WE THE PEOPLE
Constitution Tour

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We the People Constitution Tour
The Preamble to the Constitution: A Student Worksheet

Here is the Preamble to the U.S. Constitution broken into phrases. Write what you think each phrase means. It's OK if you don't know, but do your best.

We the People of the United States,

In order to form a more perfect Union

Establish justice

Insure domestic tranquility

Provide for the common defense

Promote the general welfare

And secure the blessings of liberty, to ourselves and our posterity

Do ordain and establish this Constitution for the United States of America.
We the People Constitution Tour
Vocabulary Bingo: Teacher Instructions

Have students fill in the We the People Vocabulary Bingo Game Board with vocabulary words from the list below. Students should use each word only once. Not all of the words will fit on the Bingo Game Board. So, allow students to select the words they would like to use. Instruct students to place the words anywhere on the board, one word per box. Once all boards are filled in, read the definition of a vocabulary word. Repeat each definition twice. Pause to let the students find out if the word the definition matches is on their board. If it is, the student marks it with a piece of paper. When bingo is achieved, the student reads back the words that were called. If they do not match with the definitions called, the class continues to play. If bingo is called and the words are correct, the winner can be rewarded with extra credit points toward an upcoming quiz/assessment.

1. amend
2. amendment
3. archives
4. article
5. Articles of Confederation
6. bill
7. Capitol
8. checks and balances
9. citizen
10. civil war
11. colony
12. compromise
13. constitution
14. emancipation
15. executive
16. federal
17. inauguration
18. judicial
19. justice
20. legislative
21. liberty
22. override
23. political parties
24. preamble
25. proclamation
26. ratify
27. separation of powers
28. sovereign
29. treaty
30. Uncle Sam
31. veto

The We the People Vocabulary Bingo Game Board follows on page 34.
We the People Constitution Tour: Constitution BINGO

Your task is to find classmates who know the answers to the questions in the boxes below. When you find a student who knows the answer, have the student write the answer in the box and then initial the box. No one may answer or sign in more than **TWO** boxes per bingo card. You may answer and sign **TWO** boxes on your own card. When your card is complete let your teacher know.

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which article refers to the legislative branch of the government?</td>
<td>Which branch of government is responsible for executing or carrying out the laws?</td>
<td>Who was president during the Great Depression and World War II?</td>
<td>Who made sure that the Bill of Rights was included in the Constitution?</td>
<td>Who sang on the steps of the Lincoln Memorial because she was not allowed to sing in Constitution Hall?</td>
</tr>
<tr>
<td>What speech did Dr. Martin Luther King Jr. give on the steps of the Lincoln Memorial?</td>
<td>Who was the first African American Supreme Court Justice?</td>
<td>Who was the primary author of the Declaration of Independence and our third president?</td>
<td>Which state was the last to ratify the Constitution?</td>
<td>Which article refers to the judicial branch of the government?</td>
</tr>
<tr>
<td>Which branch of government is responsible for interpreting the laws?</td>
<td>Who is present outside the White House when the President is present?</td>
<td>Which article refers to the executive branch of the government?</td>
<td>What is the name of the document the Constitution replaced?</td>
<td>What are the first three words of the Constitution?</td>
</tr>
<tr>
<td>What can a president do to prevent a bill from becoming law?</td>
<td>Which memorial commemorates our sixteenth president?</td>
<td>Which Supreme Court decision declared segregation unconstitutional?</td>
<td>What is the name for the beginning of the Constitution?</td>
<td>What state was the first to ratify the Constitution?</td>
</tr>
<tr>
<td>Where are the Declaration of Independence and Constitution housed today?</td>
<td>Whose statue, a former president and war hero, can be found in Lafayette Park?</td>
<td>Which branch of government is responsible for making the laws?</td>
<td>What is the name of the highest court in the country?</td>
<td>How many articles are in the Constitution?</td>
</tr>
</tbody>
</table>
Look carefully and find each of the following words:

1. executive
2. veto
3. capital
4. liberty
5. inauguration
6. president
7. citizen
8. archives
9. constitutional
10. freedom
11. judicial
12. representative
13. amendment
14. legislative
15. bill
16. senator
17. article
18. preamble
Below is a brief dramatic reading about Brown v. Board of Education. It consists of 12 speaking parts.

