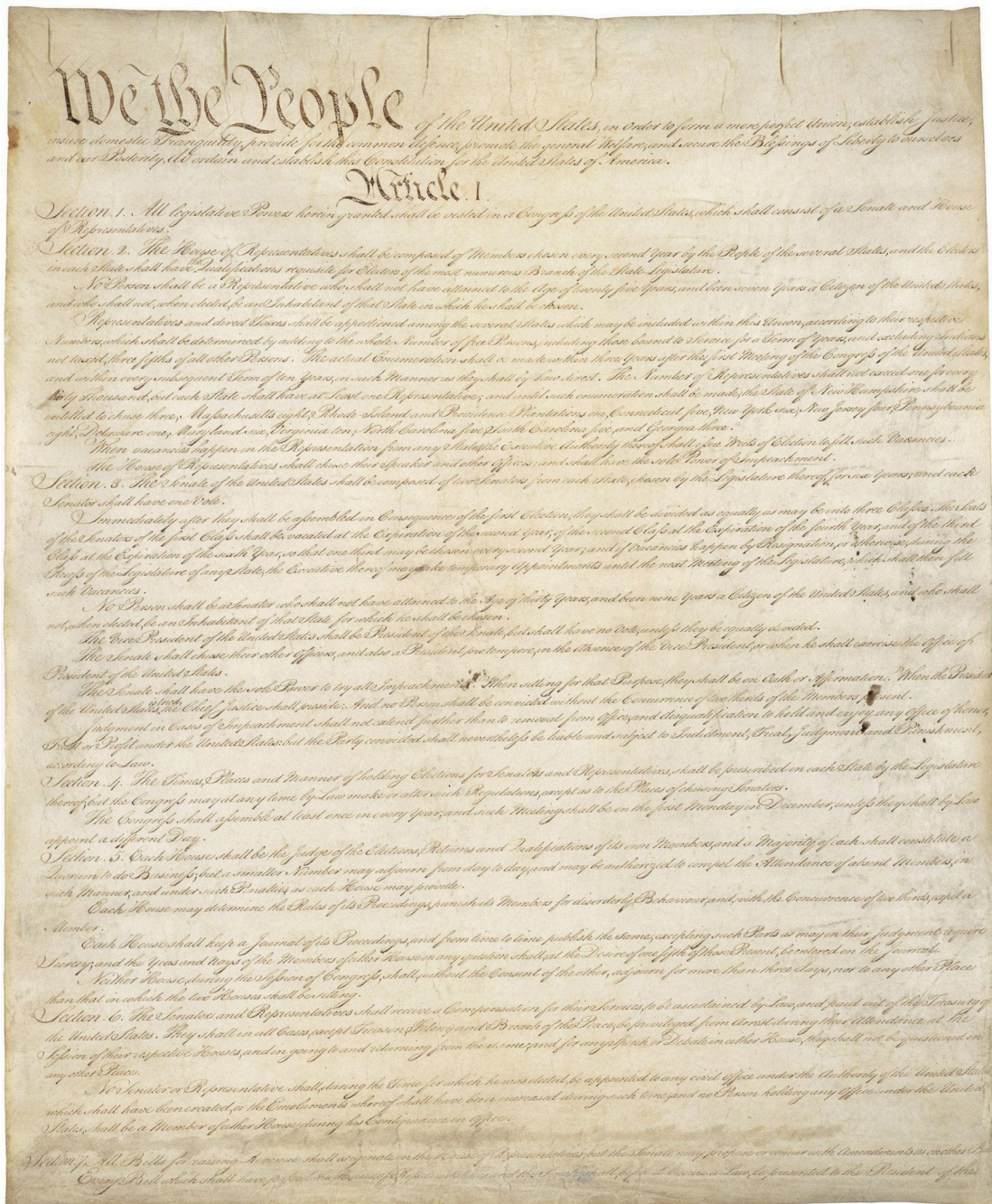


K-2: The Constitution Rules Virtual Program Teacher Guide



How to Use this Guide

Dear Educators,

Thank you for your interest in The Constitution Rules virtual program for grades K-2! This guide outlines the program's guiding questions, standards alignment, and program logistics. It also includes instructions and material for facilitating the program's **required** pre-program activity as well as a recommended post-program activity. We look forward to connecting with your students soon to learn more about the United States Constitution!

