



LESSON PLAN OUTLINE

LESSON 2.2

Founding Documents

Overview

Objective:

Students will be able to identify historic documents given an excerpt and be able to explain the influence that document had on the creation of the U.S. Constitution.

Essential Question(s):

Why do communities need rules? How do people decide which rules they want to adopt for their community?

Standards:

From the 2023 Standards:

CE.1 The student will apply history and social science skills to explain the foundations of American constitutional democracy by:

- b. Describing the Magna Carta, English common law, Charters of the Virginia Company of London (April 10, 1606, May 23, 1609, and March 12, 1612), the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom and their influence on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights

From the 2015 Standards:

The student will apply social science skills to understand the foundations of American constitutional government by

- b. examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;

National Council for Social Studies Standards:

NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT

Vocabulary:

government, subject, charter, infringe, grievance

Essential Knowledge: *(from the 2015 curriculum framework)*

Influence of earlier documents on the Constitution of the United States

- The Magna Carta established for the first time the principle that everyone including the king was subject to the law, and gave Englishmen basic rights and freedoms.
- The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists.
- The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States.
- The Declaration of Independence
 - stated grievances against the King of Great Britain
 - declared the colonies' independence from Great Britain
 - affirmed "certain unalienable rights" (life, liberty, and the pursuit of happiness)
 - affirmed the idea that all people are created equal.
- The Articles of Confederation
 - established the first form of national government for the independent states
 - maintained that major powers resided with individual states
 - created weak central government (e.g., no power to tax or enforce laws)
 - led to the writing of the Constitution of the United States.
 - The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions.

The Constitution of the United States, including the Bill of Rights,

- established the structure of the United States government
- guaranteed equality under the law with majority rule and the rights of the minority protected
- affirmed individual worth and dignity of all people
- protected the fundamental freedoms of religion, speech, press, assembly, and petition.

Engage



BELLRINGER: PREDICT

Ask students to think about and answer the following questions:

1. Why do we need to have rules? What happens when a community has no rules?
2. You're about to study a series of documents. Make a prediction: what do these documents share in common with each other?

WARM-UP: ROCK/PAPER/SCISSORS GAME

Use the game of Rock/Paper/Scissors to introduce the importance of the rule of law.

Explain

SLIDES

The interactive slides in this lesson can be used in multiple ways:

- teachers can direct all students to generate their own copies of the Google Slides on a tablet or laptop, allowing the students to interact directly with the prompts individually.
- teachers can use the deck as a presentation, guiding the entire classroom through the content as a large group.
- by creating their own Google Slides copy, teachers may rearrange or edit the content to suit their own pacing or adaptation needs.

Explore

PUZZLING THE CONSTITUTION

Students will be separated into six groups. Each group will be given a puzzle piece. They will answer the "Examine" portion of the Founding Documents Handout together. When groups are finished they will share out and then put the puzzle together. On the back of the puzzle is the Constitution. Teacher explains how each of the six documents led to the creation of the U.S. Constitution.

PIN THE DETAIL ON THE DOCUMENT

Students will be separated into groups and given a list of details. They must write each detail on a separate sticky note and "pin" it under the correct document. Alternatively, the teacher may have already "pinned" the details but under the wrong document. Students will be challenged to "pin" the details to the correct document.

Elaborate

MAKE CONNECTIONS

Students will complete the "Make Connections" portion of the Founding Documents Handout on their own.

Collections Highlight

A curated list of VMHC Collection items that can be used to supplement the lesson

Evaluate

GAME REVIEW

Kahoot! Question Set ([link to come](#))

Quizizz Question Set ([link to come](#))

EXIT TICKET

5-question review students complete before exiting the classroom

