



## **Celebrate the Constitution!** Lesson Plans, Resources & More!

To commemorate Constitution Day (Sept. 17) and to support educators in teaching a required part of the California Curriculum, the ACLU Foundation of San Diego & Imperial Counties (ACLUF-SDIC) is excited to present its annual *Celebrate the Constitution! (CTC!)* program to help students learn about the United States Constitution.

Below are two complete and easy-to-follow lesson plans that meet California standards for both middle and high school levels. One is in a 5-day curriculum format, the other has been adapted for single-period use or block schedule.

The lesson plans prepare your students to **self-produce videos, artwork and other digital content to share their knowledge and insights about our nation's founding document!**

After reviewing your students' digital creations, **please choose up to five** from each class that demonstrate critical thinking and creativity and **submit them to the ACLUF-SDIC using this form**. After receiving the digital creations, we will share them on [celebratetheconstitution.org](http://celebratetheconstitution.org) for all to see!

Each video submitted will be entered in a chance drawing to win one of the following:

- ACLUF-SDIC t-shirt
- ACLUF-SDIC tote bag
- A 30-minute conversation with ACLUF-SDIC Executive Director [Norma Chávez-Peterson](#), Legal Director [David Loy](#), or another key staff member about what it means to fight for a more equitable region

## Five-day Lesson Plan (50-Minute Periods) & Teaching Resources

**Unit Objectives:** In this unit, students (STS) will learn about the creation and formation of the United States Constitution focusing on the freedoms and rights granted by the Bill of Rights. STS will explore the context in which it was created and be asked to critically examine how it relates to our present-day lives. Both the in-class and out-of-class instruction will prepare STS to create a short video (no more than five minutes long) or another digital expression which shares their knowledge, insights and relationship with the U.S. Constitution.

After you've reviewed the digital creations, please choose up to five per class that demonstrate critical thinking and creativity and [submit them to us using this form](#).

### FIVE-DAY TEACHER & STUDENT RESOURCES

Day 1	<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a>: Please include a completed waiver to each participating student when uploading their digital creation.</li> <li>2. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a></li> <li>3. Worksheet: <a href="#">The Value of Rights</a></li> <li>4. Sample Video: <a href="#">Let's Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a></li> <li>5. <a href="#">Guiding Questions</a></li> <li>6. <a href="#">Evaluation Rubric</a></li> <li>7. <a href="#">ACLUF-SDIC's Student Guide to the U.S. Constitution</a> (SGUSC)</li> <li>8. <a href="#">Guide to Video Best Practices</a> and <a href="#">ACLUF-SDIC downloadable artwork</a> for use in STS digital creations</li> <li>9. Supplemental Reading: <a href="#">On Constitution Day, a Reminder that Freedom is for Everyone – Even Though that Hasn't Always Been True</a></li> </ol>
Day 2	<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC True or False Trivia Quiz</a></li> <li>2. Image: <a href="#">A Moment of Reckoning</a></li> <li>3. Blog: <a href="#">A Moment of Reckoning</a></li> <li>4. <a href="#">ACLUF-SDIC downloadable artwork</a> available for STS use in their digital creation.</li> </ol>
Day 3	<ol style="list-style-type: none"> <li>1. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a></li> <li>2. Image: <a href="#">Dare to Create a More Perfect Union</a></li> <li>3. Worksheet: <a href="#">Life Without Rights</a></li> <li>4. Worksheet: <a href="#">The Bill of Rights Today</a></li> </ol>
Day 4 - 5	No handouts
Additional Resources	<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC's CTC! PowerPoint</a>: Dive deeper into the U.S. Constitution and landmark U.S. Supreme Court cases.</li> <li>2. <a href="#">Educator &amp; Student Resources</a>: Learn more with these ACLUF-SDIC curated resources.</li> <li>3. <a href="#">Constitution Day Vocabulary Tool</a>: This vocabulary tool provides a comprehensive list of terms, along with vocabulary-related activities/worksheets such as definition of terms, matching, word searches, etc. Teachers can select according to class level and progress.</li> </ol>

