

Constitution Day & Citizenship Day	
Schools	Topics / Activities
High Schools	
Burncoat High	Students in US History I & II memorized and did a critical analysis of the preamble of the Constitution.
Claremont Academy	Students read about the Constitutional Convention. They also put on a mock convention and took roles of people who served in the state convention.
Doherty High	The students' study and analysis of the Constitution will progress from grade 9 through 12.
Gerald Creamer Center/Challenge and Reach Academy	Students at the Gerald Creamer Center and Challenge and Reach Academy participated in activities that focused on the first amendment.
North High	At North, our Government classes spent Constitution Day analyzing the Bill of Rights and having students "translate" them into student friendly language so they could be discussed in Restorative Justice Circles. Student Council studied a Bill of Rights and Responsibilities and made posters to display around the school.
New Citizen Center	NCC conducted a school-wide partner read aloud. The book was - We the People: The Story of the Constitution, by Lynne Cheney
South High	South High School students explained the Constitutional limits on national power and how they relate to the concept of federalism and described why the first article of the Constitution dealt with the creation and the functions of the legislature.
U.P.C. S	Our history teachers led a study of the text of the constitution, particularly the bill of rights, and connected to other primary documents from history, including documents from Martin Luther King Jr. and the Seneca Falls convention.
W.T.H.S	A Morning Announcement was made about the date and importance of the Constitution: A lesson was composed for social studies that incorporated the constitution; Some classes were given a few questions from the citizenship test; Some classes read an article on "10 things every Citizen should Know".
Middle Schools	
Burncoat Middle	All social studies classes had a discussion about the constitution and its impact on the American people.
Forest Grove Middle School	Students used interactive websites: constitutionalrights. constitutioncenter.org. We tried to answer the question: How did the Founders write the Bill of Rights? To answer this, we had to look at historical documents that inspired the Founding Fathers during their drafting process as well as the drafts and proposals for each amendment. Students had to follow the twists and turns as the Founders deliberated and disagreed, before reaching the final text. We talked about what "could have been" had the Founders followed a different path.
Sullivan Middle	The activities the History Department did was to have the students listen to a School House Rock version of the preamble and then rewrite the preamble in student friendly language. A report of all activities were completed.

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Worcester East Middle	For Constitution Day at Worcester East Middle School, students briefly read an informational text on what the constitution was and an excerpt from the US Constitution. Students responded to both discussion and written questions on the text. Also, students viewed a brief video clip outlining the reasons for declaring independence from Great Britain.
Elementary	
Belmont	Below are a few of the activities implemented in classrooms at Belmont Community School: Scholastic News Constitution Day Issue Read Alouds – What’s the Bill of Rights? If You Were There When They Signed the Constitution What Are the Amendments? We the Kids Constitution Day Rap Matching Game with the US Constitution
Burncoat Prep.	Constitution and Citizenship Day celebrated on September 17 th at Burncoat Prep: Primary Grades: Teachers introduced an age and grade level presentation about the Constitution and Citizenship Day. <ul style="list-style-type: none"> • Classroom rules and school-wide rules were reviewed (we are a PBIS school) • Teachers and students discussed the rules and re-wrote them in their own words, then all students signed it-just like they did in the Bill of Rights. Intermediate Grades: <ul style="list-style-type: none"> • Using the play format guide, “Constitution Convention” by Brenda B. Covert, teachers led their students in a play to re-create the convention followed by discussion.
Canterbury	At Canterbury, our teachers shared age-appropriate books with students through an interactive read aloud. They discussed the books and completed a follow up writing activity. Discussion centered around the development of the Constitution and its importance.
Chandler Elem.	Grade 6 student recognized parts of the Constitution.
Chandler Magnet	Our students signed our PBIS constitution displayed on a school wide bulletin board.
City View	Grade 5 showed the Liberty Kids video about the Constitution and also we wrote our own classroom Constitution.
Clark St. Community	Clark Street School students in the primary grades read in their Scholastic News about the Constitution. Children in the fourth grade wrote their own Constitutions for the school year.
Columbus Park	Columbus Park in conjunction with the AVID program discussed and created classroom constitutions of expectations.
Elm Park	Students read or were read to: Primary Grades: The Creature Constitution is the story of Maddy the Mouse and the other creatures of Independence Hall in 1786. The essential questions of the week was: What does it mean to be part of a community? How should a person behave and act as part of a community? Does a person need to be a part of a community, or is it best to be by yourself? Intermediate Grades: “Important events of the US Constitution” Chronological Order- the

