence Hall.
11. Students write definitions of legend, committee, compromise and debate.
12. Students correctly trace a map of the 13 colonies.
13. Students identify what a legend is and create a legend for the map.
14. Students identify the state abbreviations for the 13 colonies.
15. Students label the 13 colonies on their map with the state abbreviations.
16. Students color the map of the 13 colonies using the legend to identify large colonies and small colonies.
17. Students identify conditions at the Constitutional Convention after discussing them and experiencing them in simulation.
18. Students show understanding of compromise by practicing it in committees.
19. Students identify ideas discussed at the Constitutional Convention.
20. Students participate in a role-play of the Constitutional Convention using their assigned delegate role.
21. Students show understanding of the three branches of our government by completing the diagram in their book.
22. Students learn to work together in committees to create two class rules.
23. Students organize and write a Class Constitution.
24. Students define preamble.
25. Students create a preamble for the Class Constitution.
26. Students identify one reason that James Madison was called the Father of the Constitution.
27. Students identify one reason that the Constitution is important.
28. Students display understanding of signing a document by signing the Class Constitution.
29. Students create symbols for the concepts they have learned about the Constitution.

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. Students should understand first grade Core Knowledge American History content – symbols, democracy, history, government, George Washington as Father of our country, the original thirteen colonies, and the Declaration of Independence.
2. Have art teacher teach portrait drawing as early in the year as possible.
3. Students should understand odd and even numbers, horizontal and vertical lines, shapes (oval, square, almond) and know how to write numerals from 1-200.

IV. RESOURCES

D.  *The Birth of the Constitution.* Peanuts Home Video, Paramount Pictures, 1995. 0-7921-3504-0. (Culminating Activity)

V. **LESSONS**

Lesson One: Introduction to Social Studies Textbook (45 minutes)

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
   b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)

2. **Lesson Content**
   a. Writing: Produce a variety of types of writing

3. **Skill Objective(s)**
   a. Students identify ways that history was or is recorded or passed on to others.
   b. Students identify parts of a social studies textbook.
   c. Students explain what chronological order means.
   d. Students explain why social studies textbooks are written in chronological order.
   e. Students create the cover, title pages, table of contents, vocabulary page and number the pages in their own textbooks.

B. **Materials**

1. Examples of social studies textbooks
2. Blank theme book for each student
3. Black permanent marker (Sharpies) for each student
4. Pencil for each student
5. Appendices A, B, C, D, and E made into overheads
6. Overheads made of blank pages of theme book (both sides) [Overheads #1-left and #2-right]
7. Overhead projector and pens
8. Copy of Checklist for parents (Appendix F) for each student

C. **Key Vocabulary**

1. Textbook-book giving instructions on a specific subject to be used in schools to learn about the subject
2. Chronological-in the order of time as it happened from earliest time to present
3. Title page-page at beginning of book or section of a book that tells what book or section is about
4. Table of Contents-page at beginning of a book which lists the sections or chapters of book and helps locate specific information by page number
5. Unit-small section of material on one topic
6. Vocabulary-words used in studying a subject that need to be defined to aid understanding
7. Symbol-simple illustration that represents or reminds of an event or idea

D. **Procedures/Activities**

1. Ask students to identify different ways that history was or is recorded or passed on to others. (*Possible answers: oral history or stories, pictures, documents, journals, textbooks, encyclopedias, internet*)
2. Discuss which ways are most useful for second graders.
3. Show an example of a social studies textbook and pass out examples for students to examine.
4. List the parts of the textbook as students name them.
5. Discuss the meaning of chronological and how and why history is usually recorded in chronological order.
6. Explain to students that this year in social studies they will be creating their own social studies textbook that will be a permanent record of the things they will learn this year. Discuss the importance of doing their best, and being neat and careful with their book so that they will be proud of the end product.
7. Display overhead of Appendix A and explain how to write on the cover having students write their name on the first line and “Social Studies” on the second line.
8. Pass out blank theme books and permanent markers and have students write their name and Social Studies on the cover in best handwriting.
9. Display overhead of Appendix B and discuss that the purpose of a title page is to identify the subject of the whole book.
10. Have student write “Second Grade Social Studies” on the first page in their book, creating their title page following the example on the overhead.
11. Explain that this page will be completed with symbols representing each section of the book at the end of the year. Review what a symbol is.
12. Display overhead of Appendix C and discuss the purpose and format of a table of contents with a title “Table of Contents” at the top and underline it. Skip a line, then write headings of “Unit” and “Page” on the third line and underline them. Remind students to capitalize all of the main words in titles and headings.
13. Have students create their table of contents on the next right hand page following the example on the overhead.
14. Display overhead of Appendix D, explain what a unit is and identify the first unit to be studied as the Constitution.
15. Discuss different and creative ways to print the title on a title page (horizontal, vertical, diagonal, curved, etc.) with an emphasis on being legible.
16. Have students write “Constitution” on the next right hand page in their book.
17. Explain that at the end of each unit students will return to the unit title page and illustrate it with symbols from the unit.
18. Display overhead of Appendix E. (See Appendix AA for a complete list of vocabulary words for the unit.)
19. Discuss what vocabulary means and why it is useful in studying history.
20. Have students create a vocabulary page following the example on the overhead, writing “Vocabulary” on the top line and underlining it. Skip a line, then write the numeral one (1) on the third line to the left of the margin line and put a period after it.
21. Revisit the textbook from activity #3 and discuss the importance of page numbers in locating materials in the text. Discuss the importance of neatness, and having the same location on a page for each number.
22. Display Overheads #1 and #2 and explain that the students’ books will be numbered in the upper outside corners of each page. Model numbering the pages on the overheads.
23. Have students number their book starting with #1 on the Constitution title page in the upper right hand corner, #2 on the upper left hand corner of the next page, #3 on the upper right hand corner of the next page (Vocabulary page), etc. Have the students stop periodically to check that they have not skipped any pages, and that
0all odd numbers are on the right hand pages and even numbers are on the left hand pages.

24. Send Parent Checklist (Appendix F) and the students’ Social Studies books home with the students to have parents check their student’s book for correct format. Some students may need to complete the numbering at home.

E. Assessment/Evaluation
1. Parent Checklist (Appendix F)

Lesson Two: Let’s Have a Constitutional Convention (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1).
   b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
   c. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)

2. Lesson Content
   a. Writing: Produce a variety of types of writing
   b. American Government—the Constitution: American government is based on the Constitution, the highest law of our land; Government by the consent of the governed: “We the people”

3. Skill Objective(s)
   a. Students review what government is and what government existed in the 13 colonies before the Constitutional Convention.
   b. Students identify who should make the rules for their classroom and for our country.
   c. Students write definitions of constitution, Constitution of the United States of America, and delegate.
   d. Students identify when and where Constitutional Convention was held and the conditions in the hall during the convention.
   e. Students draw Independence Hall.