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National Standards Alignment

National Standards for Civics and Government (K-4)	College, Career, & Civic Life C3 Framework for Social Studies State Standards
NSCG-C.K-4.1.E.1: Students should be able to explain the purposes of rules and laws and why they are important in their classroom, school, community, state, and nation. NSCG-C.K-4.2.B.1: Students should be able to identify some important beliefs commonly held by Americans about themselves and their government. NSCG-C.K-4.3.A.1: Students should be able to describe what the United States Constitution is and why it is important.	D2.Civ.1.K-2: Describe roles and responsibilities of people in authority. D2.Civ.2.K-2: Explain how all people, not just official leaders, play important roles in a community. D2.Civ.6.K-2: Explain what governments are and some of their functions

Required Pre-program Activity

Historical Context

Note: The following provides background information for content covered during The Constitution Rules virtual program. It is adapted from material available online at [The Constitution: What Does it Say? | National Archives](#).

The Constitution of the United States contains a preamble and seven articles that describe the way the government is structured and how it operates. The first three articles establish the three branches of government and their powers: Legislative (Congress), Executive (office of the President), and Judicial (Federal court system). A system of checks and balances prevents any one of these separate powers from becoming dominant.

Article I: Gives responsibility for making laws to the Legislative Branch (Congress). Congress is divided into two parts, the House of Representatives and the Senate.

Article II: Details the responsibilities of the Executive Branch and the offices of the President and Vice President. It outlines rules for electing the President (through the Electoral College), eligibility (must be a natural-born citizen at least 35 years old), and term length. The 12th and 25th Amendments modified some of these rules.

Article III: Establishes the Judicial Branch with the U.S. Supreme Court as the federal court system's highest court. It specifies that Federal judges be appointed for life unless they commit a serious crime. This article is shorter than Articles I and II. The Federal Convention left much of the work of planning the court system to the First Congress. The 1789 Judiciary Act created the three-tiered court system in place today.

Pre-program Activity Instructions

Note: The pre-program activity supports student learning about the Constitution. This activity must be completed before students participate in The Constitution Rules virtual program.

The Constitution and Our Community

Estimated time: 45 minutes

Objectives: After completing this activity, students will better be able to

- Define the terms “community”, “rule”, and “responsibility”
- Identify the different communities that they are a part of
- Describe the rules and responsibilities within a community
- Connect the Constitution to their own lives and communities

Activity Outline:

1. **Introduction:** Think-Pair-Share

- What is a community?
 - **Think:** Ask students to choose one or two words that they would use to define the word community
 - **Pair:** In small groups, have students share their words and then, as a group, come up with a definition for the term community
 - **Share:** Ask for a few groups to share their definitions
- A community is a group of people that share something in common. This could include location, language, religion, rules, and/or government.
- In this classroom, you are a part of a community – a group of people that come together to learn and help each other.

2. **Main Activity:** Community Graphic Organizer

- This activity can be completed as a whole group, in small groups, or individually
- Each student should receive a graphic organizer (see [page 7](#)). Feel free to modify the graphic organizer as needed.
- Have students put the word “you” in the first (smallest) arch.
- **Ask students:** What different groups or communities are you a part of at school?
 - Potential student answers include:
 - Classroom
 - Grade
 - Sports Team
 - Club
 - School itself
 - Have students consider the size of the communities they mention. Students should place the names of smaller communities in the smaller arches and the larger communities in the larger arches. Students can choose to draw pictures and/or write words to identify their communities.