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	events that have been recorded in the order that they occurred or happened.
Flagg St.	Students at Flagg Street School used Scholastic News Online and their collection of games, articles and activities dedicated to Constitution Day. Activities included reading special reports in Scholastic News Magazine, playing the "Celebrate the Constitution Game" and creating classroom constitutions.
Francis J. McGrath	The fourth grade read and discussed the story "A Very Important Day." It is a story about different people becoming United States Citizens. We discussed and charted the steps to becoming a citizen after reading the story. We also went over the key points of the constitution and discussed what it means in terms 4th graders can understand. We tied this in with a unit which correlated with our 4th grade social studies civics and government standards" To give examples of the major rights that immigrants have acquired as citizens of the United States and to give examples of the different ways immigrants can become citizens of the United States.
Gates Lane	Students watched a PBS video on the charters of freedom and their importance to our liberties as citizens. This was followed up by a discussion on the Bill of Rights and students made their own "Student Bill of Rights" as it pertained to their lives at school.
Goddard	Grade 5 engaged in a "rules to live by" lesson related the novel Bud, Not Buddy, where they looked at rules in our society and developed classroom rules. They used evidence from the text to write about how the rules/laws in the rural south impacted the life of the main character.
Grafton	The fourth grade students read "We the kids" and participated in a class discussion. They also watched a video on the Constitution and Bill of Rights.
Heard	<p>Each class provided an activity and or discussion that addressed our Constitution. However, to start off this week of lessons on the topic, we met in the front around the school's flag pole on September 11 and did our morning announcements, pledge and a remembrance of 9-11. In that time we discussed the Constitution and the principal informed the students that the following week their teachers would be providing lessons on what this all means. That following week each grade provided the students with different activities. They were as follows:</p> <p>Grade K – Teachers read a book on the Constitution and discussed rules and why we have to follow rules.</p> <p>Grade 1 – Read the "Constitution Poem" by Teri Delich. Discussed what it was. Discussed rules and how the country made rules and showed a picture of the Constitution and finally the children drew pictures of themselves following rules.</p> <p>Grade 2 – Read Christine Brainbridge's – Classroom Constitution. Watched a video on BrainPop on the Constitution</p> <p>Grade 3 – Constitutionfacts.com as a link to resources, students made pocket sized constitution books highlighting famous facts. Watched School House Rock to tie together. Discussed how the Constitution would help communities tied into grade 3 Social Studies Standards.</p> <p>Grade 4 – Students used interactive website: Constitution facts.com to understand how the U.s.Constitution became the most influential legal documents in existence. Students learned about the relationship</p> <p>Grade 5 – Presented School House Rock – How a Bill Becomes a Law. Bill of Rights and Ammendments.</p> <p>Grade 6 – Scholastic News – The US Constitution: By the Numbers. Students read an article in Scholastic News that included interesting facts about the U.S. Constitution and why we celebrate September 17th.</p>

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Jacob Hiatt	We did a reading activity using the preamble of the Constitution.
Lake View	To celebrate/recognize Constitution Day, students used Scholastic News to read grade level texts about the Constitution. The individual classes watched Scholastic News videos that led to group discussion and written responses to higher order thinking questions. E.g. grade 5 focused on important three important amendments.
Lincoln	Grade three teachers explained some of the basic freedoms and rights that Americans have, which are outlined in the Bill of Rights. The students learned these freedoms through the use of Caldecott Medal Book: <u>Uncle Murray in Dayneu</u> and <u>How Uncle Murray Saved the Seder</u> . After the read aloud and discussion students illustrated the Bill of Rights amendments that were discussed in the book and shared with the class.
May St.	Multiple classes watched a video on Discovery Streaming to further develop an understanding of the constitution.
Midland	The 5 th graders recited the events (in a time line) leading up to the signing of the Constitution during the school's opening exercises.
Nelson Place	Teachers talked about what the constitution was and compared it to a set of rules people have to follow in our country. We then used our PBIS rules as our classroom constitution and every child had to sign the document agreeing to follow the rules of the classroom and the school.
Norrback	In third grade we focused our discussion/ activities on the preamble. Each student had a vocabulary card (in student friendly terms) illustrating a part of the preamble. As a class we discussed each part. Students each read a line of the preamble orally. Groups of children put their parts of the preamble in sequential order. Students were asked to explain their part of the preamble to someone at home.
Quinsigamond	The students at Quinsigamond School, as part of our Responsive Classroom Initiative, created individual class, their Rules for School. These rules govern our individual classrooms and are developed with the students PK-6. Following the classroom rules development, each classroom nominated two "representatives" to participate in the Rules Congress. This Congress convened one afternoon and each classroom representatives brought their individual classroom rules. During the Congress, students K-6 identified patterns and trends from the individual classroom rules that became the Rules Constitution for the school. These rules govern behavior, expectations and logical consequences as they pertain to our school, in classrooms and throughout common areas.
Rice Square	Grade 5 - Read and discussed brochures from the US Capital and an article about the three branches of government. They then wrote essays about the three branches of government.
Roosevelt	Patriotic Songs were sung during morning meeting. The music teacher directs the colloquium and chorus in singing the song. Teachers read picture books to the students on the constitution and completed citizenship activities.
Tatnuck Magnet	Classroom teachers did a read aloud and created classroom constitutions.

