THE CONSTITUTION – AMERICAN GOVERNMENT

Grade Level: Second
Presented by: Amy Larsen, Patty Ferris, MaryAnn McLoone; Shrewedwood Elementary
Length of Unit: Eight lessons

I. ABSTRACT
In studying the Constitution, students will come to understand six basic concepts that are integrated throughout the unit. These ideas surpass the topics being studied – students will apply them to many areas of their lives. Upon completion of this unit, students will understand:
- why English colonists migrated to the New World;
- how belief systems affect a society’s actions;
- how colonists’ beliefs about a fair government affected their actions and resulted in the Revolutionary War; and
- that any group of people needs basic rules/laws/government in order to function effectively.
Students will also realize a country needs to establish a government that best meets its needs.

II. OVERVIEW
A. Students will understand why English colonists migrated to the New World; how belief systems affect a society’s actions; how the colonists’ beliefs about a fair government affected their actions and resulted in the Revolutionary War; and that any group of people (family, school, community, country) needs basic rules/laws/government in order to function effectively.
Students will realize that a country needs to establish a government that best meets its needs.
Students will develop an awareness of Virginia, its bordering states, major rivers, and mountain ranges to understand the relative location and terrain of a region.

B. Specific Content from the Core Knowledge Sequence includes the following:
1. American Government based on a constitution: Introduce the Constitution as the highest law of our land.
   a. James Madison as the “Father of the Constitution”
   b. Government by the consent of the governed: “We the people”
2. Through analogies to familiar settings—the family, the school, the community—introduce children to some basic purposes and questions regarding American government such as: What is government? What are some basic functions of American government? (Making and enforcing laws; settling disputes; protecting rights and liberties, etc).

C. Various skills will be taught in this unit:
1. mapping
2. making predictions
3. working cooperatively
4. following directions
5. reading for a purpose
6. synthesizing information
7. communicating effectively in written and oral form
8. participating in group activities
9. organizing and prioritizing
10. compromising
11. classifying

III. BACKGROUND KNOWLEDGE
A. For teachers and students:
1. What Your First Grader Needs to Know, by E. D. Hirsch, Jr.
3. *The 13 Colonies (A New True Book)* by Dennis Fradin

IV. RESOURCES

A. Books
2. Fradin, Dennis. *The 13 Colonies*.
6. Levy, Elizabeth. *...If You Were There When They Signed the Constitution*.

V. LESSONS

A. Lesson One: English Colonies/Review of Purpose of Colonies

Objectives:

a. Concept objective: Students will understand why English colonists migrated to the New World.

b. Skill objectives:
   (1) Students will identify the 13 colonies on a map.
   (2) Students will use a key on a map.
   (3) Students will predict why the colonists would come to the New World.

2. Materials:
   b. *The 13 Colonies* by Dennis Fradin
   c. Map of 13 colonies (teacher copy)
   d. Map of world (teacher copy)
   e. Student copies of map, pre-drawn ship
   f. Time line

3. Prior Knowledge for Students:
   In 1607, England was involved in conflicts with other countries. Some citizens were unhappy with life in England and took advantage of the opportunity to establish a new life in the Americas. Reasons they chose to leave include: job opportunities, less laws, and more freedom. Even though they had moved to the New World, they were still loyal to the king at this point.

4. Key Vocabulary:
   a. colony
   b. opportunity
   c. freedom

5. Procedures/Activities:
   a. Using the background information, establish children’s awareness of incentives which attracted English colonists to the new land.
   b. Brainstorm the reasons why people might leave one place to go to another.
   c. Read excerpts from *What Your First Grader Needs to Know* (pp. 158-160) on “Thirteen Colonies.” See also *Thirteen Colonies (New True Book)*.
   d. Using world map, show England’s distance from America. Focus on Virginia — Jamestown.
   e. On overhead, display map of 13 colonies. Discuss names, etc. Hand out student copies of
map. Students will outline 13 colonies, write names, color code map based on key, and glue English ship next to Jamestown.
f. Check and revise predictions from Step 2. Recap real reasons for colonists coming to America.

