

## A Note to Educators:

Thank you for your interest in the Constitution and Our Community program for grades 3–5!

**Program Objectives:** After completing the Constitution and Our Community program with the National Archives, students will be better able to:

- Understand what the Constitution is and why the United States has one
- Connect the Constitution to their own lives and communities
- Identify the three branches of government and some of the key functions they perform
- Analyze primary sources

**Program Documents:** You can access all the documents and images included in this teacher guide and the National Archives presentation in this [folder](#) on DocsTeach.org.

**How To Use This Guide:** There are no required activities for this distance learning program. Instead, we've assembled a collection of activities that you can select from to share with students before or after their program with the National Archives or throughout your unit on the Constitution as you see fit. Get started with the optional pre-program activities here or use the table of contents on the next page to navigate this guide.

**Pre-Program Activities:** Optional activities to prepare students for their National Archives program.

[The Constitution and Our Community](#) (30 minutes) *Class Discussion and Graphic Organizer*

Introduce the idea of the classroom as a community and explore the concept of rules, rights, and responsibilities. **Materials:** Project or print the graphic organizer on [page 5](#)

[We the People: Elementary Edition](#) (45 minutes) *Online DocsTeach Activity*

Compare and contrast the final version of the Preamble of the Constitution with an early draft. **Materials:** [Online](#)

[The Three Branches of Government](#) (30–45 minutes) *Online DocsTeach Activity*

Match documents and photos to the corresponding branch (or branches) of government. **Materials:** [Online](#)

[Document Analysis Activity](#) (30 minutes) *Small Groupwork Document Analysis*

The National Archives facilitator will share the documents in this activity during the presentation. If students are new to primary source analysis, use the worksheets included in this activity to examine the documents in small groups before the program. **Materials:** Print or electronically share the five documents and the corresponding document analysis worksheets on [pages 8–17](#), one set to each group

**Program Materials:** The optional Constitution and US Graphic Organizer on [page 19](#) can be shared with students for notetaking after the program or used after the program to review key concepts.

**Post-Program Activities:** Keep the conversation going after the program with post-program activities that start on [page 18](#). Take a closer look at the [Preamble](#), write a [Classroom Constitution](#), Discover how students can make a [difference in their community](#), and more!

---

**We want to hear from you!**

**Twitter:** [@USNatArchives](#) **Facebook:** <https://www.facebook.com/usnationalarchives/> **Email:** [civics@nara.gov](mailto:civics@nara.gov)



## Contents

Pre-Program Activities .....	3
The Constitution and Our Community .....	3
Our Communities Graphic Organizer .....	5
We the People: Elementary Edition DocsTeach Activity .....	6
The Three Branches of Government DocsTeach Activity .....	6
Document Analysis Activity .....	6
Document 1 .....	8
Document 2 .....	10
Document 3 .....	12
Document 4 .....	14
Document 5 .....	16
Optional Program Materials .....	18
Post-Program Activities.....	18
The Constitution and US Graphic Organizer.....	18
The Constitution and US .....	19
The Constitution and US Answer Key .....	20
Are We the People Making the Grade?.....	21
The Preamble .....	22
Preamble Vocabulary .....	23
Preamble Report Card.....	24
Write a Classroom Constitution .....	25
Our Classroom Constitution.....	26
Service Learning Project .....	27
The Constitution at Work: Elementary Edition DocsTeach Activity .....	28
How Can People Make a Difference? DocsTeach Activity.....	28
Additional Resources .....	28
College, Career, and Civic Life (C3) Framework Alignment .....	28



## Pre-Program Activities

The following pre-program activities are designed to support student learning about the Constitution. These activities are not required. Feel free to facilitate only the activities that you think would be most helpful for your students.

### The Constitution and Our Community

*Use the following script to introduce the idea of the classroom as a community. The graphic organizer on [page 5](#) can be created on a whiteboard or projected to the class and completed during the discussion.*

Estimated time: 30 minutes

What makes a community?

In this classroom, we are a community. Together, we make up a group of people who come together to learn and help each other. A community can also include our family, friends, neighbors, animals and plants.

*Use the Our Communities Graphic Organizer on [page 5](#) to review various communities, labeling each community arch as you go. This graphic organizer can also be printed and distributed to students to complete in small groups. You may want to fill in the first arch as the “classroom” together.*

Our classroom community is part of another community, which is a part of an even bigger community.

*Ask students to think about the different communities their classroom belongs to and add their responses to the different arches of the graphic organizer. Some arches may include multiple answers. Feel free to annotate or add to the graphic organizer as your students see fit. Sample answers could include the school, town, state/territory/federal district, tribal nation, and so on. For the purposes of this discussion, the final arch should be the United States of America.*

Can you think of any other communities that you are a part of? (Families, neighborhoods, teams, etc.)

Any time people come together in a community, there are different ideas about what, how, and when things should be done. Consider a gathering of friends: Jimmy, Hazel, and Sondra want to go out and ride bikes, but Freddie and Leon want to play video games and eat snacks. What are some ways this group of friends might work out the differences in what each member of the group wants to do? (Answers could include voting, coming up with a compromise like deciding to ride bikes today and play video games tomorrow, etc.)

One way to establish and maintain order, and limit conflict in a community, is to create laws and rules.

- What rules do we have in this classroom?
- Why do we have these rules?

Rules help ensure order and safety for our community. If we look at each of the communities we are a part of, we can find additional examples of rules.