B. Materials
1. Copy of Appendix G for each student
2. Pencil for each student
3. Students’ Social Studies books
4. Overhead projector and pens
5. Appendix BB
6. Appendix E overhead
7. Pictures of Independence Hall
8. Appendices I and J
9. Two copies of Appendix K for each student
10. Overhead of Appendix K

C. Key Vocabulary
1. Constitution—a basic plan of laws to help people live together in peace and happiness that cannot be easily changed
2. Constitution of the United States of America—the document that established the federal government of the United States
3. Delegate—a person sent to speak and act for or represent other people
D. Procedures/Activities
1. Discuss with students what government is and what kind existed in the colonies (The Articles of Confederation was a loose league of friendship between the states and each state had its own constitution and was separate and really governed itself) before the Constitutional Convention.
2. Have students identify what would happen if there were no rules or laws and why rules are needed. (Rules are needed to keep order, to eliminate chaos, keep us safe, and so that we will know what is right to do.)
3. Pass out Appendix G and have students decide who should make the rules for their classroom. Discuss. Collect copies of Appendix G and keep until Lesson Three.
4. Discuss who should make the rules for our country. Then explain that a convention was called to do this. Ask students who they think might have attended the convention as delegates (George Washington, Thomas Jefferson, Ben Franklin) and discuss the meaning of delegate.
5. Pass out Social Studies books.
6. Have students write definitions of constitution, Constitution of the United States of America and delegate on their “Vocabulary” page (page 3). Model on Appendix E overhead. Remind students to number the words and put a period after each numeral. (Refer to Appendix BB for a list of content of pages 1-15)
7. Discuss where and when the convention was held. Describe conditions at the convention. (It was held in Philadelphia at the Pennsylvania State House which became known as Independence Hall on May 25-September 17, 1787. Conditions that existed were many flies and mosquitoes, summer heat with no air conditioning, windows locked for secrecy and candles for light.)
8. Create a shared writing of information about the convention or you can use Appendix H as a model.
9. Tell students to count up 8 lines from the bottom of page 5 and draw a line horizontally across the page. Draw Independence Hall on the top half of the page using guided drawing on the overhead. (See Appendix I for and example of a drawing and Appendix J for instructions.)
10. After drawing, show students actual pictures of Independence Hall. Celebrate their awesome drawings! Have everyone hold up their book open to page 5 and share their drawings.
11. Pass out copies of Appendix K to each student. Have students complete rubric for the finished parts of this unit. Model on the overhead of Appendix K. Send a copy of Appendix K home for parents. Collect books and student copies of Appendix K for assessment.

E. Assessment/Evaluation
1. Unit Rubric (Appendix K)

Lesson Three: If You Went to the Constitutional Convention (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
   b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
   c. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
2. **Lesson Content**
   a. Writing: Produce a variety of types of writing
   b. American Government—the Constitution: American government is based on the Constitution, the highest law of our land; Government by the governed: “We the people”

3. **Skill Objective(s)**
   a. Students write definitions of legend, committee, compromise and debate.
   b. Students correctly trace a map of the 13 colonies.
   c. Students identify what a legend is and create a legend for the map.
   d. Students identify the state abbreviations for the 13 colonies.
   e. Students label the 13 colonies on their map with the state abbreviations.
   f. Students color the map of the 13 colonies using the legend to identify large colonies and small colonies.

B. **Materials**
1. Social Studies books
2. Glue stick for each student
3. Copy of shared writing or Appendix H for each student
4. Pencil for each student.
5. Overhead projector and pens
6. Overhead of Appendix L
7. Copies of Appendices L and N for each student
8. Appendix M
9. Red and blue colored pencils for each student
10. Copies of Appendix G already filled out by students
11. Student copies of Appendix K
12. Overhead of Appendix K

C. **Key Vocabulary**
1. Legend-chart on a map that explains the symbols and colors used on the map
2. Committee-group of people working together to accomplish a joint purpose
3. Compromise-an agreement reached when each side gives up some of its demands
4. Debate-to discuss and argue opposing views or sides of an issue

D. **Procedures/Activities**
1. Pass out Social Studies books. Discuss the correct way to glue materials into the students’ Social Studies books so that no papers hang out of the book. Only glue sticks are used in these books. Model how to apply glue to the edges and all four corners so that the paper will stay attached.

2. Type a copy of shared writing created by class in Lesson Two or make copies of Appendix H and have students glue these into their books under their drawings of Independence Hall on page 5. *(You may have students copy the shared writing or Appendix H in their books if you desire, depending on handwriting ability.)*

3. Display the overhead of Appendix L.

4. Pass out copies of Appendix L to each student and explain how to place it under the page on page 7 and trace the map while holding Appendix L with their free hand. *(Trim map to 4” x 11” size so it will fit easily in their books for tracing. You can copy two maps on a page.)*

5. Discuss what a legend is, other names for it. *(Key)* Model on overhead of Appendix L how to draw a legend for the map. *(See Appendix M for example.)*

6. Have students draw a legend on their map on page 7, writing the words “Large Colony” and “Small Colony” and drawing a small square after each. *(These squares will be colored in Activity #10.)*
7. Discuss that state abbreviations are always two capital letters. Pass out copy of Appendix N to each student.
8. Have students glue abbreviations on page 6.
9. Model on overhead of Appendix L how to label each colony using abbreviations.
10. Pass out a red and a blue colored pencil to each student. Have each student color in the tiny square on their legend next to “Large Colonies” blue and the tiny square next to “Small Colonies” red. Then have students label each colony on the map using the legend.
11. Pass out copies of Appendix G to students and have them glue them into their books on page 8.
12. Have students complete the next section of Appendix K, model on the overhead of Appendix K.

E. **Assessment/Evaluation**
1. Map of 13 Colonies correctly traced and labeled
2. Map of 13 Colonies colored correctly from the legend
3. Appendix K

**Lesson Four: Delegates and Debates (2 Class Periods of 45 minutes each)**

A. **Daily Objectives**
1. Concept Objective(s)
   a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
   b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
   c. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
2. Lesson Content
   a. Writing: Produce a variety of types of writing
   b. American Government—the Constitution: American government is based on the Constitution, the highest law of our land; Government by the governed: “We the people”; James Madison, the Father of the Constitution
3. Skill Objective(s)
   a. Students define compromise, committee, debate, and legend.
   b. Students identify conditions at the Constitutional Convention after discussing them and experiencing them in simulation.
   c. Students show understanding of compromise by practicing it in committees.
   d. Students identify ideas discussed at the Constitutional Convention.
   e. Students participate in a role-play of the Constitutional Convention using their assigned delegate role.
   f. Students show understanding of the three branches of our government by completing the diagram in their book.

B. **Materials**
1. Social Studies books
2. Overhead projector and pens
3. Overhead of Appendix E
4. Green paper cut to fit tables or desks
5. Lanterns or small lamps for dim lighting
6. Feather for each student
7. Tape
8. Pencil for each student
9. Copy of Appendix O for each student
10. Delegate description for each student (Appendix P)
11. Overhead of Appendix Q
12. Copy of Appendix S for each student copied onto light green paper
13. Appendices R and T
14. Student copies of Appendix K
15. Overhead of Appendix K

C. Key Vocabulary
1. Ratify—support and vote for

D. Procedures/Activities

Day One:
1. Create a simulation of the convention by covering tables with green paper (or four desks pushed together), a table at the front of the room, low lights and heat if possible.
2. Tape feathers to pencils and have four in a holder on each table.
3. Discuss compromise, committee, debate, and ratify. Have students write the definitions of each on the Vocabulary page. Model on Appendix E.
4. Give each student a copy of Appendix O and have the students identify ways to compromise in these situations in their committees or table groups. Discuss. Have students glue Appendix O on page 9 of their books.
5. Give each student the name and description of a delegate from the Constitutional Convention and have them read it to themselves and to someone else at their table (Appendix P).
6. List on the overhead several topics that were discussed at the convention and explain them if needed. (Some topics discussed were name of the country, president or committee as head of government, terms of office, how states represented in Congress, no part of the government too powerful, slavery, and a Bill of Rights.)
7. Discuss these topics as students role-play their assigned delegates. Have delegates introduce the Virginia (number of representatives assigned by population size), New Jersey (one representative for each state) and Connecticut Plans (the Great Compromise of two houses in Congress, one house with representatives assigned by population size and one house with equal votes for each state).
8. Have the students role-play the vote on the Connecticut Plan. (See Appendix Q.)