- Explain to students that their classroom is part of an even bigger community (their school). Their school is also a part of a larger community.
- **Ask students:** Outside of school, what other groups or communities are you a part of?
 - Potential student answers include:
 - Family
 - Neighborhood
 - Teams/clubs outside of school
 - Town
 - County
 - State
 - Students can choose to draw pictures and/or write words to identify their communities. Students may use the same graphic organizer or start a new one. If students create a new graphic organizer, have them put the word “you” in the first (smallest) arch.
 - Have students consider the size of the communities they mention. Students should place the names of smaller communities in the smaller arches and the larger communities in the larger arches. The goal is for students to organize the communities they are a part of from smallest to biggest. For the purpose of this activity, the final (biggest) arch should be the United States of America.
- Rules and Responsibilities within our Communities
 - Explain to students that we all have a responsibility to participate in our communities in a way that respects each other. Responsibilities are things we have to do.
 - **Turn & Talk:** Turning to the people around them, have students discuss the following questions
 - What are your responsibilities as students in our classroom?
 - What are my responsibilities as your teacher in our classroom?
 - Ask for a few volunteers to share their responses
 - **Ask students:** Does everyone in the classroom have the same responsibilities?
 - Sometimes we have different responsibilities based on our roles in our community.
 - As time allows, you could also ask students to name different jobs and responsibilities for some of the other communities they listed in their graphic organizer.
 - We also have rules that we are expected to follow within our communities. Rules are instructions that tell us what we can do or how we should behave.
 - **Turn & Talk:** Turning to the people around them, have students discuss the following questions
 - What rules are you expected to follow in the classroom, at school, at home, or in other communities?

- What rules do people in authority have to follow in the classroom, at school, at home, or in other communities?
 - **Ask students:** Why do we have rules?
 - Potential students answers include
 - Govern behavior
 - Security
 - Create order
 - Protect people's rights
 - Limit the power of people in authority
 - Establish responsibilities
- **Program Connection:** As members of a community, we agree to respect each other, 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. We are going to learn more about the Constitution and the special jobs it creates for the United States government in The Constitution Rules virtual program.

3. **Wrap-Up:** Create Your Own Rule

- The Constitution not only describes special jobs for the United States government, but it also creates rules that the government has to follow
- Ask students to create a new rule that applies either to their classroom or to the entire nation.
- **Program Connection:** Please select one of the new rules that your students create to use in The Constitution Rules virtual program

Pre-program Activity Documents

We the People

WE THE PEOPLE of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, 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.

Article. 1.

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second year by the People of the several States, and the Electors in each State shall have ^{the} Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

And that no State, when called on, shall decline to send Delegates to which no claim is shown.

The Representatives and shared Delegates shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service, fit to form Quotas, and including Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three years after they first Meeting of the Congress of the United States, and within every subsequent Term of ten years, in such Manner as they shall direct. The Number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative, and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations five, Connecticut five, New York seven, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia six, North Carolina five, South Carolina five, and Georgia three.

Representatives and Delegates shall have the same Privileges and Immunities as Senators.

When vacancies happen in the Representation from any State the Executive authority thereof shall issue Writs of Election to fill such Vacancies. The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof for six years; and each Senator shall have one Vote.

Immediately after they shall be ascertained on consequence of the first election, they shall be divided as equally as may be into three Clases. The first of the Senators of the first Class shall be vacated at the Expiration of the second Year; of the second Class, at the Expiration of the fourth Year, and of the third Class, at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if vacancies happen by Resignation, or otherwise, during the Term of the Legislature of any State, the Executive thereof may make temporary appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty years, and been seven years a Citizen of the United States, and who shall not when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.
The Senate shall choose their other Officers, and also a President, pro tempore, in the absence of the Vice President, or when he shall exercise the office of President of the United States.

President of the United States.
The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on oath or affirmation. When the President of the United States, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

judgment in cases of impeachment shall not extend further than to removal from office and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 1. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Place of choosing Senators.