STUDENT GREETER
OPENING NARRATOR
HOMER PLESSY
CHARLES HAMILTON HOUSTON
OLIVER HILL
CONSTANCE BAKER MOTLEY
DR. KENNETH B. CLARK
DR. MAMIE CLARK
THURGOOD MARSHALL
THURGOOD MARSHALL (SECOND READER)
CHIEF JUSTICE EARL WARREN
CHIEF JUSTICE EARL WARREN (SECOND READER)

Dramatic Reading Speaking Roles:

1. STUDENT GREETER: Welcome to the Supreme Court of the United States. I’ll bet you’re wondering why we stopped here. What difference does the Supreme Court make in our lives — today? You might be surprised to know that students our age have brought cases to the Supreme Court. For example, Mary Beth Tinker was 13 when she took her school district to this court for suspending her from school when she wore a black arm band protesting the Vietnam war.

2. OPENING NARRATOR: Teenagers bring cases here about many hot topics — like making a speech at an assembly, praying in school, writing articles for the student newspaper, and being searched at school. These cases are of great importance to the nation. The fact that student issues come to the Supreme Court tells you that what’s important to us is important to the nation.

3. HOMER PLESSY: My name is Homer Plessy. I was arrested for not giving up my seat to a white man on a train in New Orleans. I decided to challenge my arrest in court. My lawyer argued that separating blacks from whites on the train violated the Fourteenth Amendment.

   My case made it all the way to this court. The Court ruled against me in the case of Plessy v. Ferguson. The Court said that the states could legally segregate the races, as long as each race was treated “equally.” This came to be known as “separate but equal.” For years courts used my case as an example to support segregation.

4. CHARLES HAMILTON HOUSTON: My name is Charles Hamilton Houston. I was a professor and lawyer I saw how segregation between African Americans and whites led to unequal conditions. I made up my mind to establish a record of court victories that showed that “separate” institutions are “unequal.” This argument was taken up by several of my law students, including Thurgood Marshall and Oliver Hill.

5. OLIVER HILL: My name is Oliver Hill and I was a lawyer. I went to court and won equal pay for black teachers and equal transportation rights for black students. I also won a case that showed the run down and unequal conditions of schools attended by blacks. It was one of the five cases included in the Brown v. Board of Education case, which later outlawed segregation in public schools.

6. CONSTANCE BAKER MOTLEY: My name is Constance Baker Motley. When I was a girl, I wasn’t allowed to go to a public skating rink or to the beach, because of my race. So I decided to become a civil rights attorney. I worked with Thurgood Marshall on Brown v. Board of Education. In 1966 — about the time some of your parents were born — I became the first African American woman to become a federal judge.
7. DR. KENNETH B. CLARK: My name is Dr. Kenneth B. Clark. My wife Dr. Mamie Clark and I were psychologists who worked together on what were known as the “doll experiments.” They were used by Thurgood Marshall to show that racial segregation sets the stage for African Americans to lose out on equal opportunities.

8. DR. MAMIE CLARK: I am Dr. Mamie Clark. Our work started with my master’s degree paper. In our experiments, we had African American children look at a set of white dolls and black dolls. They had to tell us which dolls they liked and wanted to play with. Most African American children chose the white dolls. These experiments showed the terrible impact that racism has—even on children.

9. THURGOOD MARSHALL: My name is Thurgood Marshall. The first time I saw the Constitution was when I was forced to read it as a punishment for a prank at school. Reading the Constitution was supposed to teach me not to pull pranks. Instead, it inspired me to become a lawyer and fight against discrimination. I went to the Howard University School of Law. After graduation, I worked for the NAACP and successfully argued many cases before the U.S. Supreme Court.

Brown v. Board of Education was actually five school cases under one name, which showed that separate schools were not equal. Eventually, I became the first African American Justice to serve on the Supreme Court. Today you are going to hear a summary of my argument to the Supreme Court in the words of some middle school students.

10. THURGOOD MARSHALL (SECOND READER): I got the feeling when I heard the discussion in this court yesterday that when you put a white child in a school with a whole lot of colored children, the white child would fall apart, or something. Everybody knows that is not true.

Those same kids in Virginia and South Carolina—and I have seen them do it—they play in the streets together, they play on their farms together, they go down the road together, but they separate to go to school, they come out of school and play ball together. But they have to be separated in school.