Let’s think about the largest community we identified today—the United States. Our country also has rules, known as laws.



- Does anyone have any examples of laws we have in the United States? What is the purpose of this law?
- Why is it important to follow the laws?
- Who made these laws? (The government.) And who decides who is in the government? (The people, by voting in elections to choose our lawmakers. In this way, the laws come from the people. The laws impact everyone in the United States.)

In addition to providing order and keeping people safe, laws also help to protect people's rights—things we get to do.

- What are some examples of the rights we have in the classroom?
- What are other rights that we have in the United States?

We all have a responsibility to participate in our communities in a way that respects the rights of others. Responsibilities are things we have to do. Sometimes we have different responsibilities based on our roles in our community. Let's think about our classroom as an example:

- What are your responsibilities as students in our classroom?
- Ask: What are my responsibilities as your teacher in our classroom?

Our government also has specific responsibilities.

- Can you think of any government jobs?
- What types of responsibilities does our government have?

As members of a community, we agree to respect each other's rights, follow the rules, and fulfill our responsibilities. A written document can serve as a symbol of our agreement to do these things. The Constitution of the United States is a document that describes the way the government is structured and its responsibilities, that protects the rights of the people, and serves as the highest law of the land. Our United States Constitution is nearly 250 years old!

Show a picture of the [United States Constitution](#). During our visit with the National Archives, we are going to learn more about this important document and discover how it connects to our community.

### Vocabulary

**Community** - a group of people that share certain things such as location, language, religion, rules and codes of conduct, and/or government, to name a few.

**Constitution** - a written document that describes the way government is structured as well as its powers and responsibilities. The Constitution of the United States structures our government around three branches: the legislative, executive, and judicial. It protects the rights of the people and is the highest law in the land.

**Government** - the leadership and organization that establishes and carries out the rules of a community, state, or nation.

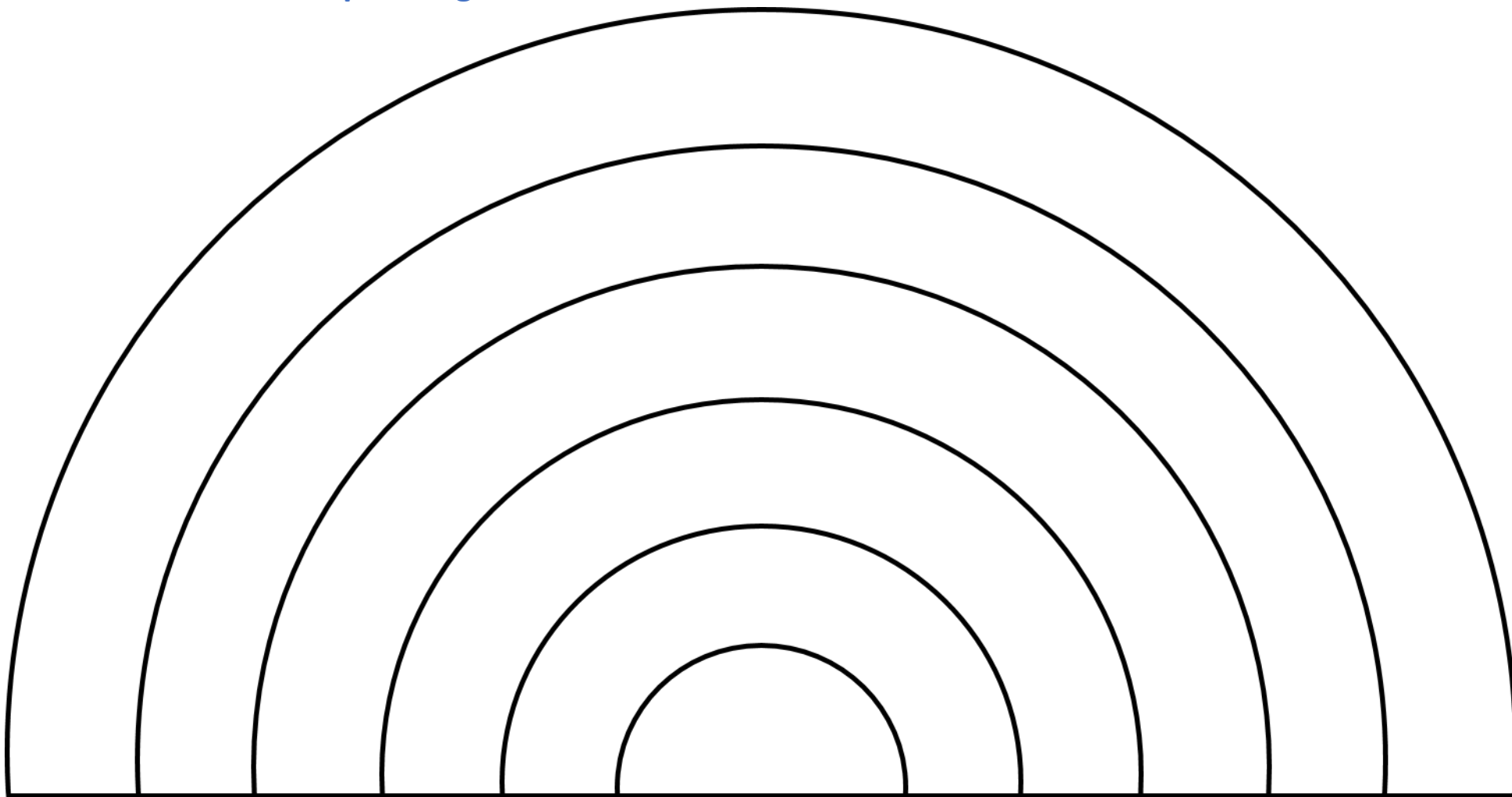
**Laws** - rules that maintain order and safety that members of a community agree to follow. In our country they are created by legislators (or lawmakers) elected by the people.

