

LESSON PLAN:

CONSTITUTIONS

GRADES: 3rd

SUBJECT: Social Studies

Curriculum Standards Met:

3.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

3.4.tpi.2. discuss the reason why people have governments.

3.4.tpi.3. contribute to the development of class rules.

3.4.tpi.10. create a set of laws for the school.

3.4.tpi.12. evaluate a set of rules or laws.

3.5.tpi.5. participate in a field trip to a historical place.

OBJECTIVES: Students will be able to identify why a constitution is created, discuss differences between the Tennessee State Constitution and the United States Constitution, and create a classroom or school constitution modeled after the state and federal constitutions.

1. After visiting Blount Mansion, have students discuss what they learned at Blount Mansion about William Blount's role in the United States and Tennessee State Constitutions. Why are state and federal Constitutions so important? (If they played the "Buckle Game" on site, remind them of the game—they should remember the importance of rules.) [10 minutes]
2. Have the class discuss what rules are important for the country and for the state. [10 minutes]
3. Have students create a classroom (or school) constitution based on the rules of the classroom (or school). Break students into groups of 4 or 5. Groups should decide who the Executive, Judicial, and Legislative powers should be. [30 minutes]
4. When students have completed the classroom/ school constitution, have each group share their rules. Have groups raise their hands if they had similar rules. Write these rules down on the board. [15 minutes]
5. EVALUATION: When this is complete, have students write a journal entry about the importance of constitutions and Blount's role in the U.S. and state Constitutions. [10-15 minutes]

Resources:

- [Tennessee's original state constitution](#), available from Tennessee State Library and Archives
- [Tennessee Blue Book](#), containing the current state constitution



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