

## Instructional Recipe

# Why Do The American And Texas Constitutions Look Alike?

### Grade 7, Texas History

#### Step 1 – Ask

#### Objectives:

Students will identify the influence of ideas from the U.S. Constitution on the Texas Constitution.

#### Introduction:



Belden, Dreanna L. *Texas State Capitol*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph3456/>. Accessed August 10, 2009.

#### Ask:

- ★ What does the Constitution of Texas mean for Texans?
- ★ Why do you think it looks similar to the U.S. Constitution?
- ★ What are some things that the documents have in common?

#### Vocabulary:

- ★ **constitution** - system of basic laws and principles that prescribes the nature, functions, and limits of a government or another institution
- ★ **democracy** - government by the people, exercised either directly or through elected representatives
- ★ **executive** - branch of government that puts laws into effect and administers government functions
- ★ **judicial** – branch of government that interprets the laws
- ★ **legislative** – branch of government that makes the laws
- ★ **preamble** – introduction to the Constitution

#### TEKS:

- (7.14B)** identify the influence of ideas from the U.S. Constitution on the Texas Constitution.
- (7.21 A)** differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- (7.21B)** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- (7.21C)** organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- (7.21D)** identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- (7.21E)** support a point of view on a social studies issue or event.

#### Technology Application TEKS:

- 3A.** Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods
- 4B** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
- 6A** Determine and employ methods to evaluate the electronic information for accuracy and validity
- 6B** Resolve information conflicts and validate information through accessing, researching, and comparing data
- 6C** Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information
- 7A** Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
- 7B** Create and edit spreadsheet using all data types, formulas and functions, and chart information
- 10A** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

## Step 2 – Investigate

Suggested searches: *Texas AND constitution*, or “*Texas Constitution*”

### Texas Heritage Online Resources:

- ★ United States. *The United States Constitution*. Project Gutenberg, 2006. Texas Heritage Online. 10 Aug. 2009.  
<http://www.gutenberg.org/dirs/etext90/const11h.htm>
- ★ United States. *Amendments to the US Constitution*. Project Gutenberg, 2006. Texas Heritage Online. 10 Aug. 2009. <http://www.gutenberg.org/etext/19581>
- ★ Texas. *The Constitution of the state of Texas*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph2416/>. Accessed August 10, 2009.

### EBSCO Resources:

- ★ FEBRUARY 15, 1876. By: Stone, Ron. Book of Texas Days, 1984, p30-30, 1/4p; Reading Level (Lexile): 710; (AN 21474567)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=21474567&site=src-live>>
- ★ Government by the People. By: Heinrichs, Ann. Texas, 2002, p19-26, 8p, 1 map, 6 color, 1 bw; Reading Level (Lexile): 600; (AN 10892892)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=10892892&site=src-live>>
- ★ LEARN MORE ABOUT TEXAS. By: Pelta, Kathy. Texas (0-8225-4064-9), 2002, p77-79, 3p; Reading Level (Lexile): 470; (AN 11954410)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=11954410&site=src-live>>

### Additional Websites:

- ★ <http://tshaonline.org/handbook/online/articles/TT/mkt2.html>
- ★ <http://tshaonline.org/handbook/online/articles/CC/mhc7.html>
- ★ <http://www.kids.house.state.tx.us/rangers/index.htm#>
- ★ <http://www.senate.state.tx.us/kids/KIDS.htm>
- ★ <http://www.constitution.legis.state.tx.us/>
- ★ [http://www.whitehouse.gov/our\\_government/](http://www.whitehouse.gov/our_government/)
- ★ <http://clerkkids.house.gov/congress/index.html>
- ★ [http://www.senate.gov/civics/constitution\\_item/constitution.htm](http://www.senate.gov/civics/constitution_item/constitution.htm)
- ★ [http://www.senate.gov/artandhistory/history/common/briefing/Constitution\\_Senate.htm](http://www.senate.gov/artandhistory/history/common/briefing/Constitution_Senate.htm)

### Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

☞ Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or create a spreadsheet using Microsoft Excel to map out their ideas.

**Allow students to share their information with another group or as a whole class.**

	U.S. Constitution basic ideas	U.S. Constitution influence on Texas Constitution
<b>Legislative branch</b>		
<b>Executive branch</b>		
<b>Judicial branch</b>		
<b>Bill of Rights</b>		
<b>Preamble</b>		

#### Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Write and illustrate a children’s story** that explains how the U.S. Constitution influenced aspects of the Texas Constitution. Be sure to include images and vocabulary to help a 4<sup>th</sup> grader understand the comparisons.
- ★ **Write and perform a skit** in which the main characters, the U.S. Constitution and the Texas Constitution speak to one another about how the U.S. Constitution influenced aspects of the Texas Constitution. Be sure that your script explains each idea clearly for the audience.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their story or script. Skits could be videotaped and edited using iMovie or Windows Movie Maker.

#### Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students’ work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

### Children's Story: Constitutions of the U.S. and Texas

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

## Historical Role Play: Constitutions of the U.S. and Texas

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.