**Responsibilities** - obligations or duties that one needs to fulfill (things you have to do).

**Rights** - freedoms or claims that one has (things you get to do)



## Our Communities Graphic Organizer



### We the People: Elementary Edition DocsTeach Activity

*In this activity, students will 1) examine the Preamble as seen in the original draft and final version of the Constitution, evaluate the significance of the changes in the text, and 2) rewrite the Preamble in their own words. New to DocsTeach? Check out the [Getting Started](#) page for more information.*

Estimated time: 45 minutes

The [teacher page](#) provides an overview of the activity and suggested teaching instructions.

Students can access the [student page](#) on their devices or you can project or screen share the activity with the whole class.

### The Three Branches of Government DocsTeach Activity

*In this activity, students will use a Venn diagram to match documents and photos to the corresponding branch (or branches) of government. It can be shared with students as an introduction to or review of the three branches of government.*

Estimated time: 30–45 minutes

The [teacher page](#) provides an overview of the activity and suggested teaching instructions.

Students can access the [student page](#) on their devices or you can project or screen share the page with the whole class.

### Document Analysis Activity

*During the program with the National Archives, students will analyze primary sources to explore how the Constitution connects to their lives. Each document corresponds to a different article of the Constitution. It may be helpful to have students review the primary sources in small groups before the program.*

Time: 30 minutes

Divide students into five groups and assign a different primary source and corresponding analysis sheet to guide their small group work. Or, as a modification, you can form as many groups as you think would be best and focus on the documents most suitable for your students. If students complete this activity before meeting with the National Archives, they should use their worksheets as reference and will have an opportunity to share their findings during the program.

Students should complete the worksheets to the best of their abilities. It is okay if they cannot answer all of the questions with their document.



**Documents:** Clicking on the National Archives Identifier, or NAID, will provide access to the document on DocsTeach.org.

- **Document 1:** Postal Worker Photo, 2002–2007 (NAID: [8123704](#)) and Photograph Analysis Worksheet, [pages 8–9](#)
- **Document 2:** Map of the Louisiana Purchase, 1903 (NAID: [594889](#)) and Map Analysis Worksheet, [pages 10–11](#)
- **Document 3:** Judgment in *Brown v. the Board of Education*, 5/31/1955 (NAID: [596300](#)) and Document Analysis Worksheet, [pages 12–13](#)
- **Document 4:** Sheryl Byland Letter, 10/1958 (NAID: [594335](#)) and Document Analysis Worksheet, [pages 14–15](#)
- **Document 5:** 19th Amendment, 6/4/1919 (NAID: [596314](#)) and Document Analysis Worksheet, [page 16–17](#)

### Vocabulary

**Amendment** - a change to the Constitution. The Constitution has been amended only 27 times in the history of the United States.

**Article** - the Constitution is divided into seven main parts called “articles.” Each of the articles describes important powers and responsibilities of the government.

**Congress** - one of the three branches (or parts) of our federal government. It is made up of two parts: the House of Representatives and the Senate. Congress’s responsibilities are primarily outlined in Article I of the Constitution and include passing laws, approving Presidential appointments, and declaring war.

**House of Representatives** - the “lower house” of Congress. It is made up of 435 representatives from the 50 states. Population determines the number of representatives from each state. States with larger populations have more representatives in Congress than those that have smaller populations. Members serve for two-year terms.

**President** - head of the executive branch of our federal government and the leader of our country. The duties and responsibilities of the President are primarily outlined in Article II of the Constitution and include making sure the laws are faithfully carried out, being the commander-in-chief of our military forces, and conducting foreign policy with other countries.

**Primary Source** - an account of, or information about, a person or event that was created by someone with firsthand data, facts, evidence, or knowledge of the person or event. Examples might include: letters, reports, notes, memos, photographs, maps, interviews, and government records.

**Ratification** - approval or consent. The Constitution required the ratification of 9 of the 13 original states.

**Senate** - the “upper house” of Congress. It is made up of 100 senators, two from each of the 50 states. Members serve for six-year terms.

**Supreme Court** - one of the three branches (or parts) of our federal government, the highest court in the land. Article III outlines the jobs of the Supreme Court, which include interpreting the meaning of the laws and deciding if they are in line with the Constitution.

**Treaty** - a formal written agreement between two or more countries. Our Constitution says that the President can negotiate and make treaties, but these then need the approval (ratification) of two-thirds of the United States Senate.





## Document 1





# Analyze a Photograph



## Meet the photo.

What do you see?

Is the photo?

