

LESSON 2

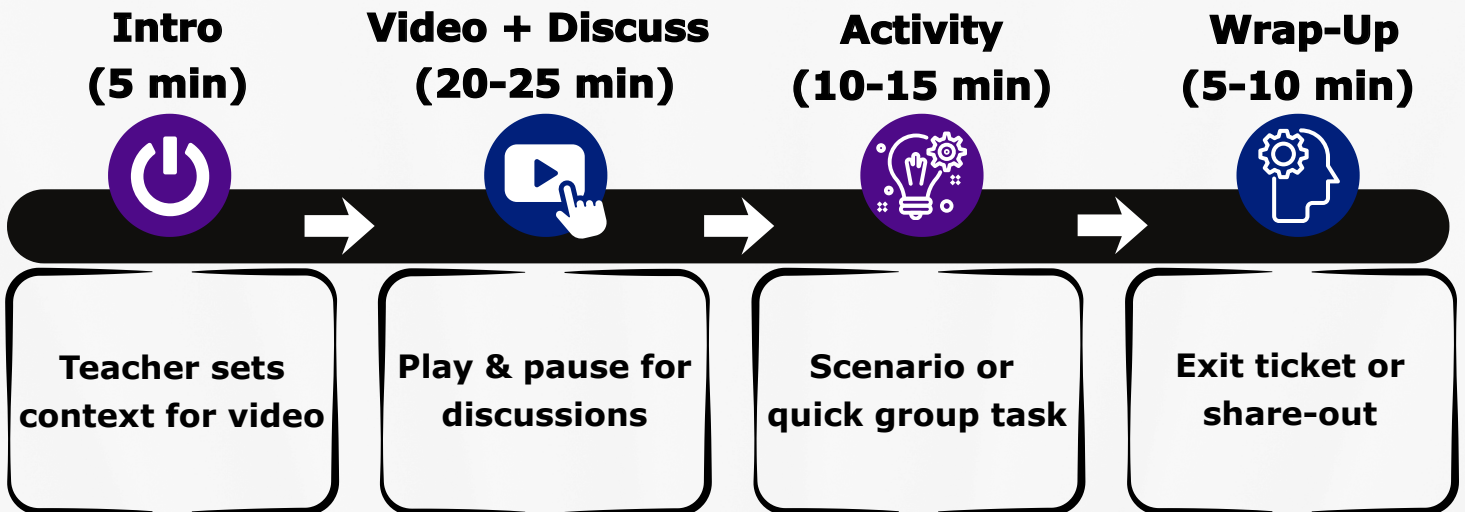
THE BLUEPRINT – THE U.S. CONSTITUTION

USE WITH VIDEO: "THE BLUEPRINT: THE U.S. CONSTITUTION" [@Link](#)

LESSON GOAL

Students will understand the Constitution as both a **blueprint for government** and a **reflection of exclusions** in its time. They will critically evaluate its principles, compromises, and continuing impact.

LESSON FLOW (40–50 MIN)



LEARNING OBJECTIVES

- **Explain** the purpose of the Constitution as the nation's blueprint for government.
- **Identify** what the Constitution prioritized and what it left out.
- **Evaluate** articles from the constitution and their impact.
- **Apply** constitutional ideas by drafting or analyzing a classroom constitution.

NM STANDARDS [@Link](#)

- Civ.12 – Use democratic strategies to make class/school decisions.
- Civ.13 – Know powers of local, state, and national institutions.
- Civ.19 – Compare past and present systems of government.
- Civ.21 – Evaluate how founding principles shaped U.S. policy.
- Civ.23 – Analyze the Constitution and its principles.
- Civ.35 – Explain how founding documents shaped national unity.



Detailed Lesson Flow

INTRO (2–3 MIN)



Teacher Cue:

“Today we’re going to look at the Constitution — the blueprint for how our government works. But we’ll also ask: Who was included in this blueprint, and who was left out?”

Optional Hook Question:

“If your school made a brand-new rulebook today, what’s one rule you’d want to add — and one you’d fight to keep out?”

VIDEO + PAUSE & DISCUSS (20-25 MIN)



Q: What is the Constitution?

- A: Sets up government, 3 branches, divides power.

Q: How did the delegates’ backgrounds shape who was represented in government?

- A: Limited diversity, Excluded groups, Bias in representation

Q: What powers does Congress have — and why are some powers withheld?

- A: Make laws, Declare war, Collect taxes, Regulate trade; some powers withheld to preserve checks and balances and prevent tyranny. [Article I, section 8](#)

Q: What can’t states do under Article I, Section 10, and why?

- A: Can’t make treaties, coin money, or tax imports; ensures national unity and avoids state conflict. [Article I, section 10](#)

REFLECTIVE ACTIVITY (10-15 MIN)



Option A – Article Analysis (small groups)

[View the U.S. Constitution on Senate.gov](#) Link

- Each group takes one Article of the Constitution.
- Translate into modern teen language.
- Answer:
 - a. What is prioritized?
 - b. Who is left out?
 - c. If you rewrote it, what would you add?

Option B – Create a Classroom Constitution

- Students draft articles for how their class should run.
- Debate inclusion/exclusion, fairness, rights vs. responsibilities.
- Compare their choices to the framers’ compromises.

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Detailed Lesson Flow

WRAP-UP (5-10 MIN)



Exit Ticket Options:

- **Write:** “One thing the Constitution got right was ____, but one thing it left out was ____.”
- **Share:** “If I rewrote one article for today’s world, I would include ____.”

Teacher Cue: Connect back to lesson goal.

“The Constitution is our government’s blueprint — but blueprints can be revised. The framers themselves knew it wasn’t perfect, which is why we have amendments.”

OPTIONAL EXTENSION ACTIVITIES (20–40 MIN EACH)



Debate: Should the voting age be lowered to 16? (Connects past exclusions to modern issues.)

Case Study: Explore student rights—phone searches, protests, TikTok bans.

Create: Rewrite the Preamble in modern language or as a rap/poem.

Watch: “I’m Just a Bill” and/or “The Preamble” from Schoolhouse Rock

Standards:

- 9–12.Civ.12 – Use democratic strategies to make decisions and take action.
- 9–12.Civ.23 – Analyze the Constitution and its principles.
- 9–12.Civ.35 – Analyze founding documents and their impact on unity.

Knowledge Check & Feedback

STUDENT QUIZ & FEEDBACK

<https://tinyurl.com/lesson2student>



TEACHER FEEDBACK

<https://tinyurl.com/lesson2teacher>

