



**Literacy Design  
Collaborative**

# The Preamble to the Constitution: RLS Version

★ TASK ★ LADDER

by Nadya Acevedo

In this module second grade students will identify the Preamble of the United States Constitution as the introductory statement of the Constitution. Students will define the key words from the Preamble, and understand that the founders created the Constitution to guide the United States government. They will be able to understand that the Preamble states the reasons why the founders formed our government.

This module is adapted from *The Florida Civics Project Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block. Others teach the modules during the time allocated for social studies.

The modules in *The Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

GRADES

**2**

DISCIPLINE

 **Social  
Studies**

COURSE

 **Civics**

PACING

 **6hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE3 - Informational or Explanatory

After reading the Preamble of the Constitution and secondary sources about the Constitution, write a multi-paragraph essay in which you explain the founders' reasons for forming the government. Support your response with evidence from the text/s.

## Standards

### Social Studies Next Generation Sunshine State Standards

#### SS.2.C.1.1

Focus

Explain why people form governments.

#### SS.2.C.1.2

Explain the consequences of an absence of rules and laws.

#### SS.2.C.3.1

Focus

Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

### Florida Standards

#### LAFS.2.W.1.2.

Focus

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### LAFS.2.W.3.8.

Recall information from experiences or gather information from provided sources to answer a question.

#### LAFS.2.SL.1.1.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### RI.2.2

Focus

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

## Texts

🔗 [The Constitution of the United States](#)

🔗 [We the Kids: The Preamble to the Constitution of the United States by David Catrow](#)

📎 [2A.The\\_Constitution\\_for\\_Kids.revised.docx](#)

🔗 [2B.The United States Constitution by Susan LaBella](#)

🔗 [2B. The Three Branches of Government by Susan LaBella](#)

**Student Work Rubric - Informational or Explanatory Task - Grade 2**

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a <b>general</b> main idea, with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea, <b>maintaining a focus</b> on the main idea.	Introduces the topic and a <b>specific</b> main idea, maintaining a <b>consistent</b> focus on the main idea.
<b>Use of Sources</b>	Includes no details from sources related to the topic or prompt.	Includes <b>few</b> details from sources related to the topic or prompt.	Includes details from sources related to the topic <b>and</b> prompt.	Includes <b>well-chosen</b> details from sources related to the topic and prompt.
<b>Development</b>	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with <b>minor inaccurate or incomplete elements</b> .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	<b>Explains</b> relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the <b>main idea</b> .
<b>Organization</b>	Sentences are out of logical order or lack an evident structure.	<b>Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.</b>	Sequences sentences <b>and groups related information</b> to introduce the topic, develop points, and provide a concluding statement or section. <b>Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.</b>	Sequences sentences and groups related information in <b>paragraphs or sections</b> that introduce the topic, develop points, and provide a concluding statement or section. <b>Consistently</b> uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. Minor errors, while noticeable, <b>do not</b> interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors. Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 2 examples)</b>	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
<b>C3 Concept: Cause and Effect</b>	Attempts to identify a cause or effect of a particular event/ development	Identifies probable causes or effect of a particular event/development.	Explains multiple probable causes and effects of a particular event/development.	Clearly explains important causes and effects of a particular event/ development.

### ***Background for Students***

We are learning about the Constitution, that it is the document that establishes the structure, function, powers, and limits of American government. Now we will use the Preamble to the Constitution to understand why the founders wrote it to form our government.

### ***Extension***

Have students research one of the founding fathers or a part of the Constitution (<http://www.safesearchkids.com/>) to create a PowerPoint slide presentation or a living museum and then invite parents or other classes to the class museum.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**ACTIVATING PRIOR KNOWLEDGE:** Ability to activate knowledge and categorize information on a topic of study.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt.