6. Evaluation/Assessment:
a. Discussions, observations, and review of predictions.

B. Lesson Two: Virginia Day

1. Objectives:
a. Conceptual objective: Students will develop an awareness of Virginia, its bordering states, major rivers, and mountain ranges to understand relative location and terrain of a region.
b. Skill objectives:
   (1) Students will create land forms and place them correctly on a relief map of Virginia.
   (2) Students will practice using a sense of perspective and directionality to create an accurate map of Virginia.
   (3) Students will practice working cooperatively to meet their goal.

2. Materials:
   a. 1 poster board with outline of Virginia and bordering states for each small group
   b. clay (mountains)
   c. yarn (rivers)
   d. markers/crayons
   e. Virginia by Karen Sirvaitis
   f. From Sea to Shining Sea by Dennis Brindell Fradin

3. Prior Knowledge for Students:
   Virginia hosts the site of the first colony from England, Jamestown, which is located in the Southeastern part of the state. Virginia’s mountains include the Shenandoah and Appalachian Mountains. Virginia’s major rivers include the James, Potomac, and Rappahannock rivers. Virginia’s bordering states are Maryland, North Carolina, West Virginia, Tennessee and Kentucky

4. Key Vocabulary:
   a. Jamestown
   b. Shenandoah
   c. Appalachian
   d. James
   e. Potomac
   f. Rappahannock

5. Procedures/Activities:
a. Explain the plan for this lesson by describing the rotations the small groups will participate in to complete their relief map. With three second grade teachers, each small group will meet with each teacher for a 25-30 minute duration to complete one section of their map. One teacher will work with groups on Virginia’s mountains, one with the state’s rivers, and one with its bordering states.
b. Place students in small groups of three or four. Divide groups into three stations.
c. In each station, the teacher will introduce the concept and vocabulary (such as “rivers”) to the small groups, and discuss with them how they will include that particular land form on their relief map (modeling with a sample map outline if needed). Then students will work as a team to accurately create and position that landform on their map, labeling it when they finish.
d. The last rotation should send students back to their own classroom. Following the completion of all three sections of their map (mountains, rivers, bordering states), each homeroom teacher will culminate the activity by asking questions which will require students to recall the land forms and details of their map (Ex: Who can name and locate one major river in Virginia?) The teacher will also ask students to use miniature pictures of a person, a horse, and a boat to practice directionality and locating places on their map. (Ex: Which kind of transportation might be best to travel across the Shenandoah? Why? Use that transportation picture to show this. Which direction could you travel? North, south, east, west?)

6. Evaluation/Assessment:
   a. Observe and record observations of small groups’ work, noting cooperation skills and use of vocabulary.
   b. Observe and note students’ ability to correctly locate and place each landform on their map (Ex: Does the river flow in the correct direction?).
   c. Examine each small group’s final map of Virginia; note details and accuracy.

7. State Test Connection:
   As part of the Virginia Standards of Learning, students in second grade are required to learn this information.

C. Lesson 3: Unrest in the Colonies/Feuds with England
   1. Objectives:
      a. Concept objective: Students will understand how belief systems affect a society’s actions.
      b. Skill objectives:
         (1) Students will engage in a role-play.
         (2) Students will read scripts.
         (3) Students will follow directions.
   2. Materials:
      a. If You Were There When They Signed the Constitution (pp. 8-10)
      b. Timeline of events leading up to the Revolution
      c. Script for Reader’s Theater
   3. Prior Knowledge:
      In 1763, King George III demanded more taxes be paid by the colonists. This caused a great deal of unrest among the colonists. They decided there should be “no taxation without representation.” Two years later, in 1765, the king passed the Stamp Act. This required a revenue stamp to be placed on every piece of paper – newspaper, legal documents, etc. Again, the colonists stated there should be “no taxation without representation.” In that same year, England also passed the Quartering Act. This forced the colonists to house British soldiers in their own homes. In 1773, the Tea Act was passed. The colonists thought of this as England’s way of gaining control over the tea industry. On December 16, 1773, the colonists dressed as Mohawk Indians, raided ships located in Boston Harbor and poured chests of tea into the Harbor. This is known as the Boston Tea Party. England responded by closing Boston Harbor until the tea was paid for. All of these events caused the colonists to desire independence from England. They did not, however, want to be a United States. The Continental Congress met several times, and the result of their meetings was the signing of the Declaration of Independence on July 4, 1776.
   4. Key Vocabulary:
      a. taxation
      b. representation
      c. Act
5. Procedures:
   a. Review Lesson One – reasons why the colonists came to the Americas, etc.
   b. Read pp. 8-10 of *If You Were There When They Signed the Constitution*.
   c. Students will create puppets of colonists, minutemen, Redcoats, and King George to use in role-play.
   d. Children will participate in role-playing situations depicting the Stamp Act, the Tea Act/Boston Tea Party, and the Declaration of Independence. The skits will be written by the teachers for the children to read and present. (See Appendix A.)
   e. Children will present the skits to the class.
   f. Students and teacher will discuss the various acts passed by England, and review the colonists’ reasons for desiring independence.