There must be some magic to it. You can have them voting together, you can have them live in the same neighborhoods. You can have them going to the same state university and the same college, but if they go to elementary and high school together, the world will fall apart.

11. CHIEF JUSTICE EARL WARREN: My name is Earl Warren. I was the Chief Justice of the United States at the time that the case of Brown v. Board of Education was argued. After hearing the case, all nine of us decided that segregation was not legal. Here is a section of the Court’s decision, in the words of some eighth graders.)

12. CHIEF JUSTICE EARL WARREN (SECOND READER): Education key to good citizenship. In school, children learn cultural values, prepare for careers, and to be successful in life. It is doubtful that any child can succeed in life if denied education. Education is a right that must be made available to all on equal terms. Separate schools are unequal.

For Additional Information:
# We the People Constitution Tour

## Interactive Vocabulary Challenge

Match each one of these words with the definition provided below.

1. federal
2. legislative
3. checks and balances
4. treaty
5. sovereign
6. constitution
7. political parties
8. separation of powers
9. emancipation
10. civil war
11. Articles of Confederation
12. Capitol
13. executive
14. liberty
15. proclamation
16. Uncle Sam
17. judicial
18. override
19. ratify
20. veto
21. inaugurated
22. colony
23. bill
24. amend
25. compromise
26. preamble
27. amendment
28. justice
29. citizen
30. archives
31. article

### Vocabulary Word Number | Definition
--- | ---
1. federal | to change
2. legislative | a change to the Constitution
3. checks and balances | a place where historical documents are preserved
4. treaty | the first government of the United States; it was unsuccessful
5. sovereign | a section of the Constitution
6. constitution | a proposed law
7. political parties | the building that Congress meets in
8. separation of powers | the power for each branch to “check up on” the others; created so that no branch of government becomes more powerful than another
9. emancipation | a native or naturalized member of our country
10. civil war | war between the people of the same country
11. Articles of Confederation | a group of people who are governed by their country, but live in a land that is separate from their country
12. Capitol | for each side to give up something so that consensus may be reached
13. executive | a document which outlines how a government will run
14. liberty | to free from bondage (slavery)
15. proclamation | the branch of government which includes the President, the Vice President and Cabinet Members; outlined in Article II of the Constitution
16. Uncle Sam | national
17. judicial | ceremony in which the president takes office
18. override | the branch of government which includes the Supreme Court, Federal Courts and Court of Appeals; outlined in Article III of the Constitution
19. ratify | fairness
20. veto | the branch of government which includes the Senate and House of Representatives; outlined in Article I of the Constitution
21. inaugurated | freedom or independence
22. colony | to over rule
23. bill | organizations that try to gain political power; today two such organizations are the Democrats and Republicans
24. amend | an introduction
25. compromise | to state or proclaim
26. preamble | to approve
27. amendment | each branch of government has its own responsibilities and powers that the others cannot take away
28. justice | to have complete power and the ability to govern itself
29. citizen | an agreement between two or more countries
30. archives | a personification of the government or people of the U.S.: represented as a tall, lean man with white chin whiskers, wearing a blue tailcoat, red-and-white-striped trousers, and a top hat with a band of stars
31. article | to deny or cancel
We the People Constitution Tour  
Trivia Challenge

See how much you know about the U.S. Constitution.

The U.S. Capitol

1. Which state ratified the Constitution first?

2. What was the last of the original 13 states to ratify the Constitution?

3. What is the difference between “capital” and “Capitol”?

4. How many members are in the House of Representatives?

5. Who represents Washington, D.C. in the House of Representatives?
   Can this person vote?

6. How many members are in the Senate?

7. How many total members are in Congress?

8. Which state has the most representatives in the House of Representatives?
   Why is this?

9. How many years is the term of office for a member of the House of Representatives?

10. How many years is the term of office for a U.S. Senator?

The White House

11. Who was the first President to live in the White House?
We the People Constitution Tour
Trivia Challenge (Continued)

The Lincoln Memorial

12. Who sang at the Lincoln Memorial after she had been denied the opportunity to sing at Constitution Hall?

The FDR Memorial

13. Franklin Delano Roosevelt was president during what important world history event?

The Supreme Court

14. Who was the first African-American Supreme Court justice?

15. What important Supreme Court decision helped to desegregate schools?

16. What is the name of the Supreme Court decision that allowed students' peaceful protest by wearing black armbands in school during the Vietnam War?