### ***Reading Process***

**ANNOTATION:** Ability to identify, mark and make note of significant words and language in a text.

**NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

### ***Transition to Writing***

**PREPARING FOR WRITING:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to the writing task.

**DEVELOPMENT:** Ability to write initial draft to answer writing task.

**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?



PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

### Preparing for the Task













30 mins	<p><b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>1. A LAWLESS SOCIETY: EXIT SLIP</b> What would it be like to have a classroom, school, or community with no rules?</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> <li>students participate in the partner discussions</li> <li>students participate in the lawless classroom activity</li> <li>submit an exit slip with their reactions</li> </ul>	<p>1. Have students turn to a shoulder partner and discuss the 6 questions.</p> <ul style="list-style-type: none"> <li><b>Question 1:</b> What would happen if there were no rules or laws?</li> <li><b>Question 2:</b> Why do you think people form governments?</li> <li><b>Question 3:</b> What is a rule? Give an example of a rule in your family.</li> <li><b>Question 4:</b> What is a law? Give two examples of laws in our community, state, or nation.</li> <li><b>Question 5:</b> What services are provided by the state or national government?</li> <li><b>Question 6:</b> What is "public safety?"</li> </ul> <p>2. Organize and implement the following activity: <i>A Lawless Society in your Classroom</i></p> <p>This bridging activity will be a foundation that you and your students can refer to throughout the module. Students will realize how the absence of rules changes their classroom setting.</p> <p><b>Set up:</b> Take away access to all writing material (pencils, paper, notebook etc.) and then give one student a stack of paper and another student pencils (previous to this activity make sure to explain to these two students that they should not share their materials with others, even if students ask for the paper and pencils).</p> <p>Say to the students: "Please get out paper and pencil to write three rules you follow at home or in the classroom. Make sure to write in complete sentences. "</p> <p>Monitor this activity for about 5 minutes, note students reactions to:</p> <ul style="list-style-type: none"> <li>Not having materials needed to complete their task</li> <li>How students react to the students who have the materials</li> </ul> <p><b>Discussion:</b> Bring the class together and explain that you gave the paper and pencils to only those two students and told them not to share with the other students. Ask the students, "What did you think about that situation?" Help students discuss how difficult it was to complete a task without having access to their materials, without following the rules of the classroom and how it was not fair that there was no sharing.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> <li>How the rules of the classroom are there for our safety and comfort</li> <li>The importance of school and community rules such as rules in the lunchroom or traffic rules</li> <li>What would happen if those rules were not followed</li> <li>Why people form governments</li> <li>What is a law? Give examples</li> <li>What is a rule? Give examples</li> </ul> <p><b>Exit Slip:</b> Have students write a quick write of what they thought about a classroom, school, or community with no rules.</p>
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Standards:





	<p><b>LAFS.2.SL.1.1.</b> : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.1.2</b> : Explain the consequences of an absence of rules and laws.</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p>			
	<p>Additional Attachments:</p> <p> <b>Our classroom with no rules 3</b></p> <p> <b>Our classroom with no rules 2</b></p> <p> <b>Our classroom with no rules 1</b></p>			
40 mins	<p><b>ACTIVATING PRIOR KNOWLEDGE:</b> Ability to activate knowledge and categorize information on a topic of study.</p>	<p><b>2. BASICS OF THE CONSTITUTION DISCUSSION AND WRITING BASED ON TEXT</b></p> <p>Why it is important for the three parts of the United States government to work together?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"><li>• listen attentively to read aloud</li><li>• participate in group work and the class discussion</li><li>• highlight important ideas</li><li>• can define law, right, and amendment</li><li>• write two sentence stems about the purpose of the Constitution and how the three parts work together.</li></ul>	<p>1. Pass out copies of "The Constitution for Kids."</p> <p>2. Read the handout aloud as students follow along. Point out to students that words that are in <i>italics</i> are usually important words. In this text, the three words in italics are defined within the sentence.</p> <p>3. Divide students into small groups to</p> <ul style="list-style-type: none"><li>• Re-read "The Constitution for Kids"</li><li>• Highlight or underline important ideas. Remind students that important ideas are details that describe who, what, where, when, why, or how in the text. As students work in a group, have them discuss which of these details are the most important before deciding which ones to highlight/underline.</li><li>• Lead a class discussion on how our government is organized and the powers and limits of our government.</li><li>• Have students work in their groups to define the three terms (law, rights, amendment) and finish the two sentence stems.</li></ul>
	<p>Standards:</p> <p><b>LAFS.2.SL.1.1.</b> : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>LAFS.2.RI.1.1.</b> : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>SS.2.C.3.1</b> : Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p>			
	<p>Additional Attachments:</p> <p> <b>2A.The Constitution for Kids revised.docx</b></p>			
20 mins	<p><b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt.</p>	<p><b>3. ANNOTATED TEACHING TASK</b></p> <p>After reading the Preamble of the Constitution and secondary sources about the Constitution, write a multi paragraph essay in which you explain the founder's reasons for forming the government. Support your response with evidence from the text/s.</p> <p>What will you need to know and to do to complete this task?</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"><li>• Key words/phrases of the teaching task are identified.</li><li>• Key words/phrases are properly defined.</li><li>• Questions about the teaching task are properly answered and written down.</li></ul>	<p><b>Objective:</b> By closely examining the task's prompt, students will gain a better understanding of what they will be required to accomplish at the end of the module.</p> <p>1. Using the Annotation handout, review the task with students.</p> <p>2. Have students work individually or with a partner to annotate the task by</p> <ol style="list-style-type: none"><li>1. underlining what they think are the most important words and phrases in red.</li><li>2. circling 2-4 words the students need to understand in blue.</li><li>3. writing at least one question they have about the task.</li></ol> <p>3. Finally, ask students to raise their hands if they have words/phrases they could not define. Have a class discussion where you ask the rest of class to pose definitions/answers. Model definitions/answers for ones unanswered by class. (This may also be a partner activity.)</p>