## Day 1: SETTING THE SCENE – PROVIDING CONTEXT TO THE NATION’S FOUNDING DOCUMENT

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a> (this is a media waiver that allows the ACLUF-SDIC to share STS digital creations with our audiences.)</li> <li>2. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a> <b>Image Details:</b> By Howard Chandler Christy (1940), Commissioned by the U.S. Government This image depicts the Constitutional Convention on Sept. 17, 1787, the date the framers signed the Constitution in Independence Hall in Philadelphia, PA. This artwork is on display at the U.S. Capitol Building in Washington D.C.</li> <li>3. Worksheet: <a href="#">The Value of Rights</a></li> <li>4. Sample Video: <a href="#">Let’s Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a></li> <li>5. <a href="#">Evaluation Rubric</a></li> <li>6. <a href="#">Guiding Questions</a></li> <li>7. <a href="#">ACLUF-SDIC’s Student Guide to the U.S. Constitution</a> (SGUSC)</li> <li>8. <a href="#">Guide to Video Best Practices</a></li> <li>9. Supplemental Reading: <a href="#">On Constitution Day, a Reminder that Freedom is for Everyone – Even Though that Hasn’t Always Been True</a></li> </ol>	<p><b>Lesson Introduction (10-15 min):</b> Introduce the U.S. Constitution and the Bill of Rights, and all unit objectives.</p> <ul style="list-style-type: none"> <li>• Provide STS with overall plan resulting in STS working in groups to complete a digital creation.</li> <li>• Handout/email the <a href="#">ACLUF-SDIC’s SGUSC</a> and the Evaluation Rubric to STS.</li> <li>• Review pages 4-5 of the SGUSC (page 4: We Want to Hear from YOU!, and page 5: Guiding Questions) with the class.</li> <li>• Show this video to the class: <a href="#">Let’s Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a>. This is an example of what the STS will be working toward in this lesson.</li> </ul> <p><b>Class Discussion (10 min):</b> Show <a href="#">Scene at the Singing of the U.S. Constitution</a>. Ask STS:</p> <ul style="list-style-type: none"> <li>• What story does this work tell you?</li> <li>• Based upon what/who you see, whose rights do you think were reflected in the Constitution when it was created?</li> </ul> <p><b>Group work (20 min):</b></p> <ul style="list-style-type: none"> <li>• Break into groups of 3-5 STS.</li> <li>• Assign reading: SGUSC</li> <li>• Instruct groups to choose two amendments to review and complete <a href="#">The Value Rights</a> together. <i>(Note to teacher: The Value of Rights handout instructs STS to choose five amendments, but due to time, we suggest limiting the group’s choice to two amendments)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Instruct STS to have their parents or guardians complete the <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a> and email it to you by the following day.</li> <li>2. Instruct STS to finish reading SGUSC.</li> <li>3. Instruct STS to re-watch: <a href="#">Let’s Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a>.</li> <li>4. <a href="#">Guide to Video Best Practices</a></li> <li>5. Optional Reading: <a href="#">On Constitution Day, a Reminder that Freedom is for Everyone – Even Though that Hasn’t Always Been True</a></li> </ol>

## Day 2: ANOTHER LOOK - THE U.S. CONSTITUTION IN CONTEXT

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC True or False Trivia Quiz</a></li> <li>2. Image: <a href="#">A Moment of Reckoning</a> Image Details: By Anthony Washington and Cheryl Alethia Phelps (2020)</li> <li>3. Blog: <a href="#">A Moment of Reckoning</a></li> <li>4. <a href="#">ACLUF-SDIC downloadable artwork</a> available for STS use in their digital creations.</li> </ol>	<p><b>Test Your Knowledge (15 min):</b> Share the ACLUF-SDIC True or False Trivia Quiz with the class.</p> <p><b>Equal Rights (15-20 min):</b> Present <a href="#">A Moment of Reckoning</a> artwork to STS and the quote from the <a href="#">corresponding blog</a> listed below.</p> <ul style="list-style-type: none"> <li>• <b>Share quote from Moment of Reckoning:</b> <i>“We are at a moment of reckoning and transformation from a profoundly unequal nation to one that is truly equitable. When the COVID-19 pandemic recedes, what will be left in its wake? What shared values will enable us to move forward as a more just and inclusive society? The Struggle for Black Liberation – the unceasing petitioning of America to live up to its founding ideals (to the benefit of all marginalized people) – is and must be at the center of our collective fight for a more perfect Union – a pluralistic, democratic nation in which ‘We the People’ truly means all of us.”</i></li> <li>• <b>Ask the following to generate class discussion:</b> <ul style="list-style-type: none"> <li>○ Considering the Bill of Rights, what does this piece tell us?</li> <li>○ Do you agree or disagree with it, why or why not?</li> </ul> </li> </ul> <p><b>Group Work (15 min):</b> Ask STS to get back into their groups from the previous day. Instruct them to choose an amendment and a question from the Guiding Questions (page 5 in SGUSC) to cover in their group digital content creation.</p>	<ol style="list-style-type: none"> <li>1. Instruct STS to work with their group to outline their plan/script for their digital content creation using their chosen amendment and guiding question.</li> <li>2. Instruct STS to bring the outline to class the following day.</li> <li>3. Provide STS with <a href="#">ACLUF-SDIC downloadable artwork</a> for use in their digital creations.</li> <li>4. Optional Reading: <a href="#">Moment of Reckoning</a></li> </ol>

