

# Using Primary Sources: Analyzing The Preamble to the U.S. Constitution

Using Primary Sources – Preamble to the Constitution  
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**Goal:** Students will use a primary source to further their understanding of historical concepts, events, and people.

**Objective(s):** Students will be able to explain the goals of the Constitution as set forth in the Preamble. Students will be able to explain the meaning of the Preamble by rewriting/illustrating it in their own words.

**TAKS obj: 4** The student will demonstrate an understanding of political influences on historical issues and events.

**TEKS: 8.16:** The student understands the American beliefs and principles reflected in the US Constitution and other and other important documents.

**TEKS 6.21:** The student applies critical thinking skills to organize and use information acquired from a variety of sources including ... primary sources.

**Materials:** Interactive spiral, textbook, transparency of Preamble and What Do You Think Question, Preamble vocabulary for each child, response chart, "Principles and Structures of a Democracy."

## **Activity:**

Students open to the left side of the interactive spiral and reflect in writing on "What Do You Think" question on overhead.

Students and teachers read the Preamble aloud following teacher introduction.

As a group, students and teachers define and write formal definitions on their vocabulary list.

Divide students into small groups (2-3/group) and have students rewrite in their own words the phrases from the Preamble listed on the chart.

As a class, students share their written responses and brainstorm examples of what these concepts look like in our nation today.

## **Evaluation:**

Option 1: Students rewrite the Preamble in their own words explaining the purpose of the US Constitution.

Option 2: Students illustrate the concepts discussed on the charts.

Option 3: Students respond to a new question, "The Preamble set the goals for writing the Constitution. How well would the people of the times have supported the Constitution without knowing its purpose?"

## **What strategies / accommodations / modifications / did you use to assist the ELLs and other special students?**

1. Students read orally and defined key terms together.
2. Students used socializing intelligences to further their knowledge of the primary source.
3. Students have options for evaluation based on their academic function level in the classroom.