6. Evaluation/Assessment:
   a. During the class discussion and the presentation of the skits, evaluate the students’ knowledge of the colonists’ desire for independence, and the events that led up to the Declaration of Independence.
   b. During Language Arts, students will also be given a journal prompt (Write and illustrate three events in the colonies that led to the Revolutionary War) to evaluate their understanding of how the colonists' beliefs led to the Revolutionary War. Students' focus should be on the colonists' actions that reflected their desire for independence.

D. Lesson Four: Review of the Revolutionary War

1. Objectives:
   a. Conceptual objective: Students will understand how the colonists’ beliefs about a fair government affected their actions and resulted in the Revolutionary War.
   b. Skill objectives:
      (1) Students will synthesize information about the colonial or British army onto a chart.
      (2) Students will practice working cooperatively in a small group.
      (3) Students will demonstrate effective oral communication within each group, and effective written communication on their charts.

2. Materials:
   a. *If You Were There When They Signed the Constitution* (pp. 11, 14)
   b. Timeline begun in Lesson One
   c. *Paul Revere's Ride* by Henry Wadsworth Longfellow

3. Prior Knowledge:
   Leading up to the year 1775, there was a gradual increase of British soldiers stationed among the colonies in America. When King George III heard of the colonists’ publishing the Declaration of Independence in 1776, he sent more than 100 ships of British Redcoats to Boston Harbor. The Revolutionary War was in full swing. The date June 17, 1775, marked the Battle of Bunker Hill, where George Washington was chosen as the leader of the colonists’ army. The “patriot troops” included the Continentals (Washington’s professional army) and the Militia (state troops led by officers elected by the colonies). During the war, the Continental Congress still had hope that England would be able to make a compromise with the colonies concerning government regulations. At this time, Benjamin Franklin asked the French to help the colonists; the French refused until they knew the colonists were sure to be victorious over England. In 1781, the Battle of Yorktown took place along the coast of Virginia, where Cornwallis surrendered. The war finally ended in December 1783, marked by the return of British general Grey Carleton back to England.
4. Key Vocabulary:
   a. Revolution
   b. Redcoats
   c. Militia
   d. Troops

5. Procedures:
   a. Review with students why the colonists were ready to go to war with England.
   b. Read and discuss pages 11, 14 of *If You Were There When They Sign the Constitution* (focusing on the war).
   c. Introduce the importance of Paul Revere. Read *Paul Revere's Ride*. In the context of the story/poem, discuss the key vocabulary.
   d. Using the prior knowledge, briefly discuss the important events of the Revolutionary War.
      Focus on the experiences of each army (continental vs. British), including the pros and cons each army faced during the war. Ask the students to think about WHY they thought the colonists were able to defeat the British.
   e. Break the students into small groups of 3 or 4. Assign each group a certain army (continental or British). Ask each group to take the viewpoint of their particular army and brainstorm what their experiences must have been like. (Example: "How would your army be able to handle the landscape it was fighting on? Which army would have the advantage of knowing more about its surroundings?")
   f. Each group should assign a "scribe" who will write the ideas of the group members onto a chart (writing each member's initials by their idea). Ideas should list key words or ideas about the important advantages and disadvantages of the groups assigned army. The groups should also write about why they think their army won or lost. (See Appendix B for examples.)
   g. Pull groups back together into a whole group. Let each group share its chart. Discuss the similarities and differences among the various charts.
   h. (Possible extension activity) Use Appendix C to assess and review Lessons 1-4.