			Teacher may collect student work for formative assessment and to return to students with feedback.  <i>This mini task was adapted from Annotated Teaching Task <a href="https://coretools ldc.org/mini tasks/5ec76e57-b690-b23c-7f70-a313fe7d86c5">https://coretools ldc.org/mini tasks/5ec76e57-b690-b23c-7f70-a313fe7d86c5</a></i>
Standards:			
<p><b>LAFS.2.L.3.4.</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>LAFS.2.SL.1.1.C.</b> : Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>LAFS.2.RI.2.4.</b> : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>			
Additional Attachments:			
<p> <b>Annotation of the Teaching Task.docx</b></p> <p> <b>Teaching task.jpg</b></p>			
<b>Reading Process</b>			
40 mins	<p><b>ANNOTATION:</b> Ability to identify, mark and make note of significant words and language in a text.</p>	<p><b>4. CLOSE READING VOCABULARY STUDY OF THE PREAMBLE</b></p> <p>What are some of the interesting words, important ideas, and questions you have about the Preamble to the Constitution?</p>	<p>Meets expectations if they</p> <ul style="list-style-type: none"> <li>identify unfamiliar words by circling the words in blue</li> <li>underlining what they believe is the most important vocabulary word/phrase with a red line (the same way "annotation of the task" was done).</li> <li>participate in the gallery walk.</li> </ul>
			<p><b>Objective:</b> We will use the text to find important vocabulary that we do not know or which we need to better understand.</p> <ol style="list-style-type: none"> <li>Read <i>We the Kids: The Preamble to the Constitution of the United States</i>, illustrations and foreword by David Catrow, and remind students that the "Preamble" is a primary source. This author uses the actual words of the "Preamble" and adds illustrations to the text.</li> <li>Pass out copies of the "Preamble" and facilitate a discussion about the text itself. Some questions you might ask could include: <ul style="list-style-type: none"> <li>What can you infer about the purpose of government from what you've read?</li> <li>How does knowing what each word means help you to understand the main idea of each phrase?</li> <li>Why would the Framers of the Constitution include each phrase in the "Preamble"?</li> <li>How did each phrase help form our government.</li> </ul> </li> <li>At the end of the reading, spend a few minutes talking about the text and either review or ask students to report out the unfamiliar words they heard. You may also add a word.</li> <li>Then have each phrase of the "Preamble" written and posted on poster paper for students to walk to each poster and mark up the text in a Gallery Walk. (If you need to know how to do a Gallery Walk, one protocol is linked under Teacher Resources. You may need to adapt this protocol for second grade) Students will circle unfamiliar words in blue and underline words they believe are important in red. Then they can write on the chart any questions they have about the phrase.</li> </ol> <p><b>Options to continue with vocabulary study:</b></p> <ol style="list-style-type: none"> <li>You may choose to have students define words now using a dictionary or a search engine like <a href="http://www.safesearchkids.com">www.safesearchkids.com</a> to find the meaning of the words or synonyms.</li> <li>Or continue to the "Close reading the Preamble of the Constitution" mini task and have students define words as they use context clues to find the main idea of each phrase.</li> <li>As a class come up with the best definition/synonym to mark up the text.</li> <li>Transfer the circled words to a Vocabulary section on your</li> </ol>