## Day 3: ALMOST 300 YEARS LATER - IS THERE A NEW SCENE IN TOWN?

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
<p>1. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a> Image Details: By Howard Chandler Christy (1940), Commissioned by the U.S. Government This image depicts the Constitutional Convention on Sept. 17, 1787, the date the framers signed the Constitution in Independence Hall in Philadelphia, PA. This artwork is on display at the U.S. Capitol Building in Washington D.C.</p> <p>2. Image: <a href="#">Dare to Create a More Perfect Union</a> By Anthony Washington (2018) Commissioned by the ACLU Foundation of San Diego &amp; Imperial Counties This artwork was inspired by Howard Chandler Christy's iconic <i>Scene at the signing of the Constitution of the United States</i>. <i>Dare to Create a More Perfect Union</i> imagines a living, inclusive Constitution that is meant to be adapted and improved by future generations in response to our nation's changing social, cultural and moral values.</p> <p>3. Worksheet: <a href="#">Life Without Rights</a></p> <p>4. Worksheet: <a href="#">The Bill of Rights Today</a></p>	<p><b>Class Discussion (20 min):</b> Share the <a href="#">Scene at the Signing of the Constitution of the United States</a> and the <a href="#">Dare to Create a More Perfect Union</a>. Explain the context of both images using the "Image Details" in the first column. Guide STS in comparing the images using the questions listed below.</p> <ul style="list-style-type: none"> <li>• What story does Christy's original version tell? <ul style="list-style-type: none"> <li>• Who is included in Christy's version? Who is excluded?</li> </ul> </li> <li>• What story does the ACLUF-SDIC version tell? <ul style="list-style-type: none"> <li>• Who is included in the ACLUF-SDIC version? Who is excluded?</li> </ul> </li> <li>• Do you see a representation of yourself in either piece? <ul style="list-style-type: none"> <li>○ What about representations of people you know? Your classmates, teachers, neighbors, friends or family in either piece?</li> </ul> </li> <li>• Do you think that seeing a representation of yourself or others you know is important when considering whose voice is heard in shaping the future of the United States?</li> <li>• If you were updating the ACLUF-SDIC artwork today, who or what would you add? <ul style="list-style-type: none"> <li>○ Who or what would you add if updating it in 50 years?</li> </ul> </li> </ul> <p><b>Handout (25 min):</b> Ask STS to read and follow instructions on <a href="#">Life Without Rights</a> and <a href="#">The Bill of Rights Today</a>.</p> <ul style="list-style-type: none"> <li>• <b>Outline Review:</b> As the STS are completing the handouts, review each group's outline and provide guidance as needed.</li> </ul>	<ol style="list-style-type: none"> <li>1. Instruct STS to update outlines based on your feedback, finalize plan/script and complete a practice run of their creation.</li> <li>2. Instruct STS to bring final plan/script to class the following day.</li> </ol>

### Day 4: STUDENTS SETTING THEIR OWN SCENE

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
	<p>STS should use full class time to produce their digital creations.</p> <p>Instruct STS to write a title and a 2-4 sentence description of their digital creation (<i>Note to teacher: you will need this information when submitting STS digital creations</i>)</p> <p>STS can seek assistance from teacher as needed.</p>	<ol style="list-style-type: none"> <li>1. Instruct STS to finalize their digital creation, its title and description.</li> <li>2. Instruct STS to submit all pieces to you by the following day.</li> </ol>

