

### Join the Campaign in Celebrating Constitution Day, 2007 Participate in the State Capitol Constitution Display

Wondering what to do for Constitution Day? The California Campaign invites you and your students to be a part of the statewide celebration of the U.S. Constitution. Whether you have a simple lesson or a week-long unit, your students can create panels for the Campaign's *Celebrating the Constitution* display for the Capitol building in Sacramento and other public buildings in the state. You can have students participate individually, as a class, or as part of a school-wide activity.

First, help your students understand key concepts about the Constitution and its Bill of Rights. Depending on your grade level and standards, you might choose to focus on one aspect of the Constitution such as the Preamble or certain amendments from the Bill of Rights. The Campaign is providing **free lessons and resources**:

**[www.cms-ca.org](http://www.cms-ca.org)**

Next, students create panels on half sheets of 8½ x 11 inch paper. Their artwork/writing should represent what they think is most important about the Constitution. Please follow the guidelines below and send your students' work to:

All submissions must be received by **September 24, 2007**.

Keri Doggett  
Constitutional Rights Foundation  
601 S. Kingsley Drive  
Los Angeles, CA 90005

To participate in the State Capitol Constitution project:

1. Read the **Instructions for Teachers** (Elementary or Secondary).
2. Make copies of the elementary or secondary **Student Handout** on white bond paper.
3. Fill in the **cover sheet** and mail students' half-sheet panels to the address above.
4. Check the web site starting October 11th to see the displays!



The California Campaign is a project of Constitutional Rights Foundation in collaboration with the Center for Civic Education and the Alliance for Representative Democracy. This project is made possible by generous grants from the Carnegie Corporation of New York, the Annenberg Foundation, and the W.R. Hearst Foundation. Special thanks to Michelle Herczog, Consultant-in-Charge, History-Social Science, Los Angeles County Office of Education.

### The State Capitol Constitution Display: Elementary Grades

#### Overview

Your students can join others around the state to create *Celebrating the Constitution* displays for public buildings in Sacramento and other areas in the state. Elementary grades will respond to the theme **What the Constitution Means to Me** to create their panels. To help your students understand key concepts, you might choose to focus on one aspect of the Constitution such as the Preamble or certain amendments from the Bill of Rights. Suggested activities for your grade level are on the cms-ca.org web site.

Next, students create individual panels to express what they think is most important about the Constitution. Please use the guidelines below to create and send your students' work to the California Campaign.

#### Materials You Need

Art supplies as described in the guidelines below

Student Handout: Elementary

#### Guidelines for Display Panels

Please:

- Use white bond paper to make copies of the Student Handout for each participating student.
- Have students use crayons or markers. Students writing essays may use ink or type.
- No paint, charcoal, pastels, or other substances that could smear.
- Do not glue or tape objects onto the paper.
- Check spelling and grammar.
- Cut the paper carefully. We need uniform panels that are 8½ inches wide by 5½ inches in height.

Constitutional Rights Foundation, organizer of the Campaign, will not be able to return student work and reserves the right to copy and distribute it on web sites and in print materials. We will incorporate as many of the panels received as possible into the displays and on other public documents and web sites.

#### Suggestions to Get Started

1. Do one of the lessons from the California Campaign Resources for Constitution Day to provide some background and concept-building for your students. Lessons are available online at [www.cms-ca.org](http://www.cms-ca.org).
2. After your students have learned about the Constitution, ask:

What is the U. S. Constitution? Responses might include: *rules for our leaders to follow, tells how our government has to be set up, tells what our president and other leaders should do, contains America's basic laws, protects our freedoms.*

Why do you think the Constitution is important? (*Makes sure people are treated fairly. Protects our freedoms, makes sure our leaders are fair.*)

What kind of picture could you draw to show what the Constitution means to you?

3. Distribute the student handout and art supplies. Assist the students in folding the paper in half so that their panels are exactly 8½ x 5½ inches. Please carefully cut out the panels before sending.
4. Please ensure students' first names, school, etc., are printed or typed on the bottom of the panel.
5. **Fill out the cover sheet** and mail with students' panels to arrive by **September 24:**

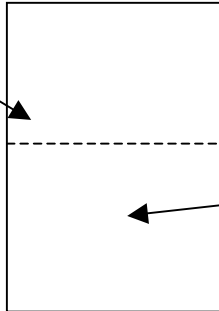
Keri Doggett, Constitutional Rights Foundation  
601 S. Kingsley Drive, Los Angeles, CA 90005  
(213) 316-2115                      [keri@crf-usa.org](mailto:keri@crf-usa.org)

## What Does the U.S. Constitution Mean to You?

What does the U.S. Constitution mean to you?

Fold this paper in half, then draw pictures or use words to share your ideas on the bottom half of the page.

Fold the page like this.



Draw and write on the bottom half.

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1<sup>st</sup> Name

School

Teacher

District

City

# COVER SHEET

## Please Complete and Enclose with Student Work

Dear Teachers:

Please fill out one cover sheet to include with the stack of your students' work. Please carefully cut the 8 <sup>1/2</sup> x 11 sheets in half to help us ensure your students' panels can be included in the displays. We will need uniform sized panels for the display boards.

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

Teacher E-mail: \_\_\_\_\_

School: \_\_\_\_\_

School Address (street, city, zip):

\_\_\_\_\_

\_\_\_\_\_

Name of Principal: \_\_\_\_\_

School Phone: \_\_\_\_\_

School District: \_\_\_\_\_

County: \_\_\_\_\_

Grade Level(s) of students whose panels are included: \_\_\_\_\_

Number of panels included in this package: \_\_\_\_\_

Mail to arrive by **September 24, 2007:**

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