Day Two:
9. Examine the government that resulted from these debates at the convention. (Some of the decisions made were 4 year terms for president, three branches of government with checks and balances—use Appendix T for information on three branches, two houses of Congress—one equal vote and one by population size, slavery stayed to appease the south, but slave trade would end by 1808, and a Bill of Rights would be added by the first Congress.)
10. Have students glue their delegate description into their book on the bottom half of page 10 and draw a portrait of their delegate on the top half of the page.
11. Explain ratification process for Constitution. Have delegates ratify the Constitution by colonies, in order. (See Appendix Q.)
12. Have students put the title of this page “Three Branches of Government” on the top line of page 11 and underline it. Have students draw the trunk of a tree in their book following directions (See Appendix R) and add the details about the three plans presented at the convention. Write the heading for each plan and underline it. Write explanations underneath the headings.

13. Fill out Appendix S with the three branches of the government and the role of each.

14. Have students cut out the top of the tree and glue it on top of the trunk. (See Appendix T.)

15. Have students cut out three symbols at the bottom of Appendix R and glue them to appropriate branch of the government. (See Appendix T.)

16. Have students complete next section of Appendix K, model on the overhead of Appendix K.

17. Collect student copies of Appendix K and Social Studies books for assessment.

E. Assessment/Evaluation
1. Participation in committees and debates.
2. Gluing symbols for three branches of government correctly in their books
3. Appendix K

Lesson Five: Class Constitutional Convention (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
   b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
   c. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)

2. Lesson Content
   a. Writing: Produce a variety of types of writing
   b. American Government—the Constitution: Government by the governed: “We the people”

3. Skill Objective(s)
   a. Students learn to work together in committees to create two class rules.
   b. Students organize and write a Class Constitution.
   c. Students define preamble.
   d. Students read and understand the meaning of the Preamble of the Constitution.
   e. Students create a preamble for the Class Constitution.

B. Materials
1. Overhead projector and pens
2. Social Studies books
3. Pencil for each student
4. Overhead projector and pens
5. Overhead of Appendices U, and V
6. Copy of Appendix W for each student
7. *We the Kids* (book)
9. VCR
10. Appendix W
C. **Key Vocabulary**
1. Preamble—introduction of a document stating its purpose

D. **Procedures/Activities**
1. Pass out Social Studies books.
2. Call to order the Class Constitutional Convention.
3. Assign students to a committee. Instruct students to write the names of the members of their committee in their books on page 12 following the overhead of Appendix U.
4. List the four Platte River Academy virtues on the overhead. (*Respect, Responsibility, Compassion, Integrity*) Instruct students to draw the diagram to copy the four virtues into on page 13 in their books following the example on the overhead of Appendix V.
5. Review with students who should make the rules for our class. Discuss the value of a general rule that will cover several more specific situations. (*Example-Keep your hands and feet to yourself*” instead of “Do not hit. Do not kick. Do not punch. Do not poke.”)
6. Assign each committee two of the virtues. Instruct each committee to discuss, debate and compromise as they create two rules for our classroom, one for each of their two assigned virtues. Instruct students to write their finished rules in their book on page 12 following the example on the overhead of Appendix U. Set a timer for 15 minutes.
7. When timer rings, discuss students’ experiences in working in committees. (*Did you have success? What went well? What was difficult? Were you able to compromise? How?*)
8. Assemble the class rules under the four virtues on the overhead of Appendix V. Combine rules that are alike and change specific rules to more general ones. Have students copy the Class Constitution into their books on page 13.
9. Discuss the meaning of preamble. Instruct students to write the definition on the “Vocabulary” page 3. (*Use page 4 for vocabulary words if students fill page 3.*) Model on overhead of Appendix E.
10. Pass out a copy of the Preamble from Appendix W to each student. Read the Preamble together. Discuss the meaning of the Preamble. Explain that it is one powerful sentence that many people have memorized. (*Students may memorize this for extra credit or you could work on it as a class.*)
11. Instruct students to write the word preamble on the Vocabulary page.
12. Read the book *We the Kids.*
13. Instruct students to glue their copy of the Preamble into their books on page 14.
15. Create together a preamble for the Class Constitution. Instruct students to copy the Class Preamble into their books at the top of page 13 following the example of overhead of Appendix V. (*See Appendix X for a finished example.*)
16. Have students complete the next section of Appendix K, model on the overhead.
17. Collect student copies of Appendix K and Social Studies books for assessment.

E. **Assessment/Evaluation**
1. Participation in committees creating Class Constitution rules
2. Two Rules created for Class Constitution
3. Finished copy of Class Constitution
4. Student copies of Appendix K
Lesson Six: James Madison, Father of the Constitution (45 minutes)

A. Daily Objectives
   1. Concept Objective(s)
      a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State History Standard #1)
      b. Students know how to use the processes and resources of historical inquiry. (Colorado State History Standard #2)
      c. Students understand political institutions and theories that have developed and changed over time. (Colorado State History Standard #5)
   2. Lesson Content
      a. Writing: Produce a variety of types of writing
      b. American History—the Constitution: James Madison, Father of the Constitution; American government is based on the Constitution, the highest law of our land; Government by the governed: “We the people
   3. Skill Objective(s)
      a. Students identify at least one reason that James Madison was called the Father of the Constitution.
      b. Students identify at least one reason that the Constitution is important.
      c. Students draw a portrait of James Madison.
      d. Students display understanding of signing a document by signing the Class Constitution.
      e. Students create symbols for the concepts they have learned about the Constitution.

B. Materials
   1. Copy of Appendix Y for each student
   2. Social Studies books
   3. Pencil for each student
   4. Overhead projector, overhead film and pens
   5. Blank 6”x 6” piece of white paper for each student (if using portraits for bulletin board)
   6. Appendix Z
   7. Several examples of portraits of James Madison
   8. Wall sized copy of the Class Constitution
   9. Table, flag (for background), quill pen and ink (or marker and feather)
   10. Camera and film
   11. Student copies of Appendix K
   12. Overhead of Appendix K

C. Key Vocabulary
   1. Portrait-drawing that is a likeness of a person

D. Procedures/Activities
   1. Discuss why James Madison is called the Father of the Constitution. (What is a father? Who else was called the father of something? George Washington, Father of our country. James Madison helped to call the convention, arrived eleven days early, studied governments to find the best ideas, cared a lot about getting a good government for the people, spoke many times at the convention, took notes at the convention which are the only record of what went on, brought a plan to the convention, many of his ideas are in the Constitution, and he worked hard to get it ratified.)
2. Discuss why the Constitution is so important. *(It gave the government to the people, the Fifty-five delegates from the Thirteen Colonies worked hard and compromised to write it, it has lasted over 200 years, it can be changed by Amendments, and it has been used as a model for other governments.)*

3. Pass out copies of Appendix Y to each student. Read the sentences together. Instruct students to fill in the blanks in the sentences. Collect copies of Appendix Y for assessment. *(Can be glued into books during Lesson Seven or used for bulletin board with portraits and glued into books later.)*

4. Discuss what a portrait is and what an artist should remember when drawing a portrait. *(Start with an oval that fills about two-thirds of the page, eyes are in the center, draw lightly for ease in erasing, think about how a face really looks.)*

5. Pass out Social Studies books.

6. Have students turn to page 15 in their books and count up eight lines from the bottom of the page. Now have students draw a horizontal line across the page on the eighth line. *(If you want to use these portraits for a bulletin board, have the students draw on the 6” x 6” blank pieces of paper that can be glued into books at a later date.)* Have students draw portrait of James Madison on page 15 using guided drawing following the directions on Appendix Z. Show several examples of portraits of James Madison to the students. *(Use books in Resource Section for portraits and enlarge on copier.)* Celebrate their excellent portraits! Have all students hold up their books open to page 15 so everyone can share their portraits.