				<p>board or bulletin board, displayed in a prominent place in the classroom. Students may also create a vocabulary page in their journal or use a graphic organizer.</p> <p><i>This mini-task was adapted from Catherine Miller <a href="https://coretools ldc.org/minitasks/4a7bc369-d3af-478c-8831-657c8479d34e">https://coretools ldc.org/minitasks/4a7bc369-d3af-478c-8831-657c8479d34e</a></i></p>
	<p>Standards:</p> <p><b>LAFS.2.L.3.5.</b> : Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>LAFS.2.L.3.4.</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>LAFS.2.RI.2.4.</b> : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p> <p>Additional Attachments:</p> <p> <b>Gallery Walk Protocol</b></p> <p> 10.jpg</p> <p> 9.jpg</p> <p> 8.jpg</p> <p> 7.jpg</p> <p> 6.jpg</p> <p> 5.jpg</p> <p> 4.jpg</p> <p> 3.jpg</p> <p> 2.jpg</p> <p> 1.jpg</p> <p> <b>The_Preamble_to_the_United_States_Constitution20160720-3-qgmp2i.docx</b></p>			
40 mins	<p><b>NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>4B. CLOSE READING INFORMATIONAL TEXT TO GATHER NOTES FOR OUR WRITING</b></p> <p>Using the main topic of each paragraph in the text, what connections can you make between the two text?</p>	<p>Meets expectations if they</p> <ul style="list-style-type: none"> <li>underline what they believe is the main topic of each paragraph</li> <li>use the main topic of each paragraph to gather notes in their own words</li> <li>participate in class discussion</li> </ul>	<p><b>Objective:</b> We will use the text to find important information that we do not know or which we need to better understand the relationship of the government and the constitution.</p> <ol style="list-style-type: none"> <li>1. Read <i>The United States Constitution</i>, by Susan LaBella, and remind students that this is a secondary source. This author uses facts about constitution and adds an illustration to the text.</li> <li>2. Pass out copies of the article <i>The United States Constitution</i>, by Susan LaBella and facilitate a discussion about the text itself. Some questions you might ask could include: <ul style="list-style-type: none"> <li>◦ What is the main idea of the article?</li> <li>◦ Choose a sentence or new vocabulary (ex. bill of rights) and have students search for it in the text and then explain what that means in their own words</li> <li>◦ Article has additional questions that may be used during this section</li> </ul> </li> <li>3. At the end of the reading, spend a few minutes talking about the text and either review or ask students to report the main idea of each paragraph.</li> <li>4. Then have students use a highlighter to underline and mark up the text with the main topic of each paragraph. Finally, as a class discuss the importance of the main topic in each paragraph and how to put it in our own words so we can use it as notes in our journals and for evidence in our final teaching task.</li> </ol> <p><b>Options to continue with close read and note taking:</b></p>