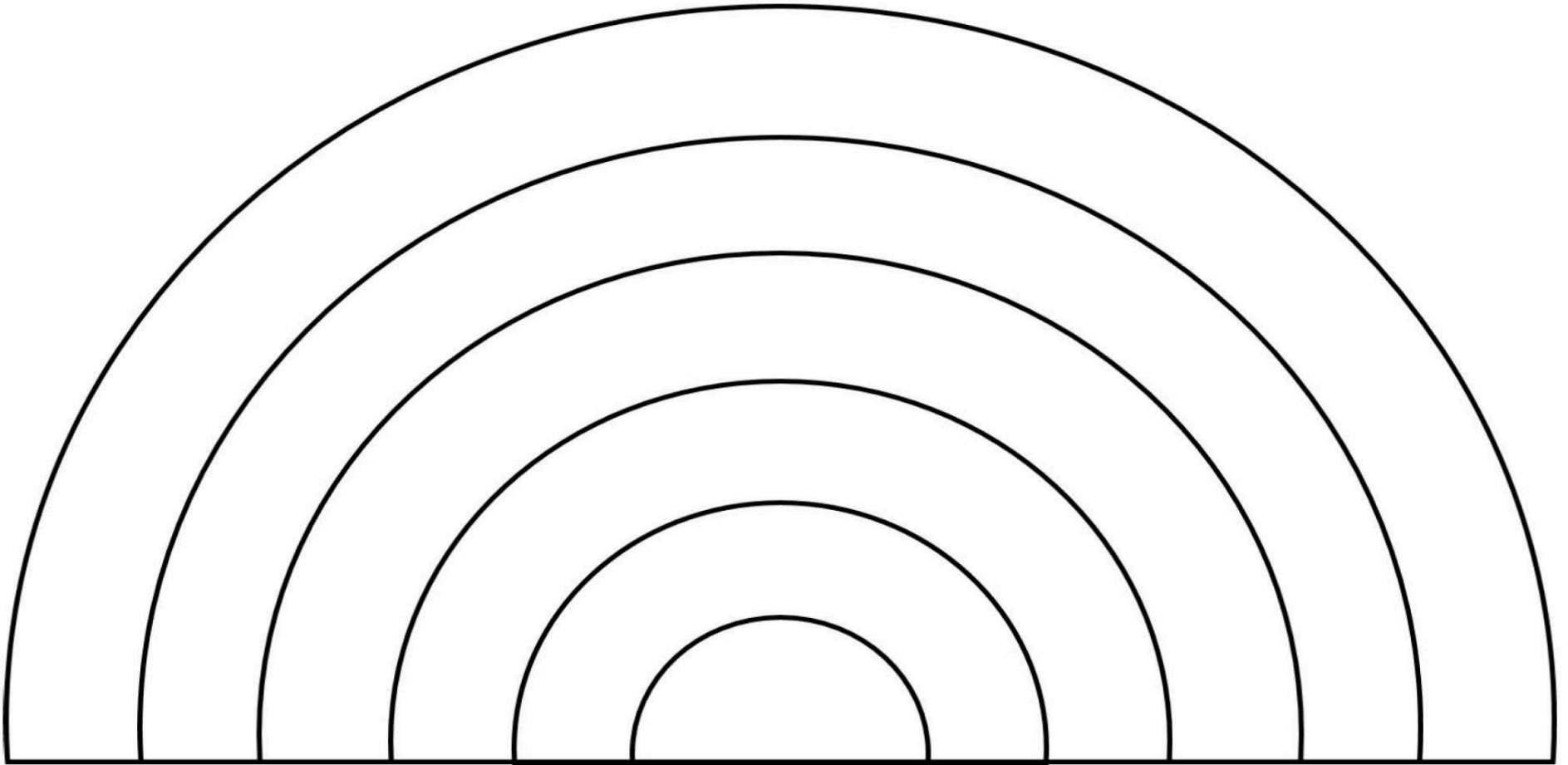
The Congress shall assemble at least once in every year, and such Meetings shall be on the first Monday in December, unless they shall by law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties, as each House may provide.

Each Horse may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds of its Members,

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excluding such Parts as may in their Judgment require Secrecy; and the Names and Votes of the Members of either House on any Question shall, at the Desire of one fifth of their Number, be entered on the Journal.

My Communities Graphic Organizer



How to Prepare Students for *The Constitution Rules Virtual Program*

Guiding Questions

- What is the United States Constitution and why was it written?
- What important government jobs does the Constitution establish?

Program Overview

During this interactive program, students will learn about the Constitution and why it is important. By analyzing records from the National Archives, students will explore why the Constitution was written and some of the important government jobs the Constitution includes, with a particular focus on the three branches of government.

Guidance for Virtual Program

Note: The following outlines keys for success for The Constitution Rules virtual program.