6. Evaluation:
   a. Teacher will observe the students' participation in the group discussions, both as a whole class, and in small groups.
   b. Teacher will observe and note ideas brainstormed by each small group, as well as how those ideas are communicated on the chart (Did the group synthesize information from the discussion and keep key ideas in mind?).
   c. The teacher will also assess the chart to note the level of participation of each member in the group. (Did each member make a contribution?)
   d. (Extension activity) Have a small group or individual brainstorm and write about the effects if the colonists had LOST the Revolutionary War. What do you think the colonists would have done? What would England have done? What would America be like today?

E. Lesson Five: Preparing for a New Country's Government

1. Objectives:
   a. Concept objective: Students will realize that a country needs to establish a government that best meets its needs.
   b. Skill objectives:
      (1) Students will work cooperatively.
      (2) Students will participate in shared writing.
(3) Students will practice organizational skills.
(4) Students will give an oral presentation.
(5) Students will prioritize.

2. Materials:
   a. The Constitution
   b. *If You Were There When They Signed the Constitution* (pages 15, 17, 20-21, 29, 38-
      41, 45, 48).
   c. Timeline used in previous lessons
   d. Chart paper
   e. Markers

3. Prior Knowledge:
   Even though they had won the war, the colonists did not agree on how their government
   should be run. Alexander Hamilton and James Madison called for delegates from the states to
   meet in Philadelphia in May of 1787. The big debate was whether to have a strong central
   government or to have the power be left to the states. Taxation without representation was
   still a major concern for the colonists. They had to find a fair way to collect taxes. There had
   to be a compromise in order to be able to write the Constitution and have a fair government.
   The delegates finally agreed, and George Washington was elected leader of the meeting.
   They also needed to decide about their head of government. Some delegates did not want one
   because it reminded them of King George. They were finally ready in September to write
   their new form of government.

4. Key Vocabulary:
   a. compromise
   b. delegates

5. Procedures:
   a. Present scenarios to the students in which they have to compromise to come to a solution.
      These will be based on teacher-selected topics (See Appendix D). The children will have
      ten minutes to decide on the pros and cons of a situation, including what would have to be
      given up, and ten minutes to compromise in order to come to a common solution. Each
      group should assign a “scribe” who will write the ideas of the group members onto a
      chart, writing each members’ initials next to their ideas. The chart should show
      prioritization of their ideas.
   b. Children will present their pros and cons and compromise.
   c. Link this idea with the idea that the Constitution came about from compromise.
   d. Use *If You Were There When They Signed the Constitution* and The Constitution
      pages for further discussion.
   e. Write date of Constitution Convention on timeline and review dates from previous
      lessons.

6. Evaluation:
   a. Teacher will evaluation using students’ chart responses and the presence of
      prioritization. (Is this idea important to their cause or is it a frivolous response? Did
      students work cooperatively? Did students present their ideas in an organized and
      coherent manner?)

F. Lesson Six: The U.S. Constitution and the Parts of Government
1. Objectives:
   a. Conceptual objective: Students will understand that any group of people (family, school,
      community, country) needs basic rules/laws/government in order to function effectively.
   b. Skill objective: Students will label each branch of government and write one sentence for
      each branch describing its purpose.
2. Materials:
   a. The Constitution (pages 5, 7, 24, 25)
   b. Poster of the U.S. Constitution
   c. Student copies of symbols for each branch of government
   d. Blank paper with tree outline
   e. Glue or glue sticks
   f. Pencils; crayons or markers
   g. Overhead projector/overhead sheet with labeled branches of government

3. Prior Knowledge:
   Our U.S. Constitution is considered “the highest law of the land.” All laws ratified by
   individual states must comply with those in the Constitution. It establishes the fundamental
   laws for our country, and it explicitly describes how our U.S. Government is divided and
   balanced. We have three branches of government: the Executive Branch (President), the
   Legislative Branch (Congress), and the Judicial Branch (Supreme Court). Refer to the poster
   of the U.S. Constitution for explicit examples.