				<ol style="list-style-type: none"> <li>1. You may choose to have students work independently, in partners or if students need more guidance then continue to work as a class to read second article <i>The Three Branches of Government</i> by Susan LaBella. Repeat steps 1-4 (see above).</li> <li>2. As a class discuss the main topic of each paragraph in this new text and determine if students agree on the facts that should be highlighted/underline to show the main topic.</li> <li>3. Discuss the notes taken by the students to show the main topic for each paragraph in their own words.</li> <li>4. Finally, discuss the connection between the two text. Some questions you might ask could include: <ul style="list-style-type: none"> <li>◦ Is the main topic in these two articles similar or different?</li> <li>◦ Does the government have a connection/relationship to the article (use notes taken to support evidence)?</li> </ul> </li> </ol> <p><i>This mini-task was adapted from Catherine Miller <a href="https://coretools ldc.org/minitasks/4a7bc369-d3af-478c-8831-657c8479d34e">https://coretools ldc.org/minitasks/4a7bc369-d3af-478c-8831-657c8479d34e</a></i></p>
<p>Standards:</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p> <p><b>RI.2.2</b> : Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3</b> : Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>W.2.2</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>				
<p>Additional Attachments:</p> <p>🔗 <b>4b. The Three Branches of Government by Susan LaBella</b></p> <p>🔗 <b>4b. The United States Constitution by Susan LaBella</b></p>				
<b>Transition to Writing</b>				
40 mins	<p><b>PREPARING FOR WRITING:</b> Ability to begin linking reading results to writing task.</p>	<p><b>5. TEXT TALK AND WRITING RESONS FOR A NEW GOVERNMENT</b></p> <p>Why did the Framers of the Constitution form a new government for the United States?</p>	<p>Meets expectations if students:</p> <ul style="list-style-type: none"> <li>• Are prepared to participate in the discussion with relevant texts and notes.</li> <li>• Provide applicable evidence to support opinions during the discussion.</li> <li>• Participate by sharing important ideas with peers and actively listening.</li> <li>• Generate three reasons the Framers of the Constitution wanted to form a new government.</li> </ul>	<p><b>Objective:</b> By engaging in small and whole group discussions of text, students will prepare final writing task.</p> <p><b>Introduction</b></p> <p>Talking through ideas before writing helps all writers, but especially English-language learners (ELLs), explore and rehearse key vocabulary, new concepts, and academic forms of language before the more challenging task of writing on their own.</p> <p>In this mini-task, students discuss their thoughts after reading the Preamble of the Constitution. The teacher facilitates the discussion and asks comprehension questions that students discuss as a group and later respond to in writing.</p> <p>A video is linked under Teacher Resources that talks about ways to engage students in Text Talk. The video is of a 5th grade class, you will, of course, have to make adaptations for second grade.</p> <p><b>Review Expectations for the Group Discussion</b></p> <p><i>Sample Expectations:</i></p> <ul style="list-style-type: none"> <li>• Adjust your bodies so that you can see one another, listen, and talk to one another without having to speak too loudly.</li> <li>• One person talks at a time.</li> <li>• Listen carefully to the speaker.</li> <li>• Show active listening through remaining silent as others speak, looking at the speaker, and refraining from distracting movements.</li> <li>• Use hand signals (hand signals can promote active listening and help the teacher to facilitate the conversation.)</li> </ul>

			<p>Sample hand signals:</p> <ul style="list-style-type: none"> <li>◦ Hold up two fingers if you have something to add on to what the person just said,</li> <li>◦ Thumbs up if you have something new to say.</li> </ul> <p><b>Pre-Write Group Discussion</b></p> <p>Use this portion of the discussion to set students up for success when they sit down to write. Review the task's prompt: <b><i>After reading the Preamble of the Constitution and secondary sources about the Constitution, write a multi-paragraph essay in which you explain the founders' reasons for forming the government. Support your response with evidence from the text/s.</i></b> Ensure students understand what the prompt <i>really means</i>.</p> <p>Facilitate a discussion about the Preamble and how the different students defined each phrase in the Gallery Walk. Some questions you might ask could include:</p> <ul style="list-style-type: none"> <li>• Why did The Framers of the Constitution decide to write each phrase?</li> <li>• How does each phrase relate to our government?</li> <li>• How did The Framers of the Constitution help form the government through the Preamble of the Constitution?</li> <li>• How does each phrase of the Preamble relate to our lives now?</li> </ul> <p><b>Think/Pair/Share to Generate Explanations about the Teaching Task</b></p> <ol style="list-style-type: none"> <li>1. Have students take out the task analysis, The Constitution for Kids, and their copy of the marked up Preamble.</li> <li>2. Ask students to write 3 reasons for forming the U. S. government.</li> <li>3. Ask students to turn to a partner and share reasons.</li> <li>4. Have students cite evidence from the Catrow book, the Preamble itself, and the Constitution for Kids text.</li> <li>5. Share reasons with the entire class noting reasons on a chart for students to refer to later.</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>LAFS.2.L.3.5.</b> : Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>LAFS.2.SL.1.1.A.</b> : Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SS.2.C.1.2</b> : Explain the consequences of an absence of rules and laws.</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p> <p>Additional Attachments:</p> <p> <a href="#">Original Lesson Video</a></p> <p> <a href="#">Talk Moves</a></p> <p> <a href="#">Small Group Work to Prepare for Whole Group Discussion</a></p> <p> <a href="#">The Preamble to the United States Constitution.docx</a></p>			
<b>Writing Process</b>			
30 mins	<p><b>PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to the writing task.</p>	<p><b>6. MAKING AN OUTLINE FOR THE FINAL PRODUCT</b></p> <p>Make an outline for our final writing product.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> <li>• Creates a controlling idea that addresses the prompt for the essay</li> <li>• Creates an outline</li> </ul>
			<p><b>Note to teacher:</b> The writing process in this module is fairly detailed. If students have not had prior instruction on making an outline, preparing a draft, or revising a draft, you may need to spend additional time outside the module to prepare students for these tasks.</p> <p><b>Objective:</b> Students will create an outline based on notes and text to answer writing prompt.</p>