☐ BLACK  
AND  
WHITE

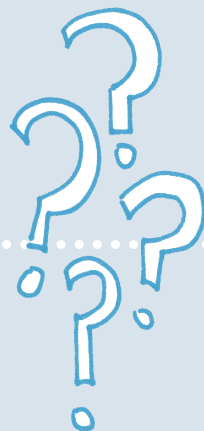
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



## Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

## Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

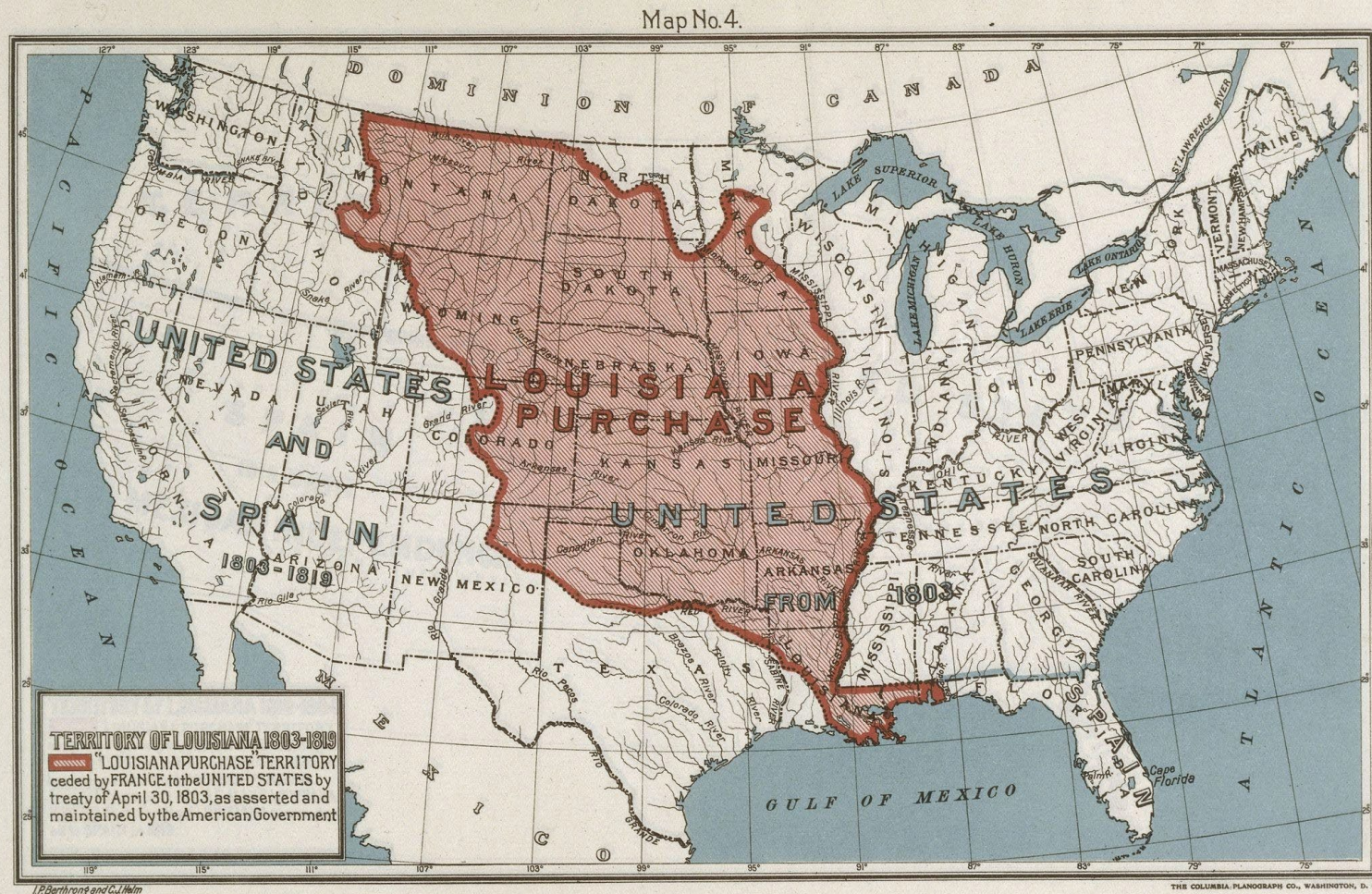
## Use it as historical evidence.

Where do you think we could find out more information about the people or objects in the photo?





## Document 2





# Analyze a Map



## Meet the map.

What do you see?

Does the map have a title?

## Observe its parts.

Does the map include? Circle all that apply.



COMPASS  
ROSE



LEGEND



SCALE

Are symbols or colors used in the legend?  
If so, what do they stand for?

What place or places are on the map?

What does the map show? Circle all that apply.



MOUNTAINS



RIVERS



LAKES



OCEANS



CITIES



STATES



COUNTRIES



ROADS



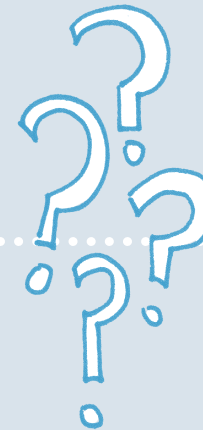
OTHER

## Try to make sense of it.

When was the map drawn?

Why do you think this map was made?  
List two parts of the map that tell you this.

How does it compare to a current map of  
the same place?



## Document 3

## Supreme Court of the United States

No. 1 ----, October Term, 1954

Oliver Brown, Mrs. Richard Lawton, Mrs. Sadie Emmanuel et al.,  
Appellants,

vs.

Board of Education of Topeka, Shawnee County, Kansas, et al.

Appeal from the United States District Court for the ----  
District of Kansas.