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Thorndyke Rd.	<p>Our fourth grade students worked on activities focused on the basic ideas in the Preamble to the Constitution.</p> <p>A concluding activity followed the study of the Preamble's ideas, involved six groups of students (one group for each idea) who developed a skit that portrayed an assigned phrase from the Preamble. Each group presented their skit to the rest of the class, and the class were required to identify which phrase was being portrayed. (ie.: "Establish Justice", "Secure the blessings of liberty", etc...)</p>
Union Hill	Classrooms wrote and signed classroom constitutions after learning about The Constitution of the Unites States.
Vernon Hill	<p>On Constitution Day, intermediate students examined the role of the people who shaped the United States Constitution. The lesson built knowledge of the Constitutional Convention that was held on September 17, 1787. Reputations were on the line when 39 men chose to sign the Constitution. The signatures were important but the subsequent ratification contest was what really mattered. Students were asked to sign their name, if the agreed, to a large document with the following statement: "Effective September 17, 2014, schools will close every year in honor of Constitution Day." A discussion surrounded why students signed or decided not to sign the document. Signing states a belief and creates a reputation. When someone takes a stand, they risk their reputation. When citizens sign a petition they do the same thing. Teachers integrated Vernon Hill School "Citizen of the Month" into the lesson. Every month a student from each class is chosen as "Citizen of the Month." Discussion centered on character and what you do, the stand you take, builds your reputation. Students watched "Creating the Constitution" and discussed the document concentrating on Article VII. Article VII says that 9 of the states needed to vote in favor of ratification of the constitution. Signing a statement doesn't mean it is true. There is a process of ratification. By signing, the delegates decided whether or not they believed the Constitution should be ratified by the people. When the delegates decided to sign or not sign the Constitution, they risked their reputation. After a discussion about the ratification process, students could sign the Constitution and discuss/ write why they did or did not.</p>
Wawecus Road	<p>Primary TLS will be reading a short, interactive story about the Constitution, practicing tracing/writing "Constitution", and completing a coloring page about the Constitution.</p> <p>K: We will discuss our rights and responsibilities within the classroom. We will compose Our Bill of Rights and Responsibilities as part of the writing program.</p> <p>Grade 1: Discuss importance of Constitution Day, vocabulary, students develop classroom "Bill of Rights"</p> <p>Gr. 2: Good Citizens Care: We will discuss how to be a good citizen by being respectful, responsible, safe, honest, compromise and cooperate with others.</p> <p>Gr. 3: Will orally read "What is the U.S. Constitution?" to the class. Also, have students write a classroom constitution to demonstrate how it was created by the people.</p> <p>Gr 4: After discussing The Constitution and its history and importance, we will write a simple class constitution and sign a la John Hancock.</p> <p>Grade 5/6: Students will read and discuss the attached "Constitution Fact Street."</p>
West Tatnuck	Grade 5 students at West Tatnuck participated in a lesson that discussed the basic rights that the Constitution gives to the citizens of the United States from the viewpoint of the primary author (John Adams) intention.
Woodland Academy	Woodland Academy is a school that participates in Children Discovering Justice, a Boston

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	based Civic and Justice (CDJ) education nonprofit organization. Students participated in reading, writing, and debating activities.
Worcester Arts Magnet	In conjunction with discussions on citizenship at the school and greater community level, students in several intermediate grades reviewed the Constitution and Bill of Rights in relation to their classroom opening and the development of “Rights and Responsibilities” aligned to the building norms.