

The Constitution: A Numbers Game

U.S. Government

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Grade Level	9th – 11th Grade	**Time Frame**	1-2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	U.S. Government		

Essential Question

Why is it important for citizens to have a written document like the Constitution?

Summary

The U.S. Constitution can be a daunting document for students to understand. By having students search through the Constitution, connecting numbers to some important information about our government, this scavenger hunt activity provides the students with a non-threatening way to become familiar with the articles and amendments of the Constitution while learning about our government and how it connects to them.

Snapshot

Engage

Students discuss the essential question and use that as a lead-in to play a numbers game with aspects of our Constitution. Students also pull numbers out of a bowl or hat, and then make inferences about those numbers in order to pique their curiosity about significant aspects of our government.

Explore

Students explore information about the U.S. Constitution through an outline and a primary text to verify and/or correct their own inferences.

Explain

Students open envelopes corresponding with the numbers. The envelopes have the correct answers to the numbers game. This reveal is used to check for understanding and fill in gaps of knowledge.

Extend

Students use the I Think/We Think strategy to connect the U.S. Constitution to their own lives. This strategy also assists them in prioritizing what has the greatest impact.

Evaluate

Students show understanding of the U.S. Constitution and are able to evaluate its impact on their lives through a writing assessment.

Standards

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.2.3: Evaluate the necessity of a written constitution to set forth enumerated powers, to organize government,and to distribute powers among the three branches of government, the states,and the people.
USG.4.2: Examine the structure, functions,and authority exercised by the executive, legislative, and judicial branches of government.
USG.4.2A: Identify the constitutional qualifications for holding public office and the terms of office, including the composition of Congress, the Supreme Court, and the executive branch.

Attachments

- Handout 1-Activity Sheet for Numbers Game - Spanish.docx
- Handout 1-Activity Sheet for Numbers Game - Spanish.pdf
- Handout 1-Activity Sheet for Numbers Game.docx
- Handout 1-Activity Sheet for Numbers Game.pdf
- Handout 1-Answer Sheet.docx
- Handout 1-Answer Sheet.pdf
- Handout 2-Outline of the Constitution - Spanish.docx
- Handout 2-Outline of the Constitution - Spanish.pdf
- Handout 2-Outline of the Constitution.docx
- Handout 2-Outline of the Constitution.pdf
- Handout 3-I Think We Think - Spanish.docx
- Handout 3-I Think We Think - Spanish.pdf
- Handout 3-I Think We Think.docx
- Handout 3-I Think We Think.pdf
- Handout 4-Essay Prompt and Rubric - Spanish.docx
- Handout 4-Essay Prompt and Rubric - Spanish.pdf
- Handout 4-Essay Prompt and Rubric.docx
- Handout 4-Essay Prompt and Rubric.pdf
- Numbers for Numbers Game - Spanish.docx
- Numbers for Numbers Game - Spanish.pdf
- Numbers for Numbers Game.docx
- Numbers for Numbers Game.pdf

Materials

- Numbers for game (attached)
- Handout 1 Activity Sheet for Students (attached)
- Handout 1 Answer Sheet for Teachers (attached)
- Handout 2 Outline of Constitution (attached)
- Handout 3 I Think/We Think (attached)
- Handout 4 Essay Prompt and Rubric (attached)

Engage

Introduce the essential question to students by placing it visually on a board or projector. Read the question out loud to the students: "Why is it important for citizens to have a written document like the Constitution?" Ask students to quickly share their thoughts on this question. After the essential question has been discussed, inform students that they will be taking a brief view of our U.S. Constitution. Encourage them to keep an eye out for things that already know or might impact them.

Sample Student Responses

The Constitution gives citizens a road map of how to run the government. Without the Constitution, elected officials could do whatever they wanted but the Constitution provides rules for governing that elected officials are to follow. Without the document of the Constitution, we might not have a government that operates smoothly.

Have a bowl or box prepared with the following numbers inside it: 4,12, 35, 2, 435, 7, 14, 27, 6, 13, 3, 20, 538, 25, 8, 1, 100, 19. The first page of the attachment "Numbers for Numbers Game" can be printed out and cut apart for this purpose. Each one of these numbers represents facts and data found in the U.S. Constitution.