This cause came on to be heard on the transcript of the record from the United States  
District Court for the ---- District of Kansas, ----  
and was argued by counsel.

On consideration whereof, It is ordered and adjudged by this Court that the judgment  
of the said District ---- Court in this cause be, and the same is  
hereby, reversed with costs; and that this cause be, and the same  
is hereby, remanded to the said District Court to take such  
proceedings and enter such orders and decrees consistent with  
the opinions of this Court as are necessary and proper to admit  
to public schools on a racially nondiscriminatory basis with all  
deliberate speed the parties to this case.

Per Mr. Chief Justice Warren,

May 31, 1955.



1469

# Analyze a Written Document



## Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN  
NOTE



OFFICIAL  
SEAL

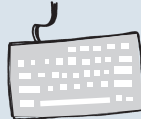


SPECIAL  
LETTERHEAD



OTHER

Is it handwritten or typed?



BOTH

Write down any words that you don't know.  
Then look up the definitions.



## Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)  
that help support the main idea.

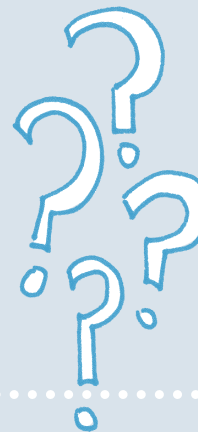
Why do you think this document was written?

## Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



## Use it as historical evidence.

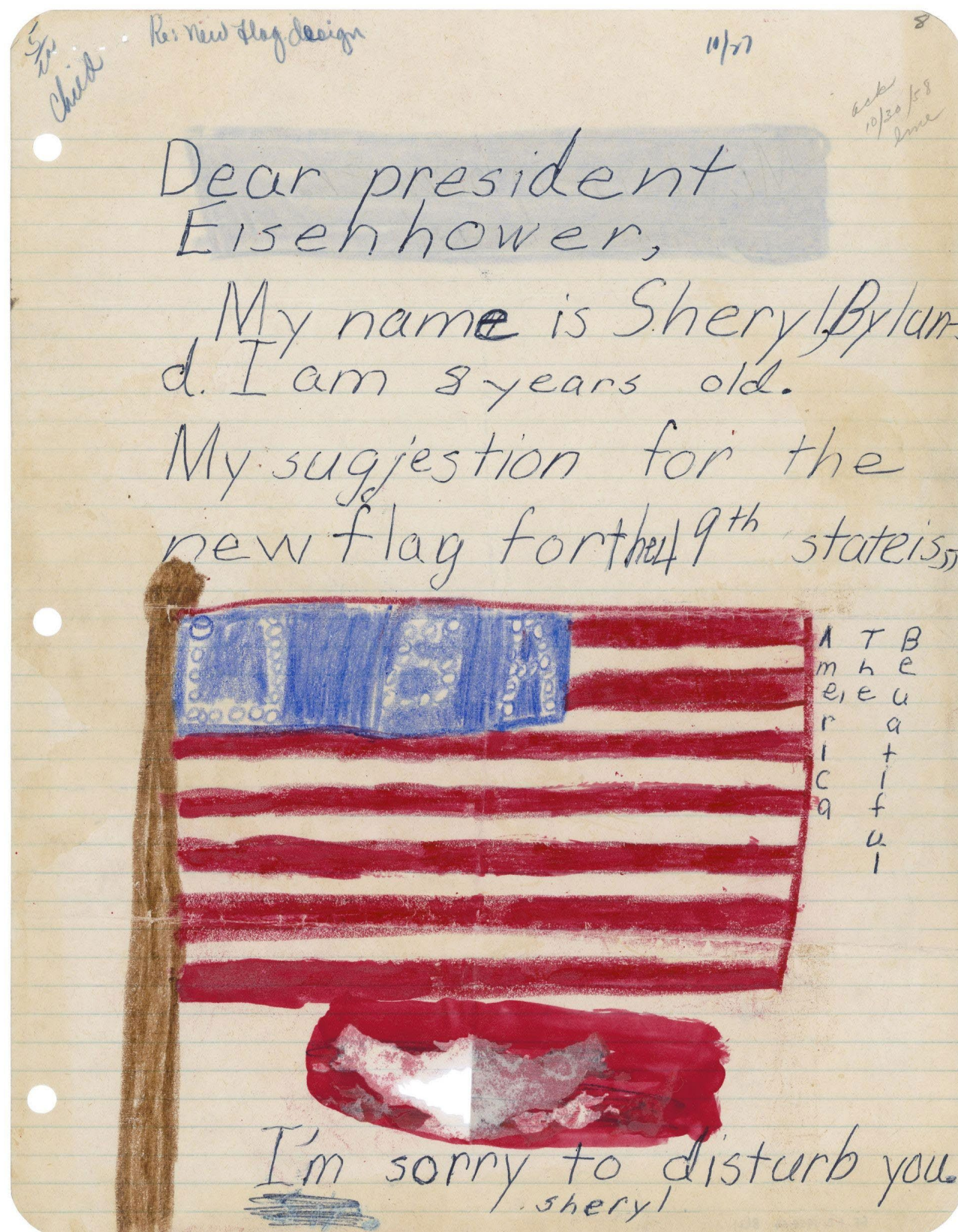
Where do you think you could find out more information about  
the persons who wrote or received this document?

Where do you think you could find out more information about this event?





