



Lesson: Illustrating a Class Rules Preamble

(To follow Amplify CKLA 2, Knowledge 11: Immigration, Lesson 9: We the People)

At a Glance

In this lesson, students compare the text of the N.H. State Constitution preamble and an illustrated version of that text by New Hampshire artist Marek Bennett. They respond by creating their own illustrations of their class rules or constitution.

Primary Focus Objectives

- Students will identify key words in the N.H. State Constitution preamble and explain how they have been visually defined.
- Students will summarize their own class rules within the format of a preamble.
- Students will illustrate lines from the class rules "preamble."

Formative Assessment

- Class rules preamble illustration

Standards

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.L.2.4b

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Materials

- Vocabulary Card: Preamble
- Focus Text: [Unit 6: Establishing Government, Learn It! "N.H. State Constitution," page 7](#)
- [New Hampshire Comicstitution, page 2](#)
- A copy of class rules or similar document
- Large sheets of paper, newsprint, or posterboard

Time Needed

Two 30-40 minute class sessions

Learning Activity

1. **Review the Vocabulary Card.** Discuss the word "preamble" and ensure students understand why constitutions have these opening sections. (5 minutes)
2. **Read the Focus Text.** Examine the preamble of our state constitution. Identify important ideas and words in the text. (15 minutes)
3. **Analyze the comic.** Distribute copies of page 2 of the "New Hampshire Comicstitution" and support students as they identify the visual clues that explain the preamble. (15 minutes)



4. **Summarize class rules.** Revisit class rules created at the beginning of the school year and work together to summarize them in the form of a preamble. *(15 minutes)*
5. **Illustrate the class preamble.** Support small groups as they create large illustrations to define each sentence of the new class preamble. *(25 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify	This lesson extends student understanding of the importance and purpose of the U.S. Constitution by looking at a feature it shares with the N.H. State Constitution: the preamble. Students build vocabulary by unpacking that word and exploring why a preamble is an important introduction to a constitution. After identifying the important ideas in our state constitution's preamble, students examine a piece of art by New Hampshire illustrator Marek Bennett that illustrates each of those ideas. Students create a preamble for their own class rules and then work in small groups to create their own illustrations for each sentence.
Review the vocabulary card	Project or display the vocabulary card. If students have completed Amplify CKLA 2, Unit 11, Lesson 9, they will be familiar with the first line of the preamble of the U.S. Constitution. Ask students to identify the word's prefix and share words they know that also begin with the prefix "pre": examples may include preview, prepare, prepay, or prevent. Ensure students understand that "pre" means before. Discuss the rest of the word. Students may know that "amble" is sometimes used as a synonym for walk. "Preamble" comes from a Latin word that means "to walk before." In a document like a constitution, the preamble is a part of the text that "walks before" the rest of the text. It is an introduction that tells the reader the most important ideas they will understand by reading the whole document.
Read the Focus Text	Project or distribute copies of page 7 from Unit 6: Establishing Government, Learn It! "N.H. State Constitution." The preamble that was originally written for our state constitution over 200 years ago is short but packed with complicated words and ideas. Take time to read through the explanations of the important ideas and vocabulary with students.
Analyze the comic	Project or distribute copies of page 2 of Marek Bennett's "New Hampshire Comicstitution." Give students time to read it and find the language they listened to or read in the Focus Text. Discuss what language the illustrator changed and what story he tells through his illustrations to explain the meaning of the words. Can they summarize the four ideas into one big idea?
Summarize class rules	Display the class rules and read them with students. Talk together about why the rules were created in the first place. What makes them similar to a constitution? What makes them different. Work together to summarize the class rules into the format of a preamble. A complex sentence of multiple clauses isn't necessary. A few sentences that express the big idea will serve the purpose of this lesson.
Illustrate the class rules preamble	Explain to students that they will try creating their own "Comicstitution" for their class rules preamble. Decide if you will try to tell one continuous story through your images or if each sentence or idea will have its own little story. Divide students into groups and let them choose or assign them a sentence or phrase from the class rules preamble. Display the completed panels where students can easily refer to them.



PREAMBLE

Part of speech: noun

Definition: A statement that introduces a text

How to use it: The **preamble** explained the important ideas and purpose of the Constitution.