Inform the students that they are going to play a numbers game. First, give them "Handout 1- Student Activity Sheet for Numbers Game." Let them know that this is their guide to the numbers pulled from the bowl.

Ask one student at a time to come up to the bowl and pull out a number. After a student pulls out a number, give the class a minute or two to discuss that number. Ask the class to quickly share which component of our Constitution might match that number and have them guess which statement to assign it to on **Handout 1 Activity Sheet**. They can fill in the "Inference" column on their handout with these answers at this time. After all the numbers have been pulled from the bowl, display the numbers in a place where all students can continue to view them.

Teacher's Note: Lesson Pacing

Don't feel obligated to spend too much time on sharing and making inferences with the whole class. They will be working on the chart with a group later.

Explore

Distribute **Handout 2 Outline of the Constitution** to students. Let them know they will be using this outline to help guide their exploration of the Constitution.

Use a copy of the U.S. Constitution from your textbook or give students a copy of the Constitution.

Inform students they will use the outline and the Constitution to finishing filling out the "Inference" column on Handout 1. If class dynamics allow, ask students to work in small groups of three. In their small groups, they should explore the outline in Handout 1 and use the U.S. Constitution to complete the first column on Handout 1.

Explain

Have students come back together as a whole class. In the front of the room, have envelopes labeled with the same numbers that were in the bowl. This will be the big reveal for the correct answers of the numbers. Encourage students to record the correct answer in the second column of Handout 1. Inform them that these answers will be used throughout the lesson and will be helpful in their final assessments. Open each envelope and reveal the constitutional component that connects to that number. For example: Open envelope 19, and inside should be the slip of paper that reads "This is the Amendment that gave women the right to vote."

Teacher's Note

The correct answers to go into the envelopes are provided for you on page two of the attachment **Numbers for Numbers Game**. You will just need to print them and cut them out to be placed in envelopes. You can also "reveal" the correct answers via projector. Just show the answers one at a time while the others are covered.

Extend

Now that students have filled in all the correct answers for the numbers game, they will reflect on which of these constitutional components effect their personal lives most. Give students **Handout 3 I Think We Think**. Inform them that they will only focus on the "I Think" column of the page first. Give students about 5 minutes to quietly reflect on the constitutional components. Ask them to list three statements about the Constitution that impact them the most in the "I Think" column.

After students have individually completed the "I Think" column of Handout 3, allow them to get into new groups of four. Within their groups, students should share their "I Think" column with group members and give a brief explanation as to why that component is on their list. After all individuals have shared, inform the groups to choose at least three elements of the Constitution that they believe to have the most impact on their lives and that they can agree upon.

If time allows, make a whole class "We Think" list. Look for common connections. Ask the class to prioritize the list based upon what has the most impact in their lives and discuss why this might be true.

Teacher's Note: Available Materials

If copies are restricted at your school, you can draw the I Think/We Think T-chart on the board and have students make their own on notebook paper.

Evaluate

To check for individual understanding, assign this short writing assessment. This writing assessment can be given as an in-class essay using their documents, or it can be assigned as a take-home essay. Give students **Handout 4 Essay Prompt and Rubric**. The prompt for the essay is meant to check for their understanding of the U.S. Constitution but also to encourage them to apply it to their own lives. The essay prompt is as follows: How does the U.S. Constitution affect my life? Cite at least three specific examples of how the U.S. Constitution directly affects or impacts your daily life. If you do not feel that it impacts your life at this moment, how will it impact your life in the near future?

Resources

- K20 Center. (2014). I Think/We Think. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5065bfd
- U.S. Constitution. Retrieved from http://www.archives.gov/exhibits/charters/constitution_transcript.html
- IIP Digital. (2007, July 4).Amendments to the U.S. Constitution, annotated. Retrieved from http://iipdigital.usembassy.gov/st/english/publication/2008/04/20080416204259eaifas0.7985803.html#ixzz46NhGguMG