7. Explain that before the Constitution of the United States was ratified by the states, the delegates who wanted the document to become law signed the document. *(What do you think this meant? What will it mean when you sign our Class Constitution? You agree to abide by what is written in it.)*

8. Show wall sized copy of the Class Constitution to class. Read the Class Constitution together. Have students go to prepared table or desk that is set up for signing and have each student sign the Class Constitution with a quill pen. Take a photograph of each student signing it that will be glued into his or her book. *(Photos look great with an American flag background. If you do not have access to a quill pen, tape a feather to a black marker.)*

9. Pass out typed copies of the Class Constitution *(modeled after Appendix X)* to each student and have them glue it on the bottom half of page 16. The photograph of each student signing the Class Constitution will be glued to the top half of this page.

10. Discuss with students what would be good symbols for this unit. *(Examples of symbols might be a quill pen, a scroll, “We the People”, names of Colonies, names or drawings of delegates, green covered table, flies, signatures, three branches of government-symbols or a tree, flag, etc.)*

11. Have students draw symbols of the Constitution unit on their Constitution title page on page 1. Students must add four symbols to their title page and be able to explain them.

12. Have students complete the last section on their copies of Appendix K.


**E. Assessment/Evaluation**

1. Appendix Y
2. Portrait of James Madison
3. Symbols on title page
VI. **CULMINATING ACTIVITY**
   A. Discussion of each students’ copy of Appendix K with student
   B. Constitution Study Guide for review (Appendix BB)
   C. Watch the video, *The Birth of the Constitution* or read aloud the book, *Shh! We’re Writing the Constitution*.
   D. Constitution Test (Appendix C)

VII. **HANDOUTS/WORKSHEETS**
   A. Appendix A: Theme Book Cover
   B. Appendix B: Title Page
   C. Appendix C: Table of Contents
   D. Appendix D: Constitution Title Page
   E. Appendix E: Vocabulary Page
   F. Appendix F: Parent Checklist
   G. Appendix G: Who Should Make the Rules
   H. Appendix H: Shared Writing on the Constitutional Convention
   I. Appendix I: Drawing Independence Hall
   J. Appendix J: Guided Drawing Instructions
   K. Appendix K: Constitution Unit Rubric
   L. Appendix L: Thirteen Colonies Map
   M. Appendix M: Legend for Thirteen Colony Map
   N. Appendix N: Colony Abbreviations
   O. Appendix O: Compromise Situations
   P. Appendix P: Delegate Descriptions
   Q. Appendix Q: Voting and Ratification
   R. Appendix R: Three Branches of Government
   S. Appendix S: Trunk and Plans
   T. Appendix T: Completed Three Branches of Government
   U. Appendix U: Committee Members and Rules
   V. Appendix V: Virtues and Class Constitution Diagram
   W. Appendix W: Preamble
   X. Appendix X: Completed Class Constitution
   Y. Appendix Y: Father of Our Constitution
   Z. Appendix Z: Guided Drawing Instructions for Portraits
   AA. Appendix AA: Vocabulary List
   BB. Appendix BB: Page Guide
   CC. Appendix CC: Constitution Study Guide
   DD. Appendix DD: Constitution Test
   EE. Appendix EE: Answer Key to Constitution Test

VIII. **BIBLIOGRAPHY**
   B. Founding Fathers, Delegates to the Constitutional Convention. [http://www.americanpioneers.com/history/founding_fathers_delegates.htm](http://www.americanpioneers.com/history/founding_fathers_delegates.htm)

G. Kroeker, Krystal, “We’re Writing the Constitution”. Available at [www.ckcolorado.org](http://www.ckcolorado.org), 2002.


Second
Grade
Social
Studies
## Appendix C

### Table of Contents

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>Constitution</td>
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Appendix D

Constitution Title Page

CONSTITUTION
Appendix E
Vocabulary Page

Vocabulary

1. Constitution-a basic plan of laws to help people live together in peace and happiness that cannot be easily changed
Appendix F
Parent Checklist

Name______________________________

<table>
<thead>
<tr>
<th>Parts of Social Studies Book</th>
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<tr>
<td><strong>Cover</strong>—Student’s name on first line and Social Studies on second line of cover</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Page Numbers</strong>—starting with the Constitution Title Page which should be page 1, student should have numbered all pages in the book in the upper outside corner of each page. Odd numbers will be on the upper right hand corner of the right hand page, and even numbers will be in the upper left hand corner of the left hand page. All numbers should be about 1/3 inch high and neat and legible.</td>
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**Parent Signature___________________________**

Please return Social Studies Book and Checklist tomorrow even if it is not complete. Your student will be able to bring it home again.
Appendix G

Who Should Make the Rules?

Name________________ Date____________

Put a smiley face beside each person you think should help to make the rules for our classroom.

_____ 1. Your mom
_____ 2. Mrs. Meyer, the librarian
_____ 3. Mrs. Stubbs, 2nd Grade aide
_____ 4. Mr. Barber, the assistant principal
_____ 5. Mrs. Williams, the building engineer
_____ 6. You
_____ 7. Mrs. Manello, 2nd Grade teacher last year
_____ 8. 3rd Grade students who were 2nd Graders last year
_____ 9. Mrs. Young, 2nd Grade teacher
_____ 10. Mrs. Gambill, 2nd Grade teacher
_____ 11. Mrs. Rooney, principal
_____ 12. All the 2nd Graders

Adapted from A Salute to the Constitution and the Bill of Rights.
NIE office (317) 633-9005.
Appendix H

Shared Writing on the Constitutional Convention

The Constitutional Convention was held in Philadelphia at the Pennsylvania State House, called Independence Hall. It lasted from May to September in 1787. 55 delegates attended from twelve colonies because Rhode Island did not send a delegate. It was a very hot summer, but the windows stayed locked to keep the meetings a secret. 39 delegates, including George Washington, Benjamin Franklin and James Madison, signed the Constitution on September 17, 1787.

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Appendix I

Drawing Independence Hall

The Constitutional Convention was held in Philadelphia at the Pennsylvania State House, called Independence Hall. It lasted from May to September in 1787. 55 delegates attended from twelve colonies because Rhode Island did not send a delegate. It was a very hot summer, but the windows stayed locked to keep the meetings a secret. 39 delegates, including George Washington, Benjamin Franklin and James Madison, signed the Constitution on September 17, 1787.
Appendix J

Guided Drawing Instructions

1. Teacher draws on the overhead while giving students verbal instructions which they follow as they draw in their books with a pencil. Encourage students to press lightly.
2. Count up eight lines from the bottom of page 5 and draw a horizontal line on the eighth line all the way across the page.
3. Draw a rectangle sitting on the horizontal line. The rectangle should go from the red margin line on the left to one inch from the right edge of the paper and be five lines high.
4. Go in two inches from the left hand edge of the rectangle and draw a line from the top of the rectangle to the bottom. Now do the same thing two inches from the right hand side.
5. In the left hand small rectangle, count up two lines from the bottom and draw a horizontal line on the second line all the way across the small rectangle. Count up one more line and draw another horizontal line all the way across the small rectangle. In the top part of that small rectangle make three very small rectangles side by side. Repeat the three small rectangles in the lowest part of the small rectangle. Divide each of these very small rectangles in half horizontally and then in quarters, then divide each in half and quarters vertically. Repeat for each very small rectangle.
6. Repeat for the right hand side in the right hand side small rectangle.
7. In the center rectangle, count up two lines and draw a horizontal line but leave a ¼ inch space between the line and the edge of the rectangle.
8. In the center of this horizontal line draw a vertical line down to the bottom of the rectangle. Now draw two more lines each ½ inch away from the centerline. Add handles to the doors.
9. At the upper edge of the door line draw a line up two lines and then curve it over and move down to meet the other edge of the door. Divide this arch in half vertically and then horizontally and then divide each section into thirds vertically and horizontally.
10. Leaving ⅛ inch space to the left of the arched window and starting at the horizontal line above the door, draw a vertical line up to almost the second line and then make a ¼ inch curve back down to the line. Repeat on the right hand side.
11. Starting ⅛ inch from the left edge of the center rectangle just above the small arched window, draw a horizontal line, then make a corner going up into a curve above the arched window and ending with a horizontal line above the right window.
12. Continue the sides of the center rectangle vertically up four more lines on the left and right and complete the rectangle with a horizontal line to connect the two vertical lines.
13. Go to the red margin on the left and start a one line width diagonal line at the top of the left rectangle, then follow that line to the edge of the center rectangle. Repeat on the right side for the roof. On the top of the roof on both sides, add small vertical lines that are one line high to form the fence on the rooftop.
14. In the center rectangle, draw a horizontal line two lines up from the line above the door. In the center of this rectangle, draw a circle that is intersected with straight lines to look like a spider web and add a smaller inner circle. Add knobs to the window frame at north, south, east and west.
15. In the next rectangle center a small rectangle window and divide into halves and thirds horizontally and vertically.
16. Moving in ⅛ inch on each side draw the two line length sides and top of a small rectangle. Add a circle in the center and make a clock with Roman numerals. Add the curved tower and weather vane and you have Independence Hall. Hopefully this gives you an idea of how to give guided drawing instructions.
### Constitution Unit Rubric