Before Attending The Constitution Rules Virtual Program

1. Please complete the required pre-program activity to prepare students for the program itself
2. Please print or provide students with digital access to the program documents (see [page 9](#))
 - [The United States Constitution, Page 1](#)
 - [Vote on Military Bonus Bill](#)
 - [President Barack Obama Signing in a New Law in the Oval Office](#)
 - [The Supreme Court Returns to Its Permanent Home](#)

During The Constitution Rules Virtual Program

1. Please plan to connect to your scheduled program a minimum of **5 minutes** before the scheduled start time. Please note: The NARA Education Team may reschedule student programs for groups that connect more than **15 minutes** late.
2. We require that the requesting educator or another educator from your institution be present during the program to observe the session and support classroom management.
3. The Constitution Rules is an interactive virtual program. The NARA Educator facilitating the program may request the classroom teacher's help to call on students to share their responses.
4. Students will interact with National Archives documents during this program through whole group and small group activities. Please have students seated for the program in a way that enables them to have small group discussions (2-3 students per group).

Program documents

Note: Please ensure that students have access to the following documents during The Constitution Rules virtual program. During this program, students will gather information from these documents, so it is important that students are able to clearly view them.

We the People

of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquillity, 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.

Article 1

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall direct. The Number of Representatives shall not exceed one for every thirty Thousand, and each State shall have at least one Representative; and until such Enumeration shall be made, the State of New Hampshire shall be entitled to three, Massachusetts eight, Rhode Island and Providence Plantations five, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware three, Maryland six, Virginia ten, North Carolina five, South Carolina six, and Georgia three.

When vacancies happen in the Representation from any State, the Executive thereof shall issue Writs of Election to fill such Vacancies. The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for a Term of six Years, and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Clases. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Term of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State, for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided. The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present. Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of Honor, Trust or Profit under the United States; but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every Year, and such Meeting shall be on the first Monday of December, unless they shall by Law appoint a different Day.

Section 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business, but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties, as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the Yeas and Nays of the Members of either House on any Question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three Days, nor to any other Place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of that Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same, and for any Speech or Debate in either House; they shall not be questioned in any other Place.

No Senator or Representative shall, during the Term for which he was elected, be appointed to any civil Office under the Authority of the United States which shall have been created, or the Emoluments whereof shall have been increased during such Term; and no Person holding any Office under the United States shall be a Member of either House during his Continuance in Office.

Section 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as to Matter of Increase or Decrease. Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the







Post-Program Activity

Write a Classroom Constitution

Estimated Time: 30 minutes

Objectives: Through completing this activity, students will

- Review content learned during The Constitution Rules virtual program
- Create a Classroom Constitution demonstrating their knowledge of the rules and responsibilities that come from being in a community

Activity Outline:

1. **Introduction:**

- Use the following questions to review material from The Constitution Rules virtual program
- **Ask Students:**
 - Why was the Constitution written?
 - What jobs does the Constitution establish for the United States government?
 - What responsibilities does each branch of government have? Use the program documents to review these responsibilities

2. **Main Activity:** Creating a Classroom Constitution

- Using the Classroom Constitution template (see [page 14](#)) or a big piece of paper, have students work together to write a classroom Constitution
 - Article One: Student Responsibilities—List the jobs and responsibilities of the students
 - Article Two: Teacher Responsibilities—List the jobs and responsibilities of the teacher

3. **Wrap-Up:** Sign your Constitution!

- Share a [close-up](#) of the signatures on the Constitution.
 - **Ask Students:** Why do people sign documents? What does it mean to put your name on something?
- Signatures: Invite students to sign the classroom Constitution.
- If multiple classrooms complete this activity, hang the classroom constitutions in the hall and invite students to compare.

4. **Extension:** Find your Members of Congress

- This activity can be completed as a whole group, in small groups, or individually
- Have students research their current representatives in Congress (House and Senate) to identify who represents them in the Legislative Branch
- Students can use online resources like [Find Your Members](#) or [Find Your Representative](#) to help them search

Our Classroom Constitution

We the People of _____ class, do agree
to this Constitution.

Article 1: Student Responsibilities

Article 2: Teacher Responsibilities

Signed on _____.

Additional Educational Resources

Note: The following educational activities and resources are designed to support student learning. These activities are not required. Feel free to facilitate only the activities that you think would be most helpful for your students.

Resources on the Constitution from the National Archives

- [The Constitution of the United States](#)
- [The Constitution of the United States: A Transcription](#)
- [Constitution of the United States - A History](#)
- [Constitution of the United States \(1787\)](#)
- [Teaching the Constitution \(DocsTeach\)](#)

DocsTeach Educational Activities

- [Finding American Symbols](#)