Title of Lesson

## Goals & Objectives

**Students will learn that the constitution sets out the 6 basic principles and the framework of government in the United States. Students will examine the constitution and identify two examples for each of the 6 basic principles, or 6 big ideas.**

**Students must also read and examine 1 primary source documents per group and determine how it relates to the 6 basic principles, or big ideas, by posting their document under the corresponding “big idea” on the board.**

## California State Content Standard

**12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**

* + 1. Describe the systems of separated and shared powers, the role of organized interests (Federalist *Paper Number 10),* checks and balances (Federalist *Paper Number 51),* the importance of an independent judiciary (Federalist *Paper Number 78),* enumerated powers, rule of law, federalism, and civilian control of the military.
		2. Explain how conflicts between levels of government and branches of governments are resolved.

### Lesson Introduction

Lead a Brainstorming Activity to access prior knowledge of the Constitution and the 6 basic principles the Constitution is built on. Ask students to recall anything they know about the Constitution and write it on the board.

### Vocabulary

Teacher will add words to the Word Wall. Students must add the words to their personal word wall in their binders and add a picture or drawing to represent the term or idea.

This lesson’s words include:

* Sovereignty
* Preamble
* Articles

### Content Delivery

Teacher will put students in six groups and pass out copies of the Constitution for each group to read. Each group will be assigned 1 big idea. The teacher will direct them to examine the text and identify two quotes or examples of their assigned big idea in action.

### Student Engagement & Critical Thinking (Student Activities)

Teacher will provide the list of the 6 Big Ideas (Handout 3) to the students and direct them to define each term on the back. Then the class will discuss to check for understanding.

Students will complete Handout 3 with the quotes from the Constitution and its location. Students will then rephrase the quote in their own words to focus on the meaning.

Groups will individually come up in front of class and communicate their ideas with the class.

### Demonstrated Learning (Formative & Summative Assessments)

The teacher will use two formative assessments for this lesson. The first while each group is sharing their examples with the class and rephrasing the quote in their own words. The second assessment will be Handout 3.

### Lesson Closure

Exit Slip: What’s the value of basing such a document on a set of principles rather than very detailed provisions?

Accommodations for English Learners, Struggling Readers and Students with Special Needs

What Came Before…

What Came After…