**List of Projects to be completed for unit:**

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<td>6. Labeling</td>
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<td>7. Coloring</td>
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<td>9. Gluing</td>
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<td>10. Effort and creativity</td>
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<td>All completed, very neat and legible, copied correctly, drawn and colored lightly, labeled and traced correctly, glued with no edges sticking out, adequate glue applied, shows excellent effort and creativity</td>
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<th>1 Emergent (79-0%)</th>
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<td>Much work missing, little effort at neatness, legibility, or coloring lightly, or tracing and labeling correctly, very little effort or creativity</td>
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| 1. Cover (Name and Social Studies) | 4 | 3 | 2 | 1 |
| 2. Title Page (Second Grade Social Studies) | 4 | 3 | 2 | 1 |
| 3. Table of Contents (Table of Contents, Unit and Page) | 4 | 3 | 2 | 1 |
| 4. Constitution Title Page (Constitution) page 1 | 4 | 3 | 2 | 1 |
| 5. Vocabulary page (Vocabulary) page 3 | 4 | 3 | 2 | 1 |
| 6. Parent Checklist completed and turned in | 4 | 3 | 2 | 1 |
| 7. Who Should Make the Rules? | 4 | 3 | 2 | 1 |
| 8. Independence Hall drawn and Shared Writing glued in | 4 | 3 | 2 | 1 |
| 9. Thirteen Colonies Map drawn | 4 | 3 | 2 | 1 |
| 10. Thirteen Colonies Legend | 4 | 3 | 2 | 1 |
| 11. Thirteen Colonies labeled | 4 | 3 | 2 | 1 |
| 12. Thirteen Colonies colored | 4 | 3 | 2 | 1 |
| 13. Compromise Situations | 4 | 3 | 2 | 1 |
| 14. Delegate glued in and portrait drawn | 4 | 3 | 2 | 1 |
| 15. Three Branches of Government | 4 | 3 | 2 | 1 |
| 16. Three Plans copied and Trunk drawn | 4 | 3 | 2 | 1 |
| 17. Committee Members written in | 4 | 3 | 2 | 1 |
| 18. Two Rules written | 4 | 3 | 2 | 1 |
| 19. Class Constitution copied | 4 | 3 | 2 | 1 |
| 20. Preamble to U.S. Constitution glued in | 4 | 3 | 2 | 1 |
| 21. Preamble to Class Constitution copied | 4 | 3 | 2 | 1 |
| 22. James Madison Drawing | 4 | 3 | 2 | 1 |
| 23. James Madison Sentences filled in | 4 | 3 | 2 | 1 |
| 24. Class Constitution and photo glued in | 4 | 3 | 2 | 1 |
| 25. 4 Symbols on Constitution Title Page | 4 | 3 | 2 | 1 |

**Column Totals:** + + + +

**Total Possible:** 100 points

**Total:**
Appendix L

Thirteen Colonies Map
Appendix M
Thirteen Colonies Map Legend

Legend

- Small Colonies
- Large Colonies
Appendix N

Colony Abbreviations

Abbreviations for
13 Colonies
Georgia - GA
South Carolina - SC
North Carolina - NC
Virginia - VA
Maryland - MD
Delaware - DE
New Jersey - NJ
Pennsylvania - PA
New York - NY
Connecticut - CT
Rhode Island - RI
Massachusetts - MA
New Hampshire - NH
Appendix O
Compromise Situations

Name_____________________
Explain what you would do in the following situations so that everyone is happy.

1. You and a friend want to read the same book at the same time.

2. You are playing hide and seek with your friends. Three of you want to be IT at the same time.

3. You and your brother (or sister) want to watch a different TV show at the same time.

4. Half of the class wants to play on the soccer field and half wants to play on the playground. You all must do the same thing this recess.

5. You are making a poster with a group of classmates and you each want to use a different color for the writing.
Appendix P
Delegate Descriptions

George Washington
Colony-Virginia
Age 55, 6'2" tall, proud man, quick temper, stern expression, fearless, loved to ride his horse at high speed, unanimously elected president, sat in front of the room and rarely spoke because he did not want to influence the discussions, when he was in charge, everyone did what he wanted, he strictly enforced the secrecy ruling in the meetings, signed

James Madison
Colony-Virginia
Age 36, small man, 5'6" with a very soft voice, loved to read, never missed a day of meetings, sat in front and took notes on everything that was said, would not allow his notes to be published until the last delegate had died and that was him, gave 161 speeches during the convention (3rd most), came with a plan to form a government which was used in the Virginia Plan, against the Great Compromise and swayed others to not vote for it, signed

Edmund Randolph
Colony-Virginia
Age 34, was the governor of Virginia, tall, handsome, likeable, wanted a committee of 3 for president, wanted national government supreme over states, presented the Virginia Plan, got cold feet, wary of one man executive, did not sign

George Mason
Colony-Virginia
Age 62, scholarly planter, author of VA Bill of Rights, wanted a Bill of Rights, frequent speaker, said "It would give great quiet to the people" if there was one, hated slavery and spoke out against it while still owning slaves, didn't sign because there was no Bill of Rights
John Blair
Colony-Virginia
Age 55, lawyer, from a prominent VA family, Federalist, on the Committee that drafted the VA Bill of Rights, attended convention daily but never spoke or served on a committee, signed

Benjamin Franklin
Colony-Pennsylvania
Age 81, the oldest delegate, but had the active mind of a youth, in pain, could not stand to read his speeches so had Wilson read them, cheery disposition and could calm other delegates, had to be watched outside the convention so that he didn't talk too much about the debates, fell asleep during boring speeches, signed

James Wilson
Colony-Pennsylvania
Age 45, tall, heavy man, round glasses, powdered hair, plump cheeks, one of America's best lawyers, knew the history of governments, all respected him, spoke 2nd most at convention after Morris, read Franklin's speeches, suggested president be one person elected by all the people, cared little for states, more for people's rights, opposed slavery and was proud that Pennsylvania had outlawed it, signed

Gouverneur Morris
Colony-Pennsylvania
Age 35, leading politician of the time, very tall and vain about it, bold, dashing, witty and brilliant, enjoyed the ladies, had wooden peg for one leg, gave the most speeches at the convention-173, polished speaker, headed committee that polished the final Constitution and wrote the document by hand adding some of his own language including "We the People", signed

Jared Ingersoll
Colony-Pennsylvania
Age 38, lawyer, missed no sessions, seldom spoke, favored revision of Article of Confederation, signed
Appendix P, page 3