			<p>or organizer that shows how to develop the controlling idea</p> <ul style="list-style-type: none"> <li>Chooses 3 pieces of evidence from text (phrases from the Preamble) that will help to answer prompt</li> <li>Supports the controlling idea with details</li> </ul>	<p>Demonstrate how to create an outline that will help to answer the writing prompt (this may be differentiated by writing level). Teacher can suggest for students to think of answering the following:</p> <ul style="list-style-type: none"> <li>How do you plan on hooking your reader or creating a topic sentence?</li> <li>How can you restate the writing task?</li> <li>What 3 phrases from the Preamble will you choose to use as your supporting evidence to answer the prompt?</li> <li>How do the phrases you selected explain the founder's reasons for forming the government?</li> </ul> <p>Model capturing their ideas in an outline with each part or do one as a class together and have students discuss/make suggestions of what to put in the outline. Several outlines formats are suggested in the link in Teacher Resources, but a format that would work for this teaching task is:</p> <ol style="list-style-type: none"> <li>Title for the Essay</li> <li>Introduction</li> <li>Reason 1 (cite evidence from the Preamble)</li> <li>Reason 2 (cite evidence from the Preamble)</li> <li>Reason 3 (cite evidence from the Preamble)</li> <li>Conclusion</li> </ol>
<p>Standards:</p> <p><b>LAFS.2.W.2.5.</b> : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>LAFS.2.W.3.8.</b> : Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p> <p>Additional Attachments:</p> <p> <a href="#">Sample Outlines for Second Grade Students</a></p> <p> <a href="#">Graphic Organizer (1).jpg</a></p>				
30 mins	<p><b>DEVELOPMENT:</b> Ability to write initial draft to answer writing task.</p>	<p><b>7. DEVELOPING THE INITIAL DRAFT OF THE FINAL PRODUCT</b></p> <p>Today we will create a draft for the final product.</p>	<p>Meets expectations if student:</p> <ul style="list-style-type: none"> <li>Has an introduction that interests readers and restates the writing task prompt through a controlling idea</li> <li>Chooses 3 pieces of evidence from the text (phrases from the Preamble) that will help to answer prompt</li> <li>Supports the controlling idea with details</li> </ul>	<p><b>Objective:</b> Students will hook the reader, restate the writing prompt through a controlling idea, use evidence from text to answer writing prompt question, and use details to support their controlling idea.</p> <p>Have students use their marked up Preamble, the Constitution for Kids text, and anything they remember about the Catrow reading to:</p> <ul style="list-style-type: none"> <li>construct a topic sentence, restate the prompt and begin speaking about the evidence that supports the controlling idea.</li> <li>state each piece of evidence (phrase from the Preamble) and explain the founders' reasons for forming the government.</li> <li>use details or examples to support each piece of evidence from the text.</li> <li>conclude the essay.</li> </ul>
<p>Standards:</p> <p><b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>SS.2.C.3.1</b> : Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p><b>SS.2.C.1.1</b> : Explain why people form governments.</p>				

