

# CONSTITUTION DAY

Here are some great ideas for celebrating the Constitution (and everyday!) with your students.



## CLASSROOM ACTIVITY

### SIGNERS TRADING CARDS (Grades 4–6)

#### Resources

Index cards Scissors  
Glue sticks Pencils, markers, crayons

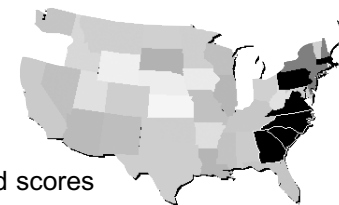
1. Before class, print the names, pictures, and biographies of the signers found at <http://www.archives.gov/education/lessons/constitution-day/signers.html>. Create a separate page for each signer.
2. As a class, discuss what students know about the Constitution:
  - Framework for government.
  - Rights and responsibilities of government and citizens are defined.
  - Other laws may not conflict with the Constitution.
  - Replaced the Articles of Confederation upon ratification in 1789.
3. Discuss who created and signed the Constitution, brainstorming the familiar names.
4. Distribute a biography page and index card to each student. The students will use the picture and information to create trading cards by gluing the picture to one side of the card and adding symbolic objects, gestures, or movements as appropriate. On the other side, the students should list:
  - Name and date of birth.
  - State represented.
  - Occupation.
  - One fact about the signer from during the convention.
  - One fact from after the convention.
5. Have students present their trading card to the class. Be sure the students note that the signers are all Caucasian males and talk about why this might be significant.

## CLASSROOM ACTIVITY

### CONSTITUTIONAL CONTEST: LARGE STATES V SMALL STATES (Grades 7–12)

#### Resources

Books/web sites about the Constitution  
Index cards  
Pencils  
Chalkboard, whiteboard, or flip chart to record scores



1. Divide the class into two teams, large states and small states. The teams will be composed of 12 subgroups, representing the large (or expected-to-be-large) states of Georgia, Massachusetts, North Carolina, Pennsylvania, South Carolina, and Virginia and the small states of Connecticut, Delaware, Maryland, New Hampshire, New Jersey, and New York, which sent representatives to the Constitutional Convention of 1787.
2. Discuss how the small states and large states did not see eye-to-eye on representation, resulting in a two-house congress with one based on an equal number of votes (Senate) and the other with representatives determined by the population (House).
3. Distribute three index cards to each small group and ask the students to research three facts about the Constitution, then turn facts into questions for the other team. On each card, the groups should write the name of the state they represent, one question/answer, and why the fact is important. Collect the cards, keeping the large and small states cards separate.
4. Regroup as teams. Ask questions of each team from the cards created by the opposite side. Award 10 points for a correct answer and no points for an incorrect answer. For an extra five points, the team that created the question must explain the answer's significance. The first team to reach 100 points wins.

## BEST OF THE WEB

### Justice Learning—What It Means

[http://justicelearning.org/justice\\_timeline/Articles.aspx](http://justicelearning.org/justice_timeline/Articles.aspx)

### National Archives—Our Documents

<http://www.ourdocuments.gov/>

### National Archives—Charters of Freedom

<http://www.archives.gov/national-archives-experience/charters/charters.html>

### National Constitution Center—Constitution Day

<http://www.constitutioncenter.org/constitutionday/display/MainS/Home>

### National Constitution Center—Centuries of Citizenship: A Constitutional Timeline

<http://www.constitutioncenter.org/timeline/>

### U.S. Courts—The Importance of Having a Constitution

<http://www.uscourts.gov/outreach/resources/importance.html>