John Dickenson
Colony-Delaware
Age 55, lawyer, moderate, once rich but lost many properties in the war, refused to sign the Declaration of Independence, freed all his slaves in 1777, helped write the Articles of Confederation, started out for strong states rights, but changed his mind and said “We are a Nation!” , wrote public letters supporting Constitution, often wrote his 4 year old daughter letters during the convention, signed

Gunning Bedford
Colony-Delaware
Age 40, lawyer, classmate of James Madison, fat, uncomfortable in the heat, member of the Great Compromise committee, upset everyone by yelling at the large state delegates “I do not, gentlemen, trust you! Will you crush the small states?” during the debate about the Virginia and New Jersey Plans, said that small states don’t need a union because they could go to foreign countries for aid, signed

Jacob Broom
Colony-Delaware
Age 35, surveyor, map maker, merchant, spoke several times at convention, never missed a session, may have had a hand in keeping the convention from ending before the work was complete, signed

George Read
Colony-Delaware
Age 54, had a reputation as an honest lawyer, supported and signed the Declaration of Independence after voting against independence, spoke often at convention in defense of small states rights, favored strong executive, instrumental in DE being first to ratify the Constitution, signed
Appendix P, page 4

**Charles Cotesworth Pinckney**  
Colony-South Carolina  
Age 41, traveled to Europe with his father at age 7, studied law in England, leader at the convention, present at all sessions, for powerful national government, wanted senators to serve without pay, worked on compromise over slavery in ending slave trade, signed

**John Rutledge**  
Colony-South Carolina  
Age 48, attended all sessions, served on five committees, fought for the southern states to keep slavery legal, wouldn’t budge on this, while arguing for this he was quietly freeing his own slaves, owned only one when he died, signed

**Pierce Butler**  
Colony-South Carolina  
Age 43, born in Ireland, father a baronet, came to Boston as British soldier, married SC woman and resigned from army to become a planter, war cost him much of his property, attended almost every session, he was an outspoken nationalist, supported slavery, signed

**Elbridge Gerry**  
Colony-Massachusetts  
Age 43, prosperous merchant, called “Grumbletonian” because he was always angry about something, antagonized everyone with his inconsistency, objected to everything he did not propose, came to revise the Articles of Confederation, didn’t think a vice president was necessary, thought keeping slavery would lead to civil war, had signed the Declaration of Independence and Articles of Confederation, but did not sign the Constitution because it had no Bill of Rights

**Nathaniel Gorham**  
Colony-Massachusetts  
Age 49, a public notary and politician, had 9 children, spoke often at The convention, served on two committees, was a moderate nationalist, For a central government, signed
Daniel Carroll
Colony-Maryland
Age 57, gentleman planter and politician, signed Articles of Confederation, did not arrive at convention until July 9th, but then attended regularly, spoke 20 times during debates, served on one committee, signed

Luther Martin
Colony-Maryland
Age 39, brilliant lawyer, tall, mussed up looking man who loved the sound of his own voice, arrived June 9, talked loudly and passionately, but too long, put Ben Franklin to sleep, repeated himself, he was always angry about something, opposed strong central government, on June 27 talked for 3 hours against VA plan, left convention early, did not sign

Alexander Hamilton
Colony-New York
Age 35, father deserted family when he was 11, dashing, handsome, small and slim, a genius, wrote well, wanted a government like England, president for life, strong central government, two other New York delegates left early and went home, signed

William Pat(t)erson
Colony-New Jersey
Age 42, born in Ireland, immigrated at age 2, lawyer, good speaker, 5’ 2” tall, cheerful, modest, likeable, hard worker, signed Declaration of Independence, wanted a loose federation of states, introduced the New Jersey Plan to oppose the Virginia Plan, wanted each state to get one vote, left in late July, but returned to sign

Jonathan Dayton
Colony-New Jersey
Youngest delegate at age 26, soldier in Revolutionary War, lawyer, land speculator, bought lots of land in Ohio, has city named after him, in setting terms for members of the House of Representatives, the age was set at 25 so that he would be able to serve, signed
Appendix P, page 6

Roger Sherman
Colony-Connecticut
Age 66, second oldest, shoemaker turned farmer turned lawyer, lean, large round head, sharp nose, big hands and feet, spoke plain sensible words, clever debater, only man to sign Declaration of Independence, Articles of Confederation and Constitution, presented Great or Connecticut Compromise with two houses in Congress, signed

Oliver Ellsworth
Colony-Connecticut
Age 42, studied theology and law, had clear and deep understanding of constitutional issues, eloquent in debate and presenting his arguments strongly, presented the Connecticut Compromise with Sherman which broke the deadlock between small and large states, wrote home about shaking hands with a 2000 year old mummy in a Philadelphia museum, did not sign

William Pierce
Colony-Georgia
Age 47, kept careful notes about all of his fellow delegates, he said of Franklin that he had mind of a youth of 25 and could tell a good story, said of Sherman that he was awkward and had strange manners, but no man had a better heart nor clearer head, participated in three debates, he argued for one house in Congress to be elected by the legislature, and one house elected by the people, he recommended strengthening the federal government, had to leave in the middle of the convention, did not sign

William Few
Colony-Georgia
Age 39, lawyer, 1 of 6 appointed delegates from Georgia, two never came, two didn’t stay, absent all of July and part of August for Congressional service in Georgia, never made a speech but contributed nationalist votes at critical times, voted no on the compromise plan, signed
Nicholas Gilman  
Colony-New Hampshire  
Age 32, did not arrive until July 21 after much of the business was over, so didn’t vote on compromise plan, made no speeches, served on one committee, Federalist, signed

John Langdon  
Colony-New Hampshire  
Age 46, prosperous owner of mercantile business, forced to pay his and Gilman’s expenses to the convention because New Hampshire was either unwilling or unable, arrived on July 21, spoke more than 20 times during debates, member of committee that struck compromise on slavery, sympathetic to strengthening the national government, signed

Richd. Dobbs Spaight  
Colony-North Carolina  
Age 29, educated in Ireland, commissioned officer during the war, then politician, spoke on several occasions at the convention, attended every session, voted yes on the compromise plan, signed

Hugh Williamson  
Colony-North Carolina  
Age 52, licensed minister then studied medicine, surgeon general of NC state troops during the war, helped prevent sickness by paying attention to food, clothing and hygiene, attended faithfully, displayed keen debating skill, served on five committees, helped to formulate the compromise plan, voted yes on compromise plan, signed

William Jackson  
Secretary of the Convention  
Age 28, orphaned at a young age and sent to SC from England to be raised by a family friend and merchant, enlisted before his 17th birthday, studied law, a gifted writer and orator, applied for Secretary job, through the influence of Hamilton he beat out Franklin’s grandson, took notes during the Convention, did not have the right to debate or vote, but favored strong federal government
Appendix Q
Voting and Ratification

**Voting on Compromise Plan:**

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<td>Virginia</td>
<td>Massachusetts couldn’t agree</td>
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<td>New Jersey</td>
<td>Pennsylvania</td>
<td>New York had walked out</td>
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<tr>
<td>Delaware</td>
<td>South Carolina</td>
<td>Rhode Island-no delegates</td>
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<tr>
<td>Maryland</td>
<td>Georgia</td>
<td>New Hampshire late to meetings</td>
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<td>North Carolina</td>
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**Order of Ratification:**

1. Delaware   December 7, 1787
2. Pennsylvania December 12, 1787
3. New Jersey  December 18, 1787
4. Georgia     January 2, 1788
5. Connecticut January 9, 1788
6. Massachusetts February 6, 1788
7. Maryland    April 28, 1788
8. South Carolina May 23, 1788
9. New Hampshire June 21, 1788

**Constitution Ratified and became law**

10. Virginia  June 26, 1788
11. New York  July 26, 1788
12. North Carolina November 1789
13. Rhode Island May 1790
Appendix R
Three Branches of Government

Legislative ____________________________ Executive ____________________________ Judicial ____________________________

M ______  E _________  J _______
the laws  the laws  the laws

Second Grade, Second Graders Create Their
Own Social Studies Book (Part I)  2004 Core Knowledge® National Conference
Appendix S
Trunk and Plans

VA Plan
Favored by
Large colonies
# votes by population

CT Plan
The Great Compromise
Two Houses

NJ Plan
Favored by
Small colonies
One vote each
Appendix T

Completed Three Branches of Government

Three Branches of Government

Legislative
Congress

Executive
President

Judicial
Supreme Court

Make the laws
Execute the laws
Judge the laws

VA Plan
Favored by
Large colonies
# votes by population

CT Plan
The Great Compromise
Two Houses

NJ Plan
Favored by
Small colonies
One vote each
Appendix U
Committee Members and Rules

Members of My Committee Are:
1.
2.
3.
4.