## Document 4





# Analyze a Written Document



## Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN  
NOTE



OFFICIAL  
SEAL



SPECIAL  
LETTERHEAD



OTHER

Is it handwritten or typed?



BOTH

Write down any words that you don't know.  
Then look up the definitions.



## Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)  
that help support the main idea.

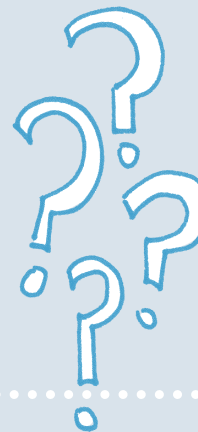
Why do you think this document was written?

## Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



## Use it as historical evidence.

Where do you think you could find out more information about  
the persons who wrote or received this document?

Where do you think you could find out more information about this event?



## Document 5

H. J. Res. 1.

## Sixty-sixth Congress of the United States of America;

## At the First Session,

Begun and held at the City of Washington on Monday, the nineteenth day of May,  
one thousand nine hundred and nineteen.

## JOINT RESOLUTION

Proposing an amendment to the Constitution extending the right of suffrage  
to women.

*Resolved by the Senate and House of Representatives of the United States  
of America in Congress assembled (two-thirds of each House concurring therein),  
That the following article is proposed as an amendment to the Constitution,  
which shall be valid to all intents and purposes as part of the Constitution when  
ratified by the legislatures of three-fourths of the several States.*

## "ARTICLE ————.

"The right of citizens of the United States to vote shall not be denied or  
abridged by the United States or by any State on account of sex.

"Congress shall have power to enforce this article by appropriate  
legislation."

*J. H. Lilett*

Speaker of the House of Representatives.

*Thos. R. Marshall*

Vice President of the United States and

President of the Senate.

# Analyze a Written Document



## Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN  
NOTE



OFFICIAL  
SEAL



SPECIAL  
LETTERHEAD



OTHER

Is it handwritten or typed?



BOTH

Write down any words that you don't know.  
Then look up the definitions.



## Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)  
that help support the main idea.

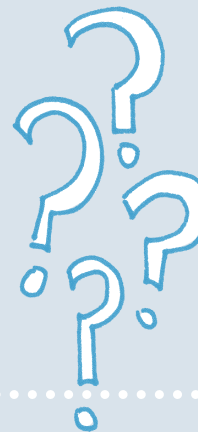
Why do you think this document was written?

## Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



## Use it as historical evidence.

Where do you think you could find out more information about  
the persons who wrote or received this document?

Where do you think you could find out more information about this event?



NATIONAL  
ARCHIVES



### Optional Program Materials

During the live program with the National Archives, it may be helpful to share the Constitution and US graphic organizer on the [next page](#).

Students can use this table to take notes during the program. The National Archives educator will lead students in a discussion to discover how different primary sources connect to the Constitution and connect to their lives today.

A sample completed graphic organizer is included on [page 20](#) for reference. The graphic organizer also includes links to each document from the program.

### Post-Program Activities

The following post-program activities provide opportunities to review key ideas from the program and build on students' knowledge of the Constitution.

#### The Constitution and US Graphic Organizer

*Use the completed graphic organizer on [page 20](#) to review how each document reveals how different ideas from the Constitution connect to students and their communities. If you only focused on the first three or five articles during your program with the National Archives, you can use the graphic organizer and links to the different documents to introduce the remaining articles.*

Estimated time: 45 minutes



## The Constitution and US

Article and Section of the Constitution	Document	How does this idea from the Constitution connect to us?
Article 1 Section 8: [Congress shall have power] To establish Post Offices and post Roads;	Postal Worker Photo	
Article 2 Section 2: [The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties,	Map of the Louisiana Purchase	
Article 3 Section 2: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution,	Judgment in <i>Brown v. Board of Education</i>	
Article 4 Section 3: New States may be admitted by Congress into this Union;	Sheryl Byland Letter	
Article 5: The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution,	19th Amendment	
Article 6: The Senators and Representatives before mentioned... shall be bound by oath or affirmation, to support this Constitution;	Daniel K. Inouye's Oath of Office	
Article 7: The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.	Delaware's Ratification of the Constitution	



## The Constitution and US Answer Key

Article and Section of the Constitution	Document	How does this idea from the Constitution connect to us?
<b>Article 1 Section 8: [Congress shall have power] To establish Post Offices and post Roads;</b>	<a href="#">Postal Worker Photo</a>	Our government helps connect communities across the country by mail.
<b>Article 2 Section 2: [The President] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties,</b>	<a href="#">Map of the Louisiana Purchase</a>	Treaties are agreements between nations that can impact our communities.
<b>Article 3 Section 2: The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution,</b>	<a href="#">Judgment in Brown v. Board of Education</a>	The Supreme Court has the power to make sure our laws created under the Constitution treat everyone fairly. Supreme Court decisions can even impact kids, like in the case of <i>Brown v. Board of Education</i> .
<b>Article 4 Section 3: New States may be admitted by Congress into this Union;</b>	<a href="#">Sheryl Byland Letter</a>	The letter shows us our community has changed over time, growing from 13 states to 50 states. It also reminds us that we can make our ideas heard by sending letters to the President!
<b>Article 5: The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution,</b>	<a href="#">19th Amendment</a>	This amendment reminds us that we can make changes to the Constitution to make sure more people are included in the decisions our government makes.
<b>Article 6: The Senators and Representatives before mentioned... shall be bound by oath or affirmation, to support this Constitution;</b>	<a href="#">Daniel K. Inouye's Oath of Office</a>	The oath of office is a promise to us by our elected officials to do their job by working together for the communities they represent. This includes us!
<b>Article 7: The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.</b>	<a href="#">Delaware's Ratification of the Constitution</a>	Just like we work together with our classmates or friends to come to an agreement, the majority of states had to agree to the Constitution for it to become the supreme law of the land.