The National Archives

17. Where could you visit today to do research on your family's heritage and genealogy?

18. How old do you have to be to do research at the National Archives?

Bonus Questions

After what building was the Rotunda of the U.S. Capitol modeled?

How many non-voting members are there in the House of Representatives?

Who is the only president not to swear on the Bible when he took the Presidential Oath?
**We the People Constitution Tour**

**More Pre/Post Tour Activities**

- Have students write their own *We the People* song about the Constitution. Write a refrain, as well as one verse for each of the following: Article I, Article II and Article III. Create ground rules as a class for the basic requirements of the song.

- Have students write their own Constitution for their class/school modeled after the U.S. Constitution.

- Make *We the Kids* illustrated children’s books using the Preamble of the U.S. Constitution. Share your classes’ completed *We the Kids* books with a younger audience and have them discuss rules and laws that they have to follow.

- Have students design their own monument to the Constitution. Ask them to respond to the following: What key concepts would this monument need to convey? What shape would it take? Are there particular people mentioned on this monument? If so, who are they and why? Once the monument is created, have students write a strong paragraph explaining it. You could even have a contest to see which monument would be chosen by the class as the representation of the Constitution.

- Visit Constitution Gardens. Students can write a letter to the Director of the National Park Service, Mr. Jon Jarvis, 1849 C Street, NW, Washington, D.C. 20240, and share their experience at the gardens with him.

- Have students write a comprehensive reflection of their experience on the *We the People* Constitution Tour. Students should include an introduction, a paragraph about what they learned about Article I, a paragraph about Article II, a paragraph about the Lincoln Memorial, a paragraph about Article III, a paragraph about the National Archives, a final paragraph with a conclusion and their opinions of the experience. Students may choose to work in groups or independently. Create a bulletin board with the students’ written reflections, pictures, and papers from the tour.

- Have students write one of the members of the Constitutional Convention and tell him about the *We the People* Constitution Tour, what was good, what was in his memory, etc.

- Have students in pairs write a script between the students and one of the founding fathers. Students should share what they learned and the founding father’s voice should interject some of the history that the student learned and tie it into the trolley tour experience.

- Have students draw their own political cartoon depicting something learned on the *We the People* Constitution Tour.

- Have students read the two quotations below and decide with which one they agree, and why. Encourage them to use evidence from their experience on the *We the People* Constitution Tour to support or refute the quotes.

  “The United States Constitution has proven itself the most marvelously elastic compilation of rules of government ever written.” — Radio address by then-Governor of New York Franklin Roosevelt on States Rights, March 2, 1930.
We the People Constitution Tour (Continued)
More Pre/Post Tour Activities

“The Constitution is a written instrument. As such, its meaning does not alter. That which it meant when it was adopted, it means now.” —South Carolina v. United States, 1905.

- Find a news article (either in the newspaper or online) that shows Article I, II, or III in action today. Have students write a paragraph to illustrate their understanding of how Article I, II, or III is being illustrated. Students can then share their articles in class with each other.

- Have students write and produce their own podcast about the We the People Constitution Tour. Assign students to one of the stops on the tour and ask each to be responsible for being the “producers” of that stop, describing its historical significance as well as its importance to us today in the twenty-first century. Post the completed podcast online and invite family, friends, and community members to listen to it.

- Ask students to draft a bill on a topic they feel is important. Have one student be president, one be the vice president, and divide the remaining students into two groups: one the House of Representatives and one the Senate. Students should run a mock ceremony to pass this bill as a law.

- Have students create a brochure for the We the People Constitution Tour. Students should be sure to describe the purpose of the tour, write about each of the stops and its significance, and the highlights of the tour. Students can interview classmates for quotations about the trip.

- Have students create their own board game using information learned on the We the People Constitution Tour. Students can then play and evaluate each other’s games.

- Have students write an article for their school newspaper or a local newspaper about the We the People Constitution Tour.

- Have students look on the internet to retrieve and label pictures of the nine Supreme Court Justices as well as the majority and minority leaders of both the House and Senate, Speaker of the House, President Pro Tem of the Senate, Cabinet Members, and other leadership positions in our government.

- Have students write a letter to the President focusing on and sharing concerns that are pertinent to their lives.