The Two Rules That We Created Are:
1.
2.
Appendix V
Virtues and Class Constitution Diagram

Preamble of Our Class Constitution:

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Appendix W
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.

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.

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.
Appendix X

Completed Class Constitution

Mrs. Young’s Class Constitution

We the second graders of Platte River Academy
in order to live and learn in peace and safety
do establish this class constitution and promise
to live by its rules:

Article I

RESPECT
Show respect for other people, their things,
things, and our school:
Listen when others talk
No touching others’ things
Use Kleenex
No pushing, running,
gum chewing

Article II

RESPONSIBILITY
Show responsibility:
Do your homework
Be on time
Have your supplies

Article III

COMPASSION
Show compassion:
Say nice words
Help others
Treat others kindly,
as you would like
to be treated

Article IV

INTEGRITY
Show integrity:
Tell the truth
Do your own work
No stealing
Appendix Y
The Father of Our Constitution

James Madison is called the Father of the Constitution because ________________________________

______________________________________________.

The Constitution is important because________________

______________________________________________.
Appendix Z

Guided Drawing Instructions for Portraits

1. Remind students to draw lightly for ease in erasing. Demonstrate on the overhead as you talk. Remind
students that all early portraits were drawings not photographs and no two of the same person are exactly
alike.

2. Put a dot in the center of your page four lines (if you are drawing on blank paper you will have to give inches
instead of number of lines) above the horizontal line that you drew. Put a dot in the center of your page one
inch down from the top of the page. Now put a dot on the left hand side of your page two inches in from the
edge of the page, and do the same thing on the right hand side.

3. These four dots give you a guide to draw your oval for the face of the portrait. Now very lightly draw the
oval.

4. Count up seven lines from the bottom of the oval. This is where the eyes should be place. Make a dot
where each of the eyes should be placed to be centered on the face. Draw two almond shapes that are about
one line wide and almost one inch long for the eyes about one inch apart.

5. Just above and below the almond shape, draw another curved line following the shape of the eye.
Add two or three small comma shaped lines just below these lines on the outside corners of the eye.

6. James Madison had a rather aristocratic nose. Between the eyes but closer to the right one start on the
seventh line from the bottom of the oval and draw an upside down backward "L" shaped line with a curve at the
bottom corner of the L at about the fourth line and a small curve up in the bottom line which is about ⅛ inch
long to form the nostril. Just above where you began the nose line, add two small commas with the open sides
facing out giving character to the nose.

7. About one half inch above the eye we need to sketch in the eyebrow. Starting in the center of the face
and following the curve of the eye, sketch in small strokes the hairs of the eyebrow, more strokes in the center
and less as you get to the outer edge of the eye. James Madison did not have a very thick eyebrow, so keep it thin,
especially at the outside edge.

8. Draw the pupil of the eye by drawing a small circle in the center of each of the almond shapes, and shade in.

9. Madison had a rather small mouth so the lips should be about an inch long and center on the second line up
from the bottom of the oval. The top lip is kind of like a very elongated "M" stretched out over an inch. The
bottom lip has more of a curve to it, thin at the edges and fuller in the middle.

10. For Madison's prominent chin, start ⅛ inch below his bottom lip and draw a very light line curving down on
both sides to form a half circle. Add a large comma shaped line on each side of his nose going from the bottom
of the nose to the top of the outer edge of the lips.

11. To define Madison's cheekbones, start a long comma shaped line about one inch out from the corner of his
eyes and about an inch below and curve to within one inch out from his lip edge and one half inch above it.

12. Madison had a receding hairline and wore his white powdered hair tied back with the sides long. Imagine
placing two round balls of about 3 lines width right about each eye and draw in the top curve of each ball.
These curves should meet in the middle giving a point to his hairline. Now draw the sides of his hairline about
⅛ inch from the outer edge of his eyes down until you are even with his mouth. Madison's ears did not show.
The outer edge of his hair was about two inches from the outside of the oval on each side. His hair had a little
wave to it, so as you draw in the hair you can make wavy lines. For the top of Mr. Madison's hairdo, sketch the
hair going straight back on top and rising about ⅛ inch above the oval. Blend in more lines to look like hair, add
some slight curls at the ends.

13. Now we need to form the neck and shoulders. The neck will appear thick because of the scarf type ties
worn at this time. Starting at the edge of where the hair meets the face, draw a line down about two lines and
then curve gently to the outside of the page forming the shoulders and ending up at the horizontal line and about one inch
from the edge of the page.

14. The scarf is drawn with a series of four or five lines one after the other about a line width apart starting under the chin
and going out to the place where the neck started to curve into the shoulders. In the center front of the shirt was a
knotted tie or a series of ruffles that sometimes covered the center front of the neck scarf. Also starting where the neck
curves into the shoulders, add a diagonal line on each side that ends with about a one-inch space between the lines. This
area can be gently darkened to form the coat worn over the white shirt.
Appendix AA
Vocabulary List

For Understanding:
1. **Textbook** - book giving instructions on a specific subject to be used in schools to learn about the subject
2. **Chronological** - in the order of time it happened from earliest time to present
3. **Title page** - page at beginning of book or section of a book that tells what book or section is about
4. **Table of Contents** - page at beginning of a book which lists the sections or chapters of book, also tells on which page each begins
5. **Unit** - small section of material on one topic
6. **Vocabulary** - words used in studying a subject that need to be defined to aid understanding
7. **Symbol** - simple illustration that represents or reminds of an event or idea
8. **Legend** - chart on a map that explains the symbols and colors used on the map
9. **Committee** - group of people working together to accomplish a joint purpose

For Vocabulary Page:
1. **Constitution** - a basic plan of laws to help people live together in peace and happiness that cannot be easily changed
2. **Constitution of the United States of America** - the document that established the federal government of the United States
3. **Delegate** - a person sent to speak and act for or represent other people
4. **Compromise** - an agreement reached when each side gives up some of its demands
5. **Debate** - to discuss and argue opposing views or sides of an issue
6. **Ratify** - support and vote for
7. **Preamble** - introduction of a document stating its purpose
## Appendix BB
### Page Guide

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<th>Contents:</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Constitution Title Page</td>
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<td>Blank</td>
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<tr>
<td>3</td>
<td>Vocabulary Page</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary Page</td>
</tr>
<tr>
<td>5</td>
<td>Independence Hall and Shared Writing</td>
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<td>6</td>
<td>13 Colonies Abbreviations</td>
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<td>7</td>
<td>13 Colonies Map and Legend</td>
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<tr>
<td>8</td>
<td>Who Should Make the Rules?</td>
</tr>
<tr>
<td>9</td>
<td>Compromise Situations</td>
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<tr>
<td>10</td>
<td>Delegate and Portrait</td>
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<td>11</td>
<td>3 Branches of Government</td>
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<td>12</td>
<td>Committee and Rules</td>
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<tr>
<td>13</td>
<td>Class Constitution</td>
</tr>
<tr>
<td>14</td>
<td>Preamble of the US Constitution</td>
</tr>
<tr>
<td>15</td>
<td>Portrait of James Madison</td>
</tr>
<tr>
<td>16</td>
<td>Photo and Final Class Constitution</td>
</tr>
</tbody>
</table>
Appendix CC
Constitution Study Guide

