

Kindergarten

# Discover America

Course 6 - Teacher Guide



**COURSE 6: CREATING THE  
AMERICAN GOVERNMENT**

# Table of **Contents**

3	<b>Themes + Values</b>
4	<b>Learning Objectives</b>
5	<b>Key Terms</b>
6	<b>Introduction</b>
8	<b>Lesson</b>
9	<b>Class Constitution</b>
10	<b>Resources</b>
11	<b>Notes</b>

Kindergarten

# Teacher Guide



## Key Themes

- Freedom
- Independence

## Core Values

- Community
- Life
- Liberty

# Learning Objectives

**Students will be able to:**

- Define freedom.
- List two reasons why the Constitution was written.
- Define the Constitution.



# Creating the American Government - Kindergarten

## Key Terms

- 01 **compromise** - an agreement between two people or groups of people, where each group has to give up something they want to reach an agreement.
- 02 **constitution** - a set of rules that guides how a country works.
- 03 **government** - a system of rules and the people who make and enforce them.

# Introduction

**ASK** Students

Can you read as many books as you want?

Can you eat more than one serving of fruits and vegetables?

Tell students that these are freedoms.

(allow students to respond)

**ASK** Students

Do you have to make your bed every morning?

Are you allowed a limited number of minutes of screen time?

Do you have to brush your teeth every day?

Tell students that these are rules.

(allow students to respond)

# Creating the American Government - Kindergarten

# Introduction

## TELL Students

Well, who made these rules? Your mom and dad did! They made these rules to keep you safe and help you grow up to be a healthy, strong, and kind person. But when you get older and have your own house, you'll make your own rules. You'll remember the lessons you learned from your mom and dad and use them in your life. You might have neighbors, roommates, or your own family, so you'll have to work together with them to make sure your rules help everyone.

When you grow up and move out into the world, you'll be on your own and have a lot of freedom. But you'll also need to decide on the rules for your life, and there will be many choices to make. Rules are important. Our country, the United States, also has rules. The **government** is in charge of a lot of rules. Let's watch another episode of Star Spangled Adventures to learn how the United States government was created.

## WATCH

Star Spangled Adventures Episode:  
*The Constitutional Convention*



Scan Me!

# Creating the American Government - Kindergarten

# Lesson

## TELL Students

The **Constitution** is like a set of rules for our country. A long time ago, after we won our freedom from the British, people had to decide what rules we should have to make sure everyone is treated fairly and has their rights protected.

The leaders came together to make these rules, and they were very careful. They didn't want one person to have too much power, like a king. So, they made sure the government had rules to follow.

They listened to what the people wanted, and they made a special list of rules called the Bill of Rights. These rules make sure we have important freedoms like saying what we think, believing in our own religion, and more.

James Madison helped make these rules. He is called the Father of the Constitution because he played a big part in making sure our country's rules are fair and protect our rights.

## ASK Students

What is the Constitution?

Why was the Constitution created?

Who is the Father of the Constitution?

(allow students to respond)



The Constitutional Convention



# Creating the American Government

# Class Constitution

## **TELL** Students

Let's play a game! Let's pretend that you discovered a wonderful new world.

Now, you need to create rules for the people in the new world.

Put students into groups of three or four students. Give each group one piece of paper and writing utensils. Ask students to discuss and write the rules for their new world on their piece of paper. Then, create an anchor chart and write all of the rules on the anchor chart.

Ask students to vote on two rules they believe are the most important. Tally up the votes and decide which rules will govern the new world. Write the new rules on a **classroom constitution** and have each student sign the constitution.

## **ASK** Students

How did we create the Constitution? Did everyone participate?

(allow students to respond)

# Creating the American Government

# Resource List

- 01 [www.2001-2009.state.gov/r/pa/ho/time/ar/14313.htm](http://www.2001-2009.state.gov/r/pa/ho/time/ar/14313.htm)
- 02 [www.archives.gov/education/lessons/slave-trade.html](http://www.archives.gov/education/lessons/slave-trade.html)
- 03 [www.archives.gov/founding-docs/bill-of-rights/how-did-it-happen](http://www.archives.gov/founding-docs/bill-of-rights/how-did-it-happen)
- 04 [www.archives.gov/founding-docs/constitution](http://www.archives.gov/founding-docs/constitution)
- 05 [www.archives.gov/milestone-documents/articles-of-confederation](http://www.archives.gov/milestone-documents/articles-of-confederation)
- 06 [www.bensguide.gpo.gov/j-states-ratification](http://www.bensguide.gpo.gov/j-states-ratification)
- 07 [www.constitutioncenter.org/blog/on-this-day-james-madison-introduces-the-bill-of-rights](http://www.constitutioncenter.org/blog/on-this-day-james-madison-introduces-the-bill-of-rights)
- 08 [www.constitutioncenter.org/the-constitution](http://www.constitutioncenter.org/the-constitution)
- 09 [www.everycrsreport.com/reports/R41357.html#fn6](http://www.everycrsreport.com/reports/R41357.html#fn6)
- 10 [www.heritage.org/the-constitution/commentary/what-the-constitution-really-says-about-race-and-slavery](http://www.heritage.org/the-constitution/commentary/what-the-constitution-really-says-about-race-and-slavery)
- 11 [www.history.com/topics/american-revolution/siege-of-yorktown](http://www.history.com/topics/american-revolution/siege-of-yorktown)
- 12 [www.history.com/topics/early-us/federalist-papers](http://www.history.com/topics/early-us/federalist-papers)
- 13 [www.history.state.gov/milestones/1776-1783/continental-congress](http://www.history.state.gov/milestones/1776-1783/continental-congress)
- 14 [www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html](http://www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html)
- 15 [www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/shays-rebellion/](http://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/shays-rebellion/)
- 16 [www.nps.gov/articles/constitutionalconvention-june20.htm](http://www.nps.gov/articles/constitutionalconvention-june20.htm)
- 17 [www.senate.gov/civics/common/generic/Virginia\\_Plan\\_item.htm](http://www.senate.gov/civics/common/generic/Virginia_Plan_item.htm)