4. Key Vocabulary:
   a. constitution
   b. law
   c. branch
   d. government

5. Procedures:
   a. Ask the students “What do you think the Constitution is? What do you think is in it?”
      List student ideas on a K.W.L. chart (“What we think the Constitution is”).
   b. Have a brief discussion with students about what it would be like at school, at home, or
      in the community if there were no laws or rules.
   c. Read pages 5-7 in The Constitution to supplement this discussion and introduce the
      reason for the Constitution. Then use the overhead projector to show the three branches
      of government.
   d. Show students the poster of the Constitution. Point out key passages that identify the
      most basic laws and the branches of government. Display this poster in the room.
   e. Handout blank paper and sheet of symbols for each branch of government. Give
      directions for the activity to students (match and write each name for the three branches
      of government, and write a sentence under each branch, describing its purpose.
   f. With the whole group, culminate this lesson by reading pages 43-45 of The Constitution.
      Refer back to the conceptual objective by asking students, “Why do we need the U.S.
      Constitution? What would our country be like without it?”

6. Evaluation:
   a. Teacher will observe and note the children’s prior knowledge of the Constitution, and
      their responses to the discussion about the necessity for rules and laws.
   b. The teacher will also evaluate the students’ project to see if students correctly labeled the
      branches of government and accurately described the purpose of each branch (Did the
      student write at least one sentence describing what the branch does?).
   c. Teacher will listen and note the students’ responses to the questions in (f.) which relate
      to the conceptual objective.

G. Lesson Seven: Our Class Constitution/ Parts of Our Class Government

1. Objectives:
   a. Conceptual objective: Any group of people (family/school/community) needs basic
      rules/laws/government to function effectively.
   b. Skill objectives:
(1) Students will write.
(2) Students will compromise.
(3) Students will prioritize.
(4) Students will classify.
(5) Students will understand the concept of the need for fair rules.

2. Materials:
   a. chart paper
   b. markers

3. Prior Knowledge:
   Refer to prior knowledge in Lesson Six.

4. Key Vocabulary:
   a. rules
   b. ratify

5. Procedures:
   a. Discuss with children what would be a fair way to establish the class rules.
   b. Explain that we will be writing a second grade class constitution (See Appendices E, F, and G for three examples).
   c. Each class will brainstorm ideas of what needs to be included. These will be written on chart paper.
   d. As a class, further categorize rules into five major categories. Using a separate blank chart with rule headings, teacher will write main rule heading and children will classify rules on chart paper on the corresponding heading.
   e. Explain to the class that tomorrow we will have a convention to ratify each classes’ plan into a second grade constitution.

6. Evaluation:
   a. Evaluate the students’ ideas for the laws needed for a fair classroom, and their ability to categorize the rules.

H. Lesson Eight: Ratifying the Second Grade Constitution

1. Objectives:
   a. Conceptual objective: Any group of people (family/school/community) needs basic rules/laws/government to function effectively.
   b. Skill objectives:
      (1) Students will compromise.
      (2) Students will make decisions.
      (3) Students will communicate orally to express their opinions coherently.

2. Materials:
   a. lists of class rules (under the correct headings) from each class
   b. blank chart paper to write Second Grade Constitution
   c. markers

3. Prior Knowledge:
   See prior knowledge from Lesson Six.

4. Key Vocabulary:
   a. ratify
   b. constitution
   c. government

5. Procedures:
   a. Gather all classes together.
   b. Display all categorized rule charts from each class.
   c. With children, look for connections among the three charts, focusing on one heading at a
time. Rules that are the same will automatically be included in the Constitution. Where there is a discrepancy, the children will vote on whether it should be included.
d. Explain to the children that we will ratify it now. If the majority of the children agree that the Constitution is acceptable, the Constitution is ratified. The teachers will write it over and place the final document in the hallway between classrooms. Each child will have the opportunity to sign it in the morning (See Appendix H for example of a combined grade level constitution).

6. Evaluation:
a. Observe the children's ability to find similarities and differences among the U. S. Constitution and the Second Grade Constitution.