Name____________________________________

STUDY GUIDE FOR THE CONSTITUTION TEST

1. What is the Constitution of the United States of America?
The highest law of our land

2. Why do we need a constitution for our country?
to keep us safe, so we know what the law is, to have
peace, to protect our freedom, to have order, no chaos or confusion

3. What are the first words of our Constitution?
We the People

4. How long did it take to write the Constitution?
4 months

5. What kind of pen was used to write in that time period?
quill

6. Who is called the Father of the Constitution?
James Madison

7. Why? (Give two reasons)
He cared so much about having and writing a good Constitution, he
came up with a plan for the government, his ideas were used in the
Constitution, he read a lot of books about government to know what kind was
best, he spoke many times at the Convention, he helped to write the
Constitution, he took notes at every session of the Constitutional Convention

8. Why do we need rules? To protect our freedom, to keep us safe, so we will
know what is right to do, to keep order-no chaos or confusion, so we can get
our work done
9. Why do we need a Constitution? To protect our freedom, to keep us safe, so we will know what is right to do, to keep order—no chaos or confusion, so we can get our work done.

10. Who should make the rules for our classroom? Us (the students), Mrs. Young, Mrs. Gambill, Mrs. Stubbs.

11. Name one of our classroom rules? See copy of class Constitution.

12. What are the three branches of our government and what each does for us? Legislative – Congress – make the laws; Executive – President – execute the laws; Judicial – Supreme Court – judge the laws.

13. What does “We the people” mean? All the people get to have a say in the government.

14. Which colony did not show up to the Constitutional Convention? Rhode Island.

15. Where was the Constitutional Convention held? Independence Hall, Philadelphia, PA.

16. Did large or small colonies like the New Jersey Plan for the new Constitution? Small (New Jersey was a small colony).

17. Did large or small colonies like the Virginia Plan? Large (Virginia was a large colony).

18. What is the first part of the Constitution called? The Preamble.

19. On what date was the Constitution signed? September 17, 1787.
Appendix DD

Constitution Test

Name_________________________ Date________________

Write in or choose the best answer. The word box below has some
words that may help you. Words from the word box must be
spelled correctly.

<table>
<thead>
<tr>
<th>People</th>
<th>Madison</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>quill</td>
<td>Monroe</td>
<td>James</td>
</tr>
</tbody>
</table>

1. What are the first words of the Constitution of the United
   States of America? __________________________________________

2. What is the Constitution of the United States of America?
   A. A committee that makes the laws
   B. The highest law of our land
   C. Good rules for school

3. Why do we need a Constitution for our country? (Circle two)
   A. So we do not have chaos and confusion
   B. So we know how to get to the White House
   C. Because Abraham Lincoln said we should
   D. To protect our freedom

4. What kind of pen was used to write and sign the Constitution?
   __________________________________________________________

5. How long did it take to write the Constitution?
   A. four years       B. four days       C. four months

6. Who is called the Father of the Constitution?
   __________________________________________________________
7. Why is he called the Father of the Constitution? (Circle two reasons)
A. He had a son named Constitution
B. He cared a lot about making a good Constitution
C. He took notes at every session of the Constitutional Convention
D. He thought the Constitution was his child

8. What does “We the people” mean?
A. People in our country are not smart enough to have a say in our government
B. People in our country do not like the government
C. All the people have a say in the government of our country

8. What was the name of the building where the Constitution was signed?
A. Preamble Hall
B. Independence Hall
C. Madison Hall

9. Name one of our classroom rules. ____________________________
__________________________________________________________

10. Why do we need rules? (Circle all the right answers)
A. To protect our freedom
B. So we can get our work done
C. So we know what to do

11. What are the three branches of our government?
A. Twigs, Leaves, and Roots
B. Virginia, New Jersey, and Connecticut
C. Legislative, Judicial, and Executive
12. Who should make the rules for our classroom?
______________________

Choose one of these words to fill in the blanks in the next three questions:

make execute judge

13. The President helps to _________________ the laws.

14. The Supreme Court helps to _________________ the laws.

15. The Congress helps to _________________ the laws.

16. On which of these dates was the Constitution signed?
   A. July 4, 1776
   B. September 17, 1787
   C. April 10, 1787

17. Which colony did not send delegates to the Constitutional Convention?
   A. Hawaiian Islands
   B. North Carolina
   C. Rhode Island

**Bonus Question:**
The windows on the building where the Constitutional Convention was held were locked because
A. the air conditioning was on and it was hot outside
B. the delegates were afraid of robbers
C. the delegates wanted to keep their meetings secret until they decided what to write in the Constitution
## Answer Key for Constitution Test

Name_________________________ Date________________

Write in or choose the best answer. The word box below has some words that may help you. Words from the word box must be spelled correctly. **CORRECT ANSWERS ARE IN BOLD**

(100 pt. test with 10 bonus points)

<table>
<thead>
<tr>
<th>People</th>
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<th>John</th>
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<tbody>
<tr>
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<td>Monroe</td>
<td>James</td>
</tr>
</tbody>
</table>

1. What are the first words of the Constitution of the United States of America? **We the People** 10 pts. (7 pts., plus 3 for spelling)

2. What is the Constitution of the United States of America?
   A. A committee that makes the laws
   B. The highest law of our land
   C. Good rules for school
   8 pts.

3. Why do we need a Constitution for our country? (Circle two)
   A. So we do not have chaos and confusion 5 pts. each
   B. So we know how to get to the White House
   C. Because Abraham Lincoln said we should
   D. To protect our freedom

4. What kind of pen was used to write and sign the Constitution?
   **quill** 2 pts. (1 pt. plus 1 for spelling)

5. How long did it take to write the Constitution? 5 pts.
   A. four years
   B. four days
   C. four months

6. Who is called the Father of the Constitution?
   **James Madison** 10 pts. (4 pts. each word, 1 pt. each spelling)
7. Why is he called the Father of the Constitution? (Circle two reasons)
A. He had a son named Constitution
B. He helped to write the Constitution
C. He took notes at every session of the Constitutional Convention
D. He thought the Constitution was his child

8. What does “We the people” mean?
A. People in our country are not smart enough to have a say in our government
B. People in our country do not like the government
C. All the people have a say in the government of our country

8. What was the name of the building where the Constitution was signed?
A. Preamble Hall
B. Independence Hall
C. Madison Hall

9. Name one of our classroom rules. (Your class rules)

4 pts.

10. Why do we need rules? (Circle all the right answers)
A. To protect our freedom
B. So we can get our work done
C. So we know what to do

11. What are the three branches of our government?
A. Twigs, Leaves, and Roots
B. Virginia, New Jersey, and Connecticut
C. Legislative, Judicial, and Executive
12. Who should make the rules for our classroom? ______________
   Me, my teachers, my aides 4 pts.

Choose one of these words to fill in the blanks in the next three questions: 4 pts. each
   make    execute    judge

13. The President helps to **execute** the laws.

14. The Supreme Court helps to **judge** the laws.

15. The Congress helps to **make** the laws.

16. On which of these dates was the Constitution signed?
   A. July 4, 1776
   B. September 17, 1787
   C. April 10, 1787 3 pts.

17. Which colony did **not** send delegates to the Constitutional Convention?
   A. Hawaiian Islands
   B. North Carolina
   C. Rhode Island 4 pts.

**Bonus Question:** 10 pts.
The windows on the building where the Constitutional Convention was held were locked because
A. the air conditioning was on and it was hot outside
B. the delegates were afraid of robbers
C. the delegates wanted to keep their meetings secret until they decided what to write in the Constitution