# The Preamble to the Constitution: RLS Version

30 mins	<p><b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>8. GETTING FEEDBACK FROM CRITICAL FRIENDS ON INITIAL DRAFT</b></p> <p>Now that we have all written our initial drafts, each of us to have two critical friends look at our reports and give us feedback to make our draft better.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> <li>• use the editing checklist to give feedback to a critical friend</li> </ul>	<ol style="list-style-type: none"> <li>1. Pass out copies of the Critical Friends Editing Checklist and review each point.</li> <li>2. Teacher will model how to peer edit an initial draft, by showing students to check for each of the following: <ul style="list-style-type: none"> <li>• Focus on the task's prompt</li> <li>• Use of 3 pieces of evidence from the text with details</li> <li>• Has an introduction and conclusion</li> <li>• Corrects paper for grammar, capitalization, punctuation and spelling</li> </ul> <p>Teacher can set specific colors for students to check each others papers (ex. green can be to show that spelling needs to be corrected, and orange may be capitalization needed)</p> <li>3. Arrange for students to get feedback from their critical friends.</li> </li></ol>
<p>Standards:</p> <p><b>LAFS.2.L.1.2.</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>LAFS.2.SL.1.1.C.</b> : Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>LAFS.2.W.2.5.</b> : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>Additional Attachments:</p> <p> <b>2A.Editing Checklist.docx</b></p>				
30 mins	<p><b>REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>9. REVISING OUR DRAFT OF THE FINAL PRODUCT</b></p> <p>Revise your draft to be certain you address the prompt, have a clear controlling idea, and support your controlling idea. Be certain you also have correct spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<p>Meets expectation if:</p> <ul style="list-style-type: none"> <li>• Provides draft that addresses the prompt, has a clear controlling idea, and contains support for your controlling idea.</li> <li>• Provides draft free from distracting surface errors.</li> <li>• Uses format that supports purpose.</li> <li>• Follows writing rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Give students time to revise their drafts for coherence and support.</li> <li>• Briefly review selected skills that many students need to improve.</li> <li>• Teach students to mark their own writing for revision (line out, rewrite, and so forth)</li> </ul>
<p>Standards:</p> <p><b>LAFS.2.L.1.2.</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>LAFS.2.W.2.5.</b> : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>				
Not provided	<p><b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>10. FINAL PRODUCT SUBMITTED</b></p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> <li>• Followed the writing rubric for the teaching task.</li> </ul>	<p>Students make corrections and revisions based on the peer feedback. Teacher will collect work and, if desired, have students present their final draft.</p>
<p>Standards:</p> <p><b>LAFS.2.W.1.2.</b> : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>				

## ***Instructional Resources***

### ***Teacher Resource***

 **Background information on the Constitution for teachers**

## *Section 4: What Results?*

### ***Student Work Samples***

#### ***Meets Expectations***

 **Final Draft.jpg**

### ***Teacher Reflection***

Not provided

## ***All Attachments***

- 🔗 The Constitution of the United States : <https://s ldc.org/u/5w8yfphlpq1dkn2thy9la3uyq>
- 🔗 We the Kids: The Preamble to the Constitution of the United States by David Catrow:  
<https://s ldc.org/u/balz0u6h42h4m1tcfiao j6mqt>
- 📎 2A.The\_Constitution\_for\_Kids.revised.docx : <https://s ldc.org/u/6qnpau1iw8et8eypbz7ahrgju>
- 🔗 2B.The United States Constitution by Susan LaBella : <https://s ldc.org/u/49yo7rsh5qt0tfuixircpqt e8>
- 🔗 2B. The Three Branches of Government by Susan LaBella : <https://s ldc.org/u/dh had6gjr5vqbff67sn8ezduz>
- 📎 Final Draft.jpg : <https://s ldc.org/u/77cu5me6c83bhlf5259lj7seh>
- 🔗 Background information on the Constitution for teachers : <https://s ldc.org/u/5ro5b00ti6wqfryqh5zvfxbde>