### Are We the People Making the Grade?

*In this activity, students will consider the Preamble of the United States Constitution and assess how well “We the People” are meeting the goals outlined in the opening words of the Constitution.*

Introduce your students to the Preamble of the Constitution of the United States and the main ideas and concepts it contains. The preamble sets forth six key goals or ideals for creating the Constitution. These are:

1. Form a more perfect union
2. Establish justice
3. Insure domestic tranquility
4. Provide for the common defense
5. Promote the general welfare
6. Secure the blessings on liberty to ourselves and our posterity

You can share the Preamble overview on [page 22](#) with students for reference during their small group discussions. The provided transcription of the Preamble includes the original spelling and capitalization.

Break the class up into six small groups and ask each group to discuss one of the goals of the Constitution. Give students a few minutes to think about their assigned goal, then share the vocabulary bank on [page 23](#) with the students to use during their discussion. Each group should try to answer the following questions.

- What does their goal mean?
- How does this idea connect to their lives?

Ask each group to report on how they answered these questions. Allow time for class discussion after each presentation.

Provide each student or group with the Preamble Report Card on [page 24](#). Or, project or share the report card and use it to lead a class discussion.

Ask students to “grade” each section by placing a check in the appropriate box to the right (Excellent, Satisfactory, or Needs Improvement) by considering if “We the People” have reached each goal.

Ask them to provide “suggestions for improvement” for each section of the Preamble graded satisfactory or needs improvement. If students graded the section as Excellent, ask them to provide a reason why they graded at this level in the comments section of the worksheet. (Don’t worry if your students do not have a deep understanding of each section of the Preamble, their impressions are as important as hard facts in this case).

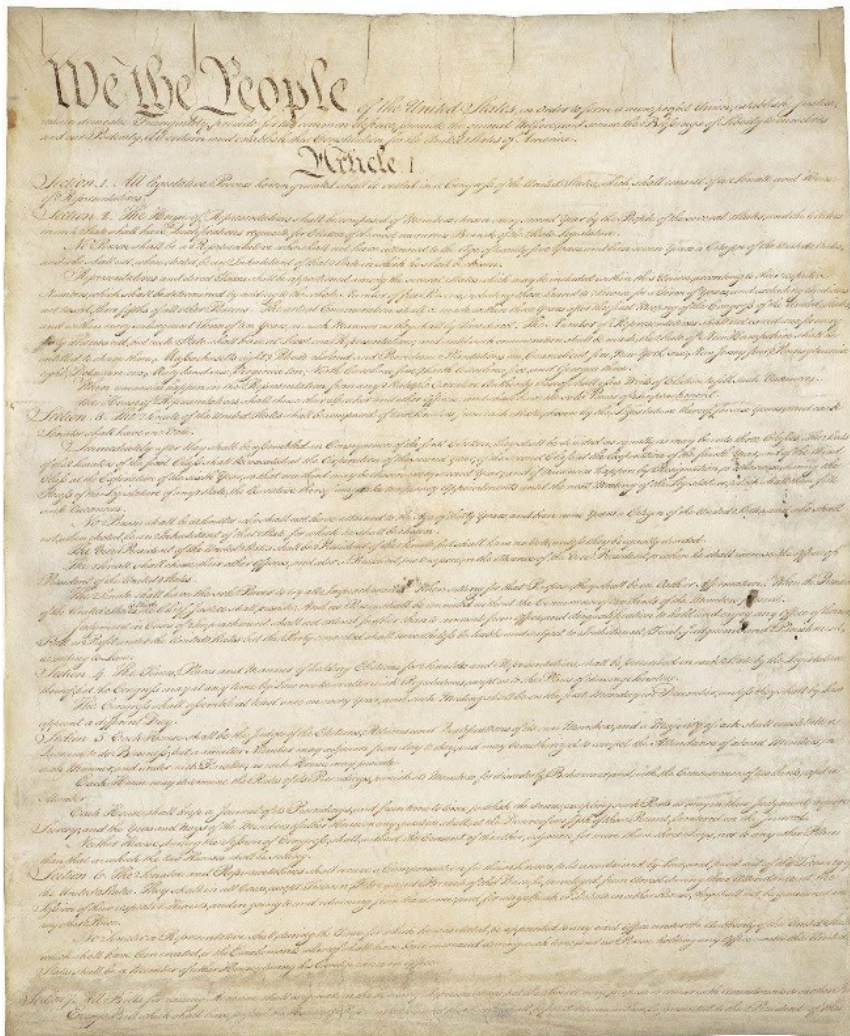
Share the worksheet with the class, tally how the class as a whole graded each of the six key goals or concepts in the Preamble and lead a discussion analyzing the results.

Call to action: Invite students to brainstorm for actions they can take in their communities to better achieve the goals of the Preamble. Responses could include things they can do today to help their communities or ways they can use their voices and share their ideas with their elected officials at the local, state, or national level. See the Service Learning activity on [page 27](#) for additional examples.