### Day 5: END SCENE – CLASSROOM CONSTITUTIONAL CONVENTION

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
	<p>Use class time to watch/review STS digital creations with class. Encourage STS to ask questions and share thoughts on the ideas presented in each creation.</p> <p><b>Please submit up to five videos per class that demonstrate critical thinking and creativity.</b></p> <p><b>REMINDER:</b> All submissions must include a signed <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a> for each participating student.</p>	

## One-day Lesson Plan (120-Minute Periods) & Teaching Resources

**Unit Objectives:** In this unit, students (STS) will learn about the creation and formation of the United States Constitution focusing on the freedoms and rights granted by the Bill of Rights. STS will explore the context in which it was created and be asked to critically analyze how it relates to our present-day lives. STS will also examine primary source texts and landmark Supreme Court cases. Both the in-class and out-of-class instruction will prepare STS to create a short video (no more than five minutes long) or another digital expression which shares their knowledge, insights and relationship with the U.S. Constitution.

**After you've reviewed the digital creations, please choose up to five per class that demonstrate critical thinking and creativity and [submit them to us using this form](#).**

### TEACHER & STUDENT PREP:

- **Using the last 10 minutes of the class prior to the period covering this lesson:**
  - Break STS into groups of 3-5; assign each group five amendments from the [ACLUF-SDIC's Student Guide to the U.S. Constitution \(SGUSC\)](#).
- **Homework:** Instruct STS to read the pages covering their assigned amendments in the ACLUF-SDIC's SGUSC.
- **Homework:** Instruct STS to read the Guiding Questions on page 5 in the SGUSC.
- **Homework:** Instruct STS to read [On Constitution Day, a Reminder that Freedom is for Everyone – Even Though that Hasn't Always Been True](#)



## ONE-DAY TEACHER & STUDENT RESOURCES

<p><b>One-Day Lesson Plan Resources</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC's Student Guide to the U.S. Constitution</a> (SGUSC)</li> <li>2. Guiding Questions: Educators' Version (These questions are provided to your students on page 5 of the SGUSC.)</li> <li>3. <a href="#">On Constitution Day, a Reminder that Freedom is for Everyone – Even Though that Hasn't Always Been True</a></li> <li>4. <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a>: Please include a completed waiver to each participating student when uploading their digital creation.</li> <li>5. <a href="#">Guiding Questions</a></li> <li>6. <a href="#">Guide to Video Best Practices</a> and <a href="#">ACLUF-SDIC downloadable artwork</a> for use in STS digital creations</li> <li>7. <a href="#">Evaluation Rubric</a></li> <li>8. Sample Video: <a href="#">Let's Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a></li> <li>9. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a></li> <li>10. Image: <a href="#">Dare to Create a More Perfect Union</a></li> <li>11. <a href="#">ACLUF-SDIC downloadable artwork</a> available for STS use in their digital creations.</li> </ol>
<p><b>Optional Resources</b></p>	<ol style="list-style-type: none"> <li>1. <a href="#">ACLUF-SDIC's CTC! PowerPoint</a>: Dive deeper into the U.S. Constitution and landmark U.S. Supreme Court cases.</li> <li>2. <a href="#">Educator &amp; Student Resources</a>: Learn more with these ACLUF-SDIC curated resources.</li> <li>3. Worksheet: <a href="#">The Value of Rights</a></li> <li>4. Worksheet: <a href="#">Life Without Rights</a></li> <li>5. Worksheet: <a href="#">The Bill of Rights Today</a></li> <li>6. <a href="#">ACLUF-SDIC True or False Trivia Quiz</a></li> <li>7. Image: <a href="#">A Moment of Reckoning</a>; and Blog: <a href="#">A Moment of Reckoning</a></li> <li>8. <a href="#">Constitution Day Vocabulary Tool</a>: This vocabulary tool provides a comprehensive list of terms, along with vocabulary-related activities/worksheets such as definition of terms, matching, word searches, etc. Teachers can select according to class level and progress.</li> </ol>