VI. CULMINATING ACTIVITY
A. Collaborate with your school's music teacher to have the students perform an “All American Showcase.” Students will present a concert involving songs, drama, and dance to explain early American history. Songs will include: “This Land is Your Land,” “The Star Spangled Banner,” “America,” “Yankee Doodle,” “Old Abe Lincoln,” and “Johnny Comes Marching Home.” Additional possibilities include “Stars and Stripes Forever” and “Putnam’s Camp/Redding Connecticut.” Our music teacher has been teaching these songs to the children since the beginning of the school year, in coordination with the time period we are studying. At the end of our study of American Civilization, the showcase will be presented to parents and other students in the school. (See Appendixes I and J for examples of what the music teacher has done with her students.)
APPENDIX A

(SAMPLE SCRIPT CREATED BY STUDENTS)

Narrator: The colonists were tired of King George III's unfair laws.

Colonist 1: We want to break free from England!

Colonist 2: We want to start a new country!

Colonist 3: We are breaking free from England and forming a new country!

Narrator: The colonists gathered during the Revolution.

Colonist 1: We have had enough of King George already. I think we should melt down his statue.

Colonist 2 and 3: O.K., We might have to have a war, men.

Narrator: So they started a war with England.
APPENDIX B

CONTINENTAL ARMIES

Pros:
- personal motivation
- knew terrain
- French support
- Brought people together as a nation
- Had a vested interest

Cons:
- lack of adequate supplies
- states weren’t supporting the cause of the war

BRITISH ARMIES

Pros:
- bigger army
- more money
- more sophisticated weapons
- more organized

Cons:
- lack of camouflage (Red Coats)
- unfamiliar with terrain
- no personal motivation
- overconfident
- poor communications
APPENDIX C
How much do you know about the English colonies? You can use the word bank to help you.

* Pilgrims          * thirteen          * Stamp Act
* Jamestown-Virginia          * Tea Act
* Declaration of Independence          * land
* worship          * wars          * taxes
* freedom          * adventure

1. List 3 reasons why the English chose to leave England to join a colony in America.

2. Which colony was founded in 1607? (Hint: It was the first English colony to survive.)

3. Who formed a colony in Massachusetts in 1620? (Hint: Their name starts with a "P").

4. How many original colonies were there?

5. What did King George III do that made the colonists so angry?

6. Name the two Acts that King George made to make the colonists pay more taxes.

7. How did the colonists tell the King they wanted to be free from England?

****** Challenge******

Name and list the 13 colonies!!
APPENDIX D

Sample Compromise Situations

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

You are walking your dog with your friend. You both want to hold the leash.

You are playing hide and seek with your friends. Three of you want to be "It" first.

You are making a picture with your friends. You all want the picture to be colored a different color.

You are making cookies. You all want to put something different on top of them.

You and your friend are on the computer. You want to play a different game than your friend.

Half the class wants to go to the blacktop. Half the class wants to go to the playground.

You both get to the water fountain at the same time.
APPENDIX E

We the students in Ms. McLoone's Second Grade, in order to form a more perfect classroom, establish responsibility, insure respect, promote honesty, and pledge cooperation, do ordain and establish this Constitution for the Classroom of Ms. McLoone.

ARTICLE I
RESPONSIBILITY

Every student has the responsibility to:

Do best work
Finish their work
Be responsible for what they say and do
Do what the teacher says
Turn in their homework on time
Sign all their papers
Not to leave the school grounds

ARTICLE III
COOPERATION

Every student will cooperate by:

Listening to the teacher
Playing together nicely
Working with others
Following directions

ARTICLE II
HONESTY

Every student has the Honesty to:

Always tell the truth
Not to cheat
Trust their friends

ARTICLE IV
RESPECT

Every student will show respect by:

Taking care of the environment
Respecting other people
Keeping hands and feet to themselves
Taking care of all property
Following school rules
Listening to other people's ideas
Using good manners
APPENDIX F

We the students in Mrs. Ferris's Second Grade, in order to form a more perfect classroom, establish responsibility, insure respect, promote honesty, and pledge cooperation, do ordain and establish this Constitution for the Classroom of Mrs. Ferris.

