

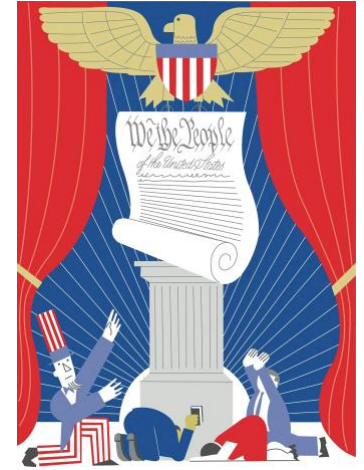
US Constitution Collaborative STEAM Lesson Plan (Grade 4)

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LESSON OVERVIEW

In this lesson, students will gain a basic understanding of the development of the Constitution. Students will understand the three branches of government and the important roles they play in the lives of all Americans. Students will learn about the paper and pens in which the original documents were written. Students will design and build models of the pen and paper in which the Constitution was written and they will also create an artistic representation of the Constitution.

LESSON OBJECTIVES



Science:

- Students learn how the original Constitutional documents have been preserved.
- Students will learn about the paper and type of pen used for the original documents.
- Students will model these concepts by building their own replica of a quill pen and parchment scroll.

Art:

- Students will define principles of art.
- Students will discuss the importance of the Constitution and three branches of government.
- Students will create an original piece of artwork.

ESSENTIAL QUESTIONS

Science:

- How do makers identify the limitations of models?
- How do makers work collaboratively to develop and revise a model based on evidence that shows the relationships among the variables for frequent and regularly occurring events?
- How do makers develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution?

Art:

- Does art tell a story?
- How does art represent a certain time period?
- Can art demonstrate honor to history, tradition, and/or culture?

STANDARDS (TEKS) CORRELATIONS

Science

- 4.2.A plan and implement descriptive investigations, including asking well-defined questions, making inferences, and selecting and using appropriate equipment or technology to answer his/her questions
- 4.3.C represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size
- 4.3.D connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists

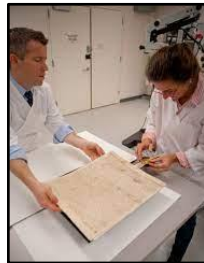
Art

- **A4.1 Perception: Developing and organizing ideas from the environment**
 - A. Communicate ideas about self, family, school, community, and God, using sensory knowledge and life experiences.
 - B. Identify in artworks that color, texture, form, line, space, and value are basic art elements and that principles such as elements, pattern, rhythm, balance, proportion, and unity serve as organizers.
- **A4.2 Creative expression/performance: Expression ideas through original artworks, using a variety of media with appropriate skill**
 - A. Combine information from direct observation, experience, and imagination to express ideas about self, family, community, and God.
 - B. Create original artworks using a variety of art materials and art media.
- **A4.3 Historical/cultural heritage: Demonstrating an understanding of art history and culture as records of human achievement**
 - B. Compare cultural themes honoring history and traditions in American and other societies (A4.3B)
- **A4.4 Response/evaluation: Making informed judgments about personal artworks and the artworks of others**
 - A. Analyze personal artworks to interpret meaning
 - B. Analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

ACTIVITIES AND STRATEGIES

SCIENCE

NASA Keeps the Constitution in Good Shape!



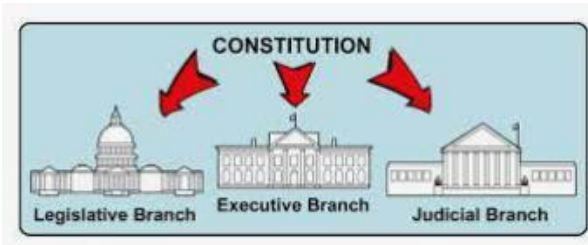
- Did you know that the Constitution has a connection to NASA?
- [5 Science Facts About the US Constitution](#)
 - This article details a few science facts about NASA's role in preserving the Constitution.
 - Project or print the above article for students.
 - Show [video](#) of NASA scientists explaining how they restored and encased the Transmittal Page of the Constitution
- Project the [high resolution image of the Constitution](#) for students to study carefully



ART

Discuss the Three Branches of Government and the important roles they play in the United States.

- Legislative-makes the laws
- Executive-enforces the laws
- Judicial-judges the laws



Compare and Contrast the Terms:



- **“Checks and Balances” (as related to our government)**

The three branches of government are designed to check and balance each other. Each branch is important, and no one branch should have all the power.

On What Kind of Paper Was the Constitution Written?

PARCHMENT

The term parchment is a general term for an animal skin which has been prepared for writing or printing. Parchment has been made for centuries, and is usually calf, goat, or sheep skin. See [LINK](#) for further information about parchment paper.

- Print for students to read: “[Differences Between Parchment, Velum and Paper](#)” from the National Archives website



- Students will make their own “parchment” scroll. This will be made from paper and other items to give the paper an aged look. See [LINK](#) for instructions on making parchment scroll.

With What Kind of Pen Was the Constitution Written?

- **Balance (as related to the Principles of Art)**

“Balance- is the distribution of the visual weight of objects, colors, texture, and space.” Students learn the importance of balancing their composition so that it is not “heavier” in a certain spot within their work of art. *Elements are distributed evenly.

Instructional Activity:

Students will take the information they have learned from the lesson and participate in a holiday art contest. Students will create an original drawing that represents the checks and balances of the three branches of the government (*artwork themes may vary from year to year). Students are allowed to use a medium of choice (crayons, markers, sharpies, colored pencils, oil pastels, etc.)

Textbook/Resources:

“Our Constitution Rocks” By: Juliette Turner

“Kids in the House”

“Three Branches of Government” By: Mrs. M’s Style 2017



Co-Presidents Janine Turner & Cathy Gillespie
with McConnell Gorman, Best Artwork Winner

Artwork Winner



QUILL

Quill (or quill pen) is a writing tool which is made from a flight feather of a large bird and which uses ink to leave marks on a writing surface. **See [LINK](#) for further information about quill pens.**

- Students will make their own quill pen using straws and feathers **See [LINK](#) for instructions on making a quill pen.**
- **Students will practice writing on their parchment with their quill pen.**