## One-Day Lesson Plan: THE U.S. CONSTITUTION – SETTING (and updating?) THE SCENE

HANDOUTS & OTHER MATERIALS	INSTRUCTION	HOMEWORK
<p>1. <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a> (media waiver allowing the ACLUF-SDIC to share STS digital creations with our audiences.)</p> <p>2. Image: <a href="#">Scene at the Signing of the Constitution of the United States</a>  <b>Image Details:</b> By Howard Chandler Christy (1940), Commissioned by the U.S. Government            This image depicts the Constitutional Convention on Sept. 17, 1787, the date the framers signed the Constitution in Independence Hall in Philadelphia, PA. This artwork is on display at the U.S. Capitol Building in Washington D.C.</p> <p>3. Image: <a href="#">Dare to Create a More Perfect Union</a>  <b>Image Details:</b> By Anthony Washington (2018), Commissioned by the ACLUF-SDIC            This artwork was inspired by Howard Chandler Christy's iconic <i>Scene at the signing of the Constitution of the United States</i>. <i>Dare to Create a More Perfect Union</i> imagines a living, inclusive Constitution that is meant to be adapted and improved by future generations in response to our nation's changing social, cultural and moral values.</p> <p>4. Sample Video: <a href="#">Let's Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a></p> <p>5. <a href="#">Guiding Questions</a></p> <p>6. <a href="#">Evaluation Rubric</a></p> <p>7. <a href="#">ACLUF-SDIC's Student Guide to the U.S. Constitution</a> (SGUSC)</p> <p>8. <a href="#">Guide to Video Best Practices</a></p> <p>9. <a href="#">ACLUF-SDIC downloadable artwork</a> for STS use in digital creations.</p>	<p><b>Lesson Introduction (10-15 min):</b> Introduce the U.S. Constitution and the Bill of Rights, and all unit objectives.</p> <ul style="list-style-type: none"> <li>• Provide STS with overall plan resulting in STS working in groups completing a digital creation.</li> <li>• Handout/email the ACLUF-SDIC's SGUSC and the Evaluation Rubric to STS.</li> <li>• Review pages 4-5 of the Student Guide to the U.S. Constitution (page 4: We Want to Hear from YOU!, and page 5: Guiding Questions) with the class.</li> <li>• Show this video with the class: <a href="#">Let's Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a>. (Example of what the STS will be working toward in this lesson.)</li> </ul> <p><b>Class Discussion (20 min):</b> Share the <a href="#">Scene at the Signing of the Constitution of the United States</a> and the <a href="#">Dare to Create a More Perfect Union</a>. Explain the context of both images using the "Image Details" in the first column. Ask STS to compare the images using the questions listed below.</p> <ul style="list-style-type: none"> <li>• What story does Christy's piece tell?             <ul style="list-style-type: none"> <li>○ Who is included in this piece? Who is excluded?</li> </ul> </li> <li>• What story does the ACLUF-SDIC piece tell?             <ul style="list-style-type: none"> <li>○ Who is included in the ACLUF-SDIC piece? Who is excluded?</li> </ul> </li> <li>• Do you see a representation of yourself in either piece?             <ul style="list-style-type: none"> <li>○ What about representations of people you know? Your classmates, teachers, neighbors, friends or family in either piece?</li> </ul> </li> <li>• Do you think that seeing a representation of yourself or others you know is important when considering whose voice is heard in shaping the future of the United States?</li> <li>• If you were updating the ACLUF-SDIC artwork today, who or what would you add?             <ul style="list-style-type: none"> <li>○ Who or what would you add if updating it in 50 years?</li> </ul> </li> </ul> <p><b>Group Work (50-60 min):</b></p> <ul style="list-style-type: none"> <li>• Instruct groups to choose one question from the Guiding Questions (page 5 of SGUSC) and one of the five assigned amendments to cover in their digital creation. (<i>Groups and reading assigned in the previous class period – see above: Teacher and Student Prep.</i>)</li> <li>• Instruct groups to begin researching and outlining their digital creation based on their chosen amendment and question.</li> </ul>	<p>1. Instruct STS to have their parents or guardians complete the <a href="#">ACLUF-SDIC Parental/Guardian Consent Waiver</a> and email it to you by the next class.</p> <p>2. Instruct groups to finalize and submit their digital creation, its title and description to you.</p> <p>3. Provide STS with <a href="#">ACLUF-SDIC downloadable artwork</a> for use in their digital creation.</p> <p>4. Instruct STS to re-watch: <a href="#">Let's Amend the 13<sup>th</sup> Amendment to Truly Abolish Human Enslavement</a></p>