

# *Celebrating* Constitution Day

Grades K–3



## Authors

Roben Alarcon, M.A.Ed  
Christi E. Parker, M.A.Ed  
Garth Sundem, M.M.

# Table of Contents

<b>Introduction</b> .....	4
<b>Kindergarten Lesson Plans</b>	
National Symbols .....	7
Being a Classroom Citizen .....	13
<b>Grade One Lesson Plans</b>	
Democracy in the Classroom .....	19
What Does the Pledge Mean, Anyway? .....	26
Songs for America .....	32
<b>Grade Two Lesson Plans</b>	
Two Famous Americans .....	37
Living in a Democracy .....	44
How Do We Make Laws? .....	48
<b>Grade Three Lesson Plans</b>	
A New Government .....	53
Checks and Balances .....	58
The Bill of Rights .....	64
<b>Culminating Activity</b> .....	71
<b>Standards Correlations</b> .....	77
<b>Resources</b> .....	78

# How Do We Make Laws?

## Grade Two Lesson Plans

### Objective

Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good, as well as knowing that a good rule or law solves a specific problem, is fair, and does not go too far.

McREL Civics Standard 3, Level 1.6

### Materials

- ★ copies of *How a Law Is Made* (page 50)
- ★ copies of *A Bill Becomes Law* (page 51)
- ★ copies of *Crazy Laws* (page 52)
- ★ art supplies and blank paper

### Procedure

- 1 Prepare a sign to hang on the board that says, “New Rule: There are no rules this morning.” As students come to class, allow them to act as if there are no rules in the classroom for about two minutes. Then, bring them together as a class.
- 2 Ask them how it felt to have no rules. What would happen if there were no rules for the rest of the day? What bad things might happen?
- 3 Explain to students that even though the United States is a democracy, we still must have laws. Laws protect the citizens and keep them safe. But how are laws made?
- 4 Tell students that there is a process that the United States Government has to go through before a law can be made. This process is written in the Constitution.
- 5 Split the class into two groups. The first group is the House of Representatives. The second group is the Senate. Choose one student to be president. You may want to draw a student’s name from a jar to make the presidential choice easier. Create cardboard signs for each group and for the president to wear.
- 6 Explain to students that the House and the Senate make up Congress. That is part of our government. The United States Constitution says how a bill should become a law. It gives Congress and the president the right to create laws.
- 7 Show students *How a Law Is Made* (page 50) and explain each step to them.
- 8 Tell students that they are going to pass a law for the classroom. Give them three ideas for new laws, or create your own bill to propose. Let the House members decide which bill to pass on to the Senate. Have them vote on the bill, as well as change it, if they feel it is necessary. Complete the entire process of a bill becoming a law with the class. Some proposed bills might be: an extra three minutes at recess, Fridays shall be designated as bring an extra snack to school day, or once a month the class can have a pet show-and-tell.
- 9 After students have completed the process of a bill becoming a law, ask them to complete the activity on *How a Law is Made*.
- 10 Show students *A Bill Becomes Law* (page 51). This image can be found on the Library of Congress website at this URL address: <http://hdl.loc.gov/loc.pnp/cph.3c11372>. Complete *A Bill Becomes a Law Questions and Activity* (page 49).

# How Do We Make Laws?

## Grade Two Lesson Plans (cont.)

### Procedure (cont.)

- 11 To assess your students learning, go over each activity in the *Bloom's Taxonomy Chart* below with the class. Assign each student an activity or allow them to choose their own. All of these activities are based on Bloom's Taxonomy of Cognitive Development.
- 12 Finally, for an extension, refer to *Extension Activity* below.

### A Bill Becomes a Law Questions and Activity

- 1 Ask students who they think is with the president as he is signing the bill. Do they think he asks other people for their opinions before passing a bill into a law?
- 2 Tell students that the bill he was signing in the picture was for veterans, or people who have fought in wars.
- 3 Put the students in pairs. With their partner, have them complete the activity on *A Bill Becomes Law* (page 51).

### Bloom's Taxonomy Chart

**Knowledge:** What two choices does the president have when he sees a bill?

**Comprehension:** Write down how a bill becomes a law in three main steps using your own words.

**Application:** What are some rules you have in your classroom? What are some rules you have at home? Make a list of these rules.

**Analysis:** Why do you have rules in your classroom? Why do you have rules at home? Why do we have laws? Write a speech for your class, explaining why laws and rules are needed.

**Synthesis:** If you could pass a United States law, what would it be? Create a new bill you think should be made into a law.

**Evaluation:** Who has more power when signing a bill into law, the president, the House of Representatives, or the Senate? Why do you think that person or group has more power?

### Extension Activity

- 1 Tell students that most laws in the United States are necessary for our safety and to help the country run smoothly. But some crazy laws have been passed, too.
- 2 Read the list of *Crazy Laws* (page 52) to the students. Then do the following activity.
- 3 Divide the students into six groups. Assign each group a law. Tell them to pretend that they are the people that created the law.
- 4 Have each group create a poster illustrating the law and answering the following questions: Why would they make such a law? What should happen if the law is broken?
- 5 Allow students time to share their posters with the class.

# How a Law is Made

## Student Reproducible

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Label the pictures below to show how a bill becomes a law.



\_\_\_\_\_

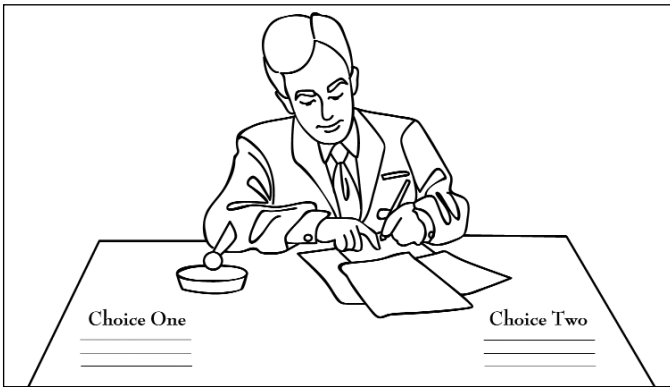
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Crazy Laws

## Student Reproducible

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Choose one of the laws below. Pretend you are one of the people who came up with that law. Design a poster to illustrate the law. On the poster include the reason this law is needed and what will happen to anyone who breaks this law.

It's against the law to sing off key in North Carolina.

You may not ride a bicycle without having both your hands on the handlebars in a city in North Carolina.

Persons may be placed in jail for up to five years for shooting a hole in a penny anywhere in the United States.

It is against the law to throw a ball at someone's head for fun in New York.

Women may not drive in a housecoat in California.

Ice cream may not be eaten while standing on the sidewalk in some towns in California.