## The 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 defence, 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.



## Preamble Vocabulary

**Union** - a group formed by people with a common interest or purpose, usually for the benefit of those who are coming together

**Justice** - being treated fairly and reasonably

**Domestic** - relating to things that happen “at home,” as in where you live, your school or community, or the country

**Tranquility** - peace, calm, and order

**Welfare** - well-being, general health, happiness, and good fortune

**Liberty** - freedom, the ability to make your own choices

**Blessings** - beneficial or good things for which people are grateful and happy

**Posterity** - future generations, the people who come after us



## Preamble Report Card

Goal	Excellent	Satisfactory	Needs Improvement	Suggestions for Improvement	Additional Comments
Form a more Perfect Union					
establish Justice					
insure domestic Tranquility					
Provide for the Common Defence					
promote the general Welfare					
Secure the Blessings of Liberty to ourselves and our Posterity					



### Write a Classroom Constitution

*Using the Classroom Constitution template on the [next page](#) or a big piece of paper, your students can work together to write a classroom Constitution.*

Estimated time: 30 minutes

The Preamble: Add three adjectives that describe what students want your classroom to be like or feel like.

Article 1: List the jobs and responsibilities of the students

Article 2: List the jobs and responsibilities of the teacher

Article 3: List the rights students and teachers agree to respect and protect

Signatures: Invite everyone to sign the Constitution

Display your Classroom Constitution in your room or add it to your learning management system. If multiple classes complete an activity, hang the class constitutions in the hall and invite students to compare them.

Amending the Constitution: Constitutions can change! If students have ideas for additional responsibilities or rights for their classroom Constitution, add them throughout the year.



## Our Classroom Constitution

We the People of \_\_\_\_\_ class, in order  
to form a classroom community that is  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, do agree to  
this Constitution.

Article 1: Student Responsibilities

Article 2: Teacher Responsibilities

Article 3: Our Rights

Signed on \_\_\_\_\_ .





## Service Learning Project

*Service learning is where the idea of civic engagement crosses over to real-world experience. A service learning project can promote valuable skills like communication, organization, teamwork, and empathy as students work to help others in their community. Service learning projects can take many different forms; the following suggestions are provided to help you get started. While much of the Constitution and the Community program focuses on government actions, students can also consider how people can take action every day to make a difference in their communities.*

### 1. Identify a problem facing your school or your community

You can select a couple of problems in advance for your students to vote on, or ask students to brainstorm issues they have observed in their communities or at school.

### 2. Research

Ask students to think about how they can learn more about the problem. This might include researching different organizations in the community that focus on this issue or working in teams to draft emails or letters to experts on the issue your class has chosen to address.

### 3. Brainstorm

As a class, brainstorm solutions to the problem. Remind students that community service can take many different forms, including; collecting donations, donating time or skills to a project, using your voice to raise awareness about an issue, or creating something to educate or inspire others.

### 4. Plan

After students decide on a solution to pursue, it's time to make a plan. Ask students to think about what steps they need to take to solve the problem. Guide students in creating next steps to make their solution happen.

### 5. Take Action

Working within the rules and requirements of your school and any partner organization, have your students put their service learning project into place.

### 6. Reflect

Ask your students to journal about their experiences with the project. What did they learn about the issue facing their community? What new skills did they develop in trying to solve the problem? How does helping their community make them feel?

Here are some sample service learning projects your class might take on:

- **Pen Pals with Seniors** - Students develop an appreciation for and discover the value of human connection as they write and send cards to residents of local assisted living centers.
- **Beautify Your School** - Students learn about important social issues as they create murals in their school or classroom.
- **History in Your Own Back Yard** - Students learn about the contributions of important people in their community by researching them and creating "tabletop museums" for display in their school, local library, village or town hall or community center.
- **Plastic Round-up** - Students raise awareness of the problems associated with plastic pollution and make their community cleaner by organizing a plastic collection and recycling program.
- **Shelter Supply Drive** - Students learn of the needs of others as they collect supplies needed for community residents living in shelters.



### The Constitution at Work: Elementary Edition DocsTeach Activity

*In this activity, students will continue to practice connecting primary sources with specific sections of the Constitution.*

Estimated time: 50 minutes

The [teacher page](#) provides an overview of the activity and suggested teaching instructions.

Students can access the [student page](#) on their devices or you can project or screen share the page with the whole class.

### How Can People Make a Difference? DocsTeach Activity

*To complete this activity, students will match examples of civic engagement to records from the National Archives to answer the question: how can people make a difference?*

Estimated Time: 45 minutes

The [teacher page](#) provides an overview of the activity and suggested teaching instructions.

Students can access the [student page](#) on their devices or you can project or screen share the page with the whole class.

## Additional Resources

America's Founding Documents: [The Constitution](#)

Sign the [Constitution](#)

Primary Sources and Teaching Activities for Teaching the Constitution on [DocsTeach](#), the online tool for teaching with documents from the National Archives.

## College, Career, and Civic Life (C3) Framework Alignment

- D2.Civ.1.3-5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- D2.Civ.3.3-5 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- D2.Civ.4.3-5 Explain how groups of people make rules to create responsibilities and protect freedoms.
- D2.Civ.5.3-5 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- D2.His.10.3-5 Compare information provided by different historical sources about the past.
- D2.His.13.3-5 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic
- D3.3.3-5 Identify evidence that draws information from multiple sources in response to compelling questions