ARTICLE I

RESPONSIBILITY

Students will have the responsibility to:

Accept responsibility for what they say and do
Turn in classwork and homework on time
Check work before turning it in
Follow the school rules
Respect others and their belongings
Solve problems without fighting
Stay away from drugs

ARTICLE II

HONESTY

Students will have the honesty to:

Always tell the truth
Play games fairly and not cheat.

ARTICLE III

COOPERATION

Students will show cooperation:

Keep hands, feet, and objects to yourself
Follow directions when they are given
Be fair to other people

ARTICLE IV

RESPECT

Students will show respect:

Treat others as you want to be treated
Respect others' ideas
Use good manners and kind words
Wait until someone is finished talking (Don't interrupt)
APPENDIX G

We the students in Miss Larsen's Second Grade, in order to form a more perfect classroom, establish responsibility, insure respect, promote honesty, and pledge cooperation, do ordain and establish this Constitution for the Classroom of Miss Larsen.

ARTICLE I

RESPONSIBILITY

Every student has the responsibility to:

Keep hands, feet, & objects to themselves
Not pretend to play with guns
Not talk in the hall
Take care of their things
Walk in the school
Work quietly
Try their best

ARTICLE II

HONESTY

Every student has the Honesty to:

Not keep secrets
Always tell the truth
Not copy other people's work

ARTICLE III

COOPERATION

Every student will cooperate by:

Not arguing with each other
Trying out best
Compromising
Listening to each other
Talking to solve our problems

ARTICLE IV

RESPECT

Every student will show respect by:

Not yelling at people
Not laughing at people
Obeying the teacher
Not talking while someone else is talking
APPENDIX H

We the students in Shrewewood's Second Grade, in order to form a more perfect classroom, establish responsibility, insure respect, promote honesty, and pledge cooperation, do ordain and establish this Constitution for the Second Grade of Shrewewood Elementary School.

ARTICLE I

RESPONSIBILITY

Every student has the responsibility to:

- do their best work
- accept responsibility for what they say and do
- turn in assignments on time
- follow directions the first time they are given
- follow school rules

ARTICLE II

HONESTY

Every student has the honesty to:

- always tell the truth
- not cheat

ARTICLE III

COOPERATION

Every student will cooperate by:

- compromising
- listening to others
- solving problems independently
- playing together nicely
- working together nicely

ARTICLE IV

RESPECT

Every student will show respect by:

- use good manners and kind words
- treat others the way you want to be treated
- take care of all things
- respect others and their ideas
- keep hands, feet, & objects to themselves
APPENDIX I

BIOGRAPHY OF JOHN PHILIP SOUSA: THE MARCH KING

Name

FILL IN THE BLANKS OR CIRCLE THE ANSWER AS THE STORY IS READ ALOUD.

1. Did John want to be a musician when he grew up? YES NO
2. Did John learn to play more than one instrument? YES NO
3. How old was he when he started his own dance band? ____________________________
4. Did John ever join a circus band? YES NO
5. How old was John when he joined a Marine Band? ____________________________
6. What did John say when he was asked to lead the Marine Band? YES NO
7. Where did the Marine Band play? WHITE HOUSE MARINE BARRACKS CAPITAL
8. What newspaper asked John to write a march? ____________________________
9. What did people begin to call John? ____________________________
10. What did John call his own band? ____________________________
11. What was his most famous march?
THE __________________________ AND __________________________ FOREVER
12. Did children like John? YES NO
13. Where is John Philip Sousa buried? __________________________
APPENDIX J

“Yankee Doodle”

Name ____________________________

Class ____________________________

1. Was “Yankee” a complimentary term in colonial days?

2. Who used the term? To refer to whom?

3. What did the word “doodle” mean?

4. What was the term “macaroni” used to mean?

5. Was the song insulting?

6. Who made up the song “Yankee Doodle”?

7. Who were they poking fun at?

8. After what battle did they stop singing the song?

9. Why did the song become one of the American’s proudest marching songs?

10. Ask your teacher to play or sing “Yankee Doodle” for you. Do you know the song?

11. Look in the light purple Music and You music book index and read the other verses to “Yankee Doodle.” Which is your favorite and why?
VIII. BIBLIOGRAPHY
B. Fradin, Dennis. _The 13 Colonies_.