



Teacher/ Lesson Author/School: Deborah Daniels/ Iber Holmes Gove Middle School Raymond,NH
Editor: Rachel M. Stanton, M.Ed '18
Content Area: Social Studies/Civics; Deconstructing the Preamble
Grade: 5th

**Standards:**

C3: College, Career, & Civic Life

D2.Civ.3.3-5 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions

C3 STANDARDS	Check
(Please indicate where standards are being utilized in this learning experience.)	
Civic & Political Institutions	X
Participation & Deliberation	
Process, Rules, and Laws	

**6 Essential Civic Learning Practices:**

(Please indicate which of these are being utilized in this learning experience.)

Provide instruction in government, history, law, and democracy.	X	Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.	
Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important to their lives.		Encourage student participation in school governance.	
Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.		Encourage students' participation in simulations of democratic processes and procedures.	



**Objective:** (what will students be able to do or understand after the lesson)

Students will be familiar with the purpose of the Preamble of the U.S. Constitution.  
Students will be able to explain some key phrases and define key vocab as evidenced by their responses on the exit ticket.

**Assessments:** (Please include diagnostic, formative, and summative assessments to assess student understanding before, during, and after lesson):

Formative Assessment: class discussion about the Preamble

Formative Assessment: circulating - seeing which students are understanding their portion of the Preamble. Class discussion accuracy and depth.

Summative Assessment Preamble Vocabulary Exit Ticket

**Materials:**

**(Please also include rubrics and other essential materials.)**

- <http://kids.laws.com/preamble-of-the-constitution>
- Dictionaries (at least 6)
- Student notebooks/journals or blank sheets of paper
- Preamble Exit Tickets (see below)
- If time allows: [School House Rock Preamble](#)

**Differentiation:** (Describe how you plan to adjust the curriculum, instruction, or learning environment to meet the diverse needs of your student population, including gifted and talented.)

For students who are needing more challenge - on the exit ticket they can provide one example for each word from modern U.S.

For students who are needing support, they can use other resources such as the internet or a preamble that has been written to their lexile. Also, instead of writing, allow students to draw pictures or scenes that portray their assigned phrase. Students might also be able to use magazines and make collages to help explain their thinking and share with the class.

**Supplemental Activities:**

You may wish to have each group develop a skit that portrays its assigned phrase. Each group should present its skit and the rest of the class should guess which phrase of the Preamble is being portrayed.



The people who worked on writing the Preamble were William Samuel Johnson, Alexander Hamilton, James Madison, Rufus King, and Gouverneur Morris. Have students read more about these men and share what they learn with the class.

INSTRUCTIONAL PLAN	Est. Time
<p><b>Introduction/Hook:</b></p> <p>“Many of our words are made from Latin roots. Does anyone have a clue as to what the word “PRE” means when it is in front of a word?”</p> <p>Brainstorm some words with the word, PRE: prefix, preview, predawn, prehistoric. Pre in front of these words means, what?</p> <p>Today we are going to be exploring something called The Preamble of the Constitution - using some of your context clues, does anyone want to take a guess about what the Preamble might be in regards to the constitution?</p>	2-3 mins
<p><b>Core Lesson:</b></p> <ol style="list-style-type: none"> <li>1. Hand out copies of the actual Preamble of the Constitution. Read it aloud to the class.</li> <li>2. Ask students to identify unknown or difficult words or phrases. [students write them on the board]</li> <li>3. Use your preferred method to breaking up the class into six equal groups. Assign each group one of the following:               <ol style="list-style-type: none"> <li>a. Establish justice</li> <li>b. Insure domestic tranquility</li> <li>c. Provide for the common defense</li> <li>d. Promote the general welfare</li> <li>e. Secure the blessings of liberty to ourselves and our posterity</li> <li>f. Ordain and establish this Constitution for the United States of America</li> </ol> </li> <li>4. Each group will use their copy of the Preamble as context to uncover the meaning of their given phrase. Allow the use of dictionaries ONLY. Provide guidance as necessary.               <ol style="list-style-type: none"> <li>a. Each group should answer the following questions about the part it is studying. Be prepared to explain your group’s answers to the rest of the class.</li> </ol> </li> </ol>	30-35 mins



<ul style="list-style-type: none"><li>i. What does the part mean? Give an example.</li><li>ii. Why is it important?</li><li>iii. What does it have to do with protecting your rights and welfare?</li></ul> <p>5. After the meaning has been uncovered, each group should brainstorm 2-3 examples of how their phrase is demonstrated in the modern U.S. In the case of item f (“ordain and establish”), students should brainstorm 2-3 examples of new laws being established in the modern U.S.</p> <p>6. After all groups have finished, have them report out in order that the phrases appear in the Preamble.</p> <p>7. Ask students the question: “why do you think the writers of the Constitution included the Preamble? Since the Constitution took weeks to write, why do you think the writers took the time to write a preamble, which included no actual laws?” Allow students 2-3 minutes to record their thoughts in their journals, then have a brief discussion</p>	
<p><b>Closure:</b></p> <p>Wrap up discussion and then hand out the Preamble Vocabulary Exit Ticket</p>	<p>5-7 mins</p>



**Name:**

**Date:**

**Preamble Vocabulary Exit Ticket**

- |                       |   |
|-----------------------|---|
| <b>A. Welfare</b>     | _____ <b>behavior or treatment that is fair</b> |
| <b>B. Tranquility</b> | _____ <b>being free from cruelty/tyranny</b>    |
| <b>C. Posterity</b>   | _____ <b>future generations</b>                 |
| <b>D. Liberty</b>     | _____ <b>needs are being taken care of</b>      |
| <b>E. Justice</b>     | _____ <b>peacefulness</b>                       |

**Extra Credit:**

**Pick one word from the list. Explain how this word is demonstrated in the modern U.S.**



### Preamble Vocabulary Exit Ticket - Answer Key

- |                       |   |
|-----------------------|---|
| <b>A. Welfare</b>     | <b>___ E ___ behavior or treatment that is fair</b> |
| <b>B. Tranquility</b> | <b>___ D ___ being free from cruelty/tyranny</b>    |
| <b>C. Posterity</b>   | <b>___ C ___ future generations</b>                 |
| <b>D. Liberty</b>     | <b>___ A ___ needs are being taken care of</b>      |
| <b>E. Justice</b>     | <b>___ B ___ peacefulness</b>                       |

### Educator Reflections:

(Please reflect on and answer the following)

How did this lesson go?	
What were some of the challenges?	
What issues came up that you were not anticipating?	
How did your lesson meet your original learning goals?	
If you could change one thing about